Welcome to Emporia State University and our institutional self-study — the foundation of reaffirming our accreditation with the Higher Learning Commission of the North Central Association.

Accreditation is important to our university community as we hold ourselves and each other to the highest standards. Our HLC Steering Committee worked many hours gathering information and data from colleagues across campus to look back at where we were 10 years ago and where we want to go from here. During this process, we learned important things about our university and how we want to advance.

Creating our self-study came at a fortuitous time. Emporia State University celebrated its sesquicentennial in 2013, providing us a natural impetus to look back at our 150-year history of changing lives. As our sesquicentennial ended, we began work on a new strategic plan to guide our future.

Gathering information for the HLC reaccreditation visit sharpened our focus as we look to our new adaptive university strategic plan. While reviewing the past 10 years was a key element of our self-study, we are now even more excited and optimistic about the next 10 years. Our new strategic plan will be rooted in a vision that addresses the common good, and we will recognize and focus on the many contributions of individuals toward society with common interests and aspirations.

To all who served on our HLC Steering Committee, to all who provided information and insight for this self-study and to the HLC team visiting Emporia State University and evaluating us for reaccreditation — THANK YOU for all your time and your hard work.

GO HORNETS!

Michael D. Shonrock, Ph.D.
President
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Introduction

The Self-Study Process
Work on this self-study began in fall 2011, when former President Michael Lane (2006-11) appointed a self-study Steering Committee under the guidance of the Provost and the Vice President for Student Affairs.

In April 2012, the Steering Committee attended the HLC Annual Conference with a focus on acquiring information that would inform the development and organization of a comprehensive campus reaccreditation campaign. As such, the HLC Self-Study Timeline schedule has served as a process guide and the HLC Meeting Minutes serve as official committee records.

The Self-Study Goals
Emporia State University has had several goals as it has pursued its self-study. Work on the self-study should contribute to the strategic planning and facilities master planning that the university has been undertaking at the same time; the self-study should provide an institution-wide framework for identifying a “common vision” roadmap as the institution looks toward the future; the self-study should help align the many internal and external forces that influence fulfillment of the university’s mission, including our own operational strategies and Kansas Board of Regents strategic planning goals; the self-study should help Emporia State University recognize strengths and opportunities identified in each of the five criteria; and, of course, it should demonstrate that Emporia State University meets the Higher Learning Commission’s accrediting criteria as an outstanding institution of higher education.

Organization of the Report
The self-study report is organized to correspond with the five Higher Learning Commission Criteria for Accreditation adopted by the Commission on February 24, 2012. A chapter is dedicated to each criterion, and the core components serve as major sections within each chapter. Examples of evidence are assigned subheadings, many of which correspond with the “examples of evidence” provided within each Criterion for Accreditation. The Resource Room is presented in five separate sections: Alphabetical Listing, Criterion, Operation Unit Index, Subject Index A to Z, and Unique Assigned Code. All evidence documents used in the report are linked pdf files or folders.

Overview of Institutional History

Institutional Profile
Since its’ founding in 1863, Emporia State University has improved the lives of students from Kansas, the nation, and the world by providing excellence in educational opportunities. Located in the heart of the Bluestem Region of the Flint Hills, it is a public, regional university, granting baccalaureate and master’s degrees as well as a doctoral degree. From its 200-acre campus in Emporia, KS, a city of nearly 25,000 and the largest city in a seven-county area, the university serves a diverse population of learners.

Emporia State University encourages students to become engaged in learning and provides support services to assist them in meeting their individual potentials. Faculty and staff work as a team to foster an environment that
focuses on students and the partnerships that enable learning. They help students make the most of their time by encouraging their involvement in organizations, their development of leadership skills, their participation in internships, and their commitment to community service programs. There are over 130 recognized student organizations, numerous opportunities to participate in recreational sports and sports clubs, and opportunities to cheer on nationally ranked men’s and women’s intercollegiate athletics teams.

Emporia State University’s organizational chart and student profile show the structure and demographic characteristics of the institution and students. Graduate education continues to be a distinctive characteristic of Emporia State University. During the 2013-14 academic year, graduate students accounted for 36% of the total student enrollment, setting the university apart from both peers (17%) and aspirational peers (13%).

**History**

In 1863, two years after Kansas become a state, the Kansas Legislature established the State Normal School at Emporia, the first public institution of higher learning in Kansas. Classes began in February 1865 with 18 students enrolled. Two students graduated in the first commencement ceremony in 1867.

The university’s name has changed three times in its 152-year history. In 1923, Kansas State Normal School became Kansas State Teachers College, and in 1974, the institution became Emporia Kansas State College. With broadened academic offerings, increased services to students, and greater involvement in research and in-service activities, it had clearly become a multipurpose institution. In 1977, the Kansas Legislature changed the name to Emporia State University. In 1993, the Kansas Board of Regents approved the implementation of the institutions’ first, and so far its only, doctoral program, in the School of Library and Information Management.

As the university continues to celebrate its rich history, Emporia State University aspires to be a premier comprehensive university focused on academic excellence, student success, leadership, and community and global engagement. Through on-campus, online, and distance education, through current students, faculty, and staff, and through its alumni its reach extends to all areas of the state, the region, the nation, and the world.

**Accreditation History**

The North Central Association (NCA) granted Emporia State University (then called Kansas State Normal School) its first accreditation in 1915. This accreditation has been continuous since then. A listing of accredited programs, covered in detail in both Criteria Three and Four, shows the extent of university-wide accreditations.

**Changes Since 2004**

**Students**

Emporia State University has experienced shifting enrollment over the past ten years. From fall 2009 to fall 2013 undergraduate enrollment declined by 335 (7.9%). At the same time, graduate student enrollment increased by 54 (2.6%). During the entire ten-year review cycle, graduate enrollment grew by 336 (18.4%), while undergraduate enrollment decreased by 497 (11.4%). From 2009 to 2013, the institution’s student population overall decreased by 161 (2.6%).

In spring 2010, in response to enrollment trends, ESU began a partnership with Noel-Levitz, focusing the campus community on the best practices associated with undergraduate recruitment, use of financial aid and scholarship programs, and retention strategies. These efforts have resulted in continuous enrollment growth from spring 2012 through fall 2014.
Faculty

The number of faculty positions at Emporia State University has remained nearly constant over the ten-year evaluation period, despite several required budget adjustments. A detailed faculty analysis is presented in Criterion Five.

State Economic Support for Higher Education

The State General Fund (SGF) appropriation represented 43% ($31,004,569) of the university’s operating fund in FY 2005, while in FY 2014 SGF funding amounted to 34% ($29,642,247). Conversely, tuition revenue supported 23% ($16,186,570) of the operating budget in FY 2005 but increased to 30% ($25,848,667) in FY 2014. The university’s FY 2014 SGF appropriation was 4.4% ($1,362,322) below the FY 2005 appropriation, and tuition revenue rose 59.7% ($9,662,097) over the same time period. Data on operational expenditures from 2005 through 2014 show tuition dollars funding an increasing proportion of operational costs over time.

Leadership

University leadership has changed several times and at multiple levels over the last ten years. In these leadership transitions presidents, provosts, vice presidents, and deans have all given way to others, with policies established earlier overlapping and sometimes conflicting with new ones. These changes have had substantial impact.

Facilities

Campus facilities and learning environments have adapted to student expectations, incorporating technology and integrative learning. The university now has campus-wide wireless connectivity. The university has improved the Towers, Singular Trusler, and parts of Morse Residence Halls, with plans to renovate all residences and to build more if enrollment justifies it. Technical, aesthetic, and spatial changes in the William Allen White Library include the development of a 24/7 Learning Commons. SMART classrooms now allow for a range of mediated learning deliveries and pedagogical strategies. Progress has been made on adapting existing spaces into high tech learning hot spots (Richel Learning Space, Reichardt Center for Publishing & Literary Arts) where students can network on assignments and projects. Comprehensive renovation of the Memorial Union created a multidimensional, student-centered, co-curricular learning environment in keeping with the new Campus Master Plan. Since summer 2013, the university has focused on cost-efficient ways of increasing the aesthetic appeal of the landscaping; it has leveraged facilities resources to install energy-efficient windows in buildings on the west side of campus. These economical changes were in progress while the campus master plan was being developed. Looking to future connectivity and collaborations, the Now and Forever Campaign, the Campus Master Plan, and the Adaptive University Strategic Plan provide the vision and funding for future enhancements to facilities-based learning environments.

Response to 2004 Comprehensive Evaluation Visit

The final team report from the 2004 Comprehensive Evaluation Visit recommended that Emporia State University be granted continued accreditation by the Higher Learning Commission, with the next comprehensive visit to come during the 2014-15 academic year. Specifically, the team concluded that Emporia State University was fulfilling the five Criteria for Accreditation and that it continued to show that its mission, its educational and co-curricular programs, and its dedicated faculty and staff were student-centered. No commission follow-up was required, although there were some suggestions for change.
Recommendations regarding Criterion One emphasized the need to enhance campus diversity and maintain official transcript records for all faculty. Diversity became a priority of strategic planning and it has since improved for both faculty and students. Official transcript records for faculty are now on file in the Provost’s Office (Plumb Hall 205).

Criterion Two suggestions noted the need for greater faculty representation on strategic planning and budgeting committees, improved communication across planning and shared governance groups, a more flexible campus master plan, and the inclusion of a technology master plan.

ESU has engaged in two different strategic planning processes since 2004, and in response to the accreditation team’s suggestion that faculty should have a more significant role in such endeavors, faculty were involved in both. In the development and implementation of the 2009-14 Engaging Excellence strategic plan, the campus was extensively engaged from the start. Five working groups, all chaired by faculty members, involved faculty, staff, students, and representatives from the community in the process. The overall implementation team consisted of four faculty members and the three vice presidents. It was co-chaired by two members of the faculty and the academic affairs vice president. The continued management and review of the strategic plan was facilitated through the Office of the Provost and Vice President for Academic Affairs (Office of the Provost). In fall 2013, planning began for the new 2015-25 strategic plan, The Adaptive University. Again, the planning process provided opportunities for faculty, staff, students, and community members to vet ideas as well as provide feedback. The planning cycle included review of mission and vision, an environmental scan, and a SWOT and Gap Analysis. In all, it is estimated that there were well over a thousand contact points in these three phases. In the current development and implementation phase, academic and support units across campus are identifying objectives, strategies, and performance indicators. These will be vetted by the campus community prior to completion of the plan. Implementation of The Adaptive University plan is scheduled to begin July 1, 2015.

The Tuition and Fees Advisory Committee (formerly the Budget and Tuition Committee), with representation from across campus, is charged with making annual recommendations to the President for presentation to the Kansas Board of Regents. A Campus Master Plan has been developed in collaboration with the Gould Evans consultant group. Technology master plans are now part of the planning culture at ESU.

The review team report also recommended expanding the university’s capacity to recruit, hire, and retain highly qualified faculty in order to sustain programs. The institution has continued to recruit, retain, and promote high quality faculty, maintaining nearly constant numbers. Between 2004 and 2013 the percentage of faculty holding tenure increased.

The review team suggested that Emporia State University coordinate a systematic strategy for targeting and managing enrollment into the future. While initial efforts began in spring 2005, formal strategies were not developed until fall 2008. In spring 2010 the institution retained Noel-Levitz, focusing the campus community on the best practices associated with recruitment, use of financial aid and scholarship programs, and retention efforts. In fall 2013 and fall 2014 the institution saw positive enrollment growth. Campus dialogue continues to focus on the best mix of students and on the managed achievement of appropriate enrollment levels. Enrollment Management Plans are now common. Continued enrollment management efforts and campus commitment to enrollment management are components of the Campus Master Plan and The Adaptive University strategic plan.
The review team suggested providing better facilities and improved financial support for the Honors program. The Honors program is now an Honors College, which in 2014 received a $1 million base budget allocation from the Kansas Legislature. The Honors College is directed by the Associate Provost, and planning continues under the guidance of the Honors College Advisory Council. Complete Program Plan implementation occurs in fall 2015, when the Honors College is expected to be a significant factor in student recruitment. The assessment plan is an integral part of the Honors College planning and operations.

Criterion Three recommendations included expanding assessment across the institution, with the embedding of comprehensive General Education assessment within the institution-wide plan. Recommendations also included holding a university-wide forum for coordinating assessment processes and procedures to ensure institutional effectiveness, as described in the strategic plan, and the implementation of a data management tool. The team also addressed the need for adequate faculty staffing in all the colleges to meet workload demands that were increased by the multiplying of course delivery systems.

In response to the review team, the university set about formulating a campus-wide assessment plan. Since 2004, strategic initiatives and strategic planning have been aligned with the enhancement of assessment capacity and the coordination of institution-wide assessment efforts. The Teaching and Learning Assessment Committee (TLAC), chaired by the Director of the Assessment and Teaching Enhancement Center, initiated the program assessment of student learning (PASL) plan. The 2014 PASL Outputs Summary shows that all academic programs have been participating in continuous assessment practices. All reports are available for review in the Program Assessment of Student Learning folder. The Division of Student Affairs also developed and implemented a robust assessment program, outlined in the Overview of the Journey slide show. The Student Affairs Assessment folder shows the depth and breadth of the unit’s assessment operations over the past ten years.

Annual assessment forums, invited speakers, assessment mini-grants, and workshops initiated the building of assessment capacity. Notable experts serving as keynote speakers at annual assessment forums have included Barbara Wolvaard (2007), Trudy Banta (2009), Cia Vershelden (2010), George Kuh (2011), Linda Suskie (2012) Andrew Lootens-White (2013) and as the 2013 Boertman Lecturer, Candy Young. The ESU Assessment Mini-Grant Program supports research and scholarship focused on the teaching-learning process. Faculty receiving mini-grants have presented findings at the annual forum poster sessions. To build capacity and inform assessment of student learning outcomes, the Student Affairs division has provided professional development workshops on Embedding Assessment and Writing SLO’s, Survey Design, Using Assessment for Decision-Making, Assessing Qualitative Data, Implementing Assessment, Capacity Building Coding Data, Selecting and Designing Assessment Instruments, and Intended Learning Experience Outcomes.

Since 2004, the Office of Institutional Research (now Institutional Research and Assessment), in collaboration with department chairs and deans, developed Departmental Indicators. These inform Kansas Board of Regents-mandated program reviews and include five-year trend analysis data showing program enrollments, credit-hour production, retention, completions, faculty resources, and departmental operation expenses.

The Dean of the College of Liberal Arts and Sciences initiated enhancement of the General Education assessment plan. The Dean charged the Council on General Education with engaging the campus community in review of the existing General Education program and alignment of assessment policies and procedures with review team suggestions. A timeline shows the comprehensive process that has led to the current General Education assessment program. Since the 2004 review, the Council, in consultation with faculty, has addressed assessment of the General Education program from multiple perspectives, paring down the list of General
Education Goals (from 13 to 6) and aligning each with LEAP essential learning outcomes. This enabled both Curriculum Mapping of the six goals across the General Education curriculum and the framing and measuring of student learning within the respective disciplines. The General Education Course Curriculum Mapping and Assessments report provides an overview of the program and current levels of participation in assessment. Approximately 46% (31/68) of the courses categorized as General Education incorporate active assessment of General Education goals. Integration of course-embedded assessments in all General Education courses is currently a top priority.

The General Education program has been continuously assessed indirectly through the National Survey of Student Engagement, the Faculty Survey of Student Engagement, and the Senior Survey. All of these instruments have questions that directly measure both student involvement and student satisfaction with General Education learning experiences. The Senior Survey (p. 5) offers a bank of questions directly tied to the six General Education learning goals and to students’ perceptions of how well they master and apply the knowledge and skills learned. The National Survey of Student Engagement enables benchmarking with peers and by Carnegie classification. Through the cross-referencing of data from the Faculty Survey of Student Engagement with the NSSE data, faculty assumptions about students’ academic commitment can be compared with students’ actual efforts. These indirect assessment tools, when triangulated with direct internal and direct external assessments, provide the multiple perspectives necessary to achieve a balanced assessment program.

The Collegiate Assessment of Academic Proficiency (CAAP) is the external direct assessment instrument used to measure student skills in reading, writing, and mathematics. In addition to external benchmarking, the comparative use of CAAP Mean Scores has been expanded to include analysis across majors and of first-year students versus transfers. Also, linkage comparisons between the CAAP and ACT sub-scores measure the gains from matriculation to completion of the General Education curriculum (ACT-CAAP Linkage Comparison Report). These four types of assessments (internal, external, direct, and indirect), when evaluated together, measure the quality of the program as it currently exists and provide evidence for guiding curriculum change.

Since 2011, ESU has utilized institutional effectiveness strategies such as Analyzing Student Success in General Education courses. Research examining prior academic preparation levels in math and science has led to data-based decisions about first-year student enrollment in general biology courses and about course sequencing. Effectiveness Analyses have also proved beneficial in identifying opportunities to increase enrollment, improve retention, and enhance overall productivity. The capability to glean data in this fashion was the result of the implementation of the Enterprise Resource Planning (ERP) system. Criterion Five covers in detail the development of technology that has resulted from strategic planning.

In 2004, Emporia State University was awarded a five-year Title III Strengthening Institutions grant focused on expanding access to and appropriate use of data for decision making. This funding enabled the transition from a legacy system to an Enterprise Resource Planning system (Banner). Prudent evaluation of the use of this relational database to capture, query, and report metrics measuring student learning resulted in the in-house design of a data reporting tool named the Accountability Management System (AMS).

The AMS system has an efficient reporting function. It is designed to retrieve data necessary to meet reporting requirements for the Kansas Department of Education and to align with CAEP accreditation criteria. It serves a valuable role in meeting data reporting needs for assessment in The Teachers College, but it is too specialized to be used as an institution-wide tool.
In 2008, a university committee began exploring available options for assessment data management systems that could meet campus-wide data capture, synthesis, and reporting needs. The committee studied the options for a year, including the possibility of expanding the existing AMS system. During spring 2010, vendors were brought to campus to showcase their products before faculty and staff during the annual assessment forum. Afterwards, the university narrowed the options to two: development of the in-house AMS, or adoption of LiveText. By spring 2011, the university was positioned to adopt LiveText as its assessment data management system; however, an agreement dependent upon the development by LiveText of a reporting tool similar to that of AMS fell through. Assembling assessment data and the sharing of information was a critical concern. In spring 2013, ESU contracted with Campus Labs and is currently using its Baseline, Compliance Assist, Beacon, and Collegiate Link modules. Integration of this software platform continues; the institution has incorporated data capture, evidence store, and alignment with campus initiatives in using the Baseline and Compliance Assist modules. The Student Affairs division has incorporated the use of the Collegiate Link module into its student organization and involvement activities. The Student Advising Center has integrated the Beacon system into its advising processes. Integration of the Campus Labs platform is an ongoing process, but it is reassuring to know that ESU now has the ability to align assessments of student learning and success institution-wide. As ESU implements its 2015-2025 strategic plan, The Adaptive University, there will be many opportunities to use the Campus Labs platform to align cohesively all assessment efforts, including integrating data capture, evidence store, and reporting compliance, with the Higher Learning Commission pathways to reaccreditation and the requirements of the State of Kansas and the Kansas Board of Regents.

Comments by the review team on Criterion Four encouraged continued commitment to full adoption of the Banner System and stressed the need to create a means for assessing the effectiveness of university technology. The team noted student dissatisfaction with the computerized delivery system used in college algebra courses.

The Banner System was fully integrated, with many upgrades, by 2014. Strategic Plan Goal 5.3 in the 2009 strategic plan was to continue to improve existing technologies and adopt new ones to serve the institution in fulfilling its mission. Outcomes of Planning and Structural Processes summarizes the significant changes that have occurred since 2004.

Information Technology surveyed both faculty and students regarding their experiences with technology at ESU. The surveys revealed how technology was being used and what students and faculty expected of it. ESU also used the Learning with Technology Module on the 2013 National Survey of Student Engagement and Faculty Survey of Student Engagement to gather data and benchmark against other institutions. These two data sources have been beneficial in identifying areas on which to focus technological strategies.

To enhance communication and networking, the Associate Vice President for Information Technology (CIO) was repositioned to report to the Provost and Vice President for Academic Affairs (Provost). Intentional efforts to improve communication between Information Technology (IT) and the university community at all levels has resulted in a substantial increase in collaboration between academic and administrative units and IT. The CIO is a member of both the Provost’s Council and the President’s Cabinet, ensuring communication with administrative leadership, deans, and other university units.

To address the recommendation that a coordinated master plan for technology be adopted, Information Technology now develops and maintains a rolling three-year IT Management Plan. Updated annually, this plan reviews accomplishments of the most recent year and articulates the strategic direction for the upcoming three years, as well as operational-level initiatives for the upcoming year. The plan is compiled in a format consistent with that of other State of Kansas agencies. It is shared internally and with the Kansas Information Technology
Office for review. Current and prior plans are evidenced in the Resource Room in the Information Technology folder.

The changes adopted in the college algebra delivery system can be seen in Criterion Four as evidence of how assessment data is used to improve instructional strategies. Responding to student dissatisfaction with college algebra courses, a faculty sabbatical research project assessed the curriculum and the effectiveness of the delivery system. These data proved beneficial in identifying issues, and course delivery has changed as a result. In addition to online delivery, the university now offers face-to-face instruction that includes a review (MA111, a 5-credit-hour course). Part of Criterion Five enumerates advancements in software and technological infrastructure that provide new tools for faculty and enhance learning.

Criterion Five recommendations included developing a systematic process for assessing the needs of distance and online students and the commitment of staffing and resource management to meet the demand for online programs. In addition, the team urged development of a comprehensive university strategy for addressing service and engagement with the community.

Since 2004, the Graduate School and Distance Education has solidified its contribution to the institution’s mission. The fall 2014 Graduate Student Profile shows that the students currently attending are mainly resident (n=1447; 66%) and off-campus (n=1602; 73%). Resources have been dedicated to meet students’ needs, with Distance Education Offices providing personalized support services. The website contains resources that can be accessed directly, with information on academic assistance, post-enrollment issues, technological support, policies, bookstore and apparel, laboratories and tutoring, career services, and financial aid. Indirect needs assessment data, gathered through two separate surveys, help guide the work of these offices and shape the services provided. The Graduate Exit Survey explores student perceptions of the strengths and weaknesses of the different programs of study. The Advising Survey solicits feedback on graduate advising and identifies strengths and opportunities for improvement. In addition, course evaluations are gleaned for information to help improve the student learning experience. Because of student requests for online tutoring, the university now makes available Smarthinking Distance Education Online Tutoring and the accompanying Handbook Tutoring Guide. The 2013-14 Annual Report identifies goals and highlights accomplishments, including scholarships, grants, awards, and the recognition of student research. Survey results and annual reports, along with other Graduate School and Distance Education artifacts, are in the Resource Room.

Emporia State University has a long tradition of partnering with the greater Emporia Community. In response to the recommendation to identify a comprehensive strategy for such partnerships, the 2009-2014 Engaging Excellence Strategic Plan dedicated Strategic Theme #2: Goal 2.1 to these efforts. In 2011, the Office of Institutional Research teamed with the School of Business in a student-designed Marketing Research Project. The research findings brought the university and community closer together in understanding each other’s needs, while identifying some potential service learning and volunteer projects to engage students in the community. A 2014 press release captures the essence of the progress we have made in connecting with our greater Emporia community. The Center for Student Involvement and Intercollegiate Athletics both dedicate significant time and energies to community partnership. These activities benefit students and the community alike as the campus and community come together for the common good.

Emporia State University took to heart the suggestions of the 2004 comprehensive review team. We are grateful to the members of the review team for their wisdom and their expertise, and for the time they took in directing us toward measures that have made us more capable of fulfilling our mission.
CRITERION ONE
MISSION
Criterion One. Mission

Core Component 1.A.

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

For over 150 years, Emporia State University has emphasized high quality teaching and learning. The mission of Emporia State University is to provide a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment. Emporia State University articulates its mission through written publications, web materials, strategic planning documents and budgetary priorities and through its day-to-day operations. In 2009, ESU began developing and is currently concluding the 2009-2014 Engaging Excellence strategic plan as a guide to achieve this mission.

1.A.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.

The Kansas Board of Regents (KBOR) is the governing and coordinating body for all public higher education in Kansas. The mission statement of KBOR stipulates that the six public institutions are charged with providing teaching, research, and service appropriate to the mission of the university. All post-secondary institutions in Kansas report goals, performance indicators, and performance outcomes annually to the Board of Regents. These reports are reviewed and considered in the Board’s planning and legislative concerns. Through a series of stringent processes, the Board reviews and approves mission statements for the Regents universities, with the goal of keeping the universities in the forefront of education by allowing them to develop new programs in response to trends in technology and employment, by eliminating outdated or overlapping educational programs, and by helping each institution focus on its strengths and regional needs. The current mission of ESU was approved and accepted by the Board of Regents in 2008.

Emporia State University Mission Statement

Emporia State University provides a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment.

The mission of Emporia State University is part of a series of signature statements including vision, mission, and core values. The mission documents were developed through an extensive and shared process that reflects the inclusive and representative nature and culture of Emporia State. The mission informed the development of the strategic plan and its core values, academic excellence, community and global involvement, and personal and professional fulfillment (Engaging Excellence Strategic Plan).

Emporia State University regularly evaluates and, when appropriate, revises mission documents (the vision statement, the mission statement, and the strategic plan). The current mission documents (2009-2014) were revised in spring 2007 and approved by the Kansas Board of Regents in 2008. The process of creating a new mission and strategic plan was facilitated through the creation of nine work groups composed of faculty, students, staff, administrators, and community members (Strategic Plan, p. 3). After the groups had completed
their work, a writing team was organized to synthesize the ideas from all constituencies. The writing team submitted a draft of the mission documents and conducted five public forums, allowing for feedback and public comment. The writing team considered the comments from the forums, completed the document, and presented it to the President in 2008.

**Emporia State University Vision Statement**

Emporia State University will be a premier comprehensive university focused on academic excellence, student success, leadership, and community and global engagement.

The vision statement focuses on ESU’s being a global gateway to world-class learning opportunities; this is reflected in ESU’s growth in online and off-campus learning, the increased growth in international partnerships, and a growing university-wide acceptance of a culture of assessment.

The current *Engaging Excellence Strategic Plan* runs through 2014. As a result, a new strategic planning process began in August, 2013 to replace it. The process to establish a new strategic planning document, while different from the prior approach, still reflects the essential nature and culture of the institution as one that believes in shared and inclusive participation by all stakeholders. An emeritus faculty member was selected to facilitate this process. A Strategic Planning Cabinet was created (President, Provost, three vice-presidents, and four faculty members). In addition, a larger Strategic Planning Council served as the strategic planning advisory committee. All schools, colleges, departments, and units were asked to conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis. The analyses were collected and submitted to the Strategic Planning Cabinet in November 2013.

The development of the framework and the drafting of the mission documents were completed in spring 2014. The ESU President presented the new mission, vision, and strategic plan to KBOR during the June meeting, and it was approved over the summer. Throughout the fall 2014 semester, the campus units developed goals to address the new mission documents, with implementation beginning in 2015 (*Strategic Planning Timeline*).

The vision and mission of Emporia State University are broadly understood by all stakeholders within the institution. There is significant evidence to demonstrate that academic units and students services understand and are guided by the institution’s stated mission. Each school and college has created a mission statement in direct alignment with the university’s mission and has developed a process to evaluate and revise its vision and mission in relation to those of the university. The mission and vision of each of the university’s academic units are indicated below.

The **Teachers College** mission statement affirms the institution’s vision as a premier student-centered university. The mission of The Teachers College is to prepare professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to a professional community.

The **School of Business** mission statement emphasizes preparing undergraduates for successful careers by offering high-quality programs in a student-centered learning environment. The mission also communicates the goal of offering “strategically-focused” graduate programs. This mission flows from the university mission statement of program quality and student focused programming. The mission is reviewed and revised by a designated mission committee that obtains input from faculty, advisory groups, students, and alumni and examines appropriate aggregate data.
The **School of Library and Information Management** mission statement identifies The School of Library and Information Management as an interdisciplinary, learning-centered program that prepares leaders for the library and information professions. It describes the support it provides to the ESU mission through teaching, research and service, functioning as a distributed community with local, national and global networks. The mission is reviewed and revised by the teaching faculty and SLIM Council.

The **College of Liberal Arts and Sciences** mission statement stipulates that the College helps students become world citizens by promoting curiosity and the attainment of global perspectives on the arts, culture, social sciences, and the natural environment. The College of Liberal Arts and Sciences mission ties directly to the university’s mission of developing global citizens, as well as fostering personal and professional fulfillment.

The **Graduate School** mission statement was revised in 2014 and focuses on promoting, fostering, and advancing excellence in graduate education, research and creative endeavors. The graduate mission is founded on the Emporia State University values of excellence, respect, responsibility and service. The Graduate School’s mission was developed, reviewed, and approved by the members of the Graduate Council.

The Student Affairs units align with the strategic plan respective to their roles in supporting the academic mission. Their mission statements are included in their [Non-Instructional Program Reviews](#).

1.A.2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

**Academic Programs**

*Student success through engagement in academic excellence* is a primary component of Emporia State University’s mission. The university prides itself on its continuous accreditation through the Higher Learning Commission. To highlight further the *academic excellence* in our academic programs, 59 individual programs have sought and achieved accreditation through various national accrediting agencies. This topic, along with the affiliated evidence, is covered extensively in Criterion Four.

**Instructional Technology**

The institution’s academic programs have been greatly enhanced through the improvement and expansion of instructional technology. The technology tools that are currently an integral part of the academic area include smart classrooms, wireless access, learning management systems, interactive television (ITV), and various other hardware and software (SKY, Adobe Connect, Panopto, Classroom Performance Systems, etc.) integrated across campus. The use and integration of technology has been a focus of the institution not only to assist in engaging students for greater success but also to create a progressive student-centered learning environment. For example, during the 2012-13 academic year, a professional development program entitled [U-Innovate](#) was created through the Learning Technologies team in Instructional Technology (IT). A total of 77 courses were offered that focused on improvement of technology-based instruction strategies.

In 2004, Emporia State University had a total of 63 smart classrooms or technology-enhanced teaching/learning spaces. Currently, the institution has over 123 smart classrooms and a Learning Technology classroom (VH 111). These technologies provide a way to enrich and enhance the academic quality for on-campus, off-campus, and online students. Students are engaged in a more *dynamic student-learning community*. 
Academic Support Resources
Programs established to assist students academically provide another way the institution is meeting its mission of fostering student success and creating a student centered learning community. Emporia State University has multiple specific tutoring resources including a math lab, a writing center, a reading lab, and an online tutoring service for distance students (Smartthinking). Criterion Three highlights many other academic support services that foster student success.

Faculty to Student Ratio
Complementing the multiple academic support resources on campus that contribute to student success, ESU aims to keep course enrollments small. In 2013, the size of an undergraduate lecture course ranged from 20 to 26 students, and the student to faculty ratio was 18:1. The five year sections and average class size trend data support the university mission of creating student-centered learning communities.

Student Research Experiences
Undergraduate students have the opportunity to participate in mentored research experiences with faculty members. The ESU Honors College provides student-scholars the opportunity to work individually with faculty, attend special guest lectures, and present at selected honors conventions. The Undergraduate Research Scholarship and Creativity Activities Committee is responsible for promoting, planning, and improving undergraduate research and creative experiences on the ESU campus. The major undergraduate research venture is the ESU Summer Research Program (ESURP), which provides ways to engage students in in-depth projects and with faculty. Graduate students work one-on-one with faculty to conduct graduate research projects, theses, and dissertations. These research opportunities not only further the dynamic and progressive student-centeredness of ESU, but also contribute to academic excellence and to personal and professional fulfillment. Some of the projects reach out and involve the community as well.

Student Academic Advising
Fundamental to the success and retention of both undergraduate and graduate students is the academic advising that students receive at the university and departmental levels. First-year undergraduate students and those undergraduate students who are undecided about their majors are advised in the Student Advising Center (SAC). The SAC’s student-centered vision focuses on the transition of the first-year student into higher education. The SAC is assessed through online evaluations that are sent to students after each visit to the Center. Academic advising is a student-centered, collaborative relationship between the student and the academic advisor with the purpose of assisting the student in making the transition to college, developing and implementing an educational plan for personal and professional fulfillment, and helping the student successfully navigate the first-year experience. After the first-year of successful progress towards a major, students are transferred to their academic department for subsequent advising. The effectiveness of the ESU undergraduate advising process is assessed each spring through a campus-wide, random survey sent to students. The results are provided to the Provost’s Council, so deficiencies can be discussed and addressed by the respective units (Advising Survey Results: 2011, 2012, and 2013).

All graduate students are immediately assigned to an academic advisor when they are admitted to their programs. The effectiveness of graduate advising is assessed biannually through a comprehensive survey (Graduate Advising Survey Results: 2011-12 and 2012-13). In addition, all graduate students completing their degrees are asked to complete an exit survey (Exit Survey Results). This survey asks questions about the quality of their graduate experience at Emporia State University. Of all graduate students recently completing the graduate exit survey, 89% believed they had received appropriate and accurate academic advisement in a
Higher Learning Commission Self-Study

Criterion One

timely manner. The graduate exit survey is distributed every semester. The results of both surveys are summarized and provided to the Provost, as well as to the appropriate dean and chair. Identified deficiencies are addressed, and training workshops for faculty advisors are designed based on the survey results. The Graduate Advisor Handbook is provided to all advisors and is available online.

Student Support Services
Student services further the mission of academic excellence and personal fulfillment by providing support to academic areas, offering professional and personally enriching activities on campus, and offering opportunities for community and global engagement. At Emporia State University, the Division of Student Affairs is guided by Co-Curricular Learning Themes & Outcomes that support the mission, values, and general education goals of the university. Criterion Three provides additional detail on the student support services and demonstrates the importance of their role and contribution to the mission of Emporia State University.

Emporia State University has been aggressively adding opportunities for international and domestic travel over the past 10 years. In the past two years, 235 students have travelled abroad as a part of either an exchange program or a study abroad travel opportunity. Students who have travelled abroad have been provided with financial assistance through the international education office. In the past three years, participation in these programs has increased 71%. This is an all-time high for ESU’s global involvement.

In addition to international travel, students have travelled domestically to present papers and posters, attend professional conferences and workshops, undertake service opportunities (e.g., disaster relief, Habitat for Humanity, teaching), and work on research projects. Funding to help students participate in these activities comes from different sources, including the Provost’s Office, the Office of International Education, the Research and Grants Center, the Graduate Office, the Honors Program/College, and the ESU Foundation.

Career Services at Emporia State University assists students in choosing a major, gaining internship experience, and finding employment and/or applying to graduate/professional school. Career Services also offers a Constructing Your Career course for undergraduate students. Career Services efforts offer students assistance in their pursuit of personal and professional fulfillment. Use of Career Services has been on the rise, with over 620 undergraduates, 85 graduate students, and 93 alumni visiting the office at least once during 2013-14; most students visit more than once.

With over 130 Recognized Student Organizations (RSOs), ESU students have many other opportunities for greater personal and professional fulfillment. Students also develop leadership capabilities through holding offices, and they enhance their academic success through networking with peers and faculty advisors. More than 33% of our students are active in RSOs, as is attested by their online engagement in Hornet Life.

Enrollment Profile
Emporia State’s enrollment strategy supports the goals of the strategic plan and the institutional mission. As a public institution, Emporia State University is committed to meeting the needs of qualified students who are seeking a university undergraduate or graduate degree. ESU has a Carnegie Classification as a selective Master’s institution (one PhD Program in School of Library and Information Management) with an average undergraduate ACT score of 22. As a comprehensive, regional institution, ESU strives to provide opportunities for all students. It does not seek elite status nor emulate the selective admissions policies of elite institutions. ESU tries to give all students who are admitted the opportunity to succeed.
The enrollment profile of ESU students indicates a small shift in undergraduate to graduate students between 2004 and 2014. In 2004, 70% of all students were undergraduates and 30% were graduate students. In 2013, 64% of all students were undergraduates, while graduate students represented 36% of the enrollment. In addition, the university has seen an increase in students completing their graduate and undergraduate degrees online (72% of graduates and 14% of undergraduates complete their degrees online). As of fall 2014, ESU had 19 online graduate degrees, 11 online licensure programs, seven online graduate certificate programs, and two online undergraduate programs. A listing of online programs can be found on the distance education website. For complete enrollment profiles see the ESU Databook.

1.A.3. The institution’s planning and budgeting priorities align with and support the mission.

This sub-component is fully addressed in the Criterion 5.C.1. response.

Core Component 1.B.

The mission is articulated publicly.

1.B.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

The mission statement of Emporia State University is clearly displayed to the public through the University website, which serves as ESU’s portal to the public, the University Strategic Planning Document, the University Catalog, the ESU Policy Manual, the Student Handbook, and the Graduate Policy Handbook. Information pertaining to ESU’s mission and plans is presented by the President during public addresses, meetings with constituents, visits with prospective students, and reports to the Kansas Board of Regents.

ESU’s mission and vision statements, core values, and strategic plan were developed and approved by the Kansas Board of Regents in 2008 and are clearly understood within the institution. These mission documents guide strategic planning, priority funding, and reallocation of resources. The most recent version of the strategic plan was implemented in 2009 and runs through 2014.

1.B.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.

ESU’s mission documents are current, readily accessible, and periodically reviewed and updated. Collectively, these documents clearly and publicly articulate ESU’s commitment to its various constituencies. In addition, the mission documents appropriately explain the institution’s emphasis on various aspects of the mission. Covered in detail in Criterion Three and Four, the Coordination with Mission Framework shows examples of the connections between programs and the strategic plan mission, vision, and core values.
1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission documents identify the nature of ESU’s educational programs and student services. Academic programs exhibit a student-centered learning approach to foster student success and prepare them to live personally and professionally fulfilling lives. The unit-level mission statements cited previously demonstrate the alignment of schools and colleges with the mission, vision, and core values of the institution.

The mission documents identify the scope of the institution’s educational programs and services. The academic programs and student services provide academic and non-academic experiences that engage students in leadership and service activities that assist them in applying their learning and skills positively to the benefit of the institution and of the local and global communities. The Student Experience magazine highlights student engagement in leadership and service activities. Examples include the following: Emporia State University students participate in numerous community service projects every year. Activities included participation in local mentoring programs, Habitat for Humanity International build, fundraising for the local Children’s Champions, and Emporia’s Clean Sweep. Recognized Student Organizations logged over 11,770 service hours via HornetLife; ESU athletes provided 3,859 hours in community service activities including Habitat for Humanity, Senior Citizen Senior Prom, campus move-in help, cancer fundraising, Arbor Day, and nursing home visits; Art Therapy, Psychology and Mental Health students and faculty have travelled to the Bahamas to work with children with disabilities; and Health and Physical Education graduate and undergraduate students have travelled to Australia to work with students in Aboriginal schools.

The intended constituents of Emporia State University are defined in its mission and supporting documents. The mission defines the students and the community as its constituents. Students are defined through the emphasis on “student-centered learning” and “student success.” Once students graduate, they remain constituents of the university as alumni. The ESU Alumni Association connects alumni with campus news and events through such mediums as area alumni chapters, newsletters, and the Spotlight magazine.

The community is also defined as a constituent in Emporia State University’s mission, as the mission documents stress the need for community involvement. The Strategic Plan Theme #2 Goal 2.1 discusses the need to “cultivate new strategic connections with the community of Emporia and the region.” The Strategic Plan, in fact, broadly defines the constituent community as “local, regional, and national entities.” This community is reached not only through a variety of curricular delivery methods (on-campus, off-campus, and online) but also through opportunities with ESU fine arts, athletics, and live-streamed guest lectures. Several ESU programs deliver instruction and services to students where they live rather than maintaining a site-based campus delivery system.

The mission indicates that “global involvement” is important, thus affirming that the community is not only local, or statewide, or nationwide, but global. This is evident through study-abroad programs sponsored by the Office for International Education and the continued emphasis on international student recruitment. The Strategic Plan Theme #3 also identifies this constituency in respect to international learning.

Additionally, local, regional, national and international partnerships have been established to expand the ESU community. The School of Library and Information Management programs are in Oregon, Utah, Denver and Kansas City. Partnerships with international institutions continue to expand the constituent base of ESU, and the online graduate and undergraduate programs expand the national and international reach of all online programs.
Table 1.B.3.1. Alignment between HLC Components and Strategic Plan

<table>
<thead>
<tr>
<th>HLC Component</th>
<th>Terms from Mission, Vision, and Strategic Plan</th>
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</thead>
<tbody>
<tr>
<td>Nature of Programs and Services</td>
<td>Mission: Student-centered learning that fosters student success. Vision: Premier comprehensive university focused on academic excellence. Strategic Plan: Strategic Theme #1 – To enhance academic excellence by providing opportunities that lead to even higher levels of success.</td>
</tr>
<tr>
<td>Scope of Programs and Services</td>
<td>Mission: Engagement in community and global involvement. Vision: Community and global engagement. Strategic Plan: Strategic Theme #2 – To increase the number of opportunities for students, faculty, and staff to engage with local, regional and national entities; Strategic Theme #3 – To enhance the opportunities to engage in international learning</td>
</tr>
<tr>
<td>Intended Constituents of Programs and Services</td>
<td>Mission: Students Vision: Student success Strategic Plan: Strategic Themes #1, #2, #3, and #4</td>
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Core Component 1.C.

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

The importance of diversity and multiculturalism is intrinsic to Emporia State University’s mission. Through curriculum and programming, ESU encourages students to connect with U.S. and global trends as well as with multiple perspectives in both academic and student life. These efforts take shape in actions intended to increase recruitment of minority and international students, study abroad opportunities, academic programs, and campus life events.

1.C.1. The Institution addresses its role in a multicultural society.

The role of the institution in a multicultural society is clearly identified in the ESU mission documents and reaffirmed in the strategic plan. The mission and vision emphasize student learning through global involvement and the core values emphasize the importance of integrity, collaboration, diversity, freedom of thought, and freedom of expression. Emporia State University is committed to building a university environment that not only reflects diversity in faculty, students, and staff but also underlines diversity as a core institutional value.

Accordingly, in 2000 Emporia State University adopted the Affirmation of Values Statement, which serves as a prominent guiding document and provides a framework for all university efforts toward increasing diversity. It provides the necessary guidance for pursuing all university goals associated with minority student, faculty, and staff recruitment, and retention.

Emporia State University’s vision, mission, and value statements are extended into clearly identified goals and objectives in the strategic plan. Goal 1.9 and Goal 1.10 state that the institution will “develop and implement a plan to increase the recruitment of minority faculty, students, and staff and enhance accessibility of academic
and co-curricular activities for individuals with disabilities.” Strategic Theme #3 focuses on the ways to enhance opportunities to engage in international learning.

ESU’s commitment to diversity can be found in institutional diversity data and services, offices, and programs that assist underserved students. An overview of ESU’s student profile indicates that since 2007, the proportion of white students has declined by about 9% for undergraduates, with no change for graduates. The decline has been balanced by the growth of students of diverse ethnic and cultural backgrounds. Students falling into the category of non-resident alien had the largest growth during this period (5%; UG), followed by students of two or more races (3.5% UG; 12% GR), Hispanic students (1.8% UG) and Black students (1.5% UG).

**Faculty Profile**

ESU Policy on affirmative recruitment and searches, screening, and appointments sets our practices for recruiting, interviewing, and selecting for underutilized positions. Underutilization exists when fewer women and minorities are employed in job groups than would be expected, given their availability (with the requisite skills to perform the job) in the relevant labor pools. The Affirmative Action Officer works with departments that have identified or been identified with underutilized positions to increase the diversity of applicants. Diversity listservs that reach nearly a quarter million subscribers are accessed for positions identified as underutilized. All postings encourage protected groups to apply and to relay the information that ESU is an equal opportunity employer.

The diversity of the faculty on the campus has increased as evidenced in the 1999-2014 trend data. However, during the period 2007-12, Emporia State University did not see a substantive growth in employing Faculty from diverse ethnic and cultural backgrounds. In response, Provost Cordle has implemented a new process for every search, titled the List of Five Strategy. At the beginning of each faculty search, each search committee member is asked to contact a minimum of five professionals in the academic discipline to solicit nominations of diverse candidates for the open faculty position. The search committee member then contacts the nominees and personally invites them to apply. The process and contacts are documented and submitted to the Provost prior to confirmation of final candidate selection. This process intentionally increases the diversity of the applicant pool, thus increasing the likelihood that diverse applicants emerge as final candidates for hiring.

Emporia State University encourages faculty diversity through international opportunities, specifically faculty international exchanges and visiting scholar programs. Since fall 2010, Emporia State University has received visiting scholars from partner university Xi’an Polytechnic University every fall semester. Visiting scholars predominately have been from the English Departments at their home universities, and therefore they have worked at ESU with the Intensive English Program, the English Department, and the TESOL program. Since fall 2010, eight scholars from China have joined Emporia State University in a visiting capacity.

In addition, Emporia State University has received scholars by other means. For example, Emporia is a host university for the Fulbright Foreign Language Teaching Assistant (FLTA) program, with visiting graduate students teaching the Arabic language. Over the past three years, FLTAs at Emporia State University have come from Oman, Egypt, and Algeria. Other Fulbright research scholars have recently joined ESU for research projects in the teaching of English (Azerbaijan). Finally, ESU has recently hosted two Chinese scholars interested in conducting research with ESU faculty members, but who have not been associated with a specific partnership or program.

Emporia State University also encourages the international engagement of its own faculty. For example, faculty can apply for the Internationalization Grant for Faculty, which establishes close ties with partner universities...
through study abroad programs, research collaboration or dual degree programs. Four faculty members have received this grant since fall 2010. These faculty members have the opportunity to teach or conduct research in partner universities (Xi’an Polytechnic University) or the AASCU-CCIEE faculty exchange program; however, participation in these programs has been constrained by faculty members’ teaching loads and time availability.

**Study Abroad Growth**
Emporia State University offers study abroad opportunities in more than 60 countries for summer, semester, and year-long studies. In addition, Emporia State University encourages student involvement through study abroad grants. Student involvement in study abroad activities has grown by 146% from 2011 to 2014.

**Table 1.C.1.1. Total Student Study Abroad Experiences by Academic Year**

<table>
<thead>
<tr>
<th></th>
<th>AY 2011</th>
<th>AY 2012</th>
<th>AY 2013</th>
<th>AY 2014</th>
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<tbody>
<tr>
<td>Students</td>
<td>48</td>
<td>69</td>
<td>117</td>
<td>118</td>
</tr>
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</table>

**Recruitment of Minority Students**
In the spring of 2012, Emporia State hired a new Director of the Office of Diversity and Inclusion. Although this position is not new to the university, the responsibilities of the position were revised to include minority recruitment and coordinator of AVID. The director travels to high schools throughout the Midwest in areas heavily populated with minority students who are academically advanced. The director’s target audience is federally recognized minority groups, African American, Native American, Hispanic, and Asian American, but is not limited to those four. Chicago, St. Louis, Dallas, Oklahoma, and Kansas City are areas where the director has had great success building relationships and recruiting students. Beyond traveling, the director works closely with Admissions to add extra support for following up after the initial contacts have been made with these students. Personalized letters and student organization information pertaining to the student’s ethnicity are sent to every student within the first two weeks of contact.

**Undergraduate Recruitment**
The Admissions Office at Emporia State University sustains considerable efforts to attract undergraduate students of diverse cultural backgrounds. Among these efforts are Black & Gold Nights at area high schools throughout the academic year and Black and Gold Nights for transfer students. Many of these schools have diverse student populations. Deans, chairs, staff, and faculty members from across campus attend the recruiting events. Additionally, the Admissions Office hosts a variety of groups that visit our campus. During the academic year, admissions counselors visit Junction City High School, Olathe Pioneer Trail Middle School, Wichita State University TRIO and Gear Up grants, Topeka West High School, Hadley Middle School (Wichita), Highland Park High School, JC Harmon High School (Kansas City), Meade Middle School (Wichita), and Brooks Middle School (Wichita), among others.

**Graduate Recruitment**
The Graduate School at Emporia State University has worked diligently to recruit and retain graduate students of diverse backgrounds. Among these efforts are sending representation to McNair regional and national recruiting fairs. Since 2010, a graduate recruiter has attended nineteen McNair and four Diversity recruiting events. In addition, a McNair Scholarship was initiated in 2010 to encourage undergraduate McNair Scholars to pursue graduate education at ESU. ESU currently has two McNair scholars who were awarded $2,500 scholarships. McNair Scholars are also eligible for an application fee waiver for graduate admissions.
**International Student Recruitment**

The Office of International Education focuses on international recruitment aimed at building and strengthening a global campus community. Recruitment efforts are concentrated on countries and world regions with high representation in U.S. higher education (based on Open Doors data) but low representation on the ESU campus. Among these countries and regions are Southeast Asia (Indonesia, Malaysia, and Thailand), Latin America (Brazil, Mexico, and Paraguay), and India.

In 2011, a new position was created in the Office of International Education to address the need for increased international recruitment. This position, Assistant Director-International Communication and Recruitment, was filled in February 2012. The person in the position is responsible for developing, in collaboration with the Dean of International Education, a recruitment plan that meets Emporia State University’s need for enrollment growth as well as diversity goals. To that effect, the person in the position scans the environment for recruitment opportunities, represents Emporia State University in international education fairs, sustains a virtual presence with the EducationUSA worldwide network, responds to international inquiries, and actively works with international applicants until they receive an admission decision.

1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

**Academic Degrees and Co-Curricular Offices and Support Areas**

Some of the degree programs that specifically focus on diversity-related areas of study include the M.S. in Rehabilitation Counseling, M.S. in Mental Health Counseling, M.S. in Clinical Psychology, M.S. in School Counseling, M.S. in Art Therapy, M.S. in Special Education (Adapted or Gifted/Talented), M.A. in Teaching English to Speakers of Other Language, graduate certificate in Autistic Spectrum Disorders, B.S. in Interdisciplinary Studies, B.S. in Rehabilitation Services Education, B.S. and B.A. in Sociology, and the minors in Ethnic and Gender Studies and Anthropology. Additionally, all undergraduate students must complete the General Education Multicultural Perspectives Requirement (6-13 credit hours).

Co-curricular offices and support areas include the Office of Disability Services, which coordinates accommodations for students with documented disabilities. The office also provides information and referrals to promote successful transition to college and to work. Other support areas include the Office of Diversity and Inclusion, which seeks to empower ESU students from historically disenfranchised communities to increase access to academic civic leadership and cultural training opportunities, and Veterans Educational Services, which provides information on educational benefits for veterans or their dependents. Additionally, ESU has been fortunate to receive federal grants to support the TRIO Programs, which identify and provide services for individuals from disadvantaged backgrounds. The 2011-2014 Performance Agreements with KBOR include reporting on our increasing of the enrollment and completion rates for minority students.

**Student Activities and Programs**

Emporia State University supports programs that serve students from a range of backgrounds ([Programs Supporting Diversity](#)).

**Student Organizations**

Among its over 130 recognized [student organizations](#), Emporia State University has many that offer multicultural opportunities.
University Scholarships and Awards Supporting the Diversity Mission

Finally, the university offers a number of scholarships that are designed to help support students from diverse backgrounds.

Core Component 1.D.

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

Emporia State University has a long history of demonstrating its commitment to the public good. One of the first goals of Lyman B. Kellogg, founding president of the university in 1865 (then Kansas State Normal School), was to establish an experimental or model school. The model school provided an opportunity for children in the community to be taught by Normal School students obtaining their teaching certificates (Emporia State Research Studies 49 (1), p.21). For many years, Emporia children had the opportunity to attend laboratory schools on campus, Butcher Children’s School, and Roosevelt High School.

Physical Spaces

Current facilities on the ESU campus provide the needs and space for entertainment, lectures, and meetings for the community. Albert Taylor Hall is the scene for Emporia Arts Council productions, the Emporia Symphony and Community Chorus performances, local dance recitals, and other community sponsored performances. The Emporia Chamber of Commerce and Emporia State Federal Credit Union are two of the organizations that use the Memorial Union for their annual meetings. Each spring area high schools also utilize the Memorial Union for their school proms. In addition, ESU shares the William Allen White Auditorium with the City of Emporia for athletic events and commencements.

Numerous academic conferences have been hosted on the ESU campus, including the Kansas Honors [Programs] Connections Conference in fall 2013, the Kansas Academic Advising state conference in fall 2014, and multiple academic department conferences.

In addition, Theme #2 of the university’s 2009-14 strategic plan, Engaging Excellence, focuses on opportunities for the campus community to establish partnerships with off-campus entities.

In an effort to transform the campus experience for students, faculty, and staff, ESU has recently entered into a partnership with the Kansas Leadership Center, a not-for-profit public service organization charged with teaching Kansans the principles and competencies of civic leadership. This effort began with the General Education Program as a cohort of teaching faculty received intensive instruction on civic leadership, and then were coached on how to embed it into the curriculum (Impact on Students). This effort now extends beyond general education as multiple groups of faculty, staff, and students have received, or are scheduled to receive, this training. These groups include the President’s administrative team, associated student government officers, administrative assistants, departmental chairs, School of Library and Information Management faculty, Student Affairs personnel, Information Technology personnel, and a second cohort of teaching faculty. The new Honors College will feature civic leadership as a foundational component as well. Finally, the 2015-2025 strategic plan The Adaptive University includes leadership as one of its core goals.

From course offerings to special events, ESU welcomes and encourages the public to participate in opportunities to learn and interact with the campus community. ESU faculty, staff, and students demonstrate
their commitment to the public by volunteering many hours to address the social, cultural, and economic needs of Emporia and the surrounding communities. The centrality of the public’s interest is demonstrated by the new vision statement that guides the 2015-2025 strategic plan *The Adaptive University*: “changing lives for the common good.”

1.D.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.

As a public institution of higher education, Emporia State University, under the governance of the Kansas Board of Regents, understands its obligation to serve the public through its diverse educational programs and the production of educated students. To fulfill this obligation, ESU continually seeks and provides opportunities for not only students but also the public to engage in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment. To achieve this learning commitment, ESU offers a variety of classes, workshops, roundtable discussions, lectures, webinars, and special events sponsored through the university’s colleges and departments. These are only a few examples of how Emporia State University faculty, staff, and students work to contribute to the public good.

**Educational Role**

Recognized as one of the nation’s top teacher education institutions, Emporia State University is one of only four post-secondary institutions in the nation to have been identified as an Exemplary Model Teacher Education program by Arthur Levine in his 2006 national study of teacher education programs *Educating School Teachers*. The November 2007 issue of *Edutopia*, published by the George Lucas Foundation, identified Emporia State University as one of 10 schools of education in the nation “blazing the trail to better practices.” As part of its focus, The Teachers College continuously seeks ways to prepare well-trained students to enter the classroom for the first time. In cooperation with professional development schools including those from Topeka, Kansas City, El Dorado, and other area school districts, students planning to enter the teacher education field gain 100 hours of field experience in real world situations. These experiences prove to be successful in retaining teachers in the classroom for over three years, which is almost twice the national average.

The Jones Institute for Educational Excellence plays an important role in the advancement of education in Kansas. Established in August 1982 and originally called the Center for Educational Research and Service, the office is part of The Teachers College at Emporia State University. The institute is experienced in policy analysis, field service, research, grant administration, and publications. Flexible and creative, the Institute is prepared to initiate and respond to proposals, suggestions, and projects designed to enhance the quality of education in Kansas. The institute provides leadership to the profession by encouraging pre-college students to consider teaching as a career, provides access to educational experts through pre-service and in-service activities, and supports on-going mentoring and career development for those who have entered the teaching profession. The following programs fall under the auspices of the Jones Institute: the Center for Innovative Leadership, the Great Plains Center for National Teacher Certification, the Jones Distinguished Lecture Series, the Jones Distinguished Professor Program, the Kansas Migrant and English Language Learner Academy, the Kansas Regional Reading Recovery University Training, and the Kansas Future Teacher Academy.

The Teachers College Kansas Future Teacher Academy has graduated more than 1,000 of Kansas’ brightest high school juniors and seniors over 20 summers. Since 1989, when the first academy had the honor of receiving the AASCU Christa McAuliffe Showcase for Excellence Award, the academy has provided select
students with the opportunity to learn more about the challenges and rewards of teaching and has become recognized as an established and highly respected training opportunity for students throughout the state.

The minor in Leadership was approved by the Kansas Board of Regents in June 2007. The minor presents the opportunity for students to experience both the theory and practice of leadership through a variety of course offerings and experiences. An additional component is a three week intensive study abroad experience to enable students to recognize the need for understanding the impact of globalization, technology, environment, and population, and the urgent need for reflective leadership in an ever-changing world.

To enhance the civic leadership skills of faculty, staff, and students, Emporia State University announced in 2013 a new partnership with the Kansas Leadership Center; a non-profit educational organization charged with teaching Kansans civic leadership principles and competencies. This is the Kansas Leadership Center's first partnership with a university. Extensive civic leadership training has been offered to a variety of groups across campus most notably a group of faculty who teach general education courses. As mentioned previously, this has enabled faculty members to embed civic leadership into select general education courses. Other groups have been trained as well and the effort is on-going as civic leadership is the main tenet of Goal 2 in The Adaptive University 2015-2025 strategic plan.

Community Counseling Services (CCS) provides affordable counseling for individuals, couples, families, and groups in a professional, quiet, and confidential setting for residents of Emporia and surrounding communities. At the same time, the CCS provides training for advanced graduate students under the supervision of experienced faculty with counseling, research, and supervisory expertise. Some of the services encompass the areas of anger management, anxiety/stress, behavior issues, grief and loss, and parenting issues. When appropriate, referrals to other mental health providers are made. Such referrals are routinely made for clients in crisis, or those with active psychosis.

Emporia State University, situated in a dense population of Hispanics, recognizes the need to offer educational programs and workshops not only to educate and train college students, but also to encourage elementary Hispanic students to attend college and seek degrees that will further their careers. Since 2008, Emporia State University has hosted an annual Sí Se Puede Hacer Ciencias y Matemáticas (“Yes You Can Do Science and Mathematics”) workshop for Hispanic students in sixth to eighth grades across the state. ESU sends out brochures and application materials to every middle school in Kansas inviting participation in the workshops. In addition to the Si Se Puede workshop, the Math and Economics Department offers annually five other math-related programs to the students in the community and surrounding regions.

The Department of Physical Sciences established the Emporia Area Regional Science and Engineering Fair in 2012. The fair features two divisions, Grades 4-8 and Grades 9-12. The fair provides an opportunity for future students interested in science and engineering to display and explain their projects, following the International Science and Engineering Fair (ISEF) guidelines.

Distance Learning
As technology becomes more available in family households, the ability to obtain a higher education degree through distance learning continues to increase. ESU’s distance learning programs embody the latest technology to customize the educational experience for place/time-bound adults faced with the challenges of juggling work, family, and school responsibilities. Emporia State University has met that challenge by offering a multitude of undergraduate and graduate online courses and degrees since 1996. Over 200 online and face-to-
face courses are offered to students each semester. Two undergraduate degrees, 19 graduate degrees, 11 graduate licensures, and 7 graduate certificates can be earned through Emporia State University.

In addition to offering online courses, ESU offers ITV (Instructional Television) and face-to-face courses at several locations throughout the state including courses at Overland Park, KS, Kansas City Kansas Community College in Kansas City, and at Butler Community College in El Dorado. ESU also offers credit for workshops, conferences, and special elective credit classes. Emporia State has offered programs in the Kansas City area for over 20 years. Since 2005, Emporia State University-Kansas City has had a permanent home in Overland Park for teaching face-to-face and online courses. In addition, the School of Library and Information Management offers courses in Portland, Oregon, Denver, Colorado, and Salt Lake City and Orem, Utah.

**Education Assistance**

Project Challenge and Educational Talent Search are two federally funded TRIO programs at ESU to assist eligible students in overcoming barriers to entering and succeeding in postsecondary education through a comprehensive system of academic support services. Committed to the success of each student, the TRIO programs create a climate of support specifically designed to facilitate student learning and development, enabling the student to access, persist, and graduate from college.

**Project Challenge** is designed to assist eligible full-time college students. The program, in existence at ESU since 1984, is designed to increase the student’s chance for success while in college. Currently, Project Challenge serves nearly 200 students at ESU. The program is available to first generation college students, students falling under federal income guidelines, and students who have a physical or learning disability. Services provided to help these students meet their personal and academic goals include: tutoring, mentoring, counseling, special courses, and workshops.

**Educational Talent Search,** established by the Federal government in 1965, works with secondary students ranging from 6th to 12th grade. It is a free outreach program sponsored locally by Emporia State University since 2006. This program is designed to encourage participants through early intervention to remain in school and pursue post-secondary education. The ESU Talent Search program serves over 500 middle and high school students in three different cities (Emporia, Leavenworth, and Atchison) from both a main office in Emporia and a satellite office in Leavenworth. In 2012 and 2013, 31% of the Talent Search students who went to college chose Emporia State. The Talent Search is fully funded through the U.S. Department of Education.

**Education Partnerships**

International

For many years, students in foreign countries have found Emporia State to be an institution of choice when seeking a high-quality education with personalized attention. To further our relationships with these students, ESU develops programs for students to obtain a degree through courses taken in their home country and at ESU. One such formalized program is known as the 1+2+1 program. As part of a joint agreement between the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU), the program focuses on two-way student and faculty exchanges between Chinese and American universities. The program covers both undergraduate and graduate studies. To earn a bachelor’s degree, students complete 1 year in China, 2 years at ESU, and the last year in China. Graduate students complete two or three semesters at ESU to obtain a master’s degree.
Local
Emporia State University continuously engages in collaborations with local educational institutions and supports the community through outreach and service. In 2012 Emporia State University initiated a program called “Lyon County-ESU Empowering Connections” as an opportunity for eligible students enrolled in Emporia High School, Hartford High School, Northern Heights High School, and Olpe High School to jumpstart their four-year college general education course work through supported online instruction. Students participating in this program are automatically eligible for the Lyon County-ESU Empowering Connections Scholarship. This program expanded to include Osage and Coffee County in fall 2013. Nearly 150 high school students have taken advantage of this opportunity since its inception.

ESU partners with many entities to bring high-quality educational opportunities to people off campus through lectures and roundtables featuring prominent speakers discussing social, economic, educational, political, and historical issues. Emporia, the founding city of Veteran’s Day, partners with ESU to commemorate our veterans. The annual Veterans Roundtable, co-sponsored by Emporia State’s College of Liberal Arts and Sciences, the Department of Social Sciences, and the Lyon County Historical Society Archives and Museum, is part of the All Veterans Tribute, a weeklong celebration in Emporia.

The ESU Summer Theatre is the oldest continuously-running summer stock theater in the Great Plains region and often provides acting and theatre opportunities to people in the community. ESU Theatre offers four full productions during the academic year. These are a welcome addition to community offerings, and community members are also cast in the productions. Each year the Gilson and Eppink Art Galleries host multiple exhibits, all open to the public. Community members are also invited to the Art Forum sessions presented by guest artists. Community and area musicians perform with the Emporia Symphony Orchestra, the Community Chorus, and several chamber ensembles. The Department of Music partners with the Emporia Municipal Band providing musicians as well as library and rehearsal space.

Finally, through The Teachers College, ESU maintains many partnerships with Kansas elementary and secondary schools. These partnerships also exist throughout the U.S. and internationally. Students seeking teaching licensure are required to student teach for at least one semester, and their placement is facilitated through these partnerships.

1.D.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.

Emporia State University was established as a public institution for teacher training in 1863 by the state legislature. Known then as Kansas State Normal School, the institution was governed by its own Board of Directors, which requested funding from the state legislators. Eventually, KSN came under the State of Kansas Public University and College System and the Kansas Board of Regents, which provides the governing system for the State of Kansas Public University and College System today.

The centrality of the educational focus outlined by KBOR’s mission is embedded in ESU’s mission documents and academic and co-curricular offerings. As a Kansas public university, ESU is not part of a parent organization or a profit-making organization. Therefore, it does not contribute to external interests. ESU’s investors are the students, faculty, staff, and people of Kansas for whom the university carries out its educational responsibilities.
1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Community Outreach**

Faculty members involve students in service-learning activities by assisting schools and local non-profits in assessment, teaching their students how to organize and implement service programs, and traveling with their students to serve internationally. For example, elementary education candidates in The Teachers College participate in the Family Literacy program funded through the federal work study program, allowing placement in local classrooms to assist elementary students with much-needed tutoring. ESU participates in the Kansas Career Work-Study Program, which places students with off-campus employers and pays 50% of the students’ wages. Another program, the Your Education Services (YES) program, places students in elementary and secondary schools for mentoring assignments and covers 100% of the contracted wage.

ESU partners with many businesses and companies to provide opportunities for upper-level students to gain practical experience by serving as interns in the Emporia community, outside Emporia, or in the students’ home towns. Internships provide "real world" experience by allowing students to work closely with mentoring supervisors, interact with clients, learn the administrative workings of an organization, and begin networking in their chosen field or area of interest to add to their resumes. Career Services and academic departments work closely with the students to match them with organizations that will provide them with a positive experience. Local placements often include the Emporia Chamber of Commerce, Emporia Main Street, and the Lyon County Historical Society.

Emporia State University is recognized in the region as a resource for educational training in small business development. ESU is home to the Small Business Development Center (SBDC), which helps entrepreneurs start and grow businesses through professional counseling, training, and resources. As one of eight centers in the state, the SBDC program includes basic business skills as well as advanced and specific business management topics. Over eighteen businesses in the local community have benefited from the assistance provided by the Emporia State University SBDC. Several of these businesses have received the Kansas Business of the Year award.

ESU’s Center for Business and Economic Development, located in the School of Business, provides research, technical assistance and workforce development services using faculty, staff, and community resources to support and develop entrepreneurship, family businesses, and small and medium sized business (SMEs), as well as other organizations in the extended community of the university. The Center also coordinates activities related to government grants, foundations, and other philanthropic entities and activities.

The University Libraries and Archives not only support the academic, research, and service programs of Emporia State University, but also provide resources for individual and lifelong learning needs of the university, community, and state. The library provides access to resources in print, multi-media, and electronic formats. Individuals who are not currently enrolled students, but are residents of the State of Kansas, may apply for a Kansas Resident card to use the library and receive limited use privileges. The William Allen White Library (WAWL) was designated a selective Federal Depository Library in 1909. It is one of six selective Depository Libraries serving the First Congressional District. The library’s Special Collections and Archives located in the library is the repository for records and artifacts of permanent, historical value produced or received by Emporia State University that pertain to its development and functions and/or represent it in its
regional, national, and global context. More detailed information regarding WAWL is provided in Criterion Three.

The William Allen White Children’s Book Award program was founded in 1952 by Ruth Garver Gagliardo, a specialist in children’s literature for Emporia State University. It is one of the few literary awards that allow young readers to choose the winners. The program is directed by Emporia State University and supported in part by the Trusler Foundation. Winning authors are recognized annually with a special awards celebration. Over 500 school children from across the state of Kansas travel to Emporia for special events including lock-ins, author readings, and book signings during the celebration weekend.

The Peterson Planetarium has provided high-quality programming since 1959 for the university and the greater Emporia/Lyon County community. The planetarium is administered through the Department of Physical Sciences with funds provided by the College of Liberal Arts and Sciences. Programming at the planetarium serves a variety of community and university audiences. About 50% of the programs are presented for the interest and enjoyment of community groups. School-age children from Emporia and the surrounding counties represent the largest group of off-campus patrons of the planetarium programming.

The Johnston Geology Museum is open to the public 8:00 a.m. through 10:00 p.m., Monday through Friday and 8:00 a.m. through noon on Saturday (when the university is in session). The museum contains geological specimens predominantly from Kansas. Included among the 45 displays in the museum are the world famous Hamilton Quarry Fossil Assemblage, the Tri-State Mining Display, petrified tree stumps, the Hawkins and the Calkins Indian Artifact Collections, a western Kansas Cretaceous mosasaur, a giant ground sloth, and a mastodon tusk.

The Schmidt Museum of Natural History contains a comprehensive collection of approximately 600 taxidermy mounts of birds, mammals, reptiles, and fish from Kansas. A research collection of more than 2,500 bird and mammal skins from various parts of the U.S. is maintained for advanced study and research. The museum mounts are the work of Richard Schmidt, whose career began when he was a school boy in 1925 and culminated with his retirement as taxidermist at Emporia State University.

The Dobbs One-Room Schoolhouse sits on the northwest corner of the ESU campus. Individuals and groups are able to experience the days of the one-room schoolhouse, which dotted the Kansas prairies. Visitors often include local school children and elementary education majors, as well as Kansas Master Teacher and National Teachers Hall of Fame inductees.

The National Teachers Hall of Fame (NTHF), was founded in 1989 by Emporia State University, the ESU Alumni Association, the City of Emporia, USD 253, and the Emporia Area Chamber of Commerce as a tribute to the teaching profession. Since the first inaugural induction ceremonies in 1992, 100 educators from 36 states and the District of Columbia have been inducted. A series of recognition events, including meetings with students attending the Future Teacher Academy, a roundtable discussion, and community events is capped by a recognition banquet and induction ceremony.

The Kansas Business Hall of Fame, Inc. was formally chartered in 1987 following the guidelines of the American National Business Hall of Fame. The Kansas Business Hall of Fame recognizes business leaders who through their high standards of ethics have added to the prestige and growth of Kansas. By identifying
outstanding examples of business leadership, the Hall of Fame shares with high school and college students and the public these stories of success and innovation through representative displays.

ESU also hosts several lecture series each year that bring nationally renowned speakers to campus and all events are open to the public.

The Bonner and Bonner Lecture Series was established in 1992 by Drs. Thomas and Mary Bonner, ESU’s first and second African American faculty members. In 2002, it received $400,000 from PepsiCo Inc. and was renamed the Bonner and Bonner Diversity Lecture Series. The series provides a valuable window into diversity, promoting tolerance and understanding on campus, in the community, and throughout the state. Nationally known featured speakers have been former NAACP chairman Julian Bond, 1964 Olympic gold medalist Billy Mills, author Cristina Garcia, civil rights lawyer Morris Dees, Muslim politics expert Vali R. Nasr, and “Little Rock Nine” member Minnijean Brown Trickey, and award-winning journalist Michele Norris.

The Sam E. and Jeannene Hayes Lecture Series was established in 2011 as a way to engage ESU alumni and highlight their successes. Individuals whose leadership qualities, skills and accomplishments have led to distinction are featured in each annual lecture. Speakers to date have included John “Doug” Smith, president and chief executive officer of Lenexa-based healthcare leadership solutions firm B. E. Smith, and Gary Sherrer, former Lt. Governor of Kansas and Board of Regents member.

Dr. Shane Lopez, a senior Gallup scientist, was the first speaker for the newly initiated Teachers College Lecture Series in 2013. Dr. Mary Kay Orgill was a recent speaker for the Jones Distinguished Lecture Series, discussing the importance of inquiry and discovery in the laboratory environment.

The Boertman and Zimmerman Lecture Series in the ESU Department of Social Sciences featured retired U.S. Senator and former Florida Governor Bob Graham in 2013.

The faculty and undergraduate and graduate students in the arts (theater, art, and music) are an important cultural resource for the Emporia community, offering 23 art exhibits, 53 recitals and concerts, and 9 theater performances in 2013. All presentations are open to the public.

Responsive to its Communities and Constituencies

In 2008, the Engaging Excellence strategic plan, spurred numerous efforts to develop community and global involvement within curriculum and in co-curricular activities. In conjunction with the plan, one of ESU’s four core values states that “the university values engagement in leadership and community that positively impacts our global society.” In 2009, a proposal was submitted to ESU’s administration to develop a strong service program in the Center for Student Involvement (CSI). The proposal was accepted, and opportunities for students to be involved in curricular and co-curricular activities continually grow. Examples of service initiatives include Alternative Spring Break, Getting Involved with Volunteering in Emporia (GIVE), Arbor Day, Nitty Gritty Series, Project Warmth, United Way Campaign, and Emporia Clean Sweep, many of which have been collaborative efforts with other campus and community partners (CSI Year in Review).

Community Hornets. ESU’s primary community service program, involves students in local, national, and international service initiatives. Community Hornet students have collaborated with local service agencies for numerous service projects in Emporia and the surrounding communities. Campus/community service opportunities range from volunteering at the local soup kitchen to hosting holiday parties for families in need. Nearly 11,000 volunteer hours are contributed and substantial funding is raised annually by students through
philanthropic activities to benefit community non-profit groups. One such collaboration is with the United Way of the Flint Hills’ annual United Way Day of Caring, during which as many as 150 students provide local service agencies with much-needed assistance.

Many examples of volunteerism through Community Hornets can be cited. One student employee started a campus program, GIVE (Getting Involved in Volunteering in Emporia), catering to, but not limited to, international students wishing to learn about and participate in service projects in the Emporia community. Another student organized the first ESU Alternative Spring Break trip to Yonkers, New York, in March of 2011 to build a home in partnership with Habitat for Humanity International. Now an annual event, the ASB trip is planned in mid-September with Habitat for Humanity, Collegiate Challenge. Up ‘Til Dawn, a Recognized Student Organization at ESU, has raised money to donate to St. Jude Children’s Hospital. A partial list of activities indicates ESU students’ willingness and commitment to be engaged in service to the community.

Intercollegiate Athletics provides many ways to connect to the communities ESU serves. ESU is a member of the MIAA Conference and is very successful in all sports programs. During the last eight years over 100,000 people annually attended sporting events to watch the student athletes compete. Beyond the connection the competitive arena provides, intercollegiate athletics offers numerous outreach activities into the community. A sampling of these outreach efforts includes the following:

Each year the ESU Student Athlete Advisory Committee hosts the Senior Prom, an event bringing senior citizens of Lyon County together with student-athletes. This eagerly-anticipated annual event demonstrates the commitment of ESU students to recognize people in the community who may not have an opportunity to associate with college student athletes.

Several activities involve Camp Alexander, a local camp that provides a safe environment for children to grow and explore the outdoors. Student athletes assist the camp staff not only with fun events such as the Picnic in the Park, but also fund raising events such as the Haunted Trail in October. In fall 2012, the first Nitty-Gritty Dirt Dash, a 5K obstacle course race, was held at Camp Alexander. The race was sponsored by Emporia State University, Union Activities Council, Associated Student Government, Community Hornets, Camp Alexander, and ESU Recreation Services. All proceeds from the event provide scholarships to children from Lyon County attending Camp Alexander programs.

Students also interact with communities outside Emporia by attending the Olpe Fall Festival and assisting with cheerleader tryouts at Northern Heights and Hartford High Schools.

From collecting canned food for the Emporia Food Bank to walking dogs for the Emporia Animal Shelter, the student athletes logged 3,859 hours of community service during the 2012-13 academic year (Community Service Year in Review).

The mission of the Emporia State University Recreation Services is to offer members of the campus-community opportunities to improve their quality of life and develop their lifestyle management skills. Not only are there many programs, activities, events, and services for students, but faculty and staff are also encouraged to use the facilities and participate in the activities and events. Many of these events involve organizations within the community such as the local health and fitness clubs, the Emporia Recreation Center, Camp Alexander, and the American Heart Association. Events in 2012-13 included the World’s Largest Zumba Class (fall 2011), Nitty-Gritty Series events, and a Heart Chase. Nearly 1,700 people participated in these events and activities.
The ESU community works closely with Emporia Main Street, Inc. Emporia has been a Great American Main Street City since 2005. Emporia Main Street provides opportunities for students to participate in community events, become aware of local businesses, serve as interns, and offer services that help retain students. One event is the “Welcome Back Students Block Party” held in August on Commercial Street near the university. Main Street business members line the sides of the street showcasing their businesses while offering activities, games, and prizes for ESU students. The event is attended by nearly 2,000 students each year.

Both ESU and the community rely upon each other’s knowledge, wisdom, and cooperation. This spirit of cooperation and collaboration begins with the President who sits on the Board of Directors of the Regional Development Association of East Central Kansas and the Emporia Chamber of Commerce. Many other faculty, staff and students hold positions on local non-profit and civic organizations providing guidance, insight, and assistance with policies and programs affecting the citizens and students living in the area.

Criterion One. Strengths and Opportunities

**Strengths**
Emporia State University is committed to fostering student success by engaging students in high-quality academic experiences, in-depth community and global experiences, and supporting activities that are both personally and professionally fulfilling. All Colleges/schools and departments have developed mission statements in alignment with the institutional mission statement. All colleges and programs integrate the theme of, if not direct language from, the university mission, vision, values, goals, and priorities into their documents and media representations. The mission, values, goals, and priorities are comprehensive, targeted, articulated, and understandable by most audiences. ESU makes a concerted effort to recruit and retain its students and provides student activities designed with multicultural perspectives and themes.

**Opportunities**
The past ten years have seen significant changes in administrative leadership, multiple realignments in the organizational chart, and the reworking of the strategic plans, and all these changes have brought with them challenges. Challenges of the future will include the alignment of stakeholder interests with the university’s mission. The mission, vision, goals, and priorities of the schools/colleges, departments, and programs must themselves be aligned, and accomplishments must be measurable. The gathering and use of data in decision making and in the evaluation of results will become more important than ever as the university pursues its strategic plan. The university must continue to aggressively recruit and hire diverse faculty.
CRITERION TWO

INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT
Criterion Two. Integrity: Ethical and Responsible Conduct

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

Emporia State University values, responsibility and integrity and is committed to acting accordingly. The university is committed to five key values. The core value of academic and personal integrity states, “Students, faculty, staff and administrators set the highest standards of personal integrity and thus will not resort to cheating, plagiarism, and/or the use of unauthorized materials. In addition, the university strives to foster an environment of objectivity, fairness and impartiality (Affirmation of Values).” ESU has established policies, procedures and practices to ensure ethical behavior by all. The policies regarding the rights and responsibilities of its students, faculty, and staff are clearly articulated and publically accessible and are integrated into the fundamental operations of ESU as expressed by its basic core values.

Core Component 2.A.

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

Emporia State University is one of six public universities governed by the Kansas Board of Regents (KBOR). Emporia State University adheres to all Kansas state laws and KBOR system polices and operates within the policies and procedures established by KBOR. KBOR establishes the bylaws and chapters on academic policies; business and finances; student fees; student residences; financial aid; campus and student affairs; personnel policies; buildings and land; and other information relevant to the purview of KBOR. All policies adopted at Emporia State University must conform to those set forth by KBOR.

Should conflict arise or inconsistencies in policies develop, applicable law and KBOR policies supersede university policies. Similarly, university policies supersede college, department or lower unit bylaws, policies, and guidelines. The duty of monitoring all policies and procedures falls primarily to the Office of the Provost, with responsibility for compliance and conformity falling to the Vice-President for Administration and Fiscal Affairs, Vice-President for Student Affairs, the deans of the colleges/schools, the university general counsel, and the chairs and directors of the academic and administrative units.

**Financial**

Financial transactions at ESU are transparent and accessible to the public as required by the Kansas Open Records Act (K.S.A 45-221). As a state institution, Emporia State University is subject to the rules and regulations established for all state agencies regarding business affairs and financial management. These rules and regulations are rigorous standards established by the Kansas State legislature as Kansas Statutes. In addition, KBOR bylaws and policies also establish specific standards regarding financial activities. Emporia State University is part of the audit of the State of Kansas, and the Legislative Post-Audit office reviews transactions on an annual basis (Internal Audit Policy). The ESU Controller is the point of contact for all questions related to external audits.

Emporia State University has established an Office of Internal Audit, an autonomous administrative unit, as a mandate from KBOR (Statute). The ESU Internal Audit Policy was approved by the University President on
April 9, 2012. The office has the primary responsibility for establishing and maintaining a sufficient system of internal controls. The Office of Internal Audit has complete and free access to any and all university functions, records, files, property, and personnel as needed to fulfill its responsibilities.

The university Internal Auditor reports directly to the President and administratively to the Vice President for Administration and Fiscal Affairs. The university Internal Auditor reports directly to the KBOR Fiscal Affairs and Audit Committee in any situation wherein the auditor perceives a conflict of interest in the President’s involvement with the subject of an audit. The university Internal Auditor reports as prescribed by the KBOR policy.

Emporia State University has developed information that provides guidance to employees to ensure compliance with applicable laws, regulations, and policies. These policies are available on the Business Affairs website. The Controller is the principal officer responsible for the day-to-day monitoring of ESU’s fiscal integrity. The website contains these policies and procedures including all Annual Financial Reports.

The Tuition and Fees Advisory Committee (formerly the Budget and Tuition Committee) is the committee directly responsible for making recommendations on the annual cost of tuition and fees for Emporia State University. The Tuition and Fees Advisory Committee is annually appointed by the President of Emporia State University. It consists of representatives from administration, faculty, unclassified staff, students, and classified staff. The committee makes recommendations to the President regarding tuition and fee issues, and, inasmuch as tuition and fee issues involve expenditures and the budget, also makes budget recommendations. Much of its activity occurs during the spring term, as tuition and fees for the upcoming year are set in May and June and ratified by KBOR. Nonetheless, the committee meets throughout the year. It was initially formed in 2002, because the University President wanted input from the campus prior to making tuition and fee recommendations to KBOR. Prior to 2002, KBOR had a tuition and fee process that did not necessitate individual recommendations from the universities.

All committees and boards that govern use of tuition and fees consist of representatives from administration, faculty, students, unclassified staff, and classified staff. All of these committees and boards have clear criteria and approval processes for the use of student money. They hold open meetings and have clear reporting processes and follow-up procedures. A list of these committees and boards, including their memberships and charges, is updated by the Office of the President.

**Academic**

Emporia State University has well-established policies and procedures to monitor and ensure the integrity of its relationship to academic instruction and research. Faculty Senate Resolution 411, approved by the President on May 2, 1972 (UPM 3D.04: Professional Ethics) outlines the obligations and responsibilities incumbent upon all members of the academic community. These ethical principles serve as the foundational means by which ESU defines institutional integrity. All members of the ESU academic community share the obligation to respect: the fundamental rights of others as citizens, the rights of others based upon the nature of the educational process, the rights of the institution, the rights of members to fair and equitable procedures for determining when and upon whom penalties for violation of campus regulations should be imposed, and the rights and obligations of academic responsibility.

In addition, the Affirmation of Values Statement demonstrates a direct commitment to academic and personal integrity. Emporia State University is an equal opportunity institution of higher education where individuals of
diverse backgrounds and beliefs come to learn and work together professionally and respectfully. As a university, ESU seeks to create and uphold high intellectual standards within a learning community, to make those intellectual standards accessible to all who engage in the learning process, and to foster a curiosity about life and society that will lead to informed and involved citizenship in all of its forms. These value statements include: a commitment to a positive, high-quality environment that nurtures academic and personal excellence in learning and teaching, a commitment to recognize the value diversity and respect individual ideas, opinions, and experiences, a commitment to academic and personal integrity, a commitment to open expression of ideas, and a commitment to collegial and shared governance.

The ideals of academic ethical responsibility extend beyond formal institutional policies and are evident at both the school/college and departmental levels and the level of the individual faculty member. Emporia State University supports many academic programs that adhere to the standards of external accrediting bodies. Specialized accreditation serves as a quality indicator to assure internal and external stakeholders that integrity in program operations is important at Emporia State University. The complete list of all accreditations can be found in the Report of Institution Accreditations and on the Academic Affairs website. Other ways academic integrity is maintained include the following: Curricular review, Program review, Adherence to the institutional mission, Hiring and promotion of faculty with appropriate credentials and level of accomplishment, Faculty and administrator reviews, Academic advancement and tenure review, Student Code of Conduct, School/College and departmental policy manuals, Faculty review documents, College level performance reviews, and Information Technologies security policies and procedures.

Faculty members demonstrate and maintain the academic integrity of the institution by consistently including key statements in course syllabi related to academic dishonesty and to accommodations made for persons with disabilities. Syllabi are categorized by college/school and a separate evidence folder has comparison syllabi for on-line and on-off-campus delivery methods. Additionally, faculty members are assisted in remaining professionally current in their respective academic disciplines through professional development activities both on and off campus.

**Academic Records and Policies**

The role of the registrar’s office is to ensure the integrity of academic records and the ethical processes related to them (KBOR Policy). ESU is a member of the American Association of Collegiate Registrars and Admission Officers (AACRAO) and follows the best practices recommended by the national organization. Any changes in federal or state laws, or changes in related technology necessitating changes to academic procedures are immediately shared with appropriate individuals and units. For example, the Kansas Board of Regents determines the minimum days of instruction for an academic year. If KBOR changes the minimum days, the Registrar's Office provides the Provost several options on the ways to reconfigure the academic calendar. Also, in consultation with Financial Aid, the Registrar ensures that the number of weeks of instruction meet the definition set forth by the US Department of Education.

**Distance Education**

Emporia State University follows all federal policies related to state authorization regarding online education. If an institution is offering post-secondary education through distance or correspondence education to students in a state in which it is not physically located or in which it is otherwise subject to state jurisdiction as determined by that state, it must meet all state requirements in order legally to offer post-secondary distance or correspondence education there. An institution must be able to document state approval to the Secretary of Education upon request (Authority: 20 U.S.C. 1001 and 1002). ESU’s Distance Education has worked with all
state agencies to comply with required authorizations. Emporia State University has a website that provides documentation for all information related to State Authorization and Complaint Resolution. The information on state authorization is open and available to the public at Distance Education website.

**Academic Research and Ethical Research Practices**

Emporia State University encourages its faculty to pursue research agendas, creative projects, grants, and other scholarly activities. Institutional policies and procedures demonstrate the university’s commitment to maintaining ethics and truthfulness in research activities through the responsible and professional conduct of its faculty, professional staff, and students. The primary source of support and information in this regard is the Research and Grants Center, a unit within the Graduate School and Distance Education.

To ensure the institutional integrity associated with Emporia State University’s eligibility for external grant funding, the Research and Grants Center assumes responsibility for training and monitoring activities of those individuals seeking external support for research and scholarly/creative projects. Documents that clearly define university policies regarding research are located in the University Policy Manual, in the Graduate School Handbook, and online at the Research and Grants website. In order to assure that the Research and Grants Center is performing its responsibilities related to grants and research, the Faculty Senate – Committee on Campus Governance – is charged with reviewing its actions, as well as those of all university task forces, committees, councils, and boards to provide proper oversight.

The Research and Grants Center functions under the direction of the Dean of Graduate Studies and Distance Education and is responsible for the following: Coordination of university-wide policies and procedures relevant to externally funded programs, dissemination of funding information and opportunities, the assisting of faculty and staff with all aspects of proposal development and submission, fiscal administration of grants and contracts, and the ensuring of compliance with federal, state, and university regulations governing externally-sponsored programs.

To help researchers abide by the high standards of ethical conduct and integrity, the Research and Grants Center establishes and monitors policies on conduct and compliance with federal regulations on research and grants, including the treatment of human research subjects, humane care and use of vertebrate animals in research, patent development, issues related to conflict of interest, and export control. Faculty, staff, and administrators serve on the various committees related to research. Seminars and training sessions, coordinated through the Research and Grants Center, are offered annually to the campus and community to update faculty on issues related to the legal and ethical aspects of research and policies and laws related to grants. Examples of these seminars include the following: Treatment of Human Subjects and Responsible Conduct of Research Workshop, Grants Workshop by the Grants Resource Center in Washington, DC, and Export Control. In addition, faculty members receive two newsletters per year updating them on any changes in policies and procedures related to research and grants. All newsletters can be accessed at the ESU Research and Grants website.

**Personnel**

Emporia State University is committed to equal employment opportunity, equal educational opportunity, and non-discrimination in the operations and administration of all university programs and services. All decisions with reference to employment (including, but not limited to, selection, discipline, promotion, or termination) and all decisions with reference to student status (including, but not limited to, admission, academic achievements, or discipline) are made without regard to age, race, color, religion, gender, marital status,
national origin, disability, status as a Vietnam Era Veteran, sexual orientation, or any other factors that cannot lawfully be considered, to the extent specified by applicable federal and state laws. Students, employees, or members of the public who feel they have been discriminated against on the basis of any item set forth in the Equal Employment Opportunity, Equal Educational Opportunity and Non-Discrimination Policy may contact the Affirmative Action Officer/Title IX Coordinator in the Office of Human Resources (EEO Policy).

Hiring policies and procedures have been reviewed extensively and modified as appropriate. These reviews have resulted in revisions of the Harassment and Discrimination Policies and Procedures (approved by President 6/2009); Grievance Procedures for Faculty, Staff and Students (Updated 6/2010); Affirmative Action Advisory Council (Updated 8/2010); Furlough Policy (revised; approved by President 6/4/09); and Retrenchment Policy (updated 9/2010).

To maintain the integrity of hiring graduate assistants and personnel for classified and unclassified positions, Emporia State University has instituted a background check (approved by President 8/2008; revised 9/2008). All permanent positions and limited term positions of more than six months are contingent upon a successful criminal background check facilitated through the Office of Human Resources. This office is responsible for the development and implementation of all procedures related to this policy, for processing background checks, for monitoring the hiring process for consistency, and for all training related to the policies and procedures.

Employment procedures are clearly delineated through the Human Resource website. These include application procedures for unclassified faculty and administrative employment, classified (University Support Staff) employment, and on-campus student employment. In addition, benefits, documents, policies and information about employee benefits and tuition assistance are all publicly available through the Human Resource website.

Auxiliary

The KBOR defines auxiliary enterprises as self-supporting enterprises that include, but are not limited to student housing, student health services, the student union, the Office of International Education, and parking. The university sustains a number of such auxiliary activities: Residential Life, the Memorial Union, Recreation Services, Police and Safety-Parking, Student Wellness, and Intercollegiate Athletics. These are not separate legal organizations and, therefore, follow the same university policies and procedures that are used for other university enterprises.

Residential Life

The Department of Residential Life has contracting services with various agencies including federal, state, and local governments, business organizations and individuals. As an auxiliary service operation within the state system, residential life is subject to the rules and regulations established by all state agencies regarding business affairs and financial management. KBOR policies also outline specific standards regarding these activities. Purchasing, contracting, and fiscal management policies and procedures are administered through the Office of the Controller and Business Affairs.

The Director of Residential Life reports directly to the Dean of Students. The integrity of the Residential Life auxiliary is monitored through the coordination of annual program assessment, clearly articulated housing policies and procedures, and shared governance between students and housing administration.
Parking
Parking on the ESU campus is under the direction of Police and Safety in conjunction with the Parking Committee. The committee considers matters concerning traffic and parking on campus. Members of this committee are appointed by the university President and consist of faculty, classified and unclassified staff, and students. Parking policies can be found in the Student Handbook.

Student Wellness
Student Wellness resides in the Division of Student Affairs and includes both health services and counseling services. The Director of Student Wellness reports directly to the Dean of Students. Student wellness is responsible for the confidentiality of all student health records and operates in accordance with state and federal laws. All policies related to the Wellness Center operations and services are available on the Student Wellness website.

Office of International Education
The Office of International Education is under the direction of the Division of Student Affairs. The Dean of International Education reports directly to the Vice-President for Student Affairs. The Office of International Education is responsible for following all state and federal laws related to international students and study abroad programs. Information and policies on the programs related to international education can be found on the International Education website.

Memorial Union
The Memorial Union at Emporia State University is organized as a 501(3) not-for-profit organization, abiding by federal and state laws governing such organizations. As a not-for-profit corporation, the Memorial Union is subject to the rules and regulations established for not-for-profit corporations doing business in the state of Kansas. An independent auditing agency performs annual financial audits, the results of which are provided to the Memorial Union Board of Directors and KBOR.

The integrity of the Memorial Union and its mission is monitored by the Memorial Union Board of Directors. The Vice President for Student Affairs serves as the president of the Board and conducts its meetings. The board is composed of university administrators and students and follows the policies set forth in the Memorial Union Policy Manual.

Intercollegiate Athletics
Emporia State University is a member of the National Collegiate Athletics Association (NCAA) Division II and the Mid-America Intercollegiate Athletics Association (MIAA). Intercollegiate athletics at Emporia State University consists of seven men’s and eight women’s varsity sports programs. The Director of Athletics reports directly to the University President, who is ultimately responsible for intercollegiate athletics operations.

Emphasizing the roles of shared governance and independent oversight in the university athletics program, the Athletics Advisory Board is chaired by the Faculty Athletics Representative (FAR), a tenured faculty member. The FAR is appointed by the university President to be one of the university’s representatives to the MIAA conference and the NCAA. Other members of the advisory board are appointed by the university President or serve as a result of the positions they hold on campus. The board includes the Director of Athletics, a representative of Fiscal Affairs, six faculty members, and five students, including one male and one female student-athlete.
Student-athletes are provided with the opportunity to have their issues and concerns heard through participation in the Student-Athlete Advisory Committee (SAAC). This committee consists of student-athlete representatives from all athletic programs. Its primary function is to provide insight into the student-athlete experience. SAAC also offers input on the rules, regulations, and policies that affect the lives of the student-athletes on NCAA campuses. In addition, there is an Athletic Compliance Committee appointed by the President and chaired by the Associate Athletic Director. The committee meets twice each semester and provides information about NCAA updates and changes to departments affected by them.

The mission and philosophy of Intercollegiate Athletics support the mission of Emporia State University. To maintain the integrity of the sports program, compliance information, policies and regulations are clearly available to prospective student-athletes, current student-athletes, boosters and coaches. All ESU student-athletes are provided with the policies and procedures at the beginning of each year at their respective team meetings. Before a student-athlete can attend any practices, he or she must attend a policies meeting. If policies change during the year, the athletic administrative staff emails information about the changes to all student-athletes and coaches.

Core Component 2.B.

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.

Emporia State University presents itself clearly and completely to students, faculty, staff, and the public through the university’s website; advertising materials; various social media; news features in the campus and local newspapers; the University Catalog; Financial Aid publications; the Student Handbook; the Graduate Handbook; the Undergraduate Viewbook; the Graduate School Viewbook; Freshman Brochure; Travel Viewbooks; International Education Viewbook; the Annual Security Report (ASR); Quest Magazine; the ESU Student Experience Magazine; The Spotlight Alumni Magazine; departmental brochures and websites; Human Resource documents, and admissions recruiting materials.

The Emporia State University College Portrait, part of the Voluntary System of Accountability (VSA), is linked from the ESU website, and provides extensive information about the university’s programs, students, faculty, campus life, admissions policies, costs, and more. Selected items from the National Survey of Student Engagement are also shown as comparison metrics. Institutional data are shown on the ESU Institutional Research and Assessment website. The College Navigator website is hosted by the National Center for Educational Statistics. Its purpose is to allow prospective students and stakeholders to match colleges with their educational needs. This site allows for comparisons across institutions regarding general information, costs, financial aid, enrollment, admissions, retention and graduation rates, campus security, and cohort default rates. A new comparative program, the Student Achievement Measure (SAM Project), was initiated in the fall of 2013. This program is supported by the Voluntary System of Accountability which shows completion and retention rates for both incoming freshmen and transfer students while tracking progress across multiple institutions. The VSA college portrait can be accessed through the ESU homepage. Emporia State University acknowledges its current HLC accreditation and all program accreditations on the website and in its printed and online catalogs.
The Marketing and Media Relations Office (MMR) is the main resource and approval authority for all print publications at Emporia State University, ensuring that a clear and consistent image is conveyed to the public. Units prepare marketing pieces and send them to the MMR office which assures the consistency of the image. The office also oversees ESU’s website and creates an array of informational and marketing materials that campus constituencies can provide to the public.

Prior to fall 2013, the MMR office provided guidelines for the use of social media at ESU. In December, 2013, KBOR adopted a social media policy for all state universities. The initial social media policy generated intense criticism from faculty at ESU and from the other state universities and educational groups. The policy outlined a number of reasons why employees could be dismissed over social media postings. These reasons including inciting violence, revealing confidential student information, and posting an item that was contrary to the best interests of the university. The public disagreement led KBOR to ask the President and CEO of KBOR (Andy Tompkins) to work with university presidents and chancellors to form a workgroup of representatives from each state university campus to review the policy. Two representatives were selected from ESU: Kevin Johnson (ESU General Counsel) and Max McCoy (Professor in English, Modern Languages and Journalism). The ESU Faculty Senate held several forums to elicit responses to the policy and suggestions for change from faculty and staff. These suggestions were passed on to the workgroup and integrated into a revised policy, which was put online for public comment. The workgroup then presented its recommendations to KBOR in April. The final, approved policy is shown in the KBOR policy manual.

The university’s mission statement is located on the website, in the University’s Strategic Plan, and in the university catalog. The catalog is the source for all program information and requirements. The university catalog is no longer routinely printed for distribution. Printed copies of the catalog are provided upon request and can also be downloaded in pdf format from the website. Information about admissions, academic programs and degree requirements, student fees and charges, financial aid, refund and withdrawal policies, and transfer credit procedures are included in the university catalog. The catalog contains a list and a description of the courses offered by each program and department. In addition, it lists the current full-time faculty, their department or program affiliations, and their degrees and degree-granting institutions. Part-time faculty are not listed in the catalog; however, academic departments usually publish the names and contact information for their part-time instructors on the departments’ websites. The catalog also includes the names and titles of the senior members of the administration and their degrees. The online faculty directory lists all faculty (full and part-time) and their campus contact information.

Information on university governance is available online in the University Policy Manual. The organizational chart, updated annually through the Office of the President, sets forth the institution’s lines of authority. Additionally, the role of the faculty in university governance is set forth in the Faculty Senate’s Constitution and Bylaws.

The university portal, BuzzIn, which is accessible through a login to students, faculty, and staff, also contains calendars, announcements, information about academic life, information about library services, financial information, and access to the Learning Management System. The schedule of classes and all necessary resources for advisors are linked within the BuzzIn portal. Course offerings over a period of five semesters are listed. Course schedules from previous semesters (not available on BuzzIn) are available in the Registration Office. Additionally, all new undergraduate students are given information about degree requirements through the Student Advising Center (SAC) and its website. All graduate students are assigned an advisor when they are
admitted to ESU. They are provided with degree requirements and establish degree contracts through the advisors.

Financial aid information is provided for both undergraduates and graduates on the Financial Aid website, as well as in the University Catalog, and the Undergraduate and Graduate Viewbooks. In providing prospective students and stakeholders with capabilities to project costs to attend ESU, net price calculators are present on both the College Portrait and on the Undergraduate Admissions website. The College Portrait contains financial aid information including the costs of attendance, as well as facts about undergraduate student success. Additionally, students and parents are provided with Consumer Information through the financial aid website as required by the Department of Education’s Consumer Information Act, the Student-Right-to-Know Act, and the Higher Education Opportunity Act.

Tuition and fees are set by the Kansas Board of Regents. The Tuition and Fees Advisory Committee reviews tuition and fees and proposes changes to the ESU President who brings these recommendations to KBOR. Students, faculty, and classified and unclassified staff are guaranteed a voice in developing the new tuition and fee request. A schedule of tuition and fees is available to the public through the Business Affairs website.

Rules for student conduct are listed in the Student Handbook, which is updated annually and is accessible via the website. The handbook also includes information about university student services, academic affairs, student-university relations, nondiscrimination policies, student activities, and residence life, the Disability Services website provides comprehensive information about the services and accommodations that are available for students with disabilities, as well as information for faculty on the ways to accommodate them. It is an ESU policy to add a “Student Accommodations Statement” in every syllabus to inform students of these provisions.

Information on educational services and co-curricular and non-academic programs can be found in the print and online versions of the University Catalog, the Viewbooks, and the ESU Student Experience Magazine. This information is also included in departmental brochures and the websites of various offices, among them Student Affairs, Greek Life, Career Services, the Wellness Center, the Student Advising Center, the Office Diversity and Inclusion, Recreational Services, the Disability Services office, and Veteran Educational Services. The Distance Education website includes extensive information for both students and faculty on educational options, and on services related to distance education.

The expected educational and program outcomes are listed on the individual program webpages. Course requirements appear in every syllabus in every course at Emporia State University. For accredited academic programs, information about program excellence and learning outcomes can be found in accreditation reports. The Program Assessment of Student Learning report (PASL) provides the mechanism for all programs to validate learning goals and outcomes, coordinate assessment activities, and evaluate assessment practices. The PASL reports are submitted to the Office of Institutional Research and Assessment on a scheduled rotation. Once reviewed, the PASL reports are shared with the Provost’s Office for review and serve as a record of assessment practices for all academic programs. The reports are electronically archived and available for review in the Resource Room. The PASL report format has served as the mechanism for assessment coordination since 2005, but is being phased out based on an extensive assessment (SWOT Analysis for PASL). The final reports were submitted in the spring 2014 and summer 2014 terms. See Criterion Four for more information on the PASL assessments.

Extensive and clear information about ESU is made available in many different ways to students, faculty, parents, staff, and the general public. The university has a robust and independent student press that promotes
Published weekly during the school year, The Bulletin, the campus newspaper, is entirely student-produced and is free of editorial interference by faculty and administration. The newspaper has compelled the release of public records through the Kansas Open Records Act and has successfully raised objections about various issues (e.g., issues with the county attorney and issues regarding voting procedures used in the Faculty Senate). As a forum for student expression, The Bulletin reflects the opinions and values of the student body.

Core Component 2.C.

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

The Kansas Board of Regents (KBOR) is the entity responsible for system administration and coordination of higher education within the state of Kansas. The Board is created by Article 6 of the Kansas Constitution and is empowered by the Kanas Legislature with responsibility for the control and operation of the public institutions of higher education in the state. The present Kansas Board of Regents governs the six state universities; coordinates one municipal university; supervises the nineteen community colleges, six technical schools and technical colleges; and coordinates all postsecondary education in Kansas (KBOR Policy Manual – Source of Legal Authority).

KBOR requires annual performance agreements that reflect the contributions and performance of each individual campus. These agreements demonstrate the commitment that KBOR has to the success of all institutions. In addition, this commitment is further evidenced in the performance agreements section of the KBOR website. The details are covered in Board meetings held monthly.

2.C.1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

KBOR’s resolve to enhance the institution is reflected in the Board’s review and approval of ESU’s mission, vision, strategic plan and master plan. The Board is responsible for planning to meet future state higher education needs and oversees such matters as access, cost, growth, construction, academic program development, and resources. The Board of Regents’ purpose is to support the institutions of higher education and foster rigor, accountability and transparency, guard against duplication of programming, and bring unity to the Kansas higher education system. The Board’s most recent initiative is Foresight 2020, the state’s ten year strategic agenda for its higher education institutions.

KBOR continually demonstrates its priority of preserving and enhancing the institution. Within the past five years, KBOR has undertaken a national search for a new President of Emporia State University; requested updated mission documents and master planning documents; approved the selling of the married student housing complex; secured state funds for an Honors College and a new Master of Science degree in Informatics; approved funding to replace all windows in the Beuchelman Science Hall with energy efficient ones; and supported the improvements of the Memorial Union and the William Allen White Library.
2.C.2. The governing board reviews and considers the reasonable and relevant interests of internal and external constituents during its decision-making deliberations.

KBOR is the governing and coordinating body for all public higher education in Kansas and as such provides overall guidance and vision to the public university and college system while allowing autonomy for local control and decision-making.

Board meetings are held once a month from September through June. All Board meetings are open to the public, except as permitted by Kansas state statute. Actions and agendas of KBOR reflect input from various internal and external constituents (faculty, staff, students, and administration at all Kansas institutions). These committees and councils include the Academic Affairs Standing Committee, the Fiscal Affairs and Auditing Standing Committee, the Council of Presidents, the Council of Business Officers, the Council of Chief Academic Officers, the Council of Faculty Senate Presidents, the Council of Government Relations, the Student Advisory Committee, the Council of Chief Research Officers, the Classified and Support Staff Council, and the Unclassified Staff Council.

Kansas Statute 74-3202d establishes performance-based funding for all universities in the regents system. Each performance agreement is submitted to KBOR for approval every three years with an annual evaluation. After reviewing these agreements, KBOR staff meets with institutional representatives to suggest revisions and ask for clarifications.

Foresight 2020, the 10-year strategic plan for the state’s public higher education system, has identified three strategic goals for the system. These goals include 1) increase higher education attainment among Kansans; 2) improve alignment of the state’s higher education system with the needs of the economy; and 3) ensure state university excellence. The first two of these goals directly address the external constituents of Emporia State University. Yearly reports on ESU’s progress in supporting these goals are submitted to KBOR (Performance Agreements Reports).

2.C.3. The governing body 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.

The nine members of the Board of Regents are appointed by the Governor and confirmed by the Kansas State Senate. One member must be appointed to the Board from each Congressional district, with the remaining members appointed at large. No more than five regents may be from the same political party and no two members may reside in the same county at the time of being appointed to the Board. Regents are appointed for a four year term. Regents are required to exercise their powers and duties in the interests of the Board and its institutions as a system and not in the interest of the Board member’s interest. Board members preserve their independence from undue influence by disclosing any potential conflicts of interest they have related to contracts or transactions and memberships and affiliations in “Statements of Substantial Interest” for any interests the member may hold. All state statutes can be researched online.

2.C.4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The chief executive officer (President) of Emporia State University is charged to administer the affairs of the university. KBOR holds the chief executive officer responsible for all operations and management of the
University. The chief executive officer serves at the pleasure of the Board and can be removed from office by the Board. The CEO is accountable and reports to the KBOR on the operation and administration of the university.

By policy and administrative structure, KBOR yields oversight of the academic curriculum to the faculty at the institution. Procedures for the formation of policy at Emporia State University are based upon the structure of shared governance. Formal structures have been established to ensure that faculty, staff, students, and members of the administration have means to take part in designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering associated auxiliary services; administering all funds for use by the institution; and providing for the general welfare of the institution. Actions by the Faculty Senate are recommendations to the President. These responsibilities are delineated in the University Policy Manual, the KBOR Policy Manual, and the Faculty Senate Constitution and By-Laws.

Core Component 2.D.

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

Emporia State University is dedicated to providing protections for faculty to teach and for students to learn in a free and open academic environment. KBOR and ESU affirm their support of academic freedom and professional ethics in various policies and procedures listed below. The faculty of ESU encourage open, creative, and critical thinking through careful planning and delivery of all curricular offerings.

**Academic Freedom**

According to the Emporia State University’s policy manual 1B.06, Emporia State University believes the policies and guidelines developed by the American Association of University Professors, in its 1940 Statement of Principles on Academic Freedom and Faculty Tenure with 1970 Interpretive Comments, are reasonable and prudent. The university endorses them insofar as they are compatible with the laws of the state of Kansas and the policies of the Kansas Board of Regents in decisions and actions that are pertinent.

In accordance with this statement, ESU recognizes the right to freedom of speech, freedom of the press, freedom of assembly and association, freedom of political beliefs, and freedom from any personal force and violence, threats of violence and personal abuse (Professional Ethics: UPM, 3D.04).

These basic rights, ensuring an academically free environment, are supported by a series of obligations that all faculty, staff, and students must honor. These obligations include the following: The obligation to respect the freedom to teach, learn and conduct research in the spirit of free inquiry; the obligation to examine and state the truth as one sees it; the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge; the obligation not to interfere with the freedom of members of campus community to pursue normal academic and administrative activities; the obligation not to infringe upon the right of privacy; the obligation not to interfere with a person’s freedom to hear, study, or express opinions on controversial issues; the obligation to respect right to hold public meetings and right to peaceful demonstrations.
Probationary years
The same academic freedom guaranteed to tenured faculty is granted to all faculty in probationary appointments (UPM 1B.0705.01). Specific mention is made in the UPM for faculty on probationary appointments who are not reappointed, and who believe “that considerations violative of academic freedom significantly contributed to a decision or recommendation not to reappoint.” In such cases, the faculty member should follow the regular grievance procedure (UPM 1B.0705.03).

Chronic Low Performance and Corrective Faculty Development
While tenured faculty are also protected from any dismissal that is an attempt to restrain their academic freedom (UPM 1B.0805 B4), there are clear procedures for dismissal for chronic low performance. “While tenure, in its protection of academic freedom, shields faculty from discriminatory, unfair, arbitrary or capricious dismissal, it is not designed to shield them from the consequences of inadequate performance or non-performance of their duties.” Throughout the entire process of evaluation and intervention there is an emphasis on respecting the faculty member’s academic freedom and professional self-direction.

Freedom of Expression
Freedom of expression is a fundamental principle of Emporia State University, and this is reflected in multiple statements and policies. The University Affirmation of Values statement sets the tone for teaching and learning within the university: Emporia State University is an equal opportunity institution of higher education where individuals of diverse backgrounds and beliefs come to learn and work together professionally and respectfully. As a university, we seek to create and uphold high intellectual standards within a learning community, to make those intellectual standards accessible to all who engage in the learning process, and to foster a curiosity about life and society that will lead to informed and involved citizenship in all of its forms. Learning requires critical thinking about the production of knowledge and the various beliefs that people may hold, as well as opportunities to test and actively engage with new ideas. As an institution of higher education in a pluralistic society, Emporia State University is committed to helping students, faculty, staff, and administrators acquire those skills necessary to enable them to think critically, to question intelligently, and to analyze complex and diverse ideas in order to become thoughtful, educated world citizens (Student Handbook, p. 3).

Recognition of diversity within the community is an essential component of freedom of expression, and the university specifically acknowledges a respect for diversity and for individual opinions. These are also covered in the Affirmation of Values Statement: Students, faculty, staff, and administrators provide opportunities within and outside the classroom that foster contact with and respect for diverse groups of people and increased appreciation for pluralistic ideas and experiences. We value and welcome the benefits of diversity. Therefore, we expect and demand that the worth and dignity of all people be recognized without regard to any classification that might preclude a person from consideration as an individual. Students, faculty, staff, and administrators set the highest standards of personal integrity and thus will not resort to cheating, plagiarism, and/or the use of unauthorized materials. In addition, the University strives to foster an environment of objectivity, fairness, and impartiality.

Freedom of expression is also supported in the University’s Core Values Statement: The university has four core values. With excellence, the university values intellectual challenges, problem solving, and creative and critical thinking. With respect, the university values integrity, collaboration, diversity, freedom of thought, and freedom of expression. With responsibility, the university values accountability and stewardship of the
institution, the environment, human resources, and personal wellbeing. With service, the university values engagement in leadership and community that positively impacts our global society (Student Handbook, p. 4).

**First Amendment Rights**
There is a series of policies that protect the first amendment rights of students, faculty, university employees and others, while balancing these rights against the responsibility of the university to fulfill its mission as a state educational institution (UPM 3D.05). The policy includes a description of “designated limited forum areas” to which gatherings of more than ten people are restricted for the exercising of their free expression activities. Individuals or gatherings of ten or fewer persons are not restricted to these areas. A recent revision of this policy has increased the number of these from one to three, making two new, larger spaces available to groups at the front of the university (UPM 3D.0701).

**Core Component 2.E.**

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Emporia State University has adopted policies and processes that support freedom of inquiry (Professional Ethics) and support the Kansas Board of Regents’ policies on the responsible discovery, acquisition and application of knowledge (KBOR Intellectual Property; Policy on Use of Controversial Material). University administrators inform faculty and staff of these policies. For example, the orientation program for new employees provides faculty access to the University Policy Manual and information on safeguards required to maintain confidentiality.

All Emporia State University faculty members are expected to make contributions in teaching, research, and service. The amount and nature of these contributions reflect the standards of the faculty member's discipline and specific assignment at ESU. Faculty recognition committee (FRC) documents at the various departmental and school/college levels serve as a determining reference. Merit decisions are based on the annual evaluation of the faculty member’s contribution as reflected in the submitted documents. Reappointment, tenure, promotion, and sabbatical leave decisions are also based on the faculty member's contributions (Faculty Recognition Policy).

Performance evaluations help ensure that knowledge is applied responsibly by highly qualified faculty. According to Board of Regents’ policy, every faculty member’s performance is annually evaluated, and merit ratings and salary increases are based on evaluation. This performance evaluation has the following objectives: To recognize that the education of students is the highest priority of ESU. The education of students occurs in a variety of ways and venues, including the classroom, research laboratories, and libraries. Consequently, individual faculty or units may vary their emphases on instruction, scholarly activity, and service. Annual evaluations are intended to reflect individual faculty assignments; to involve faculty in the design and evaluation of expectations central to their performance and professional growth; to provide a documented record of faculty performance to support personnel decisions; to recognize faculty members’ special talents, capabilities, and achievements; and to develop strategies to link evaluation and its outcomes to assistance and support for growth and development (Annual Faculty Evaluation).
Annual faculty evaluations must include but are not limited to an anonymous rating by students at least once per semester on an instrument that is controlled for initial student bias and other major sources of bias. The instruments measuring student ratings of instruction solicit, at a minimum, students’ perspectives on a) the delivery of instruction, b) the assessment of learning, c) the availability of the faculty member to the students, and d) the meeting of the goals and objectives of the course.

Student ratings are only one part of faculty evaluation. Another is peer evaluation, defined as critical review by knowledgeable colleagues of the entire range of teaching activities. No single source of information is taken at face value but is interpreted along with all the evidence and viewed in the appropriate academic context. Department chairs also participate in the evaluation of all faculty members, meeting with them to discuss their evaluations. The chair also meets with tenured and tenure-track faculty to discuss teaching, scholarly activity, and service.

Faculty at Emporia State University who teach classes at higher levels must meet higher expectations. To teach classes that are masters and/or doctoral level classes, they must be approved members of the graduate faculty. Graduate Faculty status is open to full-time, tenure-track faculty at the rank of assistant professor and above or faculty with the rank of associate professor or above, having 35 semester hours beyond the master's degree from an accredited institution and engaged in research or creative activities. The faculty member must hold a terminal degree appropriate for his or her academic field and demonstrate a record of graduate-level teaching and/or advising, supported by such items as (but not limited to) peer evaluations, student evaluations, thesis and/or project supervision, and graduate teaching assignments. The faculty member must demonstrate a record of current engagement in research (within the past five years) or scholarly or creative contributions to the discipline recognized beyond the university. The faculty member must demonstrate a record of current participation in professional activities, which may include participation on university committees or in state, regional, or national professional organizations, consulting/contract work in an area of disciplinary or research interest and/or relevant professional practice. The appointment term for regular graduate faculty status is five years (Membership in Graduate Faculty; Bylaws of the Graduate School-Article III).

The purpose of the Intellectual Property Policy, Patent and Copyrightable Software Policy at Emporia State University is to foster the creation and dissemination of knowledge and to provide certainty in individual and institutional rights associated with ownership and with the distribution of benefits that may be derived from the creation of intellectual property.

2.E.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.

Emporia State University demonstrates a strong commitment to the development of skills and attitudes that are fundamental to the responsible acquisition and use of knowledge among students, faculty, and staff. The William Allen White Library is the center of the university’s knowledge resources and provides substantial materials and support for academic research and intellectual study. The William Allen White Library “supports the academic, research, and service programs of Emporia State University. To meet the individual and lifelong learning needs of university, community, and Kansas citizens, the library provides access to resources in print, multi-media and electronic formats.” The vision statement of the William Allen White Library follows: As an intellectual center, the William Allen White Library promotes an open, multidimensional learning and teaching environment that fosters the freedom to question and to grow. Traditional information delivery systems and the
integration of continually advancing technology are the foundations for the dissemination of information. The library is expanding and facilitating information literacy programs for a diverse, global learning population through unique and innovative collaboration with the faculty of all departments, the School of Library and Information Management, and Lifelong Learning. The needs of library users -- pedagogical, intellectual, and recreational -- are fully supported and encouraged by a staff focused on providing the highest quality service possible (Mission and Vision).

The Research and Grants Center provides oversight and support services by establishing policies for the integrity of research and grants. The mission of the Research and Grants Center is “to promote, facilitate, and encourage faculty, staff and students in seeking external support for research and scholarly/creative projects.” The Research and Grants Center policies and guidelines are clearly presented on the ESU Research website.

Through the guidance of the Research and Grants Center, university committees provide oversight to ensure the integrity of research conducted at Emporia State University. These committees include the Research and Creativity Committee, the Institutional Review Board (IRB), and the Committee for Humane Care and Use of Vertebrate Animals in Research (IACUC).

The Research and Creativity Committee allocates the funds that support faculty research and creative activity. This committee establishes criteria and procedures for the allocation of internal research funds. The Research and Creativity Committee members also review proposals from faculty and award funds for selected proposals. These proposals may allow for year-long OOE grants, summer OOE grants, or graduate assistantships when funding permits.

The IRB is responsible for reviewing research activities involving human subjects to ensure that ethical care and protection standards for human subjects have been established. ESU research policies involving human subjects are in compliance with federal, state, and local policy. The IACUC is responsible for the oversight of routine care and maintenance of animals and the use of animals in research.

The IRB Committee reviews all IRB proposals. Table 2.E.1.1 indicates the number of reviews completed in each category over the past five years.

Table 2.E.1.1. IRB Committee Proposal Reviews

<table>
<thead>
<tr>
<th>Review Type</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
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<td>0</td>
<td>3</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Expedited Reviews</td>
<td>99</td>
<td>92</td>
<td>86</td>
<td>74</td>
<td>98</td>
</tr>
<tr>
<td>Exempt</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional support and oversight is provided through the Research and Grants Center which coordinates the following services and initiatives: the Research and Creativity Day event is held each spring and provides an opportunity for faculty and students to share their research interests through oral presentations and poster exhibits; the President's Award for Research and Creativity, determined by nominations and a university selection committee, annually honors one individual for his or her involvement in research and scholarly activity; Applications for Student Research Grants are accepted twice a year to provide funds for undergraduate
and graduate student research when funding permits; the Proposal Incentive Program provides professional development funds for faculty submitting external grant proposals; Faculty Travel Assistance funds are provided for faculty who are presenting or participating in other eligible activities at regional, national, or international conferences; Student Travel Assistance funds are provided to assist student travel for presentations at professional conferences and performances and exhibitions at regional, national, or international venues (Support for Research); and the foundation-sponsored Kathrine K. White Faculty Incentive Grant provides professional development opportunities. The support and recognition of these activities shows the success of the Research and Grants Center’s efforts.

Undergraduate student research is also encouraged through the Undergraduate Research/Scholarship and Creative Activities (URSCA) committee. The mission of URSCA is to “promote, recognize, assess, improve, and celebrate the successes of undergraduate research activities” at Emporia State University. URSCA assists the Research and Grants Center with the coordination of Research and Creativity Day and manages the ESU Summer Research Program. The Summer Research Program provides financial awards to students and faculty mentors for in-depth research over the summer.

Responsible Conduct of Research (RCR) training is mandated by a National Science Foundation (NSF) policy. ESU must certify that an RCR program is in place for students for every NSF proposal. To meet this requirement, ESU uses the educational training site provided by the NSF Ethics Core Digital Library. To ensure the institutional integrity associated with Emporia State University’s eligibility for external grant funding, the Research and Grants Center assumes responsibility for training and monitoring activities of those individuals seeking external support for research and scholarly/creative projects. Documents that clearly define university policies regarding research are located in the University Policy Manual, in the Graduate School, and online at the Research and Grants website. The Faculty Senate standing committee – the Committee on Campus Governance (COCG) – is charged with reviewing the actions of university task forces, committees, councils, and boards to provide the proper oversight of these entities.

2.E.2. Students are offered guidance in the ethical use of information resources.

The Research and Grants Center communicates the guidelines established for the ethical use of information and research subjects. These policies are overseen by the Institutional Review Board for Treatment of Human Subjects (IRB). This board is composed of six regular members, with one member being non-university personnel, consistent with federal requirements. At Emporia State University, the IRB is a mandated board and is responsible to the university President through the Provost.

Faculty and students who wish to gain approval for the use of human subjects must first review the IRB Training Module and complete the Human Subjects Training Quiz. A score of 80% accuracy is required before approval can be given to proceed with the research. Both the IRB Training Module and the quiz are administered through the Canvas learning management system. In fulfilling the basic requirements of the Federal regulations and the university policy, information and procedures are provided to the faculty and students on safeguarding information and informed consent. After completing the training module, faculty and students complete the IRB form and submit their proposal for review by the IRB committee.

Oversight of all grants occurs through the Research and Grants Center. An annual assurance certifying the university’s conduct policy on the procedures established to process, investigate, and determine allegations of scientific misconduct must be submitted to the Research Integrity Officer.
Faculty in the University Libraries and Archives (ULA) work with departmental faculty across campus to assist students in the ethical use of resources as addressed in the Association of College and Research Libraries Information Literacy Standards for Higher Education. Standard 5 of this document states that “[t]he information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.”

Individual subject-specific library instruction sessions in a number of undergraduate and graduate courses cover aspects of correct citation styles for the disciplines and the legal/ethical rationale for attributing sources in direct quotations and paraphrasing. Research guides to citing sources in the American Psychological Association style, the Modern Language Association style, and the Chicago Manual style are freely accessible at the ULA website. ULA faculty also regularly teach departmental faculty and students how to download and use Zotero, a free software program that enables an individual to save citations and PDF articles, organize research in folders, create bibliographies in a number of citation styles, and link to Microsoft Word for integration of citations within the text of a document. Several ULA faculty have partnered with other academic departments in “embedded librarianship,” which ranges from virtual office hours linked to a Canvas course to keeping of physical office hours in a department for consultation with students and faculty. Often, a query regarding a book or a journal article leads to help with creating a bibliographic reference and citing that reference appropriately in the context of a paper or project.

In addition, ULA faculty teach a two-credit-hour course UL 100: Research Skills, Information, and Technology. A description of this course, which is part of the General Education curriculum, is included in Criterion 3.D.4. Two student-learning outcomes of UL 100 are to “evaluate information critically” and to “access and use information and technology ethically, responsibly, and productively.” Modules and assignments addressing these outcomes are essential parts of UL 100 as students are asked to analyze information sources in terms of credibility, reliability, and currency, and through the lens of multiple perspectives on a topic. Rather than emphasizing a single citation style, UL 100 students learn a conceptual approach to intellectual property, fair use, and copyright as these areas relate to information transfer in an age of instant communication and social media.

Various media (i.e. syllabi, departmental policies, and student handbooks) inform students of the issues of plagiarism, copyright, and falsification of data. For graduate students, the Guide to Thesis Preparation and the Guide to Dissertation Preparation offer advice regarding such issues. The University Library offers research guides for all students.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

Emporia State University’s policies addressing academic honesty and integrity are provided to faculty and staff through the University Policy Manual and to students through the Student Handbook. The academic dishonesty policy states, “At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism (presenting as one’s own work, the intellectual or creative accomplishments of another without giving credit to the source or sources).” This statement must be included on every course syllabus in order to emphasize the importance of the issue of academic dishonesty.
Faculty and students are aware of the implications of their actions related to academic dishonesty, including plagiarism and cheating. Faculty members in whose courses acts of academic dishonesty occur have the option to fail the student for the course or for any component of it. Faculty must notify the department chair and the Registrar of the infraction. The chair of the department then reports the infraction to the Provost. The Provost will notify the student in writing that an infraction has been reported and inform the student of the right of appeal and the appropriate procedures for such an appeal. In addition, the Registrar is notified in order to prevent the student from withdrawing from the course to avoid penalties. Departments and schools/colleges may have provisions for more severe penalties than are set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. Students may appeal a decision through the office of the Vice President for Student Affairs.

The academic dishonesty policy is designed to resolve infractions at the lowest level possible. However, all incidents of academic dishonesty should be reported to the chair, to the appropriate dean, and then to the Provost. The Provost maintains appropriate records of all student academic infractions. Prior to the beginning of each academic year, the Office of the Provost sends a summary report of the total number of infractions and the type of infractions to the chair of the Academic Affairs Committee of the Faculty Senate. If the committee sees a pattern emerging from the data provided by the Provost, it may suggest a course of action to help correct it. Summary data for the previous years is included in the academic infractions Table 2.E.3.1.

Table 2.E.3.1. Academic Infractions by Year

<table>
<thead>
<tr>
<th>Type</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarisms</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Cheating on exam</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Another student taking exam</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Falsified information</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Impersonated an instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Criterion Two. Strengths and Opportunities

Strengths
Emporia State University is an institution that conducts itself ethically and responsibly. ESU continues to have strong participation by faculty, students, and staff in university decisions and in the oversight of policies and procedures. This strong sense of shared governance is a hallmark of the university. Additionally, ESU has multiple articulations of freedom of expression and a significant infrastructure to support policies related to academic freedom.

Opportunities
However, Emporia State University is not free from challenges, which in turn lead to opportunities. This self-study has been helpful in identifying these opportunities. For example, until spring, 2014, there was no formal
training for the ombudsperson through Human Resources. The Faculty Senate recognized this need and developed formal training procedures introducing Faculty Senate Bill 13003 to correct this issue. Another opportunity facing ESU is the need to clarify faculty appeals and grievance policies. Recognizing this need, the Faculty Senate began working on revisions to the current grievance policy during spring 2014.
CRITERION THREE
TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT
Emporia State University provides high quality education, wherever, and however its offerings are delivered.

Emporia State University offers 101 academic programs leading to bachelor’s, master’s, education specialist’s, and doctoral degrees. These academic programs support the university’s mission as a student-centered learning community that fosters academic excellence, global and community involvement, and pursuit of personal and professional fulfillment. All programs are approved by the Kansas Board of Regents and contribute to the three goals of the Regents’ Foresight 2020 Strategic Plan, which are to increase higher educational attainment by Kansas adults, prepare Kansans for the workforce, and improve the regional and national reputation of state universities.

Core Component 3.A.

Emporia State University’s degree programs are appropriate to higher education.

Faculty at Emporia State University engage students in learning inside and outside the classroom, inside and outside Emporia, inside and outside Kansas, and inside and outside the United States. Three of the five strategic themes in Emporia State’s 2009-2014 Engaging Excellence strategic plan acknowledge the breadth and depth of providing opportunities “that lead to even higher levels of student success,” that “engage with local, regional, and national entities,” and that enable “the Emporia State University community to engage in international learning.”

Faculty-led committees approve all degree programs and course offerings. Emporia State’s academic programming is diverse, providing opportunities in the Humanities, Social Sciences, Sciences, Nursing, Mathematics, Business, Education, Library Science, Health, and Information Management. Fifty-five academic programs are accredited by external professional accrediting agencies. All degree programs are reviewed every five years by the Kansas Board of Regents (Program Review Schedule). The university also adheres to regional accreditation standards set by the Higher Learning Commission and the U.S. Department of Education regarding credit and contact hour requirements as described in the HLC Federal Compliance Guidelines.

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Emporia State’s courses and programs are current and require levels of performance appropriate to the degree awarded. For instance, the minimum credit hour requirements offered, as seen in Table 3.A.1.1 are characteristic of higher education institutions.
Table 3.A.1.1. Degrees, Credit Hours, and Degree Programs

<table>
<thead>
<tr>
<th>Degree</th>
<th>Range of Credit Hours Required</th>
<th>Number of Degrees Offered</th>
<th>Number of Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelora</td>
<td>120-136</td>
<td>9</td>
<td>71</td>
</tr>
<tr>
<td>Masterb</td>
<td>30-60</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Specialist</td>
<td>69</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Doctoral</td>
<td>90</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

a Undergraduate Degrees 2013-2014 University Catalog, p. 32

Curriculum Review

The primary mechanism for keeping courses and programs current is the curriculum review procedures. Changes to existing courses, creation of new courses, changes to an existing program, and creation of new programs start with the faculty in the respective departments.

Minor changes to a course require Level I review, which entails fewer steps in the application than does Level II. These are changes such as a) changing a course number within the same level, lower division, upper division, or graduate, b) changing a course title, c) changing a prerequisite that exists only within that department, d) changing the number of hours, or e) deleting a course. Once approved by the department, the proposed change is then reviewed and approved by the respective college’s leadership team. If approved, the change is sent to the Office of the Provost, where it is distributed to all deans and department chairs for a 10-working day review period. If no written objections are submitted, the proposed change is approved. If there is a written objection, the Provost directs the originating academic unit and respective dean to resolve the objection by consensus. If the objection cannot be resolved, then a Curriculum Review Panel is convened.

All other curriculum changes require Level II review, which entails additional steps. Once approved by the department, a proposed change is then reviewed and approved by the respective college’s leadership team. If approved, the proposal is forwarded to appropriate governance unit, either the Council on General Education, the Graduate Council, the Council on Teacher Education, or the Committee on Advanced Programs. Once the appropriate unit approves the change, then the Office of the Provost distributes it to all deans and department chairs for a 10-working day review period. If no written objections are submitted, the proposed change is approved. If there is a written objection, then the Provost directs the originating academic unit and respective dean to resolve the objection by consensus. If the objection cannot be resolved, a Curriculum Review Panel is convened.

The Curriculum Review Panel (CRP) consists of a faculty chair and six teaching faculty representing all four colleges/schools, appointed by the Academic Affairs Committee of the Faculty Senate, plus two students recommended by the Associated Student Government. The function of the CRP is to provide a university-wide review of objections raised to curricular changes. The CRP, when acting as mediator in disputes over curricular changes, shall be cognizant of the function(s) of the proposing unit(s) and school(s)/college(s), shall determine if there is unnecessary duplication of courses already in existence, and shall be cognizant of the academic standards of the university.
Once the Level II process has been completed on campus, the proposal must then be approved by the Kansas Board of Regents before it goes into effect. The Board requires documentation in accord with the Procedures for Approval of New Programs or Academic Units. Departments initiating such requests must provide the full required documentation when they submit their requests to the dean of the initiating school or college. The Provost’s Office coordinates the documentation and submission of all curricular changes requiring Kansas Board of Regents approval. The Provost presents the proposal to the Regents’ Council of Chief Academic Officers. If approved by the Chief Academic Officers, the proposal goes to the Council of Presidents. If approved, the proposal goes to the Board of Regents for final approval.

**External Review and Accreditation**

All degree programs are approved, monitored, and reviewed by the Kansas Board of Regents (KBOR). KBOR’s process for program review includes evaluating student enrollment, credit hour enrollment, and retention and completion according to these standards in Table 3.A.1.2.

Table 3.A.1.2. KBOR Program Standards

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Programs</th>
<th>Graduate Programs</th>
<th>Doctoral Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors Enrollment</td>
<td>25</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Annual Degree Completers</td>
<td>10</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

All degree programs are reviewed every eight years by the Kansas Board of Regents (Program Review Instructions). The Kansas Board of Regents report (i.e., English) includes sections containing a program review summary table, an institutional overview, a program narrative, fiscal implications and an update on programs previously reviewed. The institutional review is a five-page section describing the review process, how data sources were used to shape program recommendations, and the most significant program changes or recommendations resulting from the program review. The program narrative is a summary assessment and institutional recommendation based on the centrality of the program to fulfilling the mission and role of the institutions; the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty; the quality of the program as assessed by its curriculum and impact on students; demonstrated need and employer demand for the program; the service the program provides to the discipline, university, and beyond; and the program’s cost-effectiveness.

Every year, ESU’s Institutional Research produces a dashboard of KBOR indicators for all degree programs to provide faculty, department chairs, and the dean with enrollment and cost data (i.e., Department of Counselor Education).

In addition to KBOR approval, some programs are accredited by their disciplines. All educator preparation programs that result in licensure by the Kansas State Department of Education (N = 35) are accredited by the Kansas State Board of Education (Teachers College Programs). These 35 programs plus 8 programs for educators that do not result in licensure are accredited by the Council for the Accreditation of Educator Preparation (formerly the National Council for the Accreditation of Teacher Education). The specialized accreditations table shows all accredited programs at Emporia State University in addition to programs accredited by the Council for the Accreditation of Educator Preparation. These are also shown on the Academic Affairs website.
**Academic Performance**

The university establishes benchmarks for performance by students ranging from academic probation to academic excellence. The primary metrics for performance are grades and grade point averages (GPA). Grades are earned in courses that are offered for a set number of semester hours. Emporia State defines the credit hour as the equivalent of a minimum of 750-800 minutes of classroom contact for a lecture class, including workshops and short courses. Outside work assignments should equal approximately 2 hours for each hour of in-class time. Laboratory, studio, and other special classes frequently meet for substantially more than the 800 minutes per credit hour (Credit Hour Policy).

Grade points are computed on the following scale which features an equal number of plus and minus grades (Policy 4E.12 Grades). Faculty determine whether to use +/- grades depending on what they judge most appropriate for reflecting student achievement in each course. Faculty shall clearly set forth criteria for these grades in all course syllabi. Policy on grades in courses with multiple sections shall be set at the departmental level. The grades P, W, I, J, V, N, S, T, and Y are not counted in the grade point calculation.

Grade Point Averages are used for the awarding of scholarships, graduating with honors, and receiving academic probation. The largest scholarship program at Emporia State University is the Hornet Scholarship for undergraduates. While students new to ESU are awarded the scholarship based on ACT and high school GPA, renewal is based on cumulative GPA with a minimum of 24 hours earned each year at ESU. The GPA and scholarship awards are shown in Table 3.A.1.3.

Table 3.A.1.3. Scholarship Award Thresholds

<table>
<thead>
<tr>
<th>Cumulative GPA (minimum of 24 Hours earned each year at ESU)</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75 - 4.00</td>
<td>$2,800</td>
</tr>
<tr>
<td>3.50 - 3.74</td>
<td>$2,200</td>
</tr>
<tr>
<td>3.25 - 3.49</td>
<td>$1,800</td>
</tr>
<tr>
<td>3.00 - 3.24</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

To graduate with honors, a student must have completed at least 45 hours at ESU by the time the degree is conferred. Students with a cumulative GPA equal to or higher than 3.90 shall have the designation “summa cum laude” entered on the diploma and transcript, with a cumulative GPA less than 3.90 but equal to or greater than 3.70 “magna cum laude,” and with a cumulative GPA less than 3.70 but equal to or greater than 3.50 “cum laude.”

To graduate, students must have an overall grade point average of at least 2.00 (transfer credits included) and a grade point average of at least 2.00 overall for all credits taken at Emporia State University. A student is in good scholastic standing as follows: Freshmen with less than 30 credit hours must have a cumulative GPA of 1.7, sophomores with 30 to 59 credit hours a cumulative GPA of 1.8, juniors with 50 to 89 credit hours a cumulative GPA of 2.0, and seniors with 90 or more credit hours a cumulative GPA of 2.0.

If after attempting a minimum of 12 semester credit hours the student earns a cumulative GPA below these levels, indicating serious deficiency in progress toward the degree, the student is placed on scholastic probation. A student who is placed on probation and achieves a 2.00 GPA the following semester continues on probation if
the required cumulative GPA is not achieved. Once the required cumulative GPA for good scholastic standing is met, the student is removed from probation.

Faculty use aggregated program assessment data to evaluate student performance in meeting program standards. Program Assessment of Student Learning (PASL) reports are submitted to the Assistant Provost for Institutional Research and Assessment annually, or, if the program is mature in its assessment plan, biennially. PASL requires a listing of program learning outcomes, a chart depicting alignment between outcomes and data, actions/decisions made based on the findings, and a self-evaluation of the program’s implementation of the criteria.

3.A.2. Emporia State University articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Every degree and non-degree (i.e., certificate or licensure only through the Kansas State Department of Education) program has articulated learning goals or learning outcomes. For some programs, learning goals are provided by or informed by a licensing agency or a discipline. For example, all educator preparation programs that result in licensure by the Kansas State Board of Education have learning goals provided by the Kansas State Department of Education. For other programs, learning goals are developed by the faculty. Table 3.A.2.1 lists all degree and non-degree undergraduate and graduate programs and the sources of learning goals.

Courses are differentiated by number. At the undergraduate level, 100- and 200-level courses typically are lower-division courses designed for freshmen and sophomores. The 300- and 400-level undergraduate courses are upper division courses designed for juniors and seniors. The 500- and 600-level courses are graduate courses that juniors and seniors may enroll in if enrollment consists of fewer than 50% master’s level students. The 700-799 level courses are graduate and upper division courses designed for master’s level students with enrollment kept at fewer than 50% undergraduates. The 800-899 level courses are designed primarily for master’s students and 900-999 level courses are designed primarily for specialist or doctoral-level students.

Learning goals are differentiated by undergraduate and graduate programs. This chart compares the learning goals in a sample of pairs of undergraduate and graduate programs from each of the four colleges/schools, including the BS/BA and MS/MA in Biological Sciences, the BS in Business and the Masters in Business Administration, the Master of Library Science and the PhD in Library and Information Management, and the BS/BA in Psychology and the MS in Industrial/Organizational Psychology.

The involvement of the faculty, accrediting/licensure bodies, and discipline-specific organizations ensures that the learning goals are differentiated across undergraduate, graduate, post-baccalaureate, and certificate programs. Curriculum proposals for new degree programs must include learning outcomes and assessment activities. The curriculum review process at each level (Level I; Level II) includes the determination of whether the learning goals are appropriate for the given level.

3.A.3. Emporia State University’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).

Emporia State University ensures consistent quality and learning goals no matter how or where the academic programs are delivered or located. Face-to-face, hybrid, off-campus and online programs are developed, approved, and evaluated using consistent processes for all programs as described in section 3.A.1.
Undergraduate Programs

Table 3.A.3.1. Undergraduate Programs Offered Online, Hybrid, or Distance

<table>
<thead>
<tr>
<th>Undergraduate Degree Program</th>
<th>Online</th>
<th>Blended*</th>
<th>Distance (Off-Campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Interdisciplinary Studies</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Business</td>
<td></td>
<td></td>
<td>ESU-Kansas City</td>
</tr>
<tr>
<td>Bachelor of Science in Education in Elementary Education</td>
<td></td>
<td></td>
<td>Kansas City Community College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Johnson County Community College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Butler Community College</td>
</tr>
</tbody>
</table>

*Blended program includes both face-to-face and online courses

The Bachelor of Interdisciplinary Studies allows students the freedom to design an academic program that addresses their interests. Students select cognate area(s) and then complete the course work within each area in consultation with their advisors. The courses are the same taken by all majors. In addition, students complete the Seminar course and the Capstone project. The quality of the degree is ensured by having students complete courses regularly offered by the university and complete the capstone under the supervision of both the advisor and the project director, both of whom are members of the faculty.

The Bachelor of Science in Business at ESU-Kansas City enables working professionals who hold an associate's degree or numerous college credits to complete their bachelor's degrees in a professional setting that keeps the adult learner in mind. Courses are taught in the evenings, allowing individuals to balance school, work, and life. They are taught by faculty who travel to the ESU-KC campus, by ESU fulltime faculty who live in the Kansas City area, and by part-time instructors hired from the Kansas City business community.

The Kansas City Community College, Johnson County Community College, and Butler Community College locations for the elementary education program deliver the same courses in the same blocks 1, 2, and 3 sequence, taught by ESU faculty who either travel to the distance site or live near it. The Professional Education courses at the distance locations are offered by Emporia State faculty, community college faculty, or part-time instructors approved by the departments whose course the community college or part-time instructor is teaching. The Teachers College checks periodically to make sure that student performance on learning goals is comparable across all distance locations. The most recent comparison examined scores on the Praxis II Principles of Learning and Teaching test, Praxis II Elementary Education test, Teacher Work Sample, and Final Student Teaching Evaluation for elementary education program completers for the 2009-10 academic year. No differences were found among the distance and Emporia sites (Table 3.A.3.2).

Emporia State University also offers concurrent enrollment with area high schools (Jump Start 2014). “EHS-ESU Empowering Connections” was started in fall 2012 and then updated to become the ESU Jump Start Program in fall 2013. The program is now offered to students identified in Lyon County (where ESU is located), Osage County, and Coffey County high schools. Courses for concurrent enrollment include EG 101 Composition I, EG 102 Composition II, PY 100 Introduction to Psychology, SP 100 Interpersonal Communication, HL 150 Critical Health Issues, MU 226 Music Appreciation, and PE 100 Active Living. For all courses listed, students enroll as non-degree seeking students and are instructed by Emporia State University faculty. Student enrollments and the number of courses offered for spring 2012 through spring 2014 are presented in Table 3.A.3.3.
In addition, Emporia State University has entered into four statewide articulation agreements with the Kansas State Department of Education to count high school coursework for university credit through the Career and Technical Education Career Cluster Pathways. Table 3.A.3.4 is a list of high schools across the state utilizing ESU Career and Technical Education pathway agreements and Table 3.A.3.5 presents the articulation agreements.

**Graduate Programs**

ESU offers many online, blended, and off-campus graduate programs to ensure access for working adults who are place bound (Table 3.A.3.6).

**The School of Library and Information Management (SLIM)**

SLIM offers the Master of Science in Library and Information Management at six sites: Emporia and Kansas City (Overland Park), Kansas; Denver, Colorado; Portland, Oregon; and Salt Lake City and Orem, Utah. Each program is presented in almost exactly the same way in each location. Seven required core classes are taught in a blended format at each location, with students moving through the program in cohort groups, while one core class and the majority of electives are taught online. Cohorts begin in the fall semester (Emporia and Oregon) and in the spring semester (Kansas City, Colorado, and Utah). All students move through the required courses in the same order and multiple sections of required courses are therefore taught each semester.

Over the past few years, great efforts have been made to ensure uniformity of the curriculum and equality of delivery across all locations. In 2011, faculty began a curriculum revision process which focused on ensuring alignment of program and course outlines with professional standards while also ensuring program continuity across the instructional sites. As a result of this, all core courses have student learning outcomes that were developed by committees of SLIM and part-time faculty who routinely teach a particular course. These were subsequently approved by SLIM faculty. Each core course also contains a common assessment that is used every time it is taught, so all core courses are taught to the same student learning outcomes and with a common assessment, even though different faculty may choose to approach the course in a different way. All elective courses also have faculty-approved student learning outcomes.

Teaching assignments also ensure equivalence across the instructional sites. For all core courses taught in the blended format, SLIM faculty travel to the various instructional sites for the face-to-face weekends. Even if different faculty are teaching the same course, they will collaborate both before and during the semester to make sure they have a common understanding of the course outcomes and to encourage and support one another’s teaching.

Syllabi are all presented in the same format, following the SLIM syllabus template, which ensures that all required information is presented in a uniform manner, that all approved student learning outcomes are stated and aligned with SLIM Program Outcomes and relevant professional standards, and that all information is presented in the same order across all syllabi, giving students continuity both throughout their programs and across the different instructional sites.

**Face-to-Face and Online Course Comparisons**

Several courses are taught both face-to-face and online. Table 3.A.3.7 is a comparison of face-to-face and online course syllabi for the same course.
### Table A.3.7. Comparison of Face-to-Face and Online Course Syllabi

<table>
<thead>
<tr>
<th>Face-to-Face Course Syllabus</th>
<th>Online Course Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Business</strong></td>
<td></td>
</tr>
<tr>
<td>IS 333 Business Computer Systems</td>
<td>IS 333 Business Computer Systems</td>
</tr>
<tr>
<td>BU 353 Legal Environment of Business</td>
<td>BU 353 Legal Environment of Business</td>
</tr>
<tr>
<td><strong>College of Liberal Arts and Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>MA 740 Number Theory</td>
<td>MA740 Number Theory</td>
</tr>
<tr>
<td>MA 762 Optimization Techniques</td>
<td>MA 762 Optimization Techniques</td>
</tr>
<tr>
<td><strong>School of Library and Information Management</strong></td>
<td></td>
</tr>
<tr>
<td>LI 815 Information Technology</td>
<td>LI 815 Information Technology</td>
</tr>
<tr>
<td><strong>The Teachers College</strong></td>
<td></td>
</tr>
<tr>
<td>SD 550 Survey of Exceptionality</td>
<td>SD 550 Survey of Exceptionality</td>
</tr>
<tr>
<td>ER 752 Analysis of Research</td>
<td>ER 752 Analysis of Research</td>
</tr>
</tbody>
</table>
**On-campus and Distance Course Comparisons**

Several courses are taught both on campus and at distance sites. Table 3.A.3.8 is a comparison of on-campus and distance site course syllabi for the same course.

Table 3.A.3.8. Comparison of Face-to-Face and Distance Course Syllabi

<table>
<thead>
<tr>
<th>On-campus Course Syllabus</th>
<th>Distance Site Course Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Business</strong></td>
<td></td>
</tr>
<tr>
<td>MG 473  Business Policy and Strategy</td>
<td>MG473Z Business Policy and Strategy at ESU-Kansas City</td>
</tr>
<tr>
<td>BU 820  Quantitative Analysis for Business Decisions</td>
<td>BU820 Quantitative Analysis for Business Decisions at ESU-Kansas City</td>
</tr>
<tr>
<td><strong>College of Liberal Arts and Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>MA307 Mathematics for Elementary/Middle School Teachers I</td>
<td>MA307 Mathematics for Elementary/Middle School Teachers I at Johnson County Community College</td>
</tr>
<tr>
<td><strong>School of Library and Information Management</strong></td>
<td></td>
</tr>
<tr>
<td>LI801 Foundations of Library &amp; Information Science</td>
<td>LI801 Foundations of Library &amp; Information Science in Overland Park</td>
</tr>
<tr>
<td></td>
<td>• LI801 Foundations of Library &amp; Information Science in Utah</td>
</tr>
<tr>
<td><strong>The Teachers College</strong></td>
<td></td>
</tr>
<tr>
<td>EE 311 Lesson Planning and Assessment and EE 316 Teaching Science in the Elementary School</td>
<td>EE 311 Lesson Planning and Assessment and EE 316 Teaching Science in the Elementary School at Butler Community College</td>
</tr>
<tr>
<td>EE 317 Teaching Mathematics in the Elementary School</td>
<td>EE317 Teaching Mathematics in the Elementary School at Johnson County Community College, different instructor</td>
</tr>
</tbody>
</table>

Regardless of the location or mode of delivery, faculty, department chairs, and deans have worked to insure that programs and courses meeting the same standards of quality and learning goals, whether offered on campus or off. Quality and consistency are ensured in several ways. The course’s learning goals must be identical no matter where or how the course is delivered. While instructional strategies and assessments might vary, common assessments are used whenever student performance on a program learning goal is being measured. Faculty must have the necessary academic background to teach their courses effectively. Student ratings of
teaching effectiveness for faculty are collected each semester and are examined by department chairs and deans. The university provides instructional support for all students and faculty through Information Technology’s Learning Technologies Division and the Distance Learning instructional designer. The School of Business and The Teachers College have assurances of learning for their graduates, respectively.

Core Component 3.B.

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

3.B.1. The General Education Program is appropriate to the mission, educational offerings, and degree levels of Emporia State University.

All undergraduate students in all degree programs are required to complete the General Education Program, which provides an academic experience that prepares students for success on campus, in their chosen professions, in their personal lives, and in their communities. The Program includes courses that instill core academic skills, provide a classic liberal arts education, and promote personal and social well-being. The minimum for most BS students is 47 hours and the maximum for BA students is 56 hours. At least one general education course also counts as a program course in most majors, so general education and program courses are not mutually exclusive.

The current program consists of six general education learning goals that are directly aligned with the Association of American Colleges & Universities’ Liberal Education and America’s Promise Essential Learning Outcomes. Program changes were developed and implemented in response to the 2004 Higher Learning Commission accreditation report which noted that the General Education Program in place lacked a strategy for assessing the achievement of its goals. The process for this transformation was vetted through the Council on General Education with broad faculty, student, and administrative input. In acknowledgement that transformative and transferrable skills are always evolving, the most recent revision of the General Education Goals and Outcomes was completed in May of 2013. In spring 2014, the numbering of the goals was changed to clarify the alignment of courses with learning goals in the University’s catalog.

To ensure consistency across the Kansas Board of Regents system, which includes all postsecondary public institutions (community colleges, technical colleges, and universities), the Regents have approved a Transfer and Articulation Agreement for general education courses. The agreement identifies all the courses taken at any of the other Regents institutions that can transfer to Emporia State University and be counted for General Education credit.

3.B.2. Emporia State University 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 Emporia State University or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attributes that Emporia State University believes every college-educated person should possess.
The general education program is overseen by the Director of General Education, who is also the Associate Dean of the College of Liberal Arts & Sciences. The Director serves as the Executive Officer for the Council on General Education, the recommending body responsible for providing direction and recommendations for the overall general education program. The Council makes recommendations to the Director and the Dean of the College of Liberal Arts and Sciences (LAS). The LAS Dean provides notice of council actions to the Provost and/or the President. This shared governance structure has served the institution well and incorporates collaboration with university governing bodies, academic departments, individual faculty members, and students.

Since the 2004 HLC review, these collaborative efforts have resulted in the creation of core goals and outcomes for academic knowledge and skills that the university community believes are essential for every college-educated student to possess; the creation of new general education courses and the modification of existing ones, so that courses align with the goals and outcomes; and the development and implementation of an assessment plan to measure goal and outcome achievements and to guide improved student learning strategies.

The General Education program at Emporia State University now has six foundational goals, with outcomes for each goal. These goals and outcomes represent what ESU considers to be the foundation of a well-rounded educational experience essential for success as students complete their educations, prepare for careers, and engage as involved citizens. Each course in the General Education Program is aligned with at least one of these outcomes and provides an educational experience that will satisfy it. These goals and outcomes, as well as the courses aligned with them, satisfy requirements of the Kansas Board of Regents, the Kansas State Board of Education, and other accrediting bodies.

3.B.3. Every degree program offered by Emporia State University engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Emporia State University faculty engage students through practices that encourage critical thinking, such as capstone courses, common intellectual experiences, experiential learning, diversity and global learning, first-year experience, hands-on experience, laboratory projects, internships/practica, learning communities, research with faculty, service learning, professional development schools, community-based learning, study abroad, writing-intensive courses, and collaborative projects.

According to the 2013 results of the National Survey of Student Engagement (n = 316 first-year and 341 senior undergraduates), first-year students rated the following activities significantly higher than first-year students at peer institutions: Reflective & Integrative Learning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment. Seniors rated the following activities significantly higher than senior students at peer institutions: Higher-Order Learning, Learning Strategies, Student-Faculty Interaction, Effective Teaching Practices, and Quality of Interactions. The comparison peer institutions were Plains Public institutions. In addition, seniors rated the following undergraduate opportunities as having a high impact: Learning Communities, Service Learning, Research with Faculty, Internships, Study Abroad, and Culminating Experiences.

Faculty collectively develop curricula within departments based upon required professional standards as well as current research and the needs of their disciplines. A major component of this curriculum development process is the focus on student engagement. Each degree program at Emporia State University engages students in the processes of collecting, analyzing, and communicating content information, in mastering modes of inquiry or
creative work, and in developing skills adaptable to changing environments. Program Assessment of Student Learning reports document progress on student goals for all degrees. In these reports, activities embedded into degree required courses are cited as examples of the ways in which students demonstrate learning. Information is provided regarding the required activity, the course in which the activity is embedded, and the assessment results of the activity. Representative examples are provided in the following sections.

**Collecting Information**

*Curriculum and Leadership* students, in a final project for ED 820 Curriculum Leadership: Models and Strategies, gather student assessment, attendance, and graduation data. This activity is evaluated by rubric assessment.

*English* students summarize, as part of the in final exam for EG 210 Introduction to Literary Study, information collected on literary terms and concepts during the semester. Evaluation is completed by rubric.

*Speech Communication* students identify and “cut” appropriate literature for students to use in school forensics competition as part of SP 572 Directing Forensics Activities. These identified items must meet state and national requirements. This activity is evaluated by a checklist.

*Biology* students observe and quantify the behaviors of zoo animals in lab reports for ZO 215 Biology of Animals Laboratory. The instructor provides feedback on the lab reports.

General Education courses UL 100 Information Literacy & Technology, EG 102 English Composition II, MA 110 College Algebra, MA 161 Calculus, BC 103 Principles of Economics I, HI 111 U.S. History to 1877, and EC 101 Basic Economics require students to gather, analyze, and evaluate relevant and reliable information from diverse perspectives.

**Analyzing Information**

*BS Nursing* students analyze and interpret research data and the results of published nursing research as part of a collaborative research team in PY 520 Statistics I.

*MBE* students conduct a strategic analysis in MG 899 Business Policy and Strategic Management. The activity is evaluated by a rubric assessment.

*BFA Theatre* students critically analyze scripts in TA 325 Script Analysis. This activity is evaluated by rubric assessment.

*MS Curriculum and Leadership* students, in a final project for ED 820 Curriculum Leadership: Models and Strategies evaluate the gathered student assessment, attendance, and graduation data and make recommendations. This activity is evaluated by rubric assessment.

*MS Instructional Design and Technology* students demonstrate the mastery of instructional design processes through the development of a multimedia project for IT 810 Multimedia Design. This product is evaluated by rubric assessment.

*BSE Social Sciences* students in SS 460 Teaching Secondary/Middle Social Studies master readings, curricula, and teaching strategies that consider the gender, cultural, and religious sensitivities of the students they will teach. Their achievement is assessed by rubric evaluation.
PhD Library and Information Management students demonstrate critical, reflective, and interdisciplinary thinking relative to fundamental issues and problems in library and information science related to the foundational (concentration) area of information transfer in LI 891 Seminar in Information Transfer. This is assessed by rubric evaluation.

General Education courses UL 100 Information Literacy & Technology, EG 102 English Composition II, MA 110 College Algebra, MA 161 Calculus, BC 103 Principles of Economics I, HI 111 U.S. History to 1877, and EC 101 Basic Economics require students to gather, analyze, and evaluate relevant and reliable information from diverse perspectives.

Communicating Information
BSB students conduct a business case analysis and present the results to an outside jury in MG 473 Business Policy and Strategy.

Athletic Training students complete an oral practical exam on taping in PE 272 Introduction to Athletic Training Laboratory, PE 485 Assessment of Physical Injury-Upper, and PE 486 Assessment of Physical Injury-Lower. Each of these activities is evaluated by rubric assessment.

MA TESOL students present practicum learning experiences in TS 735 Practicum. This presentation is evaluated using the TESOL TWS project rubric.

BS Rehabilitation Service Education students make class presentations on additional treatment models in RE 670 Alcohol and Drug Abuse in Counseling. This activity is evaluated by a verbal presentation rubric.

MS Art Therapy Counseling students present on a topic in art therapy using a developmental/lifespan approach in AT 802 Developmental Treatment Models in Art Therapy. This activity is evaluated using peer evaluation and an instructor grading rubric.

BS Economics students collect and analyze data using Federal Reserve Economic Data, Bureau of Labor Statistics, and Census as well as student developed interviews, surveys, focus groups, and other means in EC 370 Econometrics. This information is developed into a written report and presented to real world-partners (e.g., Westar Energy). These activities, developed as team projects, are instructor graded.

SP 101 Public Speaking students demonstrate effective communication skills in speaking and listening.

Mastering Modes of Inquiry or Creative Work
BS Athletic Training students demonstrate understanding of specialized vocabulary and symbols by completing a Vocabulary Quiz in PE 272 Introduction to Athletic Training Laboratory and PE 320 Strength and Conditioning.

BSE English students demonstrate mastery of literary analysis by identifying and researching a significant trend/issue in the field of Young Adult literature and interpret multiple literary texts relevant to that particular trend/issue in EG 592: Studies in Young Adult Literature. This is evaluated by rubric assessment.

BA and BS Biology students demonstrate mastery of the scientific method of inquiry by developing a research proposal on an ecological question or problem. Each student must also develop ways to measure or document relevant characteristics to address the research goal(s). This is accomplished in EB 480 Principles of Ecology.
and is assessed with instructor feedback and critique of the written proposal. Revisions of the proposal are required.

**MA English** students demonstrate understanding of contemporary critical theory by choosing and applying the most useful theory to a specific critical project as the capstone thesis or capstone project paper. A committee of three faculty evaluate the thesis or project paper using a rubric of specific departmental outcomes.

General Education courses GB 100/101 General Biology, MU 266 Music Appreciation, ED 110/110 Earth Sciences, BC 103 Principles of Economics I, and PY 100 Psychology demonstrate modes of inquiry pertinent to various academic disciplines.

Master’s, specialist, and doctoral students complete theses, projects, and dissertations.

**Developing Skills Adaptable to Changing Environments**

Undergraduate majors in the School of Business participate in business-based client projects.

**BFA** students in Theatre develop skills in principles of design by creating a scenic design with elevations and plans in TA 457 Scene Design. This activity is assessed by peer review.

**BS Athletic Training** students demonstrate the ability to market skills by creating a program brochure in PE 266 Technology in HPER, evaluated by an assessment rubric.

**BS Nursing** students complete a simulation competency evaluation in each of the practicum courses: NU 233 Nursing Fundamentals Practicum, NU 307 Health Assessment Laboratory, NU 375 Adult Health Nursing I Practicum, NU 377 Mental Health Nursing Practicum, NU 385 Adult Health Nursing II Practicum, NU 429 Maternal/Newborn and Pediatric Nursing Practicum, NU 489 Public Health Nursing Practicum, and NU 493 Transition to Professional Nursing Practicum. Each of these competencies is assessed by a competency evaluation rubric.

**MS Biology** students demonstrate proper experimental design and analysis in GB 750 Research Design and Analysis by selecting and applying experimental design(s) appropriate to the specific question(s) and circumstance(s). This is evaluated by instructor feedback on assignments and on course exams.

**MS School Counseling** students demonstrate developing skills in ethical behavior as a part of the on-the-job experience in SC 881 School Counseling Internships. Evaluation is accomplished by supervisor observation of candidates’ dispositions.

All undergraduate programs in The Teachers College have a required internship (e.g., student teaching) or practicum.

**General Education** courses BU 241 Personal Finance, HL 150 Critical Issues in Health, and SO 261 Intimate Relationships require students to demonstrate the ability to gather, analyze, and use information to make decisions that promote personal and social well-being.

3.B.4. The education offered by Emporia State University recognizes the human and cultural diversity of the world in which students live and work.

Since the 2004 reaccreditation study, Emporia State University has expanded student opportunities to learn about and experience human and cultural diversity. The 2009-2014 [Engaging Excellence strategic plan](http://example.com) devotes
Strategic Theme #3 in its entirety to enhancing opportunities to engage in international learning. This goal was actualized across the institution, resulting in a larger population of international students studying on-campus, expanded opportunities for both students and faculty to study or teach abroad, and the development of both curricular and co-curricular efforts to promote increased global awareness. As evidenced in the National Survey of Student Engagement (NSSE) 2013 reports, 65% percent of seniors often or very often worked in a group with people who differed from them in terms of background, political orientation, points of view, etc., and 46% often or very often discussed or debated an issue of social, political, or philosophical importance (NSSE Topical Module). Fifty percent of first-year students often or very often discussed or debated an issue of social, political, or philosophical importance. Sixty percent often or very often worked in a group with people who differed from them in terms of background, political orientation, points of view, etc. The 2.8 mean was statistically significant ($p < .05$) when compared to all other NSSE participating institutions.

In the NSSE 2013 Frequencies and Statistical Comparisons report, both seniors and first-year students reported significantly experiencing diversity learning related to ethnicity, economic background, and religious and political beliefs. Seventy-one percent ($M = 3.0, p < .001$) of first-year students often or very often had discussions with people of a different race or ethnicity other than their own and 68% ($M = 3.0, p < .05$) of seniors did the same. Both figures were statistically higher than the Plains Public peer institutions. In other comparisons of ESU data with peer institutions, ESU seniors report that 1) diversity perspectives are pervasive throughout the ESU student learning experience, and 2) the ESU educational environment enables students to learn about others and to engage in dialogue that enhances globalized learning.

In the NSSE 2013 High-Impact Practices report, 7% of seniors either had completed or were participating in a study-abroad experience, 4% were planning an experience, and 14% were still deciding. It is clear that the emphasis on enhancing human and cultural diversity opportunities in the strategic plan has led to integrated implementation efforts across the institution.

Part of Emporia State’s mission is to foster student success through engagement in community and global involvement. Strategic Theme #3 in the 2009-2014 Engaging Excellence strategic plan is “to enhance the opportunities for the Emporia State University community to engage in international learning.” The mission of the Ethnic and Gender Studies Program is to “provide intensive educational experiences which will foster in their students a deep understanding of the issues of race, ethnicity, and gender in our lives.” This mission is accomplished through two primary means, the offering of an interdisciplinary, academic minor and the sponsoring of public programming.

The Ethnic and Gender Studies minor offers courses in multiple departments including, but not limited to, communication, English, geography, history, sociology, and Spanish. These courses explore the social and political problems faced by minorities and women; they also present analysis and interpretations of particular cultural or gender-based experiences using methodologies and perspectives from different disciplines. Each semester students, both minors and non-minors, have the opportunity to take a variety of different courses with an Ethnic and Gender Studies designation. Additionally, the ID 301 Issues in Ethnic and Gender Studies course is an option for the multicultural perspectives component of the general education curriculum.

The Ethnic and Gender Studies program also sponsors or co-sponsors multiple events each academic year, bringing in speakers, performances, and workshops for a variety of constituencies, including students, faculty, and community members. Minors are required to attend eight campus events during the year. The theme for 2013-14 was a focus on female history (Ethnic and Gender Studies Bulletin). Forty students, faculty, and community members attended a showing of Girl Rising. At its annual Women’s History Month reception each
March, the program recognizes the contributions of women on campus and in the community through the awarding of the Susan B. Anthony Scholarship (for the student who has contributed the most to the growth and education of women on campus), the Dr. Mary Headrick Award (for those who have made a long-term commitment to promote the growth of women in the schools and community), and the Ruth Schillinger Award (for extraordinary contributions to the women of Emporia State over a sustained period).

All undergraduate students are required to complete the university’s General Education Program which includes Goal 5, demonstrating knowledge of similarities and differences among the world’s cultures, past and present through a) critically examining the characteristics of one’s own culture and other cultures, b) critically examining how one’s own culture and other cultures shape one’s attitudes and opinions, and c) demonstrating knowledge of the importance of tolerance and respect towards people of diverse cultures. The General Education courses that meet these outcomes include offerings in Anthropology, Ethnic and Gender Studies, Geography, Modern Languages, and Political Science.

The Office of International Education (OIE) fosters a student-centered global learning environment in collaboration with all academic and administrative offices on campus. OIE offers a number of study abroad opportunities and travel grants to support students’ global engagement. In the fall of 2013, 20 ESU students studied abroad. Substantial international-domestic interactions take place in residence halls. When possible, Residence Life pairs international students with domestic students as roommates. There is a globally-focused floor where residence advisors develop programs and events aimed at integrating domestic and international students. Students have to agree voluntarily to live on this floor.

Study-abroad opportunities are also offered by a variety of academic programs. In the spring of 2014, 26 students studied abroad. During the summer of 2014, 74 students studied abroad (Study Abroad). In the last five years, Leadership minor students completed summer study abroad courses in Europe; Psychology students studied in Scotland; Health, Physical Education, and Recreation students studied in Australia; and the volleyball team traveled to China for a variety of exhibition matches and cultural exchanges.

In addition, School of Business students spent ten days in Germany partnering with Eloin University. The Teachers College offers one month international student teaching experiences at Binus University in Jakarta, Indonesia and the American School of Asuncion in Asuncion, Paraguay for both elementary and secondary candidates. The students complete 12 weeks of student teaching at an elementary, middle, or high school in Kansas and then complete 4 weeks student teaching abroad. The first student teacher placed at Binus University during the spring 2014 semester was offered a contract and started her teaching career in Indonesia in August 2014.

Biology majors in EB 481 Field Ecology annually study in the Bahamas between the fall and spring semesters. Political Science majors have studied in Paraguay, Costa Rica, and Estonia. English majors have spent time during the past six summers studying in England.

During the 2013-14 academic year, students in the Interdisciplinary Studies Department studied in China, Costa Rica, Germany, South Korea, and Spain. In the last five years, students in the School of Library and Information Management (SLIM) traveled to Ukraine, Paraguay, Serbia, London, and Scotland. During the 2013-14 academic year, 8 students traveled to Serbia, 15 students to London (21 in 2014-15), and 11 students to Scotland.
ESU is a 2014 member of the National Student Exchange that allows students to study at other member U.S. universities and universities in Canada, Guam, Puerto Rico, and the U.S. Virgin Islands. One student is studying in California for the fall 2014 semester.

Emporia State is actively “bringing the world” to the university through the internationalization of the campus. In the spring 2014 semester, international students made up 9% of the student population (513 international students with total headcount of 5,735). Table 3.B.4.1 indicates that in the spring 2014 semester, international students came from 44 countries. In the foyer of the Office of International Education in the lower level of Memorial Union, flags representing each country of origin for our international students celebrate the importance of these students on campus.

The Office of Diversity and Inclusion assists in the programming of cultural events on campus that promote diversity awareness, cultural pride, and collaborative efforts among registered student organizations of diverse interests. For example, in 2013-14 the office showed four films as part of the Diversity Film Festival with an average attendance of 23. In addition, the office works with students from historically disenfranchised communities to improve their college experience by increasing access to academic, civic leadership, and cultural diversity training opportunities.

All undergraduate students pursuing the Bachelor of Arts degree must complete 10 hours of a Modern Language.

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and Emporia State University’s mission.

Emporia State University’s faculty and students contribute in a variety of ways to the scholarship, creative works and the discovery of knowledge. The ways in which various disciplines contribute to scholarship and creativity differ according to their focus, but each approach is consistent and supports the 2009-2014 strategic plan of Emporia State University. Strategic Theme #1, Goal 1.4 focuses on the expansion of the “culture of ideas” by increasing intellectual opportunities for faculty and students. Institutional annual reports and colleges/schools annual reports (e.g., Annual Report 04-05, Annual Report 12-13, Annual Report 08-09) provide evidence of scholarship by faculty and student related to their programs and strategic mission. These reports are available in the Resource Room Accreditation Reports folder. The scholarship, creative work, and knowledge discovery projects have numbered in the thousands since ESU’s last accreditation.

Emporia State University integrates teaching, research, and service into its programs and student experiences. Students and faculty have opportunities to engage in scholarly work through ESU centers and institutes, journals and other publications, scholarly events, and scholarly awards and recognition.

Centers and Institutes
The Koch Center for Leadership and Ethics in the School of Business has as its mission the academic exploration of the impact of principled entrepreneurship on society.

The Center for Business and Economic Development provides research, technical assistance, and workforce development services to support and develop entrepreneurship, family businesses, and small and medium size businesses. The center offers one to two seminars annually, each having approximately two to four businesses participating.
The Kansas Small Business Development Center helps entrepreneurs and small business owners with knowledge, tools, and resources to enhance their success. The 2013 report of the center provides data on a variety of metrics that assess the center’s effectiveness.

The Center for Great Plains Studies emphasizes the study of the grasslands. It facilitates academic programs, public service activities, and research projects.

The Johnson Geology Museum is a geology museum maintained by the College of Liberal Arts and Sciences for teaching, research, and public display.

Peterson Planetarium is an instructional and service facility within the broad domain of the College of Liberal Arts and Sciences. It is located in the basement of Cram Science Hall with the Department of Physical Sciences providing administrative and program responsibilities. The planetarium is a popular attraction for the campus and community. During the 2013-14 academic year, 493 ESU students, 878 elementary students, and 307 community members (e.g., Boy and Girl Scouts) visited the planetarium. A $500,000 improvement project is scheduled for completion in January 2015.

Emporia State University Natural Areas

The Emporia State University Natural Areas include eight properties managed by the university that are of biological and geological significance to our students and faculty. The Departments of Biological Sciences and Physical Sciences administer the Natural Areas through the appointment of a Director of Natural Areas, a Director of Johnston Geology Museum, and a faculty Advisory Committee to oversee and implement the mission of “teaching, research, and preservation” for the areas.

Campus Woods is a 10-acre tract of predominately riparian forest along the Neosho River. It is located at the far north end of the university campus. Students and faculty from the following courses studied here during the 2013-14 year: BO 213 Biology of Plants, EB 481 Field Ecology, EB 496/896 Stream Ecology, GB 303 Field and Lab Biology, ZO 215 Biology of Animals Lab, and ZO 481/881 Ornithology. In addition, two graduate research projects were completed.

Charles P. Coughlen Natural Area consists of 44 acres of tallgrass prairie located nine miles southwest of Emporia. This is an undisturbed prairie used for student research, primarily in biology and the physical sciences. Students and faculty used this area during the 2013-14 year for EB 481 Field Ecology, EB 496/896 Stream Ecology, and an undergraduate research project.

Dunlap Bottoms is a wetland Natural Area. The 128-acre tract in southeastern Morris County was restored from cropland to a wet meadow of native, warm-season grasses under the Wetlands Reserve Program by a previous landowner. Several micro-depressions and small impoundments with standing water exist on the property, though the interior of the site is dominated by grassland. During 2013-14, students and faculty from EB/ES/GE 351 Introduction to Geospatial Analysis, EB 481 Field Ecology, and ZO 491/891 Mammalogy studied here. In addition, an undergraduate and a graduate research project were completed.

Neva Marsh is a wetland site of 52 acres located in the Cottonwood River floodplain of Chase County. Like Dunlap Bottoms, it was also created through the Wetlands Reserve Program and is a complex of broad, shallow impoundments supporting aquatic vegetation and wildlife. Native, warm-season grasses were also re-seeded on the area. Students and faculty used this area for EB 481 Field Ecology, ZO 481/881 Ornithology, and ZO
491/891 Mammalogy during 2013-14. In addition, an undergraduate and graduate research project were completed.

**F. B. and Rena G. Ross Natural History Reservation** is a 200-acre outdoor classroom-laboratory located approximately 14 miles northwest of the university campus. The primary functions of this reservation are to provide an area for education and research in the sciences and to preserve, in a natural state, a segment of the tall grass prairie community. Students and faculty used this area for EB 481 Field Ecology, ZO 440/441 Entomology, ZO 481/881 Ornithology, ZO 491/891 Mammalogy, and ES 351 Introduction to Geospatial Analysis during 2013-14. Researchers from the University of California-Los Angeles, the University of Kansas, Iowa State University, and Pittsburg State University conducted site research during the year.

Hamilton Fossil Quarry is a 51-acre tract of land approximately 3 miles east of Hamilton, KS in Greenwood County. Formerly the location of a commercial rock quarry, the property includes numerous fossil sites that have yielded a large, world-famous collection of late Pennsylvanian age (300 million years) fossilized vertebrates, invertebrates, plants, and microfossils. One graduate research project was completed during 2013-14.

Sarah Howe Natural Area (Howe Woods) is a 12-acre tract of forest in eastern Lyon County that contains several, large bur oaks (*Quercus macrocarpa*). The area is maintained as a natural preserve at the request of Miss Sarah Howe who deeded the land to the university in 1982. Students and faculty in ZO 481/881 Ornithology used this area during 2013-14.

**Reading Woods** is the western-most penetration of a segment of the eastern deciduous forest brome in Kansas; it is located about 15 miles northeast of Emporia. Because of its unique plant and animal life, ecology and geology, it is kept as a preserve in a relatively undisturbed state. University use of this land is limited to class research studies by faculty members and students through approval by the Department of Biological Sciences. Students and faculty used this area for EB 481 Field Ecology, ZO 481/881 Ornithology, and ZO 491/891 Mammalogy during 2013-14. A graduate research project was completed during 2013-14.

**Schmidt Natural History Museum** is maintained for teaching, research, and public display and contains a comprehensive collection of extant vertebrates collected throughout the state of Kansas. These are housed in the basement of Science Hall. A research collection of bird and mammal skins from various parts of the world is maintained in the bird-mammal range and is used primarily by advanced students, visiting scientists, and faculty.

**Eppink Art Gallery** located on the first floor of King Hall, is a place for exhibitions from museums, galleries, and artists from outside the university, as well as works by the faculty and students of ESU. These exhibitions provide students and faculty an opportunity to view historically important works of art and works by selected contemporary artists. Each year the gallery schedules an annual art faculty exhibition and an annual art student exhibition. Also, each year the art gallery organizes and hosts the National Invitational Drawing Exhibition which features selected works in drawing media by prominent American artists.

The **Center for Early Childhood Education** provides a high quality early childhood environment for children of ESU students and serves as a practicum and observation site for ESU students training to be early childhood and early childhood special education teachers.
Community Counseling Services provides affordable counseling for residents of Emporia and surrounding communities and serves as a training site for graduate students in counseling under the supervision of experienced faculty. Fifty-six counselors-in-training served 448 clients and facilitated 1,161 sessions in 2013. For the counselors-in-training, there were 10 mental health counseling practicum students, 37 mental health counseling interns, 7 rehabilitation counseling practicum students, and 2 school counseling practicum students. For the clients, 206 adults received individual counseling, 47 children received individual counseling, and 195 adults received group counseling.

The Jones Institute for Educational Excellence provides educational leadership and service, improves the quality of instruction and teaching, conducts educational policy studies and promotes excellence in all areas of learning. Publications coming from the Jones Institute include the Distinguished Professor Series, Kansans’ Attitudes toward Education, and Teacher Supply and Demand Studies.

University Archives serves as the repository of record for the university and the administrative center for numerous heritage collections relevant to the university’s history or in support of the academic disciplines explored by faculty, students and others throughout the scholarly community. Significant holdings include the personal papers of Pulitzer-winning journalist William Allen White, friend of hundreds of important figures in literature, art, science, and politics in the early 20th century; and the memorial collection of art and manuscripts documenting the career and influence of May Massee, who in the early 20th century established two of the first three children’s book divisions in American publishing houses. Other collections include the Walter M. Andersen Collection, an extensive photography collection tracing the history of the railroad in Kansas; such unique items as a scrapbook of observations made of Woodrow Wilson when he was President of Princeton by a student in his jurisprudence class (later a history professor at ESU); and a scrapbook of photos and correspondence concerning the 19th century British and American friends and associates of a large American landowner’s family, including Queen Victoria and Prince Albert, several of their children, British authors Alfred Lord Tennyson and Sir Walter Scott, US President John Quincy Adams, and many others.

Journals and Other Publications
Emporia State University has several university-supported journals and other publications to which faculty and students can submit their research, scholarship, and creative work for review and publication.

Emporia State Research Studies is published twice annually (or as necessary) as an electronic, peer-reviewed, open-access journal. Intended for faculty and students interested in research, ESRS is an eclectic journal that publishes original scholarly and scientific works and original creative works accompanied by critical or scholarly analysis. Volumes 1-42 were published in traditional paper format, and the new online format commenced in 2006 with volume 43. The Editorial Board is representative of the various disciplines at Emporia State University and comprised of volunteers who are regular members of the Graduate Faculty at ESU. Board members serve three-year terms, renewable once, and are appointed by the Dean of Graduate Studies in consultation with members of the Graduate Council.

Flint Hills Review (FHR) is an annual publication with a national circulation. The Review publishes work with a particular interest in region, including regions of place, regions of ethnicity, regions of gender, and regions of memory. The focus is on poetry, short fiction, nonfiction of literary quality, and art that can be successfully reproduced in black and white photography. FHR receives support from ESU’s Creative Writing Program.


**Quest: The Research Magazine for ESU** highlights faculty research. Published annually since 2011, the first two issues (Quest 2011, Quest 2012) focused on established and long-standing faculty-researchers on campus. The 2013 issue spotlights the work of the newly hired faculty.

**Quivira** is an annual literary publication containing work by ESU student-writers.

**The Best of ESU** (Best of ESU 2012-13; Best of ESU 2013-14) is an annual publication sponsored by the College of Liberal Arts and Sciences and coordinated by the Department of English, Modern Languages, and Journalism that highlights the best undergraduate student writing from any course in any discipline.

**Heritage of the Great Plains** is a biannual journal published by the Center for Great Plains Studies and the College of Liberal Arts and Sciences.

**The Bulletin** is Emporia State University’s student newspaper that is written and edited by students. The print copy of The Bulletin is published every Thursday during the school year. It has its own website. The Bulletin employs 30-35 students each year and publishes 3,000 copies of each issue for campus and community distribution. As staff members of The Bulletin, students gain professional experience in journalism via opinion writing, reporting, photography, sports writing, management, or copy editing, all beneficial for students who wish to enter the field.

**Scholarship and Creative Events and Programs**

Research and Creativity Day is a celebration each May of student and faculty scholarship and creativity (RCD 2014; RCD 2013; RCD 2012; and RCD 2011). Sponsored by the Research and Grants Center; the Undergraduate Research, Scholarship and Creative Activities Committee; and the University Honors Program, Research and Creativity Day showcases a wide range of student and faculty activities. This is an excellent opportunity for faculty and students to share their work with the campus community. Over the past four years, the participation in this event has increased substantially from 60 participants in 2010 to 120 participants in 2014.

Each spring, the Undergraduate Research, Scholarship, and Creative Activities Committee invites faculty-student teams to submit proposal for the **ESU Summer Undergraduate Research Program**. The purpose of the program is to provide opportunities for students to pursue in-depth, relevant studies in their discipline by collaborating with a faculty mentor. Funds support faculty summer salaries, student scholarships, and research supplies. Competitive proposals are scored using a rubric and demonstrate scholarly activity that is authentic and conveys a strong sense of collaboration between the student and the faculty mentor.

The **Kansas Idea Network of Biomedical Research Excellence** (K-INBRE) is a program funded through the National Institute of General Medical Sciences for the purpose of strengthening biomedical research and training researchers in the state of Kansas. The K-INBRE proposal identifies a specific scientific focus area (Cell and Developmental Biology) consisting of four themes: Reproduction and embryonic development, organogenesis, developmental neuroscience, and cellular and developmental pathologies. ESU works within the aims of the K-INBRE proposal by providing research support for faculty and student researchers who conduct research consistent with these themes. It is the goal of this program to inspire outstanding undergraduates to pursue careers in biomedical research in Kansas and to strengthen the biomedical research environment at ESU.
The University Honors Program was reviewed in 2011-12 by a consultant from the National Collegiate Honors Council, who documented a variety of deficiencies with the program. University administration, faculty, and students debated what should be done and concluded that as the university moves forward, a high-impact honors experience will be essential for the recruitment, retention, and long-term success of high-achieving students. In the spring of 2014, the Kansas State Legislature and Governor approved a $1 million increase in ESU’s base budget for the creation and support of an Honors College. The plan for the college involves providing students with significant civic leadership training and experiences, an enhanced honors curriculum, one-on-one mentoring opportunities, educational travel, a unique residential experience, and scholarship support. The Honors College will play a major role in supporting the university’s emerging strategic plan.

Faculty, staff, and students are invited to thesis and dissertation defenses which are advertised to the campus.

**Awards and Funding for Scholarship**

The university’s promotion and tenure process and faculty merit process recognize faculty for their scholarly work. Faculty who exhibit extraordinary merit in this area are honored through various institutional or college/school awards.

The Roe R. Cross Distinguished Professorship, established in 1979 and funded by a gift from the Roe R. Cross Foundation, is the highest honor Emporia State University can accord to one of its faculty. No more than one faculty member can be so honored in a given year. While the Cross award primarily recognizes scholarly and creative accomplishment, the academic record of a recipient must be distinguished by excellence in university teaching, participation in professional activities, the fostering of an intellectual atmosphere, recognition or respect accorded to him or her by peers and students, recognition of extra classroom service to the university, and a record of distinction as a student mentor.

The President’s Award for Research and Creativity is presented each May to one faculty member at the conclusion of Research and Creativity Day. Nominations are submitted for consideration along with letters attesting to the nominee’s research or creativity achievements.

The Ervay Family Award for Applied Scholarship awards $1,000 annually to The Teachers College faculty member or team of faculty who have amassed a record of applied scholarship that has benefited schools, school districts, agencies, or organizations.

The College of Liberal Arts & Sciences, the School of Business, and The Teachers College present awards to their faculty recognizing excellence in teaching, scholarly activity, and service.

Faculty Research and Creativity Awards provide seed money for projects that have potential for external funding. Full-time faculty at or above the rank of instructor are eligible to apply. Proposals are reviewed by the Research and Creativity Committee.

The Undergraduate Research, Scholarship, and Creative Activities Committee (URSCA) consists of eight faculty and four students. URSCA’s mission is to promote, recognize, assess, improve and celebrate the successes of undergraduate research activities. Primary activities include assisting in the planning and management of Research and Creativity Day and organizing and managing the ESU Summer Research Program (ESURP).
Data from the NSSE Student Experiences in Brief report is used to assess the effectiveness of URSCA in engaging more undergraduates in research. According to the 2010 report, 13% of ESU undergraduates reported doing research with a faculty member. Two years later, the 2012 report indicated that this figure had jumped to 21%.

Core Component 3.C.

Emporia State University has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. Emporia State University has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of the faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

For the 2013-14 academic year, there are 248 fulltime faculty not including coaches, librarians, or administrators: 26 (18 tenured, 22 with the doctorate) in the School of Business, 83 (42 tenured, 62 with the doctorate) in The Teachers College, 130 (88 tenured; 91 with the doctorate) in the College of Liberal Arts & Sciences, and 9 (3 tenured, 9 with the doctorate) in the School of Library and Information Management. There are 77 Professors, 76 Associate Professors, 49 Assistant Professors, and 46 Instructors. Faculty with the doctoral degree constitute 74% of the total faculty; 78 hold the master or terminal master’s degree. The Student-to-faculty ratio is the same in 2013 as it was in 2004, 18:1.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs

All faculty at Emporia State University are appropriately credentialed in the disciplines in which they teach. The minimum credentials required for the level of instruction, as outlined in the University Policy Manual are clearly stated when positions are advertised and adhered to in the hiring process. Before being hired, all faculty must have on file in the Provost’s Office official copies of transcripts to ensure that they are appropriately credentialed and qualified.

The hiring of tenure-track instructional faculty begins when the Provost is informed of open faculty positions within a department. With the Provost’s approval, the academic department forms a search committee consisting of departmental faculty members as well as an EEO representative. The committee may also include students, and it may include faculty from other academic disciplines. The first task is to craft a position description that includes a) the title of position; b) the rank; c) the qualifications for applicants stating degree preference and any teaching, research, professional or administrative experience necessary; d) a statement of duties and responsibilities that incorporates a description of the expected teaching, research, service, or administrative activities to be performed; e) the date to begin review of applications; f) the effective date of appointment; g) the name and address of the person to contact; and h) a line stating that as an AA/EOE institution, Emporia State University encourages minorities and women to apply.

Open positions are advertised widely in an effort to recruit diverse applicants. Open tenure-track positions are advertised nationally. Instructor-level positions may be regionally advertised. Under certain circumstances, the
Provost may grant permission for Academic Temporary or Non-Tenure-Track Academic appointments without a search. Interview and hiring procedures are standardized through the Department of Human Resources.

The hiring of part-time Lecturers is initiated by the hiring department. Prospective Lecturers are interviewed by department faculty and department chairs. Hiring is approved by the respective college dean. Table 3.C.2.1 presents the credentials of 2013-14 part-time faculty.

Required faculty credentials are outlined in the University Policy Manual. Emporia State University complies with federal mandates requiring verification of employment eligibility. The verification process is completed by the Department of Human Resources.

Faculty members must meet the university’s English language competency requirement. The candidate’s spoken English competency is assessed prior to employment through a face-to-face interview or an interview conducted by mediated means with a committee of no fewer than three institutional personnel, one of whom shall be a student.

The university has criteria for the designation of Graduate Faculty. Membership in the regular graduate faculty is restricted to those faculty members with the rank of assistant professor or above who hold earned doctorates or recognized terminal degrees in their fields and are actively participating in research or creative activities and teaching. Associate graduate faculty members are faculty with the rank of assistant professor or above who hold a master's degree plus at least 30 hours of additional graduate work. Other faculty may be appointed to membership in the graduate faculty on a temporary basis. Temporary graduate faculty members shall be persons with a minimum of a master's degree in their field or significant professional accomplishment in their field and who do not satisfy the criteria for appointment to either regular or associate membership in the graduate faculty.

Graduate Teaching Assistants must have earned at least a Bachelor’s degree.

3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

It is the Kansas Board of Regents’ policy that the performance of every faculty member is evaluated and that merit increases are based on the annual evaluation of each faculty member’s performance. At Emporia State, faculty are evaluated on instruction, scholarly activity, and service based on expectations defined by the university in the University Policy Manual and by departments in their Faculty Recognition Documents. These annual evaluations reflect individual faculty assignments and provide a record of faculty performance in support of personnel decisions, including merit review.

Faculty evaluation encompasses teaching, scholarly activity, and service, with effective teaching assigned at least 50% of the weight, as the education of students is the highest priority of ESU. All Emporia State University faculty are expected to demonstrate effective teaching. The evaluation of teaching includes course instruction and may include studio instruction as well as individual instruction (e.g., thesis, project, research, internships, and independent study). The annual evaluation must include, but is not limited to, anonymous rating by students at least once a semester.

Course evaluations by students are an institutional component of the evaluation of university faculty. In compliance with Kansas Board of Regents policy, Emporia State University requires all faculty to have their teaching performance rated anonymously by students under standard conditions on an instrument that is norm-referenced and adjusted for initial student motivation and other major sources of bias as demonstrated by
research. All full-time and part-time faculty must be evaluated by students for a minimum of one course each semester during which the faculty member is teaching. The requirements of academic departments, schools, and colleges determine the number of courses to be evaluated each semester and the number of semesters. For example, The Teachers College policy provides that students rate all faculty (graduate teaching assistants, lecturers, instructors, probationary faculty, and tenured faculty) in all courses each fall and spring semester. Students rate non-tenured faculty and graduate teaching assistants in all their summer classes. Tenured faculty may elect to have their summer classes rated, but for courses taught only in the summer, rating by students is obligatory.

Faculty in all but five academic departments at Emporia State University utilize the Individual Development and Educational Assessment (IDEA) Student Ratings of Instruction System. IDEA generates a rating based on the match between the important and essential learning objectives the faculty member declares for the course and the amount of progress students in the course declare they have made learning those objectives. IDEA is a normed instrument that controls for sources of bias. The five departments not using the IDEA instrument, Communication and Theatre, Mathematics and Economics, Music, Physical Sciences, and Social Sciences, use internally-developed student evaluation systems controlled for initial student bias and vetted for “students’ perspectives on a) the delivery of instruction, b) the assessment of learning, c) the availability of the faculty member to the students, and d) whether the goals and objectives of the course were met” (Annual Evaluation Policy). The student ratings are processed after the end of the semester and final grades are submitted. Faculty members are expected to utilize evaluation results to improve instruction. In addition to student rating of teaching, multiple sources of information are gathered to evaluate teaching such as examination of course content, design and presentation, and peer review.

Specific criteria for the evaluation of both scholarly activity and service are defined in each department’s faculty recognition document.

Department chairs provide annual written evaluations to each tenured and tenure-track faculty member with copies to the respective dean and the Provost. In the fall 2013 semester, some faculty reported to the Faculty Affairs Committee of the Faculty Senate that they had not received an annual letter of evaluation. The university conducted an audit of the official personnel files using a stratified random sample across tenure track and tenured faculty to assess the level of compliance with these policies. In response to the data, the deans and department chairs worked to ensure that all tenured and tenure track faculty received letters at the end of the spring 2014 semester.

**Table 3.C.3.1. Analysis of Annual Faculty Written Evaluation Occurrences**

<table>
<thead>
<tr>
<th>Appointment Type</th>
<th>Percent with Annual Letter in Fall 2013</th>
<th>Percent with Annual Letter in Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure Track</td>
<td>94.4</td>
<td>100%</td>
</tr>
<tr>
<td>Tenured</td>
<td>51.7</td>
<td>100%</td>
</tr>
<tr>
<td>Overall</td>
<td>69.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Chronic Low Performance and Post Tenure Review**

The university has policies on Chronic Low Performance and Corrective Faculty Development and a Post Tenure Review Policy. The Post Tenure Review Policy is a new requirement by the Kansas Board of Regents.
3.C.4. Emporia State University has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Emporia State University provides faculty with a variety of professional development opportunities. The Department of Instructional Design and Technology offered the eLearning Institute from the summer 2008 through the summer of 2011. Each institute (e.g., Fall 2008; Fall 2009; 2011-12 Sessions; Summer 2011; Learning Tech 2012-13; mLearning 2011; Quality Matters 2011) featured invited speakers and ESU faculty, who presented a variety of topics supporting the improvement of teaching online and blended courses. Average attendance was 35. Participating faculty received lunch and a stipend. The eLearning Institutes were highly ranked by faculty with almost all sessions receiving “good” or “exceptional” evaluations (2009 Evals; 2010 Evals).

Information Technology has offered a variety of sessions in the last two years. U-Innovate was a series of 59 sessions on a variety of instructional design topics, each offered multiple times across the semester. A total of 368 sessions were offered and 58 faculty participated. Information Technology offered sessions during the spring and summer of 2014 to prepare faculty for the switch from Blackboard to Canvas learning management system.

Departments and student organizations invite lecturers to campus and offer colloquia for faculty and students. Emporia State provides a menu of annual lectures that bring ideas to campus. The Bonner and Bonner Diversity Lecture, Hayes Lecture, Pflaum Lecture, Boertman Lecture, Jones Distinguished Lecture, The Teachers College Lecture, and Zimmerman Lecture annually bring to campus (and stream online for ESU distance students and the community) notable individuals covering a broad span of topics on contemporary science, business, humanities, education and culture. The Jones Institute for Educational Excellence offers all of its institutes to faculty for no charge.

Faculty receive travel and registration assistance from their departments, and other funding is provided by the university to support professional development activities. Over $2,000,000 has been provided to faculty in the last five years. There is also a tuition assistance program to enable faculty to take courses.

The NSSE 2013 Snapshot of Emporia State University reports that both first-year students and seniors rated Effective Teaching Practices significantly higher than universities in the comparison group with an effect size at least .3 in magnitude. Emporia State University is a teaching institution; the currency of faculty in their discipline and in instructional strategies and technology is the top priority. Faculty keep current through pursuit of their scholarly and creative work, in support of which they can draw upon both university and extramural funding.

Every semester, as addressed previously, students rate their instructors using either the Individual Development and Educational Assessment system or department-specific instruments. The results from these assessments provide valuable feedback to support professional development in teaching.

Faculty are predominantly responsible for pursuing opportunities that are specific to their disciplines through research, scholarship and creative endeavors. The university, colleges, and departments provide funds as appropriate for supporting these endeavors including the Research and Creativity Fund and the ESU Summer Undergraduate Research Program to support research and fund travel for professional presentations, workshops and training.
The university provides sabbatical leaves for tenured faculty and administrators. All leave requests are judged on the merits of the application, time limitations, and departmental priorities. The applicant must have completed at least six years of full-time continuous service to the university with the rank of instructor or above prior to the time of the sabbatical leave. Full-time service is defined as employment for the academic year. A faculty member who is granted and who utilizes sabbatical leave may be granted another after completion of at least six years of full-time continuous service to the university following the termination of the preceding sabbatical leave. No more than 4% of the faculty can have sabbatical leaves in any given academic year. The number of sabbaticals granted by Emporia State in the last four years is ten for 2011-12, eight for 2012-13, nine for 2013-14, and six for 2014-15.

Although this subcomponent addresses faculty professional development, department chairs are also faculty, mutatis mutandis, and in fall 2014 Emporia State initiated university-wide training for the 17 department chairs. The program was a full day of sessions featuring the President, Provost, and other university leaders.

3.C.5. Instructors are accessible for student inquiry.

As a teaching institution, Emporia State highly values the interactions undergraduate and graduate students have with their instructors. The NSSE 2013 Snapshot of Emporia State University reports that both first-year students and seniors rated Student-Faculty Interaction significantly higher than universities in the comparison group with an effect size at least .3 in magnitude. This finding is corroborated by the 2013-14 Graduate Exit Survey, which reports that 90% of the respondents agreed or strongly agreed that they received a valuable graduate education, while 88% of the respondents agreed or strongly agreed that their department provided appropriate and accurate advisement in a timely manner.

Emporia State University requires full-time faculty members to establish five scheduled office hours per week during which they will be available to students for consultation. Faculty are also expected to be available for up to two hours per week to meet by special appointment with students who are unable to meet during the scheduled office hours. Faculty who teach face-to-face and online courses are expected to schedule both face-to-face and online office hours for a total of five hours per week. Each department chair is responsible for ensuring policy compliance. In addition, faculty who chair theses and dissertations, serve on thesis or dissertation committees, supervise research projects, independent studies, and clinical experiences, or mentor students are available to those students as needed.

Emporia State University has 142 Recognized Student Organizations (RSO’s) focusing on a wide range of interests including academic disciplines, honor societies, arts, faith and religion, diversity, special interest, community service, recreation, sororities and fraternities, and more. RSOs are student-led organizations established and officially recognized by the Associated Student Government. Faculty and staff serve as advisors for these organizations.

3.C.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.

Hiring staff and providing professional development opportunities for them are critical functions in ensuring that the university is positioned to support and promote academic success through support services. Support staff are professionally trained in their fields and thus well qualified to provide effective services to students.
For example, all professional staff in the Student Wellness Center are Licensed Professional Counselors in Kansas and complete continuing education units.

Units that house student support staff develop descriptions of position duties and responsibilities. These establish the minimal requirements and serve as the basis for the university’s recruitment and selection process. The requirements are reviewed by Human Resources prior to the job posting to ensure consistency among units across campus. As units select candidates to interview, Human Resources serves as a neutral reviewer to ensure the qualifications of those candidates within federal, state, and university requirements and practices. Once an offer is accepted, the university works with the new hire in verifying his or her credentials, following ESU policies and procedures.

Units assess new hires to determine training and development needs; they provide critical skills through on-the-job training as well as sending employees to external training, depending on the duties and responsibilities of the position. A Professional Development Fund is available for the purpose of covering enrollment or registration costs for job-related training. Additionally, the university provides tuition assistance for employees at the undergraduate, graduate, and doctoral levels for programs taught by ESU.

The State of Kansas uses a system-wide protocol for classifying all non-professional support staff positions, outlining minimum qualifications in terms of education and experience, thus providing assurance that all support employees are qualified for their positions. Necessary qualifications for student support staff members, including educational attainment and work experience are determined by the classification of the position and by the unit leadership. Human Resources and search committee chairs ensure that candidates meet minimum qualifications for these positions.

Professional development is as important to the support staff as it is to the faculty. Human Resources and Title IX deputies provide workshops on discrimination, sexual harassment, and the Violence Against Women Reauthorization Act for faculty, staff, and students. Most student support staff belong to local, state, regional, and national organizations and take full advantage of the professional development opportunities offered by these entities. For example, all advisors in the Student Advising Center are members of the National Academic Advising Association (NACADA) and regularly attend either the regional or national NCADA conference. All financial aid staff are given the opportunity to attend the Kansas Association of Financial Aid Administrators (KASFAA) each fall. In addition some staff members attend RMASFAA and NASFAA (the regional and national associations, respectively). At least two staff members annually attend the Federal Student Aid Conference.

Financial Aid staff also participate in numerous Department of Education, NASFAA, and federal service provider online training sessions throughout the year. All staff members belong to KASFAA and RMASFAA, and most staff members belong NASFAA. Four staff members have passed the Certified Professional Financial Managers course through Inceptia. Staff in the TRIO programs (e.g., Project Challenge) attend conferences, workshops, and webinars.
Core Component 3.D.

Emporia State University provides support for student learning and effective teaching.

3.D.1. Emporia State University provides student support services suited to the needs of its student populations.

At Emporia State University, all student support services are designed and funded to support the academic endeavors of students. Generally these support services are identified in two clusters, academic support and social and personal growth support.

**Academic Support Services**

The Office of Career Services provides a full range of services designed to help students identify career interests and to direct them toward matching academic courses, programs, and experiences. Professional career counselors meet individually with students to identify careers of interest and to research characteristics of those careers. Counselors then direct students to the Emporia State academic programs and courses that match their interests.

Career Services offers the course SC 250 *Constructing Your Career* for students who have not declared a major. Examples of classroom presentations and individual consultations with students and alumni, conducted by professional Career Services staff, include topics such as resume preparation, mock interviews, professionalism, and networking. Three career fairs, two education specific, and one general, are offered to students each academic year. Emporia State University believes in internships as a method for students to gain real-world experience while receiving academic credit. Internships are administered at the department level and through Career Services.

The Office of Disability Services (ODS) coordinates accommodations for students with documented disabilities at Emporia State. Students register with the office to receive accommodations. Students with disabilities who do not require accommodation may choose to register with the office in order to be informed of scholarships, employment opportunities, and disability-related events. The office provides information and referrals to promote successful transitions to college and to work.

The EDGE program was originally an initiative of the Office of Diversity and Inclusion, offering students tutoring, free of charge. EDGE is being redeveloped to provide services and support beyond tutoring, and to serve a wider audience of underrepresented student populations, including minority students, Kauffman Scholars, and AVID students. The redevelopment of EDGE will create a solid foundation for students who identify themselves as first generation, historically under-represented, and from low socio-economical environments.

The Student Advising Center (SAC) assists students as they progress through the academic life of the university. Helping students who are exploring majors clarify their values, interests, and skills, ultimately leading to the declaration of a major is a focus for the SAC. So too is connecting students with campus resources and real-world learning opportunities. Additionally, the SAC provides advising workshops for faculty and staff advisors.
The Retention Action Team is charged with developing initiatives to support student retention delivered through the First-Year Experience via collaborative partnerships between Academic Affairs and Student Affairs. The Team’s initiatives respond to risk factors (e.g., low high school GPA, high loans, undecided major, and 10% exception window) that influence retention. Students who enter the university through the 10% exception window participate in The New Hornets Plan, which focuses on Communication, Engagement, Commitment, and Support employing the following key strategies:

The student participates in the Student Strength’s Inventory, and in consultation with campus personnel identify strengths and overcome barriers to retention.

The student develops an academic success contract (an Individual Plan for Hornet Success) that can be modified as necessary throughout the academic year. Students showing a need for additional support are offered an additional Spring First-Year Experience Course.

The student meets with a Student Advising Center advisor regularly throughout the first semester to create an Individual Plan for Hornet Success, become engaged with the campus, and identify and modify current behaviors that interfere with success.

The student receives tutoring in subjects identified through the Student Strength’s Inventory.

In 2011 a process was established whereby faculty electronically submit the Student Concern Action Form (SCAF) to the Student Advising Center, alerting the staff to students demonstrating low academic performance and/or attendance problems. The Student Advising Center staff determine the appropriate level of intervention for those students advised at the Center. Since the inception of this process, the number of SCAFs has increased allowing both SAC and departmental advisors to engage students having difficulty and provide beneficial interventions.

Student Support Services provides qualifying students with extra support through a range of free services including tutoring, personal and career counseling, instruction in financial aid literacy, mentoring, and advising, as well as access to computer labs. Committed to the success of each program participant, the staff creates a climate of support specifically designed to facilitate student learning and development, enabling the student to access, persist in, and graduate from college. Student Support Services, also identified as Project Challenge at Emporia State University, is one of a group of federally funded programs known as TRIO. It has fostered student success at ESU since 1984.

Supplemental instruction and tutoring are available in the following labs/centers: Math, Writing, Biology, Chemistry, Reading, English Language Learner, Accounting, Economics, Computer Science, Business Statistics, Operations, and Finance. Additionally, free on-line tutoring through Smarthinking provides live tutoring in an on-line environment.

The Office of International Education at Emporia State University supports international students in the areas of admissions, English language courses, and assimilation into the community. The International Student Satisfaction Survey has been an annual collaboration between the Office of International Education (OIE) and Information Technology (IT) since 2012. The OIE adheres to international enrollment management tenets that postulate current student satisfaction to be the most effective recruitment tool. Using new technologies and
social media, prospective students ask currently enrolled students for candid and honest opinions about their experience at ESU. Responses can influence enrollment decisions.

The annual International Student Satisfaction Report was designed to monitor how effectively Emporia State University meets the needs of its international constituents. Survey results are used to identify areas in need of improvement. In addition to qualitative data offering valuable in-depth information and complementing qualitative indicators, the most recent survey included demographic data such as gender, country of origin, age, and academic purpose at ESU. The demographic data offered opportunities to design an international student satisfaction model and compare groups. This addition improved the survey, allowing a more accurate depiction of students’ satisfaction across sub-populations.

**Social and Personal Growth Support Services**

The Office of Diversity and Inclusion provides leadership for educational programs related to diversity, multiculturalism, identity, equality, and social justice. The office coordinates recruitment and retention initiatives and support services for students from underrepresented and historically disenfranchised communities (African American, Native American, Hispanic, and Asian American). Educational programs coordinated or co-sponsored by the office in 2013-14 included Mosaic of ESU Diversity Leadership Retreat, Diversity Film Festival, Created Equal: Dream Act Series, Martin Luther King, Jr. Day, Black History Month, Hispanic Heritage Month, Diversity Week, PRIDE Week, Advancement Via Individual Determination (AVID), Summer Leadership Experience, Emporia Connection Alumni Reunion, and more. Programming of cultural events such as Martin Luther King, Jr. Day promote diversity awareness and cultural pride by collaborative efforts among registered student organizations. The office also provides programming and support for Lesbian, Gay, Bisexual, and Transgender individuals and advocates through the Campus Pride Center for Diversity Resources. A goal for 2014-15 is to launch the Latino Leadership and African American Leadership initiatives.

**Financial Aid** educates students, their families, and the university staff and faculty about financial aid options and regulations. The staff apply those regulations to offer the best financial aid access to currently enrolled, prospective, and former students in the fairest manner possible. The office also provides students with information regarding sound money management practices.

The Recreation Services Department is committed to the health of students, faculty, and staff. By providing recreation facilities, programs, activities, events, and services directed at developing lifestyle management skills, the department seeks to support the academic endeavors of students. In addition to recreational activities, the department supports student learning through student employment and internships for Recreation and Health Promotions majors. The department frequently collaborates with the Department of Health, Physical Education, and Recreation.

**Residential Life** provides support and programming designed to engage students in learning outside the classroom. Traditional freshmen students not living within a 30-mile radius of Emporia State University are required to live in the residence halls. Each hall has a professional Complex Coordinator as well as a Resident Assistant for each floor. The environment is a microcosm of the larger community, with the learning primarily focused on engaging students in the hall community and on helping them to negotiate new norms that define the new living arrangement.

Residential Life sponsors two Learning Communities. The Education Community is managed through a partnership with The Teachers College. It is designed to bring together students exploring education as a career
together in a living environment that can enhance classroom learning and connect Education majors with each other and their faculty. The Scholars Community is academically focused and has a direct connection to the Honors College. Students who have a strong motivation to be academically successful may choose this community for an enriching experience focused on service and academic engagement.

The Department of Student Wellness provides confidential services for students seeking mental health counseling and physical health care interventions. The Counseling Center provides individual counseling, group counseling, biofeedback counseling, and alcohol and drug addiction counseling. The Counseling Center collaborates with a local agency, SOS, which provides services for battered women and children. A member of the SOS staff has regular weekly hours in the Counseling Center.

**Student Health Services** provide treatment of acute illnesses and injuries (colds, flu, sprains, etc.); management of chronic illness such as hypertension; medical management of mental health issues such as depression and anxiety; physical exams to fulfill work or school requirements; laboratory tests (CBC, blood sugar, cholesterol, etc.); male or female sexual health exams (including pap smears) and treatment; TB skin tests for enrolled students; immunizations, including flu shots; cryotherapy (freezing of warts); blood pressure checks; HIV testing and counseling; and provision/exchange of sharps containers for students with diabetes or other conditions requiring self-injection of medications.

**Veterans Educational Services** works with veterans, their dependents, and reservists, assisting them in the process of certification for receiving Veterans educational benefits.

The CARE Team, established in 2007, investigates matters of concern when a student is perceived as a possible harm to self or others ([Care Team Form](#)). The Care Team coordinates interventions, makes recommendations for further action, and provides assistance to students in distress through consultation with concerned faculty, staff, and students; it works to ensure consistent communication among departments; and makes referrals to campus and off-campus resources. The team is comprised of the Dean of Students, the Director of Student Wellness, the Director of Disability Services, and the Director of Residential Life. When needed, the university’s Chief of Police, the Director of Emergency Planning, and/or the university Attorney consult with the team. To facilitate the processes of campus reporting of problematic behavior, the CARE Team leverages Maxient, software that provides centralized reporting and recordkeeping for student conduct, academic integrity, mediation, restorative justice, threat assessment, and behavioral intervention.

### 3.D.2. Emporia State University 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.

**Placement in Preparatory Courses**
First-year students are placed by the Student Advising Center in specific preparatory, regular, and honors courses based on ACT scores and Math placement exams. [Transfer courses](#) are evaluated for credit as part of the placement process.

**English Writing Placement**
Students are placed based upon ACT English writing subscores. Students with a score of 15 or lower are placed into EG 001 Basic Writing, a 3-credit hour developmental course. Students with a subscore of 16 or above are placed into EG 101 English Composition, while students with 24 or higher on English and Reading, are placed into EG 103 Honors English Composition.
Reading Placement
Students with a subscore of 14 or lower on the ACT Reading section are placed into EL 072 Improvements in Reading. This is a 2-credit hour developmental course.

Mathematics Placement
Students are placed based on their Algebra Evaluation scores (ESU’s math placement exam) and/or based on ACT Math subscores. If the Algebra Evaluation is 17 or below, placement is in MA 098 Intermediate Algebra. For students scoring from 18-25, placement is in MA 110 College Algebra or MA 156 Principles of Math. ACT Math subscores of 21 or lower are placed in MA 098 Intermediate Algebra, while ACT subscores ranging from 22-24 are placed in MA 110 College Algebra or MA 156 Principles of Math. Those scoring 25 or higher may qualify for enrollment in a Calculus course or can enroll in MA110 College Algebra.

Beginning in the spring of 2013, Neosho County Community College (NCCC) provided preparatory mathematics instruction for ESU students who did not meet requirements for admission into MA 110 College Algebra. Students were placed in appropriate math courses based on their ACT math score or the ESU Algebra Evaluation (math placement exam) score. The NCCC-instructed preparatory courses met in 50-minute sessions five days a week. Course requirements included daily on-line assignments (available 24/7) and online quizzes that could be repeated to improve a student’s grade. In addition, a mathematics coach monitored each student’s attendance and progress. Due to cost inefficiencies, in fall 2014 all ESU math faculty returned to teaching the developmental math courses. The department hired the faculty member who had developed and led the NCCC math program at ESU, so that she could continue organizing the course sections and supervising the math coaches.

Admission into Degree Programs
ESU allows undergraduates to declare most majors upon matriculation. Admission to a number of specific programs requires that students meet publicized conditions, with requirements listed in the University Catalog (e.g., El-Ed Admit; Sec-Ed Admit; Nursing Admit) and on departmental websites. Emporia State University also provides other resources that assist students in making degree program decisions. The Student Advising Center and departmental advisors routinely provide students with information on degree program requirements and admission procedures.

For prospective students who state they are undecided, the Office of Admissions schedules a 30-minute career counseling appointment in Career Services to discuss career interests and the academic courses and programs that match them.

Academic tutoring centers are available to all students. At the beginning of each semester, the Student Advising Center communicates with the various labs and tutoring operations across campus and creates a Resources Guide. The guide is then disseminated across campus and posted on HornetLife and Facebook.

Academic Support
The Writing Center housed in White Library provides individualized tutoring for all students. Tutors meet with students, assisting each student in developing an improved writing style appropriate to the academic need. Such consultations are available on site and online. Tutors assist students in grammar and mechanics as well as other components necessary to the completion of writing assignments, such as organization, thesis development, topic sentences, content, and documentation. The Center provides an up-to-date collection of online and printed
writing resources, including guides to correct and appropriate writing styles (Composition Corner), as well as a grammar hotline.

The Reading and Academic Success Center provides a range of assistance in reading comprehension, effective study techniques, English comprehension for international students, and test preparation.

Brighton Mathematics Computer Laboratory provides services to students who require assistance in completing program pre-algebra and algebra requirements. Students are able to work on and complete course assignments while receiving help from tutors, who also provide assistance to students taking other mathematics courses. Students preparing for the CAAP or PPST competency exams may come to the math lab to receive handouts that refresh their knowledge of math vocabulary, math symbols, and problem solving. Non-education majors who have failed the math portion of their competency exam are referred to the math lab to undergo diagnostic testing and remediation tutoring in order to complete their math competency requirement.

During the fall semester, the university offers an extensive array of one-hour, one-credit Freshman Seminar courses, CW 101. Several sections are designed for new students, generally providing coverage on topics including study skills, advisement, library research, campus services, and college academic expectations. Other course sections, such as Project Challenge, are designed for students with identified needs. Some address specific topics such as civic engagement. Academic departments also offer sections focused on the development of specific skills in a program area.

Smartthinking is an online program available to all students. This program provides five hours of online tutoring per term, available 24/7. Tutoring is available within a wide variety of subject areas. Along with tutoring, this program provides writing practice by giving critical pedagogical feedback on a student-submitted writing assignment. Smartthinking is available through the Canvas learning management system.

The Intensive English Program provides intensive structured courses in reading, writing, and conversational English for non-English speakers who cannot demonstrate required English proficiency. Students not demonstrating adequate proficiency take diagnostic examinations and then are placed in appropriate levels of instruction. The program also provides conversation partners by connecting non-native speakers with English speaking students, faculty, and community members. Meetings are informal and suggested for once weekly. Partners are paired at the beginning of each semester.

TRIO Student Support Services provides undergraduates access to Project Challenge, a collection of free services designed to assist eligible full-time students. Project Challenge offers tutoring on a wide range of academic subjects, mentoring, counseling, and workshops as well as special courses. Project Challenge employs a project director, an assistant director, a program coordinator, an administrative specialist, a graduate assistant, and a student assistant as well as 11 student tutors. TRIO Talent Search works with 6th-12th grade students, students enrolled in alternative high schools or GED programs, and adults who wish to continue their education within the Emporia, Leavenworth, and Atchison areas. This program provides a wide array of offerings designed to provide information on college planning, study skills, and career exploration, as well as general guidance on entry into post-secondary education.

The Office of Disability Services coordinates accommodations for students with documented disabilities. This office also provides information and referrals to assist the students in the successful transition to college study.
3.D.3. Emporia State University provides academic advising suited to its programs and the needs of its students.

**Undergraduate Advising**

The Student Advising Center (SAC) advises all first-year students and those without a declared major. Beginning in 2010, the SAC moved from a part-time faculty advisor model to a full-time professional advisor model. The professional advisors have an educational background that includes student development theory and academic advisement philosophy to enhance their work with first-year students. In addition, the advisors become knowledgeable about the first three semesters of curriculum for all ESU majors, so they can help students as they transition to their majors.

Each SAC advisor has a caseload of students based on the student’s major. The advisors also work closely with the academic units where their assigned majors are located. This relationship between SAC and the academic units helps create a bridge for the transfer of a student from SAC to the appropriate unit. Typically students are transferred after the successful completion of approximately 30 credit hours directed towards a specific major.

Because SAC works with first-year students, a primary responsibility is to help the beginning student navigate the college experience. Helping students learn time management and study skills and locate appropriate campus resources is important. In addition, SAC communicate regularly with its advisees, especially regarding grades. When mid-term grades are released, students with poor grades are required to consult with an advisor, and advisors call students with grades of D or F. At the end of each semester, advisors again review student grades and follow-up. Frequently the advisor will make recommendations on changes to the next semester schedule.

Most upper-division student advising is decentralized and administered within each academic unit. Many departments utilize faculty as advisors; however, a couple of units (e.g., Business and Elementary Education) have a centralized advising center within the academic unit. The Business Advising Center provides assistance to all students admitted to the School of Business in anything related to their academic program, including class scheduling, dropping or adding classes, changing majors, and completing degree requirements. The Business Resource Center offers a wide range of business student services, including scholarship applications, internships, and career counseling, and supports a number of student organizations, as well.

All advisors assist students as they explore class options for upcoming semesters. Advisors encourage students to be familiar with the degree requirements so that they can have an active role in their college experience. Advisors and advisees access BuzzIn, the campus portal, to research class options, run degree audits, enroll in classes, etc. The relationship between the advisor and advisee is important, and their communications involve discussing how classes are going; answering questions pertaining to major programs of study; discussing transitional challenges associated with college; and becoming involved in the campus community.

To ensure consistent advising across campus, the Student Advising Center created the Undergraduate Advisor Handbook in 2006. It was revised in 2012, reformatted into a course-like structure, and placed in the Canvas Learning Management System for easy access by all advisors. In addition, the Undergraduate Academic Advising Committee offers workshops for new advisors based on the handbook, the Undergraduate Academic Advising Syllabus, and advisor information needs. All advisors are encouraged to attend the workshops, which ensure that the most up-to-date advising information is shared campus wide.

The 2012-13 Student Advising Survey documents that advisors positively assist students, as indicated by the following results: 81% of students responding to the survey agreed or strongly agreed that their advisor had informed them of the graduation requirements; 83% agreed or strongly agreed that their advisor had encouraged
them to assume an active role in their educational planning; 79% agreed or strongly agreed they had taken the
time to learn about university rules and requirements; 90% agreed or strongly agreed they were responsible for
learning the specific requirements for their major; 96% agreed or strongly agreed that they kept track of their
academic progress; 54% agreed or strongly agreed that their advisors helped them to identify co-curricular
opportunities such as student organizations, clubs, study abroad, honors, and the like that enhance their
educational experience; and 69% of students who rated their overall experience with academic advising as
excellent or good.

**Graduate Advising**

All graduate students are immediately assigned to an academic advisor as soon as they are admitted to their
program. Advisors have the [Graduate Advisor Handbook](#) to ensure consistency of advisement across the
university. Graduate advisors (usually faculty members) work with the graduate students to develop their
degree contract, assure that all probationary requirements have been met, provide guidance on course selection,
advise the student to degree candidacy and perform a final degree check in conjunction with the Graduate
School to make sure all degree requirements have been met. Students meet with their advisors either on-
campus or virtually. Distance students interact with their advisor through email, Skype, phone, or
predetermined means decided upon by the student and the advisor. The effectiveness of graduate advising is
assessed biannually and the results of the advising survey are provided to the Provost, as well as the appropriate
dean and department chair (Advising Summary 2011-12; Advising Summary 2012-13). Overall, 86% of the
graduate students responding to the survey are satisfied with their graduate academic advisor. In addition, all
graduate students completing their degrees are asked to complete an exit survey (Exit Survey Results 2013-14).
This survey asks questions on the quality of their graduate experience at Emporia State University. The
graduate exit survey is distributed to graduating students every semester. The results are then summarized and
provided to the Provost, as well as the appropriate dean and chair (Exit Summary Fall 2013; Exit Summary
Spring 2013). For all graduate students completing their degrees, 89% of the respondents believed they
received appropriate and accurate academic advisement in a timely manner.

**Monitoring Student Academic Progress and Well-Being**

Monitoring of student academic progress through the [Student Concern Action Form](#) (SCAF) is facilitated in the
Student Advising Center (SAC). Concerns that are submitted for freshmen and students without declared
majors are followed-up by the SAC advisors. The faculty advisors in the academic units follow up on SCAF
submitted for their advisees. The SCAF is an early alert from a faculty member to the student and advisor when
there is an academic concern such as poor attendance or performance. The form is submitted electronically.

Students advised in the Student Advising Center (SAC) receive a “hold” on their record when an academic
concern is submitted that prevents them from enrolling. They meet with the Director or Assistant Director to
discuss the situation and make a plan. For a student advised in a department, the SAC notifies the student’s
advisor, who then meets with the advisee regarding the instructor’s concern.
3.D.4. Emporia State University 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 Emporia State University’s offerings).

**Technological Infrastructure**

Technological infrastructure, support, and training to support effective teaching and learning with technology are provided by the Office of Information Technology. Infrastructure includes Canvas (Blackboard prior to July 1, 2014) as the campus learning management system. Every ESU course is equipped with a Canvas shell, in which students are automatically enrolled. Canvas shells are utilized by instructors in a variety of ways such as discussion board, rubric tool, and grade book. Canvas is enhanced with numerous “plug-ins” including Adobe Acrobat Connect Professional 8, Panopto Lecture Capture, and integration with Google Apps for Education. Video and audio conferencing for site-to-site learning is available in most campus instructional buildings, all off-campus locations, and online. More than 80% of ESU’s classrooms and teaching labs at all sites are “technology enhanced.” Each is equipped with a variety of multi-media technologies including internet connectivity, projection systems, audio and video capabilities, document cameras, interactive white boards (based on Smart or Promethean technologies), as well as AirServer (allowing wireless connectivity of IOS devices such as iPad).

Training and support for faculty, staff, and students are provided by the Learning Technologies team within Information Technology. Support is available in a variety of ways, including online resources, individual consultations, and on-demand access to the Information Technology Help Desk. The Learning Technologies team provides targeted face-to-face trainings and initiatives, such as “U-Innovate” (offered in fall 2012) for course redesign and pedagogical use of technology.

More than 40 teaching labs, “open” technology labs, and flexible learning commons spaces across campus provide access to both PC and Mac technology resources. In addition to standard software installation, several of these computer laboratories house software specific to academic programs. **Table 3.D.4.1** shows the labs and their building locations.

Every faculty member, staff member, and student is licensed to use a personal, downloadable version of Microsoft Office products, as well as Symantec Antivirus software. Every student is provided with a Gmail account and access to Google Apps for Education and every faculty and staff member is provided with an Outlook email account. Additionally, to support fully anytime, anywhere access to learning technologies, ESU offers its “Sky” suite of services including SkyBox. Additionally SkyFiles provides internet-accessible storage for everyone, while SkyPrint allows “printing from anywhere” (on campus or off, personal or ESU-owned device) to one of many SkyPrint kiosks located in instructional buildings as well as the library and Memorial Union.

Information Technology provides access to these services and offers virtual lab capabilities to all faculty, staff, and students regardless of location or endpoint device. Minimum requirements are internet connectivity and a workstation or mobile device with browser capabilities (including tablets).

**Scientific Laboratories**

The Department of Biological Sciences operates 14 distinct teaching laboratory spaces for course instruction as well as for faculty and student research. The Department of Physical Sciences has seven distinct teaching
laboratory spaces and 12 ancillary laboratory spaces. These are utilized for course instruction as well as for faculty and student research.

The Human Performance Lab is used for all PE 100 Active Living classes for student fitness testing and Tri-Fit testing each semester. Health Promotion and Physical Education classes such as PE 360 Exercise Physiology and HL 566 Exercise Prescription use the Human Performance Lab for the introduction of different fitness testing assessments, skills practice, and actual testing. The lab staffed by graduate teaching assistants is also available on a daily basis. Equipment includes pedometers, heart rate monitors, fitness testing equipment, and Tri-fit testing machines.

The Davis Laboratory includes an animal vivarium that can care for over 100 rats in individual cages, and over 20 in two large group cages. Some are used for research by graduate students and faculty in psychology, and others are used by undergraduates, who learn animal conditioning, basic rat behaviors, biological characteristics, sensory functioning and animal care.

The ESU Natural Areas includes eight distinct off-campus natural study areas. These areas are available through the Department of Biological Sciences for study, research, and field investigation for faculty, students, and guest scientists. Non-college groups or classes are also permitted to tour these areas. Permission for a project or field investigation must be obtained before usage. The Natural Areas are under the supervision of the Director of Natural Areas, a position held by a faculty member in the Department of Biological Sciences. The Natural Areas Advisory Committee supports the Director. Each area features specific genres of native and replanted vegetation such as:

Campus Woods: Is a 10-acre walking research trails area near campus, bordering the Neosho River.

Charles P. Coughlen Natural Areas: Is a 44-acre track of land consisting of native tallgrass prairie.

Dunlap Bottoms: Is a 128-acre tract of land with native warm-season grasses.

Sarah Howe Natural Area: Is a 12-acre tract of forest lands.

F. B. and Rena G. Ross Natural History Reservation: Is a 200-acre study area consisting of tallgrass prairie, shrubs, and woodland habitats.

Hamilton Fossil Quarry: Is 51 acres of land that include numerous fossil sites of late Pennsylvanian vertebrates, invertebrates, plants, and microfossils.

Neva Marsh: Consists of 52 acres of marshland supporting aquatic vegetation and wildlife.

Reading Woods Natural Area: Is a 36-acre upland and lowland forest noted as the western edge of the eastern deciduous growth.

The Peterson Planetarium: Is a learning space used for class presentations as well as shows for the community and region. The planetarium provides night sky programming including a program about the Hubble Telescope.

The Department of Nursing has two simulation laboratories and one skills instructional laboratory in Cora Miller Hall. These laboratories are utilized in the clinical practicum and health assessment lab courses and for
Higher Learning Commission Self-Study  

Library Simulator

The Noelle Maternal & Neonatal Birthing Simulator system includes the Noelle Maternal & Neonatal Birthing Simulator system with streaming voice, Newborn Baby Hal, and a birthing bed; Adult METI ECS (Emergency Care System) in a hospital bedside environment; METI PediaSIM ECS simulation system in a hospital bedside environment; virtual IV System including in-hospital module and anatomical viewer; virtual IV-Infant System including in-hospital module and anatomical viewer; and multiple anatomical models for demonstration and practice in a simulated hospital practice environment.

Libraries

The Emporia State University Libraries and Archives (ULA) includes William Allen White Library and the University Archives. Collectively, ULA serves as the primary library holdings for the university. As such, its mission incorporates a variety of educational opportunities, services, and resources for the teaching and learning needs of residential and online faculty and students. The Libraries and Archives personnel includes the Dean, eight faculty, five university support staff, three unclassified non-teaching personnel, 10 FTE student assistants, and a FTE graduate teaching assistant.

University Libraries and Archives welcomes and invites discovery and exploration. A significant factor in this mission is the theory of “information literacy,” which incorporates the skills for locating, using, evaluating, and creating information to encourage lifelong learning. ULA faculty are responsible for the curriculum and for teaching the general education course UL 100 Research Skills, Information, and Technology.

In addition, ULA faculty collaborate with the Director of Composition in a tiered library instruction approach for English Composition courses, reinforcing aspects of information literacy and key research concepts. Discipline-specific information literacy competencies are in turn taught by ULA faculty in a variety of undergraduate and graduate courses, both face-to-face and online. Instruction is augmented by the use of discipline-oriented and course-oriented research guides written by ULA faculty via a system called LibGuides.

The William Allen White Library building provides learning-research spaces arranged to accommodate an array of study styles and needs. The first floor of the library offers six study rooms that can be reserved by individuals or groups. The 4th floor is currently designated for quiet study. The Learning Commons in the library lobby, remodeled and opened in the fall of 2013, is a hub of activity with its 24/7 access, computer collaboration stations, and moveable furniture to encourage its use for group work and creating personal spaces.

The library offers a number of options to accommodate the increasing technological requirements of students. Sixty desktop computers are available in the Learning Commons and on the second floor. Forty-two laptop computers, 22 iPads, 10 Netbooks, and five Nooks can be checked out for in-library use. In addition, there are two Skyprint stations administered by Information Technology and two stand-alone scanners for patrons to scan, save, and e-mail documents at no charge.

The library building also include the Writing Center, the Center for Great Plains Studies, and a graduate student study room. These areas are administered by other university departments and offices, but the locations within the library create a central focus on student learning and services for academic success.

The holdings in smaller collections that are included in the Libraries and Archives online catalog are located across campus. For example, The Teachers College Resource Center/Flint Hills Instructional Media Center in Visser Hall is a joint venture of the university and the local school district (Each pays half of the director’s salary). The collection includes educational games, videos, idea files, activity books, and educational manipulatives checked out by regular and special education teachers in three counties. Education majors have
access to all of this material for their professional development. The other collections are located in the Department of Health, Physical Education, and Recreation, the Campus Pride Center for Diversity Resources, the Center for Great Plains Studies, the Department of Nursing, the Science Hall Map Library, and the Science and Math Education Center.

Support of the university’s distance education student population as well as of students who require updated, immediate access to scholarly information is provided by over 135 databases covering general and specialized subject areas. Many of these databases include HTML and PDF full texts of general periodicals and academic journals.

The Services Desk of the library is the central place for circulation of materials and reference assistance. The library subscribes to a system called LibAnswers, which is integrated with LibGuides and offers a Frequently Asked Questions site where patrons can locate quick answers to library-related queries. LibAnswers includes a live service, LibChat, which is embedded as a chat widget on the ULA website and enables patrons to chat in real time and anonymously with librarians for additional help with research or finding information. Another part of LibAnswers is an analytics feature in which reference queries are recorded and coded according to the type of question, level of difficulty, patron demographic, and time taken to answer. LibChat can also be customized as an individual chat widget for each ULA faculty member, and several faculty have utilized this option to provide virtual office hours for academic departments and courses within the Blackboard learning management system. With the university’s transition to the Canvas LMS, this type of “embedded librarianship” – reaching out to students and faculty in a specific course throughout a semester -- promises to expand.

A major transition took place in the fall of 2013, as the former library online system/catalog, Innovative Interfaces, was replaced by a completely Web-based system called WorldCat WMS (Worldshare Management System). This change was prompted by a desire by ULA to streamline the search interface for print materials, periodical articles, and other sources in order to improve patrons’ success in finding appropriate information for their research. In WorldCat WMS, a search for a topic actually encompasses the library’s online catalog and a general periodical database. The results greatly expand the possibilities of locating relevant, useful items in a single access point.

The University Archives curates and presents artifacts and exhibits related to the history of Emporia State University. Special Collections, also a part of the Archives, is the home of the May Massee Collection. This collection is a nationally recognized source of primary materials relating to the career of May Massee, an editor of children’s books who established two of the first three “junior books” divisions in major publishing houses in the United States: Doubleday, Page and Company in 1923 and Viking Press in 1932. The Archives holdings and research guides are searchable in a separate online catalog on the Archives webpage.

The holdings of the Center for Economic Education Lending Library, which contains publications available from the National Council on Economic Education and the Ethnic and Gender Studies Collection, are not included in the William Allen White Library Kellogg Online Catalog. These collections are available for campus and community use.

Performance Spaces

The Department of Art in King Hall features the Norman R. Eppink Gallery and Gilson Memorial Art Gallery. These two sites host a full schedule of exhibits of nationally and internationally recognized artists as well as those of faculty and students. All exhibits and openings are free and available to campus and community. The
university art collection is also held in King Hall. This collection includes international works in all media as well as a developing American Drawing Collection.

King Hall and the Art Annex provide studio space for student instruction and creative works. Studio spaces are dedicated to specific media including drawing, painting, print making, graphic design, fabrics, ceramics, metals, and engraving (King Hall) and sculpture and glass blowing and formation (Annex).

For the Department of Music, Beach Music Hall includes Heath Recital Hall, a 320-seat small music performance space equipped with a small stage and state-of-the-art lighting and audio recording/playback equipment. Also in Beach Hall is the Choral Rehearsal Hall and the Instrumental Rehearsal Hall, both multi-purpose spaces that provide moveable configurations.

ESU Theatre has three different venues for its student productions of plays and musicals (Calendar). Theatre is just as active in the summer (ESU Summer Theatre - 60 Years) as the academic year. For the Department of Communication and Theatre, King Hall includes Karl C. Bruder Theatre, the department’s primary production site seating 388. It features a traditional proscenium stage with excellent sight lines and acoustical treatment. The adjacent lobby serves as a gathering space for the theatre, and the Eppink and Gilson Galleries. The department’s Scene Shop, upstage in Bruder, provides construction and assembly space as well as access to the large furniture and prop storage facility. The Costume Shop provides construction and laundry facilities as well as two 12-person dressing rooms. The department’s period and modern costumes are also stored in this facility.

Roosevelt Hall features the Inez P. Friesen Studio, which is designed for acting, movement, and dance classes and also serves as the Department of Communication and Theatre’s primary rehearsal space. The Ronald Q. Frederickson Theatre provides a flexible black box production site, also used for instruction and projects. Portable risers provide a variety of stage and seating configurations.

Albert Taylor Hall in Plumb Hall has a seating capacity of 1,281. This multipurpose space features a proscenium stage equipped with modern lighting, orchestra pit, and audio control booth. It is used for lectures, concerts, plays, and other public events. Musical and Theatrical departmental productions are rehearsed and presented in this venue, the largest performance space within the campus and community.

Emporia State University Athletics features four venues for athletics contests. Francis G. Welch Stadium is the home for both Emporia State and Emporia High School football as well as the ESU Track and Field team and the Marching Band. Jones Field has a “super turf” playing surface and a seating capacity of 10,000 with bleachers added to each end zone. William L. White Auditorium, owned by the City of Emporia, is the home court for men’s and women’s basketball and women’s volleyball and has a seating capacity of 5,000. The Trusler Sports Complex has four fields and is home to the university’s baseball and softball teams as well as the Emporia High softball team. The Milton Tennis Courts is home to the men’s and women’s tennis teams.

**Clinical Practice Sites**

Clinical practice sites are selected and approved by the faculty, who are the supervisors. The following are undergraduate sites. The School of Business places students with businesses for class projects. The Department of Nursing’s Bachelor of Science program provides 16 local and regional clinical sites for internships. Additional local and regional sites are also provided for program-required and non-required observation. The Teachers College Office of Field Placement and Licensure coordinates the placement of preservice teachers in field experiences for ED/EL 220 Introduction to Teaching, student teacher experiences
for elementary and secondary education students (Field Experience Policy), and Family Literacy Program placements in over 50 elementary, middle, and high schools throughout the state.

Rehabilitation Services Education interns are placed at Mental Health Center of East Central Kansas, SOS, Corner House, Path to Recovery, Hetlingsers Developmental Services, CASA of the Flint Hills, DCCCCA Family Center, Plumb Place, Big Brothers & Big Sisters, Emporia Rescue Mission, and Hartford, Inc.

Health Promotion internships are located in a broad range of facilities from fitness centers, to hospitals, to corporate settings that include Wesley Medical Center, Valley Medical Center, Centura, KU Cardiopulmonary Rehab Center, Genesis Fitness Center, Detroit Diesel, and ESU Athletics Strength and Conditioning. Athletic training internships rotate with all of the ESU athletic teams and Newman Regional Hospital, where students train in the Emergency Department, the Physical Therapy Department, and the Orthopedics and Sports Medicine Center.

Recreation internships include camps, tourism sites, and sport-related experiences such as those with YMCA, Camp Alexander, Emporia Recreation Center, the Disney International Program, and the ESU Recreation Center.

Psychology students do their internships at sites such as SOS, Newman Regional Hospital, United Way, and Youth Friends. Career Services offers students’ academic internships and supports academic internships offered by academic departments.

The following are Graduate clinical sites: Adaptive Special Education and Gifted Special Education candidates complete two school-based practicums; School Counseling internships and practica are offered at a site or sites that work with students in grades kindergarten through 12; Mental Health Counseling students intern in community mental health agencies, substance abuse programs, and private practice counseling settings; Rehabilitation Counseling interns work in settings that emphasize review of consumer problems, identification of problems and their solution, and rehabilitation planning; and Art Therapy Counseling internships are typically in hospitals, primary and secondary educational institutions, and substance abuse treatment programs, as well as individual and family service agencies. In addition, School Psychology practica and internships occur in EC-12 schools around the state; Clinical Psychology internships occur in an approved mental health facility (e.g., a local mental health center or hospital); and Experimental Psychology internships occur in the research laboratories of doctorate-granting programs.

**Museum Collections**

**Johnston Geology Museum** provides 45 displays of Kansas and regional geological specimens as well as the Hawkins and the Calkins Indian Artifact Collections. The museum is open during building hours and is available for campus, community, and regional visits.

The **Richard H. Schmidt Natural History Museum** showcases a collection of birds, fish, and mammals from Kansas and the Midwest region. The Birds and Mammals Holdings include 500 bird mounts, 100 mammal mounts, 1,600 bird skins, 1,200 mammal skins, and a 150-species egg collection. The Hamilton Quarry Fossil Assemblage features a large collection of Pennsylvanian rock. The museum is available for study and research. The Fish Collection contains 150 freshwater fish species from Kansas and the surrounding region as well as 50 marine fish species from the Atlantic Ocean and the Gulf of Mexico. The Herpetology Collection features amphibians and reptiles from Kansas and surrounding areas.
The Emporia State Herbarium holds a collection of 43,000 plants that are dried, mounted, and accompanied by documentation. This collection represents the regional flora of the Kansas Flint Hills. Herbarium data are available globally through connections to most other museums via the SPECIFY database.

Built in 1959, Peterson Planetarium provides quality programming for students and community members. Half of the programs directly support coursework in the physical sciences and half are for the interest and enjoyment of the community. The planetarium is currently undergoing a significant upgrade.

The Dobbs One-Room Schoolhouse built near Marion, in east central Kansas, in 1873 was used as a school until the early 1950's. It was relocated to the Emporia State University campus in the mid-1960s, and all the records from the nearly 75 years the school was in operation were preserved and given to The Teachers College. In the ensuing years, furniture and authentic period pieces were added to give the school an authentic look and feel. The Schoolhouse serves as a teaching resource for area school students, Emporia State history and education classes, and visiting educational groups.

**Learning Centers and Assistance Centers**

The School of Library and Information Management (SLIM) includes the SLIMTechCircle Support. This center provides technological services for SLIM faculty and graduate students at the distance-education sites. Three half-time graduate assistants are available to help with specific technical tasks or problems for students and to assist faculty with the creation and management of whole courses or specific technology projects within a course. These assistants are also able to help with technology troubleshooting, consulting with the Information Technology department on more complex issues.

The Teachers College Resource Center provides ESU students, faculty, and regional educators with materials, learning resources, support, and equipment covering the broad range of P-12 educational needs. The center’s inventory includes videos, children’s books, multi-media resources, and curriculum sets, as well as a wide variety of non-print items and computer software. The center’s website provides a digital card catalog of available materials as well as internet connections for additional resources.

The Center for Great Plains Studies provides academic programs, resources, publications, and other assistance to the campus, area community, and scholars. The resources, accessed through the William Allen White Library Kellogg Online Catalog, include digital and print publications: *Heritage of the Great Plains*; the newsletter *Tales out of School*; access to the *Great Pains Photo Project* – an online gallery of Great Plains images; *Prairie Voices* – an online repository of Great Plains writings; *F. M. Steele Collection* of turn-of-the-century photographic images; and the *Flint Hills Collection* including the *Hobbs Tallgrass Prairie National Preserve* research materials.

The center also supports the annual Tallgrass Writing Workshop, the Great Plains academic field emphasis (15 credit hours) for undergraduates of any major, and regularly scheduled Great Plains courses.

**Off-Campus Instructional Sites**

The Elementary Education program delivers instruction at Butler Community College, Johnson County Community College, Kansas City Kansas Community College, and the ESU-Kansas City site. The face-to-face instruction occurs in classrooms with the appropriate equipment and technology to deliver the same quality of instruction at these distance locations as students on campus are receiving.
The School of Library and Information Management face-to-face classes are held in technology-enhanced classrooms at ESU-Kansas City or in space rented from Portland State University (Portland, OR site), Front Range Community College (Denver, CO site), Utah Valley University (Orem, UT site), or the Veridian branch of the Salt Lake County library system (Salt Lake City, UT). Wi-Fi access at each site ensures all students have access to university-provided software and resources through Skylab. Each site has a full-time director who is responsible for student advising and support and liaison with the university, and for supporting faculty during the instructional weekends. The directors consult with technology and custodial staff at the various rented facilities to ensure that positive learning environments are available for the students and faculty.

The School of Business offers the BS in Business, the Master of Business Administration, and the Master of Accountancy at ESU-Kansas City.

3.D.5. Emporia State University provides to students guidance in the effective use of research and information resources.

At Emporia State, research techniques and ways to identify, access, and evaluate information resources are embedded in all undergraduate and graduate programs, either through the first-year experience courses, general education courses, required courses in programs, or elective courses incorporating research problems.

**Guidance in the Effective Use of Research**

The effective use of research is a focus of numerous undergraduate courses such as AN 319 Ethnographic Field School, AN 356 Archaeological Field Methods, HI 503 Research Seminar in History, MK 453 Marketing Research, MU 496 Philosophy & Research in Music Education, NU 430 Nursing Research, PO 500 Quantitative Research in Political Science, PO 501 Qualitative Research Methods, PY 300 Descriptive Research Methods and Statistics in Psychology, PY 301 Experimental Research Methods and Inferential Statistics, RE 301 Rehabilitation Research and Report Writing, SO 450 Research Methods, SO 550 Research Methods and Statistics in Sociology, and UL 242 Research Skills in the Information Age.

The Undergraduate Research, Scholarship, and Creative Activities Committee (URSCA) consists of eight faculty and four student members. URSCA’s mission is to promote, recognize, assess, improve and celebrate the successes of undergraduate research activities. Primary activities include assisting in planning and managing the ESU Research and Creativity Day and organizing and managing the **ESU Summer Research Program** (ESURP). The purpose of the summer program is to provide opportunities for students to pursue in-depth, relevant studies in their disciplines by collaborating with a faculty mentor. Funds support faculty summer salaries, student scholarships, and research supplies. Competitive proposals are scored using a rubric based on demonstrating scholarly activity that is authentic and that conveys a strong sense of collaboration between the student and the faculty mentor.

The **Kansas Idea Network of Biomedical Research Excellence** (K-INBRE) is a program funded through the National Institute of General Medical Sciences for the purpose of strengthening biomedical research and training researchers in the state of Kansas. The K-INBRE proposal identifies a specific scientific focus area (Cell and Developmental Biology) consisting of four themes: 1) Reproduction and embryonic development, 2) Organogenesis, 3) Developmental neuroscience, and 4) Cellular and developmental pathologies. ESU works within the aims of the K-INBRE proposal by providing research support for faculty and student researchers who conduct research consistent with these themes. It is the goal of this program to inspire outstanding
undergraduates to pursue careers in biomedical research in Kansas and to strengthen the biomedical research environment at ESU.

To support research, the library staff creates research guides using the LibGuides software that makes the guides available online. The guides provide learning materials for both campus and distance students to support their research. Over 105 research guides have been created (Research Guides). Residential Life and Resident Assistants provide tours of the library for new students and How2ESU includes orientation activities to familiarize new students with using the library.

Research is a central focus of the graduate programs at Emporia State University. The Graduate School advances research/creative endeavors, and the 2009-2014 strategic plan Theme #1 called for the expansion of the intellectual opportunities for both faculty and students. Students participate in research activities through program requirements such as thesis, dissertation, research projects, or independent research projects. Thesis and dissertation handbooks are provided to all graduate students through the Graduate School website. These guidelines provide information on the writing style, formatting, and time frame for submissions of the thesis or dissertation. These handbooks are updated on an annual basis through the Graduate School.

All students and faculty who are developing a research project, thesis, or dissertation involving human subjects must go through appropriate IRB training and pass a test at the 80% master level (training and test located in Canvas). The training module and test are located in Canvas. Students and faculty who do not pass must go back through the training and retake the test until the master level is achieved. The Research and Grants Center is responsible for updating the training and assuring that all individuals completing research projects involving human subjects have passed the test and have completed an IRB review form. Students and faculty using animals must complete a Humane Care and Use of Vertebrate Animals in Research Form and have their research reviewed by the Animal Care and Use Committee.

The Research and Grants Center organizes annual workshops for both faculty and students designed to provide information on the effective and responsible use of research. During the spring of 2013, a workshop on the responsible conduct of research featured a speaker from the University of Kansas, who presented to faculty and graduate students information about federal updates related to the ethical conduct of research. This presentation was videotaped and was made accessible to all students and faculty on the research website. Additionally, the Graduate School provides annual presentations on topics suggested by graduate students. During the fall, 2013 semester, Dr. Cathy Grover presented an intensive workshop on the American Psychological Association writing style for graduate students and faculty. This presentation too was videotaped and placed on the Graduate School website.

Doctoral research courses include LI 890 Advanced Research Strategies, LI 903 Research Philosophy, LI 904 Research Strategies: Quantitative Methods and Theory, and LI 905 Research Strategies: Qualitative Methods and Theory.

**Guidance in the Effective Use of Information Resources**
Undergraduates begin to use research and information resources effectively as soon as they begin their studies. The First-Year Experience includes courses customized for freshmen in a variety of disciplines (Fall 2012; Fall 2013; Fall 2014) that provide knowledge and activities to foster the professional growth of students. First-year students without a major enroll in CW 101 Freshman Seminar, designed to help them adjust to college and to life at Emporia State through strategies for personal, social, and academic success.

Undergraduate students learn to find and use sources of information through courses in the general education curriculum, and they hone those skills across degree program courses. Relevant goals for the general education curriculum include acquiring proficiency in information technology and literacy (e.g., CS 301 Fluency with Information Technology and UL 100 Information Literacy and Technology), thinking critically and analytically, and quantitative and mathematical reasoning. The UL 100 Information Literacy and Technology course, for example, is an introduction to the essential concepts and skills needed to locate, evaluate and use information in a manner that contributes to academic, professional, and civic success. This course emphasizes the development and use of critical thinking skills through an examination of the following topics: the classification and organization of information, information searching tools and strategies, electronic database searching techniques, evaluation and analysis of information, ethical issues in the information society, and the use of information to create new knowledge.

The library partners with the instructors of EG 101 English Composition I and EG 102 English Composition II instructors and faculty to provide an average of five library instruction sessions each semester about the effective use of research and information resources. During these sessions, students are introduced to the many information sources maintained and accessed through the library, from print resources to an increasing number of online resources in multiple formats. Beyond these general education courses, librarians go into classrooms to provide specialized instruction in the access and use of research resources.

Graduate students learn how to use information resources effectively through their courses, through instruction in the library, and through working with their mentors on research projects and in clinical experiences.

**Core Component 3.E.**

Emporia State University fulfills the claims it makes for an enriched educational environment.

Congruent with Emporia State University’s mission to be a “progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment,” co-curricular programs are abundant and rich.
3.E.1. Co-curricular programs are suited to Emporia State University’s mission and contribute to the educational experience of its students.

Over 140 Recognized Student Organizations including academic/honorary, arts/music/entertainment, community service, fraternity sorority, governing, health/wellness, leadership development, multicultural/diversity, political, religious/spiritual, special interest, and sports/recreation/leisure contribute to the rich co-curricular life of Emporia State University students. The following are examples of co-curricular activities that support the mission of the institution:

Fostering student success through community and global involvement, the Associated Student Government (ASG) represents students and contributes to the overall governance of the university. The President, Vice-President, and senators serve as the voice of the student body, advocating for interests of students involving policy, academic programs, campus culture, and innovation. The senate is made up of five students from each college, three students who have declared a major, two graduate students, and three students holding at-large positions. The senators, ASG leadership, and students from the general student body are represented on all campus-wide committees. The foci of these committees include budget and tuition, student publications, campus wide technology, financial aid, campus safety, and undergraduate academic advising, to name a few. Additionally, students involved with ASG participate in the system-wide governance structure of the Kansas Board of Regents. ASG strives to represent the student body by advocating for student rights and representing ideas and concepts for the improvement of the university.

A few of the organizations addressing community and global involvement are Community Hornets, Alternative Spring Break, Big Brothers Big Sisters, and Oxfam. Students who are active members in these organizations participate in activities and events designed to develop their commitment to civic and social responsibility. These students report that their appreciation of cultural and human differences has been enhanced and that their perspective has become increasingly global. Students involved in these groups are frequently “learning by doing” as they participate in food drives, blood drives, mentoring, home building, programs for the elderly, and other service experiences that promote the value of helping others and personal growth.

Academic and honorary organizations related to the academic majors foster student success by supporting academic pursuits. They provide ready-made study groups, social activities, and critical discussion groups that explore important issues in the disciplines. Frequently members present at regional and national conferences and enter discipline-specific competitions. For example, in 2012 two members of the Instructional Technology Student Association (ITSA) were finalists in the PacifiCorp international design and development competition, joining the other team of finalists (doctoral students) and presenting their solution at the 2012 Association for Educational Communications and Technology International Convention in Louisville, KY.

Honorary organizations such as Phi Eta Sigma, the national scholastic honor society for first-year students, also foster student success through academic excellence. Phi Eta Sigma induction is the greatest scholastic distinction a first-year student can attain. This organization and other honor societies create an academic community in which students support, assist and challenge each other (RSO’s 2013-14).

Student organizations fostering student success through the pursuit of personal and professional fulfillment are numerous. Leadership development, health and wellness, multicultural and diversity awareness, religious and spiritual development, are specified purposes in many of these organization.
Numerous organizations provide opportunities for student leadership. Union Activities Council is led by a President, Vice-President, six committee chairs, and six committee vice-chairs. These students provide leadership to the overall council of 40 to 60 members. The organization offers a well-rounded program of social, educational, cultural, and recreational activities, resulting in student-directed activity, individual social competency and group effectiveness. The Union Activities Council plays a vital role in the development of students and thus is an important element in the educational program of the university.

Health and wellness organizations also serve to further the mission of the university. Involvement and physical activity are critical components in the lives of college students. Stress is one of the major issues that send college students to campus mental health counselors, who frequently recommend physical activity. The activities of these clubs range widely in mental and physical rigor, meeting the needs of a broad range of students. Wellness of the inner person is addressed by organizations seeking to help members develop confidence, poise, self-esteem, and other attributes necessary in becoming well-balanced individuals able to contribute what they have learned to others.

Two co-curricular activities have strong ties to external agencies. First is the American Democracy Project (ADP), a multi-campus initiative of more than 250 institutional members of the American Association of State Colleges and Universities. ESU has had leadership roles on Deliberative Polling® (with Stanford University), eCitizenship, Voter Registration Projects, and America’s Future, among others. In 2008-2009, ESU had more national award-winning students for Facing-Up to the Nation’s Fiscal Challenges than any other university; this competition included elite private institutions such as the University of Pennsylvania. The work was done by ESU undergraduates in ADP economics classes. The National Study of Learning, Voting, and Engagement from the Center for Information & Research on Civic Learning and Engagement revealed that 68% of ESU students registered to vote in 2012 actually voted. Moreover, 65% of the ESU students who registered to vote in 2012 actually voted.

Second, the Center for Community Research involves undergraduates in university efforts to support the community. Its projects typically revolve around economics, and most of these are pro bono for the City of Emporia or other not-for-profit organizations. For example, using U.S. government data and its own research, the Center revealed that Lyon County ranked 104 out of 105 counties in Kansas in per capita personal income in 2012.

Emporia State University supports the creation of student-initiated organizations. Those on campus range in membership from 3 to 85. Student self-organization around topics of similar interest is essential to the vibrancy of the institution. Through the experience of membership in Greek letter organizations, international student organizations, religious groups, community service groups, and many others, students engage in activities that enrich their lives, strengthen their engagement with the institution, and contribute to their campus and local community.

Participation in recognized student organizations fosters co-curricular student learning, and the professional staff of the Division of Student Affairs has implemented other programs for student learning and skill development. For example, Mosaic of ESU, offered by the Office of Diversity and Inclusion, is an overnight retreat in which over 60 students in 2013-14 discovered ways of becoming champions for diversity and inclusivity in their community; Depression Screening offered by Counseling Services provides students one-on-one discussions with counselors to explore mental barriers interfering with academic success; E-Experience offered by Campus Engagement & New Student Programs, is a two-day overnight summer program for new students, led by peer mentors and the E-TEAM, in which new students engage in activities, discussions, and
unique experiences designed to help them successfully navigate their first semester in college; Personal Training Services, offered by the Student Recreation Center, provide student-to-student personal training in the areas of health risk factors, body composition, strength, flexibility, cardiovascular issues, resistance training methods, weight reduction and management, and the development of personalized workouts.

3.E.2. Emporia State University 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.

Emporia State University’s mission as “a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment” is the guiding principle for all student educational experiences. The claims that ESU makes about the successes of its undergraduate and graduate students and about the university’s many contributions to its students’ learning are all connected to one or more elements of the mission.

*Dynamic and Progressive Student-Centered Learning Community*

Emporia State University of 2014 is not the ESU of 2004. Among the changes that have defined the learning community as dynamic and progressive is the changing demographics of the ESU student body. A comparison of ESU’s fall 2013 with its fall 2004 student population demonstrates that evolution.

Four notable demographic changes have contributed to the university’s dynamic and progressive community. First, ESU is a much more diverse campus. In the fall 2004, 85% of the student body was Caucasian, while Black and Hispanic students constituted 8% of the student body. In fall 2013, 71% of the student body was Caucasian with Black and Hispanic students constituting 12% of the student body. Second, in 2004 2% of the students were international (i.e., non-resident alien), whereas in 2013 this figure had grown to 9%. Third, in 2004 there were 1,824 graduate/doctoral students compared to 2,160 in 2013, a change of over 300 graduate students. Fourth, the 2004 average age of full-time graduate students was 29 years, decreasing to 23 years in 2013.

These changes demonstrate that the learning community is richer in 2013 than in 2004. The “culture of ideas” ([2009-2015 Strategic Plan Theme #1-Goal 1.4](#)) has expanded because of greater diversity. ESU and Emporia communities are invited to “explore the global village that is Emporia State University” through an expanded array of student organizations and co-curricular opportunities such as the annual [International Food Festival](#). The campus is a more dynamic and progressive learning community in 2014 than it was in 2004.

ESU brings the world to Emporia through a variety of annual lectures such as the Bonner and Bonner Diversity Lecture, the Hayes Lecture, the Pflaum Lecture, the [Boertman Lecture](#), the Jones Distinguished Lecture, The Teachers College Lecture, and the Zimmerman Lecture. These lectures, streamed online for ESU distance students and the community, bring to campus notable speakers addressing a broad range of contemporary science, business, humanities, education, and cultural topics.

The dynamic nature of ESU’s learning community is demonstrated by the many outlets available to students for presenting their ideas and skills, such as the [Bulletin](#), [Quivira](#), [Best of ESU](#), Zoiks, Research and Creativity Day, Associated Student Government, Recognized Student Organizations, and co-curricular programs offered by the Center for Student Involvement. Performances by the various music ensembles (Band, Brass, Choir, Jazz, Orchestra, Opera, Woodwinds, and the ESU Marching Band) are popular among students, faculty, and
community members. The Homecoming Musical is one of many highlights in a rich schedule of plays throughout the academic year, complemented in June and July by Summer Theater.

**Student Success through Academic Excellence**

The expectation for academic excellence is communicated starting with a prospective student’s first interaction with ESU, whether examining university or department web pages, perusing the admissions brochures (2014 Freshman Brochure; I’m a Hornet Viewbook), studying the ESU Catalog, attending a Black and Gold Day or an undergraduate or graduate recruiting fair, speaking with an undergraduate or graduate admissions counselor, meeting with a faculty member, or visiting with an alumnus or alumna.

Once an applicant matriculates, this expectation is reinforced throughout the university’s programs. How2ESU for undergraduates and the Graduate Student Orientation ensure that students begin well and learn the support systems available to them. The First-Year Experience courses help students enter the university community and familiarize them with the academic expectations of their majors and the skills they will need to develop to guarantee academic success.

Students have research opportunities and service learning projects. They become accomplished Internet users and master the technologies of their respective disciplines. Many complete clinical experiences in which they apply their learning.

At Emporia State University, “the education of students is the highest priority.” This axiom is reflected in the requirement that at least 50% of faculty effort is dedicated to teaching (Annual Faculty Evaluation). Faculty are vigilant to ensure that curricula and everything related to the curriculum, such as activities, clinical experiences, demonstrations, textbooks, and other educational materials, are current and prepare the students for professional success after graduation.

ESU students frequently attend professional conferences and conventions as part of their professional development. Assistance to defray travel, lodging, and registration comes from several sources. The Associated Student Government provided funding in 2013-14 to 69 Recognized Student Organizations to defray the cost of travel to professional conventions. Students raise funds through their organizations and departments assist as well. Departments provide additional funding support, and the Graduate Office provides funding for graduate students.

The annual Research and Creativity Day is an all-day forum each spring for students and faculty to share their research and creative activities (Raise the Bar). Another spring tradition at Emporia State is the reception introducing the new cohort of 12 Shepherd Scholars, who are recognized as the year’s academically outstanding juniors.

The School of Business (2014 Honors) and The Teachers College (2014 Honors) host annual honors banquets each spring to recognize the academic accomplishments of their students. These events culminate the academic year.

**Student Success through Community and Global Involvement**

Each spring, approximately nine-hundred 7th and 8th graders and their parents participate in Math Family Night at their middle school, created and presented by students working toward their BSE in Mathematics. The BSE students set up two dozen stations all around the school, each station presenting a different “hands on” problem that matches Kansas math standards. There are three levels of difficulty to encourage participation by all members of the family. Entire families are absorbed for two hours in applied mathematics, having fun doing so.
For 25 years, ESU math students have voted annually to continue a math night because of how much they learn from watching students interact with their parents. Each year’s math night has a different theme, with different stations and different problems.

**Dream It — Design It — Develop It**, known as the 3D event, was first held in 2014 as a venture idea competition open to full-time and part-time undergraduate and graduate students from Emporia State University and Flint Hills Technical College. The Emporia Area Chamber of Commerce partnered with the Emporia State University School of Business to sponsor the competition. The framework for the 3D event began with participants, either individuals or teams of up to three members, submitting a business plan that pitches their "big ideas" to a panel of judges (i.e., local entrepreneurs) for evaluation. The top 20 entries made it to the semifinal round, during which students had three weeks to redefine their “big ideas” through faculty mentoring and workshops led by community entrepreneurs. The semifinalists then had 15 minutes to pitch their final business plans to a panel of judges and go through a series of questions and answers. The top three teams were selected and recognized at a gala event in April, with prizes of $4,000, $2,000, and $1,000 for first, second, and third places respectively. The top three teams moved on to compete with the top three teams from Kansas State University.

Community involvement takes many forms. Music students perform with the Emporia Symphony Orchestra. During the fall of 2013, business students completed internships at 34 businesses including the Buckle, General Electric, Enterprise Rent-a-Car, and the Topeka Roadrunners hockey team. Teacher education majors completed their spring 2014 student teaching semesters in over 50 elementary and secondary schools in the state.

Complementing these academic activities are the examples that teach success through service. Many student organizations sponsor service projects. The Chi Omega sorority annually sponsors Swishes for Wishes to raise funds for the Make a Wish Foundation. Since 1992, Psi Chi students have adopted a two-mile stretch of K99 south of the Emporia municipal airport that they clean in early fall and late spring. Boo at the Zoo, Up ‘Til Dawn, SOS Pole Sit, Walk to end Alzheimer’s, and Salvation Army Angel Tree are a small sample of service projects that actively engage and involve university students with the community. From August 2013 through May 2014, ESU students contributed 11,520 hours serving the community. Student athletes contributed another 3,406 hours of Athletic Community Service through involvement with Senior Day, STREAM day for Logan Elementary School, and Clean Sweep for Emporia (Athletics Community Service Year in Review).

Emporia State University students actively explore the world. Through the Office of International Education, ESU has international partnerships with colleges and universities in Southeast Asia, Europe, South America, and the Middle East. In addition, ESU also works with the American Institute for Foreign Study, CAPA International Education, Center for International Studies, Globalinks Learning Abroad, International Studies Abroad, ISEP, and the University of the Sunshine Coast to identify study abroad opportunities for ESU students. In the fall of 2013, 20 ESU students studied abroad. In the spring of 2014, 26 students studied abroad. During the summer of 2014, 74 students studied abroad. In addition, in the last five years, Leadership minor students traveled to Europe; Psychology students traveled to Scotland; Health, Physical Education, and Recreation students traveled to Australia; and the volleyball team traveled to China.

**Student Success through the Pursuit of Personal and Professional Fulfillment**

The richness of the students’ educational experience at Emporia State mentioned in 3.E.2 contributes to their personal and professional fulfillment. In addition, through consultation with their advisors, students in the Bachelor of Interdisciplinary Studies program can design their own major. Students can also create their own
Recognized Student Organization. Undergraduate and graduate students further their professional development by making numerous presentations in a variety of venues (i.e., ESU Best Anthologies; The Teachers College Annual Report; Client Based Class Projects; ESURP Summary). Students commonly co-author publications with their faculty mentors. Surveys (2013 Senior Survey; Graduating Senior Survey 2007-12; NSSE 2013 Snapshot; NSSE 2013 High Impact Practices) regularly verify that students experience a variety of academic and co-curricular activities that promote personal and professional fulfillment.

Career Services helps students to decide on a major, gain internship experience, find employment, and apply to graduate/professional school through career counseling and job search strategies. Counseling Services supports students experiencing psychological issues such as depression, anxiety, or eating disorders; broader personal issues such as self-esteem, communication problems, relationship issues, sexual orientation, or family conflict, and crisis situations such as suicidal thoughts, date rape, or the death of someone close.

Criterion Three. Strengths and Opportunities

Strengths
Criterion Three is capped by the narrative in support of Subcomponent 3.2. The narrative documents that through a decade of financial challenges, several changes in university leadership, and negative political and public perceptions about higher education, Emporia State University has stayed true to its mission as a dynamic and progressive student-centered learning community that fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment.

The academic programs’ learning goals and courses differentiate undergraduate, master’s, and doctoral level education. Full-time and part-time faculty possess the necessary credentials to document their professional preparation to teach university courses. The quality of program delivery is consistently strong whether classes are taught face-to-face on campus, face-to-face at a distant site, or online. The university has a variety of spaces to advance student learning and invests in faculty professional development.

Student success is facilitated by support staff who are qualified, trained, and committed to advising students and assisting them with their concerns, problems, and needs. The Center for Student Involvement engages students in life-changing co-curricular activities that advance their pursuit of personal and professional fulfillment.

Emporia State celebrates students in numerous ways, annually invites a variety of speakers to campus, invests in faculty professional development, and encourages the civic engagement of students, faculty, and staff through a myriad of service contributions to the community. Faculty collaborate with schools, businesses, government agencies, and corporations to create practica and internships to ensure that students are prepared for the rigors of professional life, regardless of what their professions may be.

There have been a variety of improvements in the last decade based on evidence. The number of undergraduate students engaged in research has increased dramatically. From the NSSE 2010 Student Experience in Brief report, 13% of ESU undergraduates reported doing research with a faculty member. Two years later in the 2012 Student Experience in Brief report, this figure had jumped to 21%.
Use of a learning management system is pervasive across the university, regardless of the delivery system (online, distance, and face-to-face). Blackboard was replaced by Canvas in the summer of 2014, and faculty, supported by training delivered by Information Technology staff, worked arduously from January getting on preparing to start the fall 2014 semester with Canvas.

The university is now wireless in the buildings and outside. In response to the KSDE 2014 Digital Learning Report, the Elementary Education faculty launched in August 2014 the Elementary Education Hornet Connected Learning initiative where all sophomore, junior, and first semester seniors brought their own iPads to class. The pedagogy faculty used to teach the courses and the pedagogy faculty taught to students was expanded to include mobile technology.

The advent of sky.emporia.edu in 2013 has brought SkyLab, SkyPrint, and SkyBox. SkyLab is Emporia State University's online, virtual computer lab. Upon logging in, users experience a Windows environment with the latest software applications available to students, faculty, and staff. SkyPrint provides students, employees, and campus visitors access to printers in many convenient locations across the university. They can now print anywhere from either ESU computers or personal devices. SkyBox is storage for digital content in ESU's secure, private cloud. SkyBox is easily accessible through a web browser and enables users to create and edit documents using web-based versions of Microsoft Office. The efforts to write the HLC Self-Study were supported by SkyBox.

With renovations to the physical plant, a commitment to addressing student needs, and a staff that strongly supports student learning, the library has become the most popular academic space on campus. One of the first campus buildings to be totally wireless, it is also the first building to have a Learning Commons and be open 24/7. Its staff offers students a welcoming and supportive environment for studying and researching.

The core of ESU’s mission is “student centered,” and student centeredness is even more prominent in 2014 than it was in 2004. The number of programs and activities that promote campus engagement has grown substantially in the last decade. The E-Experience, Hornet Orientation, First-Year Mentoring program, and First-Year seminar help students become familiar with the university’s resources, and educational experiences for diversity and inclusion are broadened by the increase in international students. The growth of study abroad programs and increase in students choosing to study abroad have improved globalization of the university’s community. The educational experience is more robust as a result.

Opportunities
Emporia State University offers a comprehensive array of academic programs appropriate to higher education and consistent with its mission. We believe, however, that unmet needs and unfulfilled opportunities do exist. ESU’s program mix has changed relatively little since the 2004 accreditation review, due primarily to the scarcity of new resources. Since state support of higher education in Kansas is unlikely to return to former levels, ESU will need to rely on efficiencies, reallocations (five small programs were discontinued in 2013-14, resulting in modest savings), and continued enrollment increases to provide the resources needed for new programs.

ESU is justifiably proud of its faculty. Their ability to deliver high-quality instruction and their commitment to student success are well established. However, faculty salaries were relatively static for several years prior to 2013-14, due to reductions in the state appropriation and a downward trend in enrollment. As a result, the university has seen an increase in salary compression/inversion and a decrease in salary competitiveness.
compared to institutional peers. In order to retain current faculty members, recruit new ones, and maintain its accustomed high level of instructional effectiveness, ESU must make faculty (and staff) salary increases an ongoing priority.

Training excellent teachers is ESU’s historical legacy. We enjoy a national reputation for the quality of our teacher education programs that has served the university well, and continues to do so. Even so, we have come to realize the limitations of a public image tied so exclusively to one part of the institution’s mission. For this reason, ESU is currently engaged in the process of identifying, enhancing, and publicizing a few additional programs of distinction.

ESU needs to build upon its recent gains in student success, with particular emphasis on retention and graduation. Current planning is focused on identifying those strategies that will have the greatest impact on student success (e.g., enhanced early alert, more effective advising, and improved results in courses with lower success rates) and committing resources as necessary to carry out those strategies.

We are confident in the consistent quality of the university’s instruction across different modes of delivery, but in order to stay abreast of pedagogical best practices, ESU will need to increase the support available to faculty members as they employ instructional technology, both in online courses and in the face-to-face classroom.
CRITERION FOUR

TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT
Criterion Four. Teaching and Learning: Evaluation and Improvement

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

Core Component 4.A.

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

Emporia State University maintains a practice of regular review for its degree programs. Historically, ESU was among the first in using direct assessment when it developed a minimum competency exam as a graduation requirement; that assessment program began in 1977 in the College of Liberal Arts and Sciences and was later adopted institution-wide. Faculty demonstrate responsible oversight of Emporia State University’s academic programming through shared-governance curriculum committees, external program reviews, degree-program advisory boards, and professional accreditations.

4.A.1. The institution maintains a practice of regular program reviews.

In this section, the focus is on degree programs and three types of program review common to ESU. These include reviews by focused accreditating organizations, program review by the Kansas Board of Regents, and the Program Assessment of Student Learning (PASL). Oversight of the PASL is provided by the ESU Office of Institutional Research and Assessment (ORIA). Further, the ORIA prepares a Profile of Departmental Indicators annually. This profile indicates student enrollment, credit hour enrollment, retention and completion rates, instructional resources, credit hour production, and instructional cost for each department on campus. Program review at the institutional level also requires ongoing assessment of student learning. This component of program review is discussed in 4.B.

Outside Accrediting Organizations

Programs at ESU go through a process of external review by 15 different external accrediting bodies. In total, 59 academic programs at ESU (46 of which are related to teacher education) are reviewed by these accrediting bodies. The timeframe for the review cycle of these programs is established by the accrediting body. For some programs this may be a five-year review cycle, while for other programs it may be a ten-year review cycle. The specialized accreditations table identifies the specific programs, accrediting bodies, and timeframes for the review cycles. The full reports are shown in the specialized accreditation folder.

Regents Program Review

All ESU degree programs are reviewed and reported to the Kansas Board of Regents on a staggered cycle. The KBOR Policy Manual Chapter II.A.5. Program Review stipulates the program review policy.

In cooperation with the state universities, the Kansas Board of Regents (KBOR) program review is designed to 1) enable the university to align its academic programs with its mission and priorities, 2) foster improvement in curricular offerings and instruction, and 3) assure that resources are appropriately allocated to maximize the
efficiency and effectiveness of delivery of academic programs. All degree programs are reviewed on an eight-year cycle, with reviews focusing on a variety of indicators of program quality (KBOR Program Review Guidelines; KBOR Program Review Schedule).

Based on guidelines set forth by KBOR, indicators of quality include, but are not limited to, quantitative criteria known as minima indicators. Academic disciplines that fail to meet these minimum criteria are identified. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while at the same time maintaining exceptional quality and/or serving a crucial role within the university. The Kansas Board of Regents has set minima standards for program performance. Five-year averages for established programs are considered during the program review process.

Table 4.A.1.1. KBOR Minimia Indicators

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<thead>
<tr>
<th>Bachelor's level programs:</th>
<th>Master's level programs:</th>
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<td>Faculty: +3</td>
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As part of program review, institutions submit the following information to the Kansas Higher Education Data System (KHEDS) on or before February 15th of the program review cycle: a program review summary table, an institutional overview, a program narrative, fiscal implications, and an update on programs previously reviewed. As part of the program narrative, the institution must include a summary assessment and institutional recommendation for each program identified for review during the review period. Data are also to include the program minima report and data by academic department. Each program is examined against the following criteria: Centrality to the program to fulfilling the mission and the role of the institution; the quality of the program as assessed by the strengths, productivity and qualifications of the faculty; the quality of the program as assessed by its curriculum and impact on students; demonstrated student need and employer demand for the program; the service the program provides to the discipline, the university, and beyond; and the program’s cost-effectiveness.

ESU places responsibility to organize program review with the academic units. Those units gather both quantitative and qualitative data and, based on that information, engage in formal and informal dialogue about its implications. Department chairs develop written summaries, including recommendations for individual program faculty, and provide them to their respective deans and to the Provost. Reports are reviewed by deans and the Provost. The Provost then forwards a summary report with recommendations to the Regents. Options for program recommendation include continuation, additional review, enhancement, or discontinuance. KBOR reviews the summary report and recommendations, which are based on set criteria and expectations for programs, including minima for enrollment and completion. KBOR may choose to follow up informally with questions and requests for clarification as needed.

In 2013-14, ESU conducted internal reviews of the following programs, based on data from the 2012-13 academic year: Communication, Biology (bachelor’s and master’s), Biochemistry and Molecular Biology, Physical Sciences (bachelor’s and master’s), Chemistry, Earth Science, Physics, Theatre, Art, Athletic Training, Health Promotion, and Nursing. As a result of these reviews, ESU recommended to the Regents that the
A baccalaureate program in Physical Science should be discontinued, and the baccalaureate program in Athletic Training (BS) should be continued with additional review.

All other reviewed programs were recommended for continuation in the summary report. KBOR accepted the summary report and recommendations without question or comment, including approval of the discontinuance of the baccalaureate program in Physical Sciences. A follow-up report is to be submitted to KBOR in spring 2015 for the BS in Athletic training. Expectations for the program include increasing the head count and the number of program completers, ensuring that the program meets the established KBOR minima. The summary report for the most recent Regents’ Program Reviews and the program review schedule are presented as evidence.

Internal Review for Possible Program Discontinuance

ESU’s Program Discontinuance Policy articulates a specific process through which the discontinuation of an academic program is considered and decided. This process can be initiated in connection with a Regent’s Review of the program, or it can start with a recommendation by the academic unit, the dean, or the provost, independent from the Regents’ Program Reviews. The procedures set forth in the policy are designed to solicit input from a broad range of stakeholders, and to ensure that the rights of students and faculty are protected.

Internal program discontinuance reviews were conducted for programs in 2013-14, with these results. The BS, Athletic Training was reviewed as well, with the outcome to be retained, along with a plan to address weaknesses and improve productivity.

Program Assessment of Student Learning (PASL)

The 2004 HLC Report of a Comprehensive Evaluation Visit identified as a component in need of organizational attention the lack of an effective university-wide forum for assessment to ensure that the assessment process and procedures were uniformly implemented for institutional effectiveness. As a response to this concern, the Program Assessment of Student Learning (PASL) was instituted to provide an institution-wide format to enable programs to develop assessment best practices and align program assessments to improve student learning. The academic departments customize their assessment plans to maximize their effectiveness. Because of the myriad of requirements from external accrediting bodies, flexibility in assessment plans across academic programs is necessary. The PASL was designed to allow for the unique features of diverse academic programs. For those programs not requiring external program-specific accreditation compliance, the PASL serves as the primary assessment planning tool and provides a university-wide program assessment template. All PASL reports and the schedule are available in the Resource Room.

In efforts to build assessment capacity and provide on-campus opportunities for professional development, annual assessment forums were held on campus. These forums, organized by the Teaching, Learning, and Assessment Committee (now the Student Learning Assessment Council), included keynote speakers and a variety of workshops on best practices in assessment (Assessment Forum Brochures 2009, 2010, 2011, 2012, and 2013). In support of faculty assessment practice, mini-grant opportunities were provided over a five-year period, and most recently (spring 2013), a new recognition program was implemented called Assessment Champion Awards. Annually, five faculty members are recognized with a letter of recognition, a plaque, and a monetary award to showcase individual assessment efforts in improving student learning.

An area for improvement identified during review of the university assessment program is related to the feedback loop of the PASL. Specifically, the feedback loop has been inconsistent and the movement of programs from one-year to two-year reporting cycles was problematic. It was discovered that while
departments were identifying and addressing areas for improvement in student learning, using the PASL reports as a guide, they were receiving limited external feedback on PASL data. This was especially critical for those departments with no external accrediting agencies. In addition, it was discovered that the ability to close the loop and concurrently track and report the effectiveness of multiple strategic changes over time was not consistent across all reporting departments. Thus, connectivity from one PASL report to the next was lacking. Using rubric sum scores to dictate the one-year or two-year reporting cycles introduced bias into the scoring, and some programs were being rewarded for inflating self-reported scores on program assessment practices. Coordination of assessment across both curricular and co-curricular learning experiences has also been a challenge. Although both the Academic Affairs and Student Affairs units had fully functional assessment programs, these efforts needed to be coordinated and integrated. The weaknesses identified in the PASL and reporting structure, along with recognition of the potential for collaborative assessment, have led to a change in the approach to institution-wide assessment (SWOT Analyses; Integrated Learning Analysis; PASL Survey Results). As a result of these findings, part of the university assessment program is currently being restructured specifically addressing the coordination and implementation of assessment efforts, the responsibilities for assessment practices and reporting, and the coordination of assessment efforts across curricular and co-curricular learning environments. The Teaching, Learning, and Assessment Committee has been replaced by the Student Learning Assessment Council, which was formally recognized in the spring of 2014. The council’s charge, membership, and operating structure have been completely reconfigured to ensure that assessment is the change driver, the integral component of the planning process that perpetuates the improvement of student learning across the institution. The council is the responsible unit for implementing assessment across the institution. It includes leaders from both student affairs and academic affairs units. The Assistant Provost for Institutional Research and Assessment, a newly created position, provides the leadership for the council. All units at Emporia State University have established assessment plans aligned with identified student learning goals and/or outcomes. Examples of findings and actions taken from these unit assessment plans are provided in Core Component 4.B.

**Student Services**

Review of student service programs is conducted by the Division of Student Affairs. Assessment of these programs assists in documenting how and where learning is occurring outside the classroom, and provides insight into opportunities for continual improvement. The Division of Student Affairs uses assessment data to inform program modifications for improved student learning. The Division of Student Affairs provides a Learning Outcomes Assessment Guide for all co-curricular programs. The guide outlines a co-curricular learning process, which was developed by the Student Affairs Learning and Assessment Committee to provide step-by-step assistance with planning and assessing co-curricular learning experiences in an effective and efficient manner. Efforts at Emporia State University are underway to make assessment a coordinated campus-wide effort occurring within both academic and student affairs units. All units at Emporia State University have established assessment plans aligned with identified student learning goals and/or outcomes. Examples of findings and actions taken from these unit assessment plans are provided in Core Component 4.B.

4.A.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.

**Grades and Grade Points**

Students earning academic credits at Emporia State University do so by enrollment in credit-bearing courses in which they complete the various course requirements, including exams and other graded and ungraded components. Upon the student’s completion of these requirements and evaluation by the instructor, the
instructor assigns the official grade via entry into Banner, and the earned credits are then posted to the student’s official transcript. After the official grading period, any change in official grade must be completed by the instructor on the “Change of Grade” form, which also requires the signature of the department chair and college dean. The form is processed by the Office of the Registrar, resulting in a change of grade and recalculation of grade point and academic standing. The Registrar sends final documentation of the grade change to the department offering the course. ESU uses a four-point (plus/minus) grading system. The grading system includes permanent letter grades and grade point values.

**Semester Hour**
All credits on official transcripts are certified in terms of the semester hour. A semester hour consists of a minimum of 750-800 minutes of classroom contact in lecture courses or the equivalent in independent study during the semester.

**Resident Credit**
Course work taken on the ESU campus is considered Resident Academic Credit. The amount of credit for each course is indicated by the course schedule. Under certain circumstances, resident credit may be earned for off-campus study.

**External Academic Credit**
The University evaluates all transfer work for equivalency acceptance. Determination of equivalency is completed at the department level. For example, the appropriate department in the College of Liberal Arts and Sciences could review a proposed transfer course in physical science and determine if it is equivalent to an Emporia State University course. Policies on acceptance of external academic credit are outlined in section 4C.04 of the *University Policy Manual*. This section identifies the specific conditions for transfer of graduate and undergraduate transfer credits, as well as correspondence study. Further, transfer and articulation guidelines for Kansas institutions of higher education are clearly identified in Chapter III, A (2) of the *KBOR Policy Manual*. Additional guidelines for transfer of graduate credits are discussed in the *Graduate Policy Handbook*.

Credit offerings in cooperation with organizations outside the university, such as workshops, seminars, and conventions, may be considered provided that the credit is clearly within the authorized offerings of the department and that there is oversight by university staff regarding content, staffing, evaluation of work, and assigning of grades and credit (*Section 4C.0404, University Policy Manual*).

**Credit by Examination**
Credit by examination is detailed in section 4E.1201.04 of the *University Policy Manual*. Examination credit may be used in one of two ways. One, the credit may be used to complete the requirements for a degree in a shorter period, in that it shall count toward the total number of hours needed for graduation. This credit is acceleration credit. Two, the credit may be used to enrich the student’s college program by allowing time for more advanced courses or for courses in additional areas to meet specific course requirements, but it cannot be counted towards the hours needed for graduation. This credit is enrichment credit. No more than 15 hours of acceleration credit shall be allowed on a student’s transcript; however, a student can have an unlimited number of hours of enrichment credit. The grade of P shall be used to indicate courses completed by examination. The *KBOR Policy Manual, Chapter II.A.3, Credit by Examination* states that a) College Level Examination Program (CLEP) credit awarded by any state university in conformity with this policy shall be transferable to
all other state universities, and b) one half the credit hours earned through campus-developed and administered tests may be included in the instructional base.

**Prior Experience Credit**
Emporia State University does not grant life experience credit. Instead, test-out procedures have been established to accommodate students with knowledge gained from life experience. For example, a student may attempt to test out of EG 101 Composition I by submitting a portfolio of his or her written work to the Composition Committee for evaluation. In the School of Business, students may test out of IS 113 Introduction to Microcomputer Applications/IS 110 Micro-Computer Application Lab by attending a test-out session during which the MyITLab simulation environment is used to assess proficiency. Students must obtain a score of 80% or better on the MyITLab exam to test out of IS113/110. Students with service in the U.S. armed forces may be allowed some college credit for military service and for certain service schools completed, as outlined in section 4C.06 of the University Policy Manual. Credit for military education is per the Service Member Opportunity Colleges guide.

**Graduate Credit as Undergraduate**
College seniors may earn graduate credit during the term in which the undergraduate degree is received and the term immediately preceding the final term by following the policies listed in the Graduate Policy Handbook. Graduate courses taken for graduate credit may not be taken to meet undergraduate requirements.

**International Credit**
Students who have completed undergraduate and graduate level course work at accredited international universities must submit their transcripts to an approved foreign credential evaluation service that is a member of the National Association of Credential Evaluation Services. Currently, ESU has articulation agreements with several Chinese Universities (Ningbo; Nanyang; Nanjing) as part of the AASCU-CCIEE Sino-American Cooperation on Higher Education Agreement and Professional Development (CHEPD) Program.

**Awarding of Degrees**
The KBOR Policy Manual Chapter III A.8.b. specifies standards to which the university must adhere when awarding degrees: “In order to receive and hold authorization to offer a given degree, an institution must remain open to inspection at all times.” Further, (Chapter III A.8.b.ii) KBOR policy clearly identifies the expectations for curriculum and credit hours for awarding degrees at institutions of higher education in Kansas.

**Graduate**
For the purposes of graduate education at Emporia State University, a grade of A, B, or P (no C, D, or F grades) may be used in 500- and 600-level courses, and no grade lower than C may be used in other graduate classes. P grades will not be calculated in the GPA. Courses in which grades of C, D or F are earned may be retaken. Only those courses in which a grade of B or higher has been earned may be transferred from another institution. Courses in which P grades have been earned may be transferred from another accredited college or university, but the total of transfer P grades and P grades earned at ESU used to meet degree requirements cannot exceed two-fifths of the total credit hours for the degree. Although transfer credit may be accepted and used on the degree plan, no grades earned on transfer credit may be used in determining grade point averages (Graduate Policy Degrees).
4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.

Emporia State University has a detailed and comprehensive policy on transfer credit. The university accepts only transfer hours from regionally accredited colleges and universities. The policy specifies the procedures and restrictions that apply (e.g., the maximum number of hours of extension, correspondence, or community college transfer hours).

Some less obvious details that ensure that the University accepts qualified transfer credit are illustrated by a couple of examples. One is the Core Curriculum Project initiated by the Kansas Board of Regents, which holds annual meetings of faculty from all Kansas Regents’ universities and community colleges and focuses on the core outcomes of courses to ensure seamless transferability within the system. Also known as the KBOR Transfer and Articulation Initiative, faculty groups organized by academic discipline started meeting in 1999 as the Kansas Core Outcomes Groups to develop core outcomes and competencies for general education courses offered by the state’s universities, community colleges, and technical colleges. Part of the purpose of this work was to create a comprehensive list of courses that would transfer seamlessly among the state’s colleges and universities. Additional courses are added each year, as deemed appropriate.

Evaluation of transfer credit from universities outside the U.S. involves transcript review by an approved foreign credential service, such as Educational Credential Evaluators Incorporated. Although this is a rather slow process that frequently takes many months or longer, it is considered among the better measures to assure quality and consistency of international transfer credit review. Emporia State follows these recommendations closely; however, professional judgment by the department offering comparable courses is solicited as needed, just as it is solicited when the transferability of any other course is decided.

**Undergraduate Transfer Policy**

The transfer credit policy indicates that the university reserves the right to accept or reject credits earned at other institutions of higher education. Work taken at other accredited two-year and four-year colleges may be transferred to ESU after an official transcript is received. All transferrable credits are listed on the Emporia State University transcript and the transfer GPA becomes part of the overall cumulative GPA. As a Regents institution, ESU follows the KBOR Transfer and Articulation policy. Transfer guides with information on transferring to ESU from each of the Kansas community colleges are communicated through the Office of Admissions (for e.g., Guide 1; Guide 2; Guide 3; and Guide 4).

Grades A through D are accepted for credit. All grades, including failing grades, are used in determining the student's grade-point average with the exception of the grades of P (pass) and S (satisfactory). Students who transfer in F or D grades for courses whose equivalents at ESU are not comparable in credit hours may select one of the following options: 1) The student may choose to let the remaining hour(s) of poor grade stand as is; 2) The student may choose to take an additional course to improve the grade.

Students who have a minimum of a 2.0 (C) cumulative grade-point average for all previous credits earned at other two-year and four-year colleges will be admitted unconditionally. Students who transfer from two-year colleges must take at least 60 hours of work at a four-year college, 30 of which must be at ESU, to receive a bachelor's degree. Additionally, courses numbered 100 or 200 at another institution but which transfer as equivalents to upper division ESU courses may satisfy program requirements, but will not count toward upper-level hours required for graduation (Transfer Credit Policy; Course Catalog Policy).
Graduate Transfer Policy
Graduate credit earned at regionally accredited institutions may be transferred for credit toward the Master’s, Specialist in Education, or PhD degrees subject to the following conditions: No more than 9 semester hours of credit may be transferred into an ESU program requiring fewer than 40 hours of graduate coursework, or 15 into an ESU program requiring 40 or more hours of graduate coursework. Individual programs may reduce this limit at their discretion; a grade of B or higher must have been earned in all such transfer credit; official transcripts of all transfer work must be on file in the Graduate School prior to submission of degree plans; transfer courses must be approved by the chair of the major department and the Dean of the Graduate School and Distance Education; the transfer credit must be applicable toward a graduate degree at the university at which the course work was taken (Graduate Policy Handbook, p 17); and transfer hours must be current (taken within 7 years from date of first enrollment at ESU).

4.A.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.

Curriculum and academic program development and implementation are the responsibility of the faculty. Departments and colleges originate academic program curriculum changes such as new programs, concentrations, or minors; new courses, course deletions or course revisions; prerequisite requirements; and other additions or modifications of undergraduate and graduate curricula. Curriculum changes require approval by the department faculty, the department chair, appropriate college committees, and the college dean. Changes associated with initial teacher licensure programs must also be approved by the Council on Teacher Education. Curriculum changes related to advanced teacher education programs must be approved by the Committee on Advanced Programs, and all graduate-level changes are reviewed by the Graduate Council. Following these approvals, proposals are then routed to the Office of the Provost, where the curriculum changes are posted for review by the entire university campus. The Provost grants final approval.

Prerequisites & Rigor
Section 4E.05 of the University Policy Manual states that for each course taught, faculty will make a syllabus available to students within one week of the start date of those courses as listed in the University Class Schedule. For courses that meet less than a full semester, a syllabus will be made available by the second class day. Furthermore, all syllabi must include statements regarding the criteria set forth for grades (Plus/Minus Grading System), student accommodations for disabilities (Student Accommodations Statement), and how acts of academic dishonesty will be handled (Academic Dishonesty Policy). In addition, if excessive absenteeism affects a student’s grade, then the syllabus must include a statement about the manner in which excessive absenteeism affects the grade (Student Conduct and Effect on Grade).

Goal 1.2 of the 2009-2014 Engaging Excellence strategic plan is to “increase faculty participation in the academic curriculum review process.” Because faculty members, as experts in their fields of study, are the most qualified to determine curricular content, they are primarily responsible for curriculum and academic program development and implementation, working both collaboratively and individually. Position statements and guidelines of professional organizations and external accrediting bodies within each discipline provide guidance for curriculum development.
All curriculum changes, including new courses, program and course changes, and course pre-requisites, are subject to a rigorous, well-established curriculum review process, identified in the Curriculum Review Procedures of the University Policy Manual. Earlier, campus feedback and an examination of the curriculum review procedures used by ESU revealed a process that was inefficient and confusing. As a result, a new curriculum review process was approved by Faculty Senate Bill 09009 in spring 2010. The most significant alteration of the process, in an effort to increase efficiency, was the implementation of a two-tier classification of changes.

Level I curriculum changes encompass any modification of a course that affects only the department where the course resides. These changes do not require review by the Council on Teacher Education, the Council on General Education, the Graduate Council, or the Committee on Advanced Programs. These changes are minor modifications in which the course description and course content (including the syllabus) remain essentially the same as when originally approved. They do not significantly alter the intent and purpose of the course and do not have implications for another department.

All others are Level II curriculum changes, including the change of a course number to a different level, a change of a course or degree program/concentration/minor/certificate that affects another department, the addition of a new course (courses that were previously taught under umbrella numbers are considered new courses), an extensive course change, or a change that requires review by either the Council on Teacher Education, the Council on General Education, the Graduate Council, or the Committee on Advanced Programs. In the case of Level II curriculum changes, the curriculum review process requires, as appropriate, the submission of program overviews and course syllabi that clearly identify course rigor and student learning outcomes. All curriculum changes are reviewed by the respective department, the school/college dean, and the appropriate councils or committees. If the change is approved, the Office of the Provost distributes it campus-wide for review. Detailed procedures for handling objections are clearly defined and include a Curriculum Review Panel.

Specific forms, located on the university’s Infopath system, are used for Level I and Level II changes. The flowcharts (Curriculum Review Processes Table) provide an overview of the curriculum change for undergraduate and graduate curriculum.

The Council on Teacher Education is the authorized council of the university that advises and assists the Dean of The Teachers College with the governance of undergraduate (initial) teacher education programs in the university. Initial programs are those that lead to the first teaching license. The Council is composed of faculty representatives selected by the chairs of the various academic units in the university that offer programs leading to teacher licensure, two students appointed by the President upon recommendation of Associated Student Government, and two public school teachers selected by the Associate Dean of the Teachers College (one elementary and one secondary education) from USD 253-Emporia Unified School District. These representatives are voting members with annual terms.

The Committee on Advanced Programs advises and assists the Dean of The Teachers College with the governance of all advanced professional programs for teachers and other school personnel at Emporia State University. In addition, all other graduate programs in The Teachers College come under review by the committee. The Committee on Advanced Programs is comprised of eight voting representatives from The Teachers College, one voting representative from the School of Library and Information Management, two voting representatives from the College of Liberal Arts and Sciences, one voting representative from the School of Business, two voting PK-12 representatives from USD253-Emporia Unified School District (one elementary
and one secondary) and two voting representatives who are graduate students appointed by the Dean of The Teachers College. Representatives for program areas in The Teachers College are appointed by the chairs of the departments in which the program areas are administered. The representatives from the School of Library and Information Management, the College of Liberal Arts and Sciences, and the School of Business are appointed by the deans of these units. The PK-12 representatives (one elementary and one secondary education) are selected by the associate Dean of The Teachers College and serve for two years. The Associate Dean of The Teachers College is a non-voting member serving as the Executive Secretary of the committee.

The Graduate Council assists the Dean of the Graduate School with review and coordination of all graduate programs, formulation of academic policies governing graduate programs, and administration of the Graduate School. It meets monthly and is chaired by an elected chairperson. Membership in the Graduate Council consists of the chair of each department that offers graduate coursework or a full member of the graduate faculty designated by the chair and two graduate student representatives who are selected annually by the Dean of the Graduate School.

All curriculum changes that affect the general education curriculum are reviewed by the Council on General Education, which is comprised of faculty representatives from across campus as well as student and ex-officio administrative representatives. The charge of the council, as specified in the University Policy Manual Section 4M.04, is to formulate and continually review all policies, procedures, and curricula pertaining to the general education program of Emporia State University. The council meets bi-weekly to address any issues related to General Education. Any change in the general education program of the university must be approved by the Council on General Education. However, if warranted, the Faculty Senate has the right to consider and override decisions made by the Council on General Education. All minutes of the Council on General Education are forwarded to the Academic Affairs Committee of the Faculty Senate.

**Student Learning Expectations**

All students seeking a baccalaureate degree from ESU must demonstrate competency in reading, writing, and mathematics. This is a graduation requirement. Students may accomplish this as specified by Section 4.C.08 of the University Policy Manual. Non-teacher-education students may fulfill this competency by earning a criterion letter grade in specified coursework or passing a nationally standardized examination (i.e., Collegiate Assessment of Academic Proficiency (CAAP) or Pre-Professional Skills Test (PPST). Teacher education students must fulfill this competency by passing the reading, writing, and mathematics portions of either the CAAP or PPST exams. Students who do not meet the required competency in reading, writing, and/or math are required to take part in remediation efforts through diagnostic testing and tutoring. Section 4C.09 of the University Policy Manual addresses the developmental course policy for those students who need developmental course work before moving on to more advanced classes.

To be considered in good scholastic standing at ESU, an undergraduate student is expected to maintain the following cumulative grade point average as stipulated in the University Policy Manual, Section 4D.02.

If a student’s cumulative GPA falls below the levels identified above, the student is placed on academic probation, indicating serious deficiency in the student’s progress towards a degree. If the student fails to achieve a minimum of a 2.0 GPA the following semester, he or she will be required to withdraw from the university. Readmittance policies are provided in the University Policy Manual Section 4D.0301.01. To graduate, a student must have a GPA of 2.0 for all course work. In some degree programs, the established program GPA for awarding of the degree is above 2.0. Additional program GPA and graduation requirements
can be found in the *University Catalog* and are listed by specific academic program, department, and college/school.

Scholastic standing requirements for graduate students are explained in Section 4D.04 of the *University Policy Manual*. The *University Catalog* identifies the specific graduation requirements for each graduate program.

As mentioned above, the *University Policy Manual* (Section 4E.05) indicates that each faculty member must make a syllabus available to students within one week of the start date of those classes as listed in the University Class Schedule. Syllabi should clearly identify the criteria for grading, student accommodations for disabilities, procedures for dealing with academic dishonesty, and the attendance policy, specifically how excessive absenteeism, as defined by the faculty member, will affect the course grade. Syllabi are located in the Resource Room.

An area for improvement identified as a result of this self-study process was the need for a uniform policy on student learning outcomes in syllabi. While some departments and schools/colleges had expectations regarding the inclusion of student learning outcomes within syllabi, there was no uniform policy for the entire university. In fall 2014, the Provost asked the Faculty Senate to examine this concern. As of this writing, a Senate bill to add course learning outcomes to the list of required elements in course syllabi is under preparation.

**Access to Learning Resources**

**William Allen White Library & Learning Commons**

William Allen White Library provides physical access to more than 800,000 books, bound periodicals, and government documents, as well as approximately 40,000 electronic journals. In 2013, the university renovated the lobby area of the library and opened a 24/5 Learning Commons. For the start of classes in the spring 2014 semester, access was converted to 24/7. A university ID card is required to gain entrance between midnight and 7:30 a.m. Approximately 500,000 entrances are counted annually.

WAW Library provides virtual access to 27,000 e-books and 40,000 electronic journals. The library upgraded in 2013 to a system that allows better access to e-reserves. Staff are actively collaborating with faculty colleagues to build learning resources support into the campus’s new learning management system, Canvas.

Intellectual access is the focus of the eight sections of UL 100 Research Skills, Information, and Technology. Library staff also teach units on information literacy in about 25 sections of composition each semester. The library offers workshops on an as-needed basis.

**Information Technology Services**

Information technology is an integral part of the Emporia State University experience, with a pronounced impact on learning and teaching, student life, outreach and community involvement, and university administration. Extensive information technology services at Emporia State University are provided by the Information Technology (IT) department to ensure consistent, secure, and individualized access to campus technology resources. Specialized technology services and resources are provided by IT to the individual colleges, academic departments, administrative offices, and university organizations as needed.

Information Technology provides access to the university portal, BuzzIn, which serves as a gateway to other learning and teaching resources including the campus learning management system (Blackboard through June 2014; Canvas beginning July 2014), email (provided by Google), announcements, and more. IT oversees secure, role-based access to all resources based on individual need and profile.
The university provides campus-wide wireless access for students, faculty, staff, and guests. All students are provided with an individual copy of Microsoft Office as well as anti-virus software in order to ensure access to the technology tools they need to be successful. In addition, in response to an increase in mobile device usage by students (as indicated in student surveys), the ESU Sky suite of virtual technology services was implemented in 2013. Sky provides a personal computing environment for every student as well as access to virtual online labs. All Sky services are accessible by any workstation or mobile device (including smartphones) with Internet connectivity. SkyPrint services allow students to “print from anywhere” to any number of SkyPrint stations across campus. Because such technology resources are provided via an internal, ESU-owned cloud, students and faculty can learn and work from (virtually) anywhere, but within a safe and secure environment.

The Information Technology website provides help and support information, as well as technology guidance through “IT for You” information links tailored to students, faculty, staff, alumni, and guests. The IT Help Desk operates phone and e-mail support seven days per week during peak hours of student, faculty, and campus need. Walk-in support is also available in Cremer Hall and in William Allen White Library. Further information on learning resources and recent advances in technology provided on campus is detailed in sections 3.D.1. and 3.D.4.

Resource Center

The Resource Center was established in the summer of 1979. It was designed to combine the resources collections of The Teachers College and the special needs collections of the Flint Hills Instructional Materials Center (FHIMC), a division of the Flint Hills Educational Cooperative, which includes seven school districts from the surrounding area: North Lyon County, USD 251; Southern Lyon County, USD 252; Madison-Virgil, USD 386; Hamilton, USD 390; Morris County, USD 417; Chase County, USD 284; and Emporia, USD 253. The Resource Center, which is funded jointly by the university and the Flint Hills Educational Cooperative, provides area educators with a wealth of materials and services (2013-14 Annual Report).

The resources of the center are available to any personnel within the seven school districts or any university faculty, students, or staff. The purpose of the center is twofold: 1) to create an environment in which teachers and prospective teachers have access to teaching materials that they may find in classrooms anywhere in the state and 2) to help teachers and prospective teachers learn how to find and use those support materials. The center's inventory includes videos, children's books, multi-media packages, curriculum sets, a variety of other print and non-print items, and computer software (Acquisitions and Statistics).

The Resource Center also contains two special collections. The center serves as the state's law-related education clearinghouse. Funded by the Kansas State Bar Association, the center holds, maintains, and circulates a large collection of law-related education materials. The materials, which are available to any teacher (in-service or pre-service) or law professional, may be requested from the center by phone or in writing.

Writing Center

The Writing Center at Emporia State University promotes writing as a tool for teaching and learning in every discipline and assists writers in preparing for the practical, real-life applications of writing in the workplace as well as in the academic world. The Writing Center seeks to develop critical thinking and writing skills in support of ESU’s tradition of excellence in education.

The Virtual Writing Center site allows students to email their documents for review, evaluation, and consultation. At night, students may still email documents with the understanding that they may have to wait twenty-four hours (or in the case of Fridays and weekends, until Monday or Tuesday) to get a response. The
Virtual Writing Center offers the following services: 1) writing consultations via email, 2) writing handouts on a number of writing-related topics, 3) help for ESL students, 4) the Grammar Hotline, and 5) documentation assistance. The Writing Center 2013-2014 Annual Report shows the most recent information and usage patterns.

Reading and Academic Success Laboratory
The Reading and Academic Success Laboratory is available to all university graduate and undergraduate students. The instruction in the laboratory, via an individualized approach, focuses on improving reading comprehension, vocabulary, reading rate, systematic study techniques, time management, academic skills, and test-taking skills (including preparation for the Pre-Professional Skills Test, Collegiate Assessment of Academic Proficiency, and Graduate Record Exam). The lab is staffed by an elementary teacher education faculty member, a graduate assistant, and undergraduate student assistants. Data is tracked on usage of the center. In 2010-11, the center served 398 students for a total of 3,317 hours; in 2011-12, 513 were served for 2,720 hours; and in 2012-13, 446 students were served for 3,082 hours (Usage Report). Part of the reason for the drop in hours in 2011-12 was related to the change in the state policy regarding developmental course work at four-year institutions.

Brighton Math Lab
The Brighton Math Lab provides free assistance to all students enrolled in mathematics courses at ESU. Graduate students, upper-level undergraduates, and staff provide help with homework, preparation for course exams, and guidance for competency exams such as the Academic Proficiency Test and the Collegiate Assessment of Academic Proficiency. The lab has hours of operation during the fall, spring, and summer terms.

Science and Math Education Center
The Emporia State University Science and Mathematics Education Center (SMEC) serves students, faculty, and area teachers. The center holds a number of K-12 physical sciences, natural sciences, and mathematics resources. Resource formats include kits for classroom use, teacher resource books, student activity books, literature books, textbooks, professional materials, assessment resources, audio-video, and interactive white board DVDs.

The center is committed to the improvement of pre-service and in-service preparation for teachers. Its services include dissemination of curriculum materials, hands-on outreach activities, staff development, research within school districts, state-wide research, and science and mathematics curriculum development. SMEC is the most used library on campus for the size of its collections.

SMEC is supported financially with funding from donations as well as from the Departments of Biology, Mathematics, and Physical Sciences, and from The Teachers College. The center is home to over 10,000 available items, which complement the University Libraries and Archives collection. The resources located in the center can be searched in the Center and through the Kellogg on-line catalog.

Richel Learning Space
The Richel Learning Space is open for all ESU students, faculty, and staff. The space offers a learning commons, group study breakout rooms and a classroom and hosts up-to-date technologies for student learning.
Career Services
Every semester Career Services offers a two-credit-hour course, Constructing Your Career, designed for those students who have not yet determined an academic major and/or need direction regarding major and career pursuits.

Smarthinking
ESU Distance Education provides each student with up to five hours of online tutoring per term via Smarthinking, an online tutoring and writing lab. Smarthinking can be accessed through the learning management system. Through Smarthinking, students have access to one-on-one tutoring 24-hours a day from any internet connection. Students may submit their writing from any course for a tutor to review and provide feedback. Also through Smarthinking students have the opportunity to use the Writing Practice tool to improve their writing skills. In addition to assistance with writing, Smarthinking provides tutoring for a wide range of content areas, including math, science, economics, and finance. Usage of Smarthinking is tracked with a report sent to the Graduate Dean on a monthly basis. The average use per student who accessed Smarthinking was 2.8 and 2.7 hours in 2013 and 2014, respectively. Information from this report is used to determine if any changes need to be made in the amount of time or the type of access given to students. For example, if the report suggests that a particular student needs additional time, the amount of access time for that student is increased. Students may also request additional time.

Disability Services
The Office of Disability Services (ODS) coordinates accommodations for students with documented disabilities. Students must register with the office to receive accommodations. Students with disabilities who do not require accommodation may choose to register with the office in order to be informed of scholarships, employment opportunities, and disability-related events. The office provides information and referrals to promote successful transitions to college and to work. Goal 1.10 of the 2009-2014 strategic plan, “enhance the accessibility of academic and co-curricular activities for individuals with disabilities,” has been addressed in numerous ways across campus. Student Affairs plans all activities with accessibility for all students in mind. Continued emphasis on campus safety and accessibility at all university locations is the focus of 2009-2014 strategic plan Goal 5.2.

The Student Resources Guide shows learning resources available to students including the English Language Learners Lab and academic labs specific to content/departments.

Qualifications of Faculty
In accordance with K.S.A. 76-715, the Board has authorized each state university chief executive officer to make all employee appointment decisions at his or her institution. The chief executive officer may delegate that authority. Each faculty and staff appointment must be approved by the chief executive officer or the chief executive officer’s designee (Faculty and Staff Appointment). By KBOR policy, all prospective faculty of state universities must have their spoken English assessed prior to employment (Spoken Language Competency).

Section 3D.0108 of the University Policy Manual addresses searches, screening, and appointments for unclassified personnel (faculty), as well as recruitment and hiring procedures. This policy establishes standardized procedures across the university to help ensure equity in the search and hiring process. The position description, accompanied by a completed Request to Fill a Vacant Unclassified Position, must be reviewed and approved by the Provost and the Affirmative Action Officer before recruitment procedures are initiated. For most positions, an appointed search committee, comprised of departmental faculty members and
an EEO representative (some departments may include student members and/or outside members from other academic disciplines), will seek out and recruit, review, and recommend qualified candidates. Positions are widely advertised through local, regional, and national media in an effort to recruit qualified applicants. The search committee is charged to work with the appropriate administrative officer to identify the most qualified applicants.  Normally a dean or director will review search procedures and \textit{curricula vitae} of qualified applicants prior to scheduling interviews.  The interview process involves multiple stakeholders, such as department faculty, students, and appropriate administrative officers.  All are afforded opportunities to provide feedback on the interview candidate to ensure that the most qualified candidate is hired. The Provost has final approval of faculty hires.

Chapter 1 of the \textit{University Policy Manual} directly addresses unclassified personnel appointments.  Unclassified personnel are those individuals whose appointment is either an academic or an administrative appointment. Thus, faculty at ESU are considered unclassified personnel. All Emporia State University faculty are expected to make contributions in teaching, research, and service. The amount and nature of these contributions should reflect the standards of the faculty member's discipline and specific assignment at ESU. Assessment of faculty performance is addressed in Section 1B.07 of the \textit{University Policy Manual}. Policies on termination of employment are provided in Section 1B.08 of the \textit{University Policy Manual}, with the policy on chronic low performance and corrective faculty development addressed in Section 1B.0804. As indicated in the ESU \textit{University Policy Manual}, “Emporia State University is committed to recruiting of those faculty who show clear promise of success in the academic setting,” (pp. 1-23).

The \textit{University Policy Manual} (Section 1B.0706.02, \textit{University Criteria for Promotion}) outlines the criteria for promotion.  \textit{Promotion in rank} is by merit as determined by established criteria. For an individual to be eligible for promotion in rank, the person must have a minimum of five years in rank and the terminal degree or certification deemed appropriate by the discipline and demonstrate excellence in teaching, scholarly/creative activity, and service.  A continued commitment to excellence in teaching is expected as an individual rises in rank; further, the expectations for scholarly activity and service increase.  Specific guidelines for graduate faculty membership are identified in Section 1B.0502 in the \textit{University Policy Manual}. Early promotion or promotion in the absence of an appropriate terminal degree will be considered only when there is acceptable evidence of truly exceptional contributions in teaching, scholarly and/or creative achievements, and university or professional service.

The Kansas Board of Regents requires that the performance of every faculty member be evaluated annually. Section 1B.073 of the \textit{University Policy Manual} outlines the expectations of the annual faculty evaluations. These evaluations must include anonymous ratings by students that solicit the students’ perspective on delivery of instruction, assessment of student learning, availability of the instructor, and whether the goals and objectives of the course were met. The primary purpose of the student evaluations is to serve as a means for improving instruction.

Post-tenure review was mandated by KBOR in the mid 1990’s. The Faculty Senate at ESU passed FSB 95007, Definition of Chronic Low Performance, in May 1996. Procedures Relating to the Dismissal of Tenured Faculty Due to Chronic Low Performance were first identified in FSB 96001 (October 1996), which was later replaced by FSB 04003 (February 2005), which clarified and improved the policies and procedures of FSB 96001. The aforementioned policy targeted low-performing tenured faculty only. In spring 2014, the ESU Faculty Senate passed a \textit{Post-Tenure Review Policy} (FSB 13016) designed to supplement existing faculty evaluation policies and procedures by including a review and evaluation of the performance of tenured faculty
at seven-year intervals. Post-tenure review is in addition to annual evaluations. Phase-in of the Post-Tenure Review policy began in fall 2014.

In the School of Business the faculty evaluation process includes student teaching evaluations and an annual evaluation by the department chair conducted in the spring semester. The evaluation of each faculty member is based on instruction, scholarly activity, and service, as defined in the school’s Faculty Recognition Policy. Each faculty member receives an annual letter of evaluation addressing these three areas and identifying strengths and weaknesses as well as recommendations for improvement. This letter, written by the department chair, becomes part of the faculty member’s personnel file, maintained in the Office of the Dean, and is copied to the Office of the Provost. The School of Business uses IDEA (Individual Development and Educational Assessment) as the main instrument for student evaluations. Every faculty member must be evaluated in at least three different courses taught on campus per academic year – preferably in at least one lower-level and one upper-level course. If the instructor teaches fewer than three different courses per academic year, he or she must be evaluated in three courses. Any off-campus course taught by an instructor must be evaluated at least once per academic year.

In the College of Liberal Arts and Sciences, the faculty evaluation process includes student teaching evaluations and evaluation by the department chair. Student evaluations occur each semester, with evaluations by the chair occurring each spring semester. Choice of the tool used for student course evaluation is at the discretion of each department. Six departments use the IDEA instrument, while the remaining five departments use evaluation tools designed by the academic area and approved by the university (i.e., Communication & Theatre and Social Sciences). Criteria and procedures for evaluation by the department chair are dependent upon the departmental Faculty Recognition Document but must address teaching, scholarship/creativity, and service, as well as merit if merit funding is available. The department chair prepares a letter of evaluation, which is placed in the faculty member’s permanent file in the Dean’s Office with a copy sent to the Office of the Provost.

In the School of Library and Information Management, teaching faculty are evaluated by students each semester using the IDEA instrument. SLIM implemented the IDEA in 2009 to replace a school-designed paper/pencil questionnaire that was determined not to effectively address any substantial teaching-related issues. Through the use of the IDEA, the Dean and faculty have been able to identify and address some major shortcomings, such as failure to return papers in a timely manner, lack of alignment between assignments and learning outcomes, and too much group work. To address these issues, SLIM faculty now meet in teams to review course syllabi and work on course learning outcomes to ensure alignment with assignments and the competencies of the American Library Association. The IDEA has also been used in SLIM to recognize outstanding faculty engagement and teaching. In addition to using the IDEA, tenure track faculty are evaluated each fall semester by the SLIM Faculty Tenure and Promotion Committee. This evaluation, along with an annual merit evaluation written by the Dean of SLIM in the early spring semester, is forwarded annually to the Office of the Provost.

As in other schools/colleges on the ESU campus, faculty in The Teachers College are evaluated each semester through use of a student teaching evaluation. Further, each faculty member is evaluated by his or her department’s merit and/or faculty recognition committee (FRC) annually, followed by an annual evaluation by the department chair. Annual evaluation letters by the department FRC and chair are filed in the Dean’s Office, with a copy sent to the Office of the Provost.

For purposes of student evaluation, The Teachers College moved from the TEVAL instrument to the IDEA in the spring of 2012. The decision for the change was prompted by the desire to move toward an instrument that
was believed to have less bias, as well as one that would provide more information on how faculty could improve their teaching and increase student learning in their courses. The decision involved all levels of stakeholders, including review by TTC Academic Leadership Council and the Dean’s Advisory Council. A pilot for a single semester was completed using the IDEA in TTC to ensure a smooth transition to the instrument and provide the stakeholders with additional information before it was fully implemented.

The 2013 faculty fast facts show faculty characteristics by terminal degree, faculty rank, tenure status, gender, and ethnicity. Each department’s faculty recognition documents are in the Promotion and Tenure-Faculty Docs folder in the Resource Room.

**Concurrent (Dual Credit) Enrollment**

ESU follows KBOR policy on dual credit, or concurrent enrollment. [Chapter III.A.11](#) of the KBOR Policy Manual, Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions, specifically addresses concurrent/dual credit enrollment.

[Chapter 3.A.11.b](#) of the KBOR Policy Manual speaks directly to the procedures and standards of quality for cooperative agreements and delivery of concurrent enrollment partnership course work. This section clearly defines concurrent enrollment and the components of the Concurrent Enrollment Partnership (CEP). [Section 3.A.11.b.iii](#) outlines the curriculum standards and content of courses in which Concurrent Enrollment Partnership students are enrolled. ESU abides by this policy to assure that its dual credit courses and programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

By KBOR policy ([3.A.11.b.vii](#)), courses offered through a CEP must be reviewed annually by ESU discipline-specific faculty to assure that grading standards, course management, instructional delivery, and content meet or exceed those in regular on-campus sections. Further, each CEP must be reviewed every five years by the post-secondary institution to assure compliance and quality considerations as outlined by the KBOR policy on concurrent enrollment of high school students.

Further assuring consistent prerequisites for courses, rigor of courses, and expectations for student learning in transfer and concurrent enrollment course work, the Kansas System-Wide Transfer (KSWT) process specifically identifies courses that have been approved by KBOR and will transfer as direct equivalents at all public postsecondary institutions. As part of this process, each course has identified core outcomes determined by Kansas Core Outcome Groups, which are faculty-led discipline-specific groups that meet annually or as necessary to confirm or articulate learning outcomes.

Emporia State University follows the policies for Faculty/instructor qualifications for teaching college-level Concurrent Enrollment Partnership (CEP) courses as identified in the KBOR Policy Manual [Chapter 3.A.12.b.iv](#).

Emporia State University offers concurrent enrollment with area high schools. “EHS-ESU Empowering Connections” was started in fall, 2012, and then updated to become the ESU Jump Start Program in fall 2013. Courses for concurrent enrollment include EG 101 Composition I, EG 102 Composition II, PY 100 Introduction to Psychology, SP 100 Interpersonal Communication, HL 150 Critical Health Issues, MU 226 Music Appreciation, and PE 100 Active Living. For these courses, students enroll as non-degree-seeking students and are instructed on the ESU campus by Emporia State University faculty. High school and college-level students are combined in these courses. Two other courses, BU 241 Personal Finance and IS 113 Microcomputer
Applications, are taught by Emporia High School faculty for high school students. Concerns revealed during the self-study process related to BU 241 and IS 113 are addressed in the Strengths and Opportunities section at the end of Criterion Four.

In addition, Emporia State University has entered into four statewide articulation agreements with the Kansas State Department of Education to count high school coursework for university credit through the Career and Technical Education Career Cluster Pathways (Articulation Agreements Table 3A.3.5). Students will receive credit for ED/EL 220 Introduction to Teaching (2 credit hours), if they complete the Teaching as a Career teaching internship and one other course in the Teaching/Training Pathway and achieve a cut score of 75% or better on the AAFCS Education Fundamentals Competency Assessment and Certification Exam. Completing the Finance Career Pathway and earning a score of 85 or better on the qualifying exam results in earning credit for AC 223 Financial Accounting (3 credit hours). Completing the Government and Public Administration Pathway courses Introduction to Government and Public Administration and Government and Public Administration Fundamentals results in earning credit for PO 121 American Government or PO 100 Introduction to Government Politics (3 credit hours). Completing two additional credits in the pathway results in credit for PO 350 Introduction to Public Administration (3 credit hours). Completing the Corrections, Security, Law, & Law Enforcement—Pre-Law Strand Pathway courses, Introduction to LPSS, Business Law, Practical Law, and Foundations in Law, results in credit for PO 121 American Government (3 credit hours). Completing .5 additional credit from a list of courses results in earning credit for PO 480 Introduction to Law (2 credit hours).

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Emporia State University is committed to the quality of its academic programs and recognizes accreditation as a mechanism for reaching high standards and maintaining a cycle of continuous improvement. The 2009-2014 strategic plan Objective 1.2.1 specifically addresses engaging faculty in assessing the quality of degree programs, including seeking accreditation when available. All academic programs are subject to the approval of the Kansas Board of Regents. College deans and department chairs/directors of respective programs provide leadership for accreditation program reviews, which are faculty driven. Upon completion of the internal self-study, the documents are reviewed by the Office of the Provost. After all internal reviews are successfully completed, required accreditation self-studies are sent to the appropriate accreditation agency. Costs of program accreditation reviews are typically covered by the Office of the Provost.

Fifty-nine programs (46 of which are in teacher education) at Emporia State University maintain accreditation from external accrediting bodies. The Specialized Accreditations and Review Years table identifies ESU programs that are currently accredited by an external organization and indicates where the program is in the review cycle. Specific accreditation documents are in the Accreditation Reports folder in the Resource Room.

Degree programs in areas that do not have a discipline-affiliated accrediting agency defer to the discipline’s professional societies for curriculum guidelines and student learning outcomes. For example, Health Promotion in the Department of Health, Physical Education and Recreation maps its curriculum to the standards set by the American College of Sports Medicine. Further, all programs complete program reviews through the Program Assessment of Student Learning (PASL) and KBOR Program Review. A complete listing of programs and the learning outcomes sources is shown in the Learning Goal Sources evidence file.
4.A.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 advance degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and AmeriCorps).

Emporia State University evaluates the success of its graduates using indicators from three perspectives: Employer or Graduate/Professional School (external), Faculty/Academic Department (internal), and Student (internal). These three perspectives are captured in a variety of methods both institutionally and at the academic department level. Emporia State measures not only how successful graduates are at finding employment or pursuing graduate school (employment and graduate school placement rates), but also how successful ESU is at preparing graduates for future employment and graduate school (evaluations from employers who have hired ESU students, professional training programs, internship programs, and practicum experiences).

A primary indicator of employment and graduate school pursuit is the Career Services Destination Survey. Administered to Emporia State undergraduate and graduate students when they complete their degrees, this assessment tool is designed to measure the percentage of graduates who either secure employment or pursue graduate school immediately (2009-10 UG; 2009-10 GR). Data are collected for six months following graduation. This information indicates the degree to which students were able to meet their career or graduate school goals and provides general information on labor trends and industry needs (2013 GR Survey; 2014 UG Survey). Through careful analysis of the data, the Office of Career Services has made continual changes to the instrument and the method by which data are collected, analyzed, and reported. In January 2014, the Office of Career Services developed and implemented a plan to incorporate and utilize new sources to gather post-graduation data. One of these changes included sending graduation lists directly to department academic advisors and student affairs staff for the purpose of collecting post-graduation data, because students often maintain contact with these individuals after they graduate. These changes, based on the goals of increasing response rates and improving assessment design and question clarity, were informed by the 2014 NACE Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcomes Information for Undergraduates.
Table 4.A.6.1. Career Services Destination Survey Results 2004-2011

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number Responding to Survey</th>
<th>Percent of Respondents Employed or Enrolled in Graduate School</th>
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</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>44.9</td>
<td>95.8</td>
</tr>
<tr>
<td>2006-2007</td>
<td>24.1</td>
<td>96.2</td>
</tr>
<tr>
<td>2007-2008</td>
<td>24.7</td>
<td>86.1</td>
</tr>
<tr>
<td>2008-2009</td>
<td>42.3</td>
<td>73.2</td>
</tr>
<tr>
<td>2009-2010</td>
<td>40.1</td>
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<tr>
<td>2010-2011</td>
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<td>2011-2012</td>
<td>32.5</td>
<td>83.5</td>
</tr>
<tr>
<td>2012-2013</td>
<td>36.9</td>
<td>75.5</td>
</tr>
</tbody>
</table>

*Ten year summary results of the undergraduate Destination Survey administered by Career Services

Employer assessments provide a secondary indicator of our graduates’ success. These data inform the institution and academic programs on the strengths and weaknesses of graduates and on gaps in their preparation. Emporia State collects employer assessments institutionally at career fairs and departmentally through individual academic programs and colleges.

From 2009-13, Career Services surveyed employers participating at various recruiting events to evaluate the success of ESU graduates they had hired (Spring 2013 Results). Overall, 98% of those employers surveyed indicated they were satisfied or very satisfied with the ESU graduates. Eighty-six percent of the employers ranked the ESU graduates as good or excellent in general knowledge, and 80% ranked the ESU graduates as good or excellent in overall preparation in their fields. Qualitative data were also collected during these career fair events through conversations between faculty and employers regarding specific strengths and weaknesses of ESU graduates who had been hired. This information was reported back to the academic programs.

Many academic programs conduct their own exit, graduate, and employer surveys. The Teachers College conducts a survey of graduates and employers every three years, most recently for the 2009-12 academic years.

The Department of Nursing surveys its students during the final semester of the program and six months after graduation. Data collected relates to employment and/or educational plans after graduation and to levels of satisfaction with the program. On a recent survey, 100% of the respondents indicated they felt capable or highly capable of providing professional nursing care, and 97.4% noted they felt capable or highly capable of demonstrating leadership in the role of a professional nurse. In terms of career planning, 92.3% agreed or strongly agreed their academic advisor helped with short-term and long-term planning toward obtaining the nursing degree and 82.05% agreed or strongly agreed they received information on how to access and obtain career placement information. Over 90% of the nursing graduates find employment within six months of passing the national licensure exam (Nursing Report).

The Department of Social Sciences regularly conducts alumni surveys, polling program graduates three years after graduation. The 2011 survey of employers of alumni with the BA or BS in History or Political Science and the BSE in Social Sciences indicated a high to excellent level of satisfaction with Social Science program graduates (Survey Results). The department devised separate survey instruments for respondents who oversaw
teachers (principals and other education supervisors) and respondents from companies or graduate schools (employers and advisors). Graduates were rated “adequately prepared” to “well prepared” on all surveys.

The Department of Communication and Theatre conducts surveys of its graduates and their employers. Feedback from graduate surveys has indicated that graduates were satisfied with facilities and equipment but desired more updated instruction in public relations. The department has worked on solutions to address this issue. Employer surveys of Communication and Theatre graduates indicated that employers were generally very satisfied with the communication skills, problem-solving skills, teamwork skills, and planning and organizational skills of graduates, as well as with their ability to identify alternative courses of action and perform important tasks on time.

Potential employers and internship supervisors are regularly surveyed and contacted by the Director of Health Promotion, a program within the Department of Health, Physical Education and Recreation. One area for improvement identified in 2010 was the need for graduates to have better conversational skills. As a result of this feedback, faculty added a unit in a health promotion course with a focus on initiating verbal communication, appropriate conversation topics, and proper etiquette. Since implementation of this instruction in conversational skills for Health Promotion majors, no supervisor has marked this as an area for improvement on the final internship evaluation form. Health Promotion, as well as other non-teacher-education programs in The Teachers College, conducts a focus group of employers, internship and practicum supervisors, and graduates every three years.

The Department of Counselor Education surveys employers of its graduates every three years as part of program evaluation for each of the programs within the department (Survey). Information received from these surveys is then used to identify strengths, weaknesses, opportunities, and threats for the reviewed program. For example, a strength found in the program was the graduates’ understanding of wellness approaches to medical and disability management, while a weakness identified in the rehabilitation counseling program was the graduates’ limited awareness of the private sector as an employment option. Consequently, the department worked to increase student exposure to private rehabilitation in coursework and through guest lectures (Counseling Disposition Assessment).

Faculty in the Economics program track and survey its recent graduates as a part of program assessment. Employment data on recent graduates are shared with prospective students and their parents. Review of recent employment data on Economics graduates has led faculty members to direct students toward more mathematics and statistics courses. Feedback from recent graduates has influenced curriculum changes. For example, the use of spreadsheets in the initial core course has increased, and a course on econometrics, the blending of economics, statistics, and mathematics, has been added to meet the requirements of many employers.

The School of Business surveys alumni two years after graduation. The school has also recently developed a process for receiving feedback from student interns and internship supervisors in a way that will inform curriculum and student learning outcomes. In addition, the School of Business has three advisory boards, including the Dean’s Advisory Board, the Accounting Advisory Board, and the Information Systems Advisory Board (Business Alliance Group). These sources of feedback have influenced the design of curriculum with the goal of providing highly prepared professionals with the knowledge and skills employers seek. For example, there have been several changes in the MBA program since 2009. First, a concentration in Enterprise Resource Planning (ERP) was added. Major employers in Kansas have expressed enthusiastic approval of this concentration. A course was added to the Management Information Systems track in the Information Systems major to provide more in-depth background in the management of the information system processes in an
organization. The Accounting Advisory Council recommended that the two tax courses be restructured based on the AICPA Model Tax Curriculum. Other examples of changes made to improve the success of School of Business graduates can be found in the ESU School of Business Fifth Year Maintenance Report.

The Faculty Survey of Student Engagement (FSSE) demonstrates the importance of incorporating experiential learning and career planning into the work faculty do with students. The National Survey for Student Engagement (NSSE), the sister survey to the FSSE, asks for similar information from a student’s perspective. Using the FSSE-NSSE Combined Report 2013, 87% (n = 87) of faculty responding rated participation in an internship/field experience as important to very important, while 76% of seniors responding reported having done so (47%) or planning to do so before graduation (29%). Further, 75% (n = 75) of faculty felt completion of a senior experience was important to very important. Sixty-four percent (n = 64) of faculty reported that they talked with undergraduate students about future career plans. How to bridge the 11% gap (87% versus 76%) between faculty expectations and student reported experiences for internship/field experience is an issue currently being addressed in strategic planning. Emporia State University’s new Honors College, with civic leadership as its theme, emphasizes student internships and practical experiences as program requirements. The Division of Student Affairs Core Learning Goals are centered on student engagement in leadership experiences and community involvement. The School of Business Koch Leadership Center focuses on involving students in experiential learning and career-related experiences. These initiatives support Theme #2 of the 2015-25 strategic plan, to “enrich the student experience with opportunities for leadership development and practice.”

The Teachers College is obligated both by accreditation requirements and federal mandate to compile annual data regarding candidate success and program completers. These data are compiled into three reports, including the Title II of the Higher Education Act Quality on Teacher Education Preparation report, the Council for Accreditation of Educator Preparation annual report, and the American Association of Colleges for Teacher Education Professional Education Data System. These reports provide regular monitoring of the pass rates of teacher education candidates on licensing exams, as well as admissions requirements, time-to-program-completion, and program completion numbers. Increasingly, these reports are placing demands on institutions to monitor employment rates and the success of graduates. The Teachers College is working closely with the Office of Career Services, Information Technology, and the Kansas State Department of Education to find the best possible solution for tracking these types of data. This is an issue not only for TTC at ESU, but also for most colleges and universities around the nation that prepare teachers.

Table 4.A.6.2. Teacher Education Program Completers at the Initial Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Completers (licensure eligible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>225</td>
</tr>
<tr>
<td>2006-2007</td>
<td>222</td>
</tr>
<tr>
<td>2007-2008</td>
<td>225</td>
</tr>
<tr>
<td>2008-2009</td>
<td>271</td>
</tr>
<tr>
<td>2009-2010</td>
<td>238</td>
</tr>
<tr>
<td>2010-2011</td>
<td>261</td>
</tr>
<tr>
<td>2011-2012</td>
<td>243</td>
</tr>
<tr>
<td>2012-2013</td>
<td>227</td>
</tr>
</tbody>
</table>
A key assessment for the Department of Nursing is the pass rate on the National Council Licensure Examination for Registered Nurses (NCLEX). Additionally, the department monitors employment rates, which for the past five years have been greater than 90% for students within 6 months of passing the NCLEX.

Table 4.A.6.3. NCLEX 5 Year Pass Rates

<table>
<thead>
<tr>
<th>Program</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emporia State University BSN Program</td>
<td>96.7%</td>
<td>93.9%</td>
<td>85.7%</td>
<td>100%</td>
<td>81.6%</td>
<td>92.0%</td>
</tr>
<tr>
<td>Kansas Pass Rate</td>
<td>84.1%</td>
<td>83.8%</td>
<td>85.9%</td>
<td>88.2%</td>
<td>79.3%</td>
<td>84.3%</td>
</tr>
<tr>
<td>National Pass Rate</td>
<td>88.4%</td>
<td>87.4%</td>
<td>87.9%</td>
<td>90.3%</td>
<td>83.0%</td>
<td>87.4%</td>
</tr>
</tbody>
</table>

Note: Passing standards increased in April 2010 and April 2013.

Athletic Training faculty members monitor pass rates on the Board of Certification exam for athletic trainers closely, because it is a key assessment of student learning and success, as well as a requirement for continued certification of the academic program. Students must pass the exam to be eligible for employment as certified athletic trainers. In an effort to increase the pass rate on the national certification exam, the faculty in the Athletic Training Education Program have implemented strategies to increase student success. They plan to implement additional strategies in fall 2014, such as a mentoring program, to help more students pass the BOC exam on the first attempt. Already these initial strategies are having a positive impact on the first-time pass rate.

Table 4.A.6.4. BOC Exam Pass Rates for Athletic Training Education Program Graduates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number Taking Test</th>
<th>% Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>4</td>
<td>80%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>5</td>
<td>80%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>6</td>
<td>83%</td>
</tr>
</tbody>
</table>

All candidates for the BSB in the School of Business take the Major Field Test in Business. This is a nationally normed test designed to measure a student's subject knowledge and ability to apply facts, concepts, theories, and analytical methods. Successful completion of this test is a graduation requirement, with a required cut-off score of 135.
The Graduate School and Distance Education conducts exit surveys with all graduate students completing their degree in a given term (Exit Survey Results). Approximately 50% of graduate students complete the exit survey each term. When graduate students complete their intent-to-graduate form, they are sent an email requesting that they complete an online exit survey. The exit survey focuses on the students’ overall experiences in their graduate programs at ESU. Results of the exit survey are summarized (overall results and by program) and provided to the deans and Provost for all programs and to the appropriate chair for his or her program. Results are reviewed by the Provost’s Council for trends and issues in all graduate programs. The data are disaggregated by program and sent to deans and chairs for review by each individual graduate program.

These exit surveys provide important and useful feedback to inform university decisions about graduate academic offerings. According to the most recent administration of the graduate exit survey, 90% of graduate students believe they received a valuable education from their graduate program; 83% of the graduate students would recommend their graduate program to someone else; 88% of the graduate students believe they were provided with appropriate and accurate advisement; and 79% of the graduate students are currently employed before they finish their degrees.

The National Student Clearinghouse’s mission is to “serve the education community by facilitating the exchange and understanding of student enrollment, performance and related information.” ESU benefits from participating in clearinghouse data-sharing efforts and in using clearinghouse database information to track the movements of students who initially attend ESU, but may later choose to attend college elsewhere. Each first-time annual student cohort is tracked beginning in the year subsequent to first-time enrollment at ESU. The clearinghouse reports track student achievement measures across all institutions attended rather than just the first postsecondary institution attended. This data is more reflective of actual student educational achievements. Additionally, the College Student Portrait, the informational website for the Voluntary System of Accountability (VSA), shares these student success metrics, as does the Student Achievement Measurement (SAM) project. The recent evolution in student attendance patterns at institutions of higher education, which includes “swirling” and attending multiple institutions concurrently, is captured in these data, which more accurately portray the students’ pathways to success in achieving their educational goals. The VSA and SAM

Table 4.A.6.5. Major Field Test Results for BSB Candidates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Overall Mean Score</th>
<th>Percentile Rank in National Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Fall</td>
<td>160</td>
<td>85%</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>157</td>
<td>70%</td>
</tr>
<tr>
<td>2008 Fall</td>
<td>155</td>
<td>65%</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>156</td>
<td>70%</td>
</tr>
<tr>
<td>2009 Fall</td>
<td>155</td>
<td>65%</td>
</tr>
<tr>
<td>2010 Spring</td>
<td>155</td>
<td>65%</td>
</tr>
<tr>
<td>2010 Fall</td>
<td>155</td>
<td>65%</td>
</tr>
<tr>
<td>2011 Spring</td>
<td>154</td>
<td>55%</td>
</tr>
<tr>
<td>2011 Fall</td>
<td>156</td>
<td>76%</td>
</tr>
<tr>
<td>2012 Spring</td>
<td>158</td>
<td>83%</td>
</tr>
</tbody>
</table>
reports have informed the implementation of strategies of the Retention Action Team, including an early alert system, course sequencing, prerequisite changes, and academic advisor training. Further, the Student Learning Assessment Council has used information from the reports to inform student learning improvement strategies and priorities for change, including a more intentional student learning assessment model (Student Success Analysis Report).

**Assessment of Participants in Experiential Preparation Programs**

Experiential preparation programs include internships, practicums, and professional training programs. In addition to evaluating the success of its graduates, ESU also assesses the training programs it provides to foster that success. For example, most internship and practicum experiences evaluate both the intern and the worksite supervisor. In addition, the institution continually evaluates professional training programs such as mock-interview days, dining etiquette, and other programs to prepare students for professional success.

**Core Component 4.B.**

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

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

**General Education**

In 2004, The Higher Learning Commission Accreditation Review for Emporia State University documented the lack of a comprehensive assessment plan for general education. In response to this concern, the Dean of the College of Liberal Arts and Sciences charged the Council on General Education with reviewing the entire General Education Program. The review included a campus-wide initiative to develop general goals and specific learning outcomes, and then aligning courses with those outcomes. The Council was also charged with developing an assessment plan to measure whether or not students were achieving those outcomes.

In preparation for that undertaking, the Council on General Education reviewed the general education programs of peer and other comparable institutions. Two university-wide open forums were held in 2005 to review the General Education Program. Two key questions were posed at the first forum, including 1) what is the knowledge-base and skill-set that a “generally well educated student” should possess? And 2) what is the role of the General Education Program in ensuring students acquire knowledge-base and skill-set? The second forum included a panel discussion to begin the process of identifying specific outcomes that were the foundation of a generally well educated person. As part of this process, student feedback was sought as to how the General Education Program could be improved. Students suggested increased options and flexibility.

The Council on General Education then drafted a list of outcomes centered around six core goals for the program, based on information from the forums. Members of the Council on General Education then took these core goals back to their individual schools/colleges to be reviewed by faculty in college/school and department meetings. Further an additional university-wide open forum elicited responses regarding these core goals, which were used to improve the program. The revised General Education Program was approved by the Council on General Education, the Associated Student Government, the Council on Teacher Education, the Faculty Senate, and the university President, and was implemented in 2009. Since then, the Council on General
Education, in consultation with faculty, has refined some learning outcomes and eliminated others because the Council concluded that they could not be measured. After the core goals were established, general education faculty were asked to determine the alignment between general education courses and learning outcomes. The latest revision to the General Education Goals and Outcomes was completed in October 2013. A renumbering of the goals and outcomes (Crosswalk) occurred in May of 2013 to integrate symmetry with course listings in the University Catalog. The General Education Program timeline enabled the involvement of all stakeholders, including faculty and students, during the development process (Timeline). As part of this revision process, a grid had been created to demonstrate the alignment of General Education Goals and Outcomes with the general education courses, as well as with KBOR’s Foresight 2020 and General Education Program assessment.

An assessment strategy for the core skills area of the General Education Program has been in place since 1984, when competency testing was mandated by university policy (Chapter 4.C.08). All undergraduate students are required to complete the competency examination requirement as a graduation requirement. Further, this exam is used for reporting to the Voluntary System for Accountability (VSA) and Kansas Board of Regents. For the large majority of these students, demonstration of these competencies means passing the College Assessment and Academic Proficiency (CAAP) tests or another approved nationally normed standardized test such as the PPST (recently replaced by the Praxis Core Academic Skills for Educators Test) in mathematics, writing, and reading. The CAAP exam did not in fact begin as part of a comprehensive assessment strategy. Instead, Emporia State University wanted to ensure that all graduating students possessed competency in the core skills of reading, writing, and math. The CAAP helps to identify those students who may be struggling in these areas. A cut score has been established for each CAAP exam component. Students not successful in attaining the cut scores in any or all of the areas are provided with remediation to assist them in achieving appropriate levels of competency. CAAP linkage studies that compare CAAP scores with ACT scores are used to measure the “value added” in core academic skills that students acquire as a result of their experience at Emporia State University (ACT-CAAP Summary; Linkage Report). As part of the comprehensive assessment strategy, the CAAP aligns with General Education Goal 1, specifically Outcome A (writing) and C (quantitative reasoning) as identified in the previous section. Further, the CAAP aligns with the KBOR Foresight 2020 agenda, specifically the goal one to Improve Economic Alignment and the identified performance measures of mathematics and analytical reasoning and written communication.

Oversight of policies and procedures for the CAAP exam falls to the Council on General Education. As previously noted, the Council on General Education consists of faculty representation from each college/school across campus with an undergraduate program, as well as student representation. The Council on General Education may direct the Office of Institutional Research and Assessment, or other appropriate agencies, to evaluate the reliability and validity of the CAAP tests. The Council designates minimum performance levels on the CAAP tests. It may establish course performance levels as equivalencies, and it may assess the need for competency testing and recommend to the Faculty Senate the expansion, modification, or termination of the program.

The 2004 HLC Report of a Comprehensive Evaluation Visit identified the need for the university to create a more comprehensive assessment plan for General Education within the university-wide assessment program. A comprehensive strategy for the assessment of the entire General Education Program was implemented in the 2012-13 academic year. From 2008 until 2012 several strategies were presented, debated, and discarded by the Council. While the pace to develop a comprehensive assessment plan has not been ideal, a great deal of progress has been made and the university is fully committed to its continued development. A number of factors influenced the rate at which the General Education assessment plan developed. Since 2004, there has
been high turnover in university administration. Prior to the current administration, there was limited administrative support and few expectations were set regarding a comprehensive General Education assessment plan, so the process was slow to develop. The current administration recognized these problems, established expectations, and provided the support to move the initiative forward at a much quicker pace. Further, reorganization related to assessment took place in summer 2013. The Assessment and Teaching Enhancement Center was integrated with the Office of Institutional Research to form the Office of Institutional Research and Assessment (OIRA). OIRA is charged with the coordination of university-wide assessment initiatives. OIRA provides support for departments and program faculty to develop high-quality assessment plans and methods for tracking student performance. OIRA conducts on-going seminars and workshops, as well as one-on-one meetings with faculty, to support continued efforts by the university and its faculty to create a strong assessment culture.

Initially, following the development of the general education core goals, the Council requested that faculty submit information as to how their current or proposed general education courses aligned with these goals. They were not asked to submit any form of assessment plan, embedded or otherwise, to measure student achievement of these goals. This omission was quickly recognized. Based upon the recommendation of a consultant brought to campus in spring 2012 (Consultant Report), the Council on General Education agreed to a strategy that included the development of curriculum maps to support the creation of course-embedded assessments for assessing learning outcomes and improving student learning. Curriculum maps for general education courses were developed by course instructors with support from the Director of General Education and the OIRA. The maps laid the foundation for faculty to identify course-embedded assessments to measure student learning aligned with the general education core goals (Goal 1; Goal 5; Complete Map). Examples of course-embedded assessments are identified in 4.B.3. As a result of ongoing administrative support and guidance, faculty buy-in to assessment has continuously improved. Because faculty are directly involved in the development process, there is more faculty ownership. Although only a short period of time has passed, evaluation of the process indicates improved curricular maps and more reliable evidence of student performance as faculty have become more familiar with the process. Work is currently underway by the Council on General Education to determine the best method for measuring critical thinking as required by KBOR Foresight 2020. More detailed information on assessment for the General Education Program is provided in Section 4.B.2.

Beginning in fall 2013, an effort was initiated to provide an enhanced leadership experience for students as they completed the General Education Program. A partnership was formed between Emporia State University and the Kansas Leadership Center (KLC), a not-for-profit educational outreach organization based in Wichita, Kansas. This partnership provided training to select General Education Faculty members so that they could embed the principles and competencies of civic leadership in a variety of general education courses. Faculty determined how these principles fit best into their individual curriculums. This initiative is instilling specific knowledge and skills that will allow students to make connections among diverse general education courses, and between general education coursework and the world they live in (KLC Impact).

**Academic Units**

All academic units at Emporia State University, including graduate and undergraduate programs, have identified student learning goals and/or outcomes. Specific academic program goals and outcomes are located on program PASL reports (PASL Template). Many of these are strategically aligned with standards identified by external accrediting bodies and are included in Kansas Department of Education (KSDE) reports.
Each academic program is required to complete a Program Assessment of Student Learning (PASL). These PASL reports are submitted to the Office of Institutional Research and Assessment. A schedule for report submissions and examples of PASL reports are included in the Resource Room. PASL reports are shown by academic program within the department files. These links go to the areas within each of the colleges/schools and their affiliated PASL reports (College of Liberal Arts & Sciences, The Teachers College; SLIM; School of Business). While the PASL has an established format, the system provides program faculty with the flexibility to determine the need, type, and use of assessments and the resulting data. Its design takes into account the fact that programs are at various stages of development and have different needs and resources. The PASL report includes four parts: Learning Outcomes: a list of program and related college learning outcomes identified by program faculty; an Assessment Planning Chart: a chart to depict the alignment between identified learning outcomes and data obtained, and actions taken and decisions made based on the findings; an Evaluation Rubric for Assessment System: a set of evaluation criteria to gauge progress in developing the assessment system. These are related to sound assessment practices that are necessary to build and maintain an evaluation infrastructure; and a Summary: a self-evaluation of the program assessment system implementation criteria (with stated rationale). Evidence for progress can be described for each rubric criterion. A summary of overall results, future goals, and necessary resources can be made.

In addition, 59 academic programs undergo review by external accrediting bodies. As part of these review processes, evidence of student learning must be provided on a regular basis. One example of such documentation is the annual Kansas Department of Education (KSDE) report completed by each undergraduate and graduate teacher education program, which provides evidence of student learning aligned to discipline-specific standards over a three year timeframe. Specific program outcomes and assessments are identified on these reports (for e.g., Physical Education; Reading Specialist; School Psychologist).

In addition to the various program assessments of student learning, each academic course has course-specific assessments designed or selected by faculty to measure student learning. Examples of such assessments include written, oral, and practical examinations, portfolios, written essays, laboratory experiences, theses/dissertations, critiques of works in the visual, dramatic, and musical arts, and other performance-based measures designed to monitor student learning and progress in course work. As mentioned earlier under 4.A.4., a Faculty Senate bill to require the inclusion of course learning outcomes in course syllabi is currently under preparation. Specific examples of the variety of assessments of ESU faculty can be found in course syllabi, all of which are in the Resource Room by college/school (LAS; TTC; SOB; SLIM).

**Co-Curricular**

The Division of Student Affairs is guided by five learning themes that support the mission, values, and general education outcomes of Emporia State University. These themes include practical competence, cognitive complexity, civic and social responsibility, interpersonal and intrapersonal competence, and persistence and academic achievement. Within each theme are broad outcomes, which define and focus the theme. Student Affairs departments whose missions have a student learning and development component use these themes and outcomes to guide the development and assessment of departmental and/or programmatic learning objectives.

In 2006, the Division of Student Affairs began a focused effort to build a culture of assessment within the division. The departments and staff across Student Affairs contribute to student learning and development through diverse co-curricular programs and services. Assessment efforts help to document how and where learning is occurring outside the classroom, and to provide insight on opportunities for continual improvement. Emporia State University firmly believes that out-of-classroom experiences add great value to a student’s
college education and complement the academic curriculum. The Division of Student Affairs aims to provide the best co-curricular learning environment possible (Learning and Assessment website).

The Division of Student Affairs provides a Learning Outcomes Assessment Guide on its website for all co-curricular programs. The guide outlines a co-curricular learning process that was developed by the Student Affairs Learning and Assessment Committee to provide step-by-step assistance with planning and assessing co-curricular learning experiences. Each of the eight steps in the process includes questions to guide the planning through implementation to reporting and improving. These steps include 1) clarification of the purpose of the learning experience, 2) the writing of measurable learning objectives, 3) selection of an assessment method, 4) development or selection of an instrument, 5) designing and delivery of the learning experience, 6) gathering of data, 7) analysis and interpretation of results, and 8) reporting and using results. Additionally, the guide provides an overview of the three learning domains that are central to teaching, learning, and assessment -- cognitive, affective, and psychomotor -- and includes descriptions of learning levels in each domain and sample verbs that can be used when writing learning objectives. A glossary of Learning and Assessment Terms provides a common assessment language and term definitions in coordinating assessment efforts.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Curricular

In fall 2012, the Council on General Education, with input from faculty, created a grid detailing the alignment of the General Education Program Goals and Objectives with general education coursework, KBOR’s Foresight 2020, and specific measures of assessment for each goal and objective (Grid). As indicated in 4.B.1., the comprehensive assessment strategy for the General Education Program includes the following elements:

A. External Direct Assessments: CAAP Tests and ACT-CAAP linkage studies
B. External Indirect Assessments: National Survey of Student Engagement and Student Satisfaction Inventory (Student Component) combined with Institutional Priorities Survey (Faculty Component)
C. Internal Direct Assessments: Course-embedded assessments and Juried Reviews
D. Internal Indirect Assessments: Senior Survey and Campus Diversity Survey

As part of the external direct assessments, the CAAP test results are used to ensure that students meet a basic level of proficiency as determined by university policy and to benchmark against peer institutions and nationally. Results of the CAAP are used to guarantee that students possess the basic competencies and to create customized programs to improve learning. Students who attempt the CAAP tests and do not pass are allowed to retest, or they can satisfy the requirement by completing a prescribed remediation program at the Math Lab, Writing Center, or Reading and Academic Success Center. Section 4.B.3 addresses changes to curriculum and instruction based on CAAP results.

The scores used in these comparisons include the aggregate scores for all ESU students, students who transfer to ESU from other institutions, and all ESU education majors (CAAP Trend Analyses). The CAAP scores for education majors are particularly useful, because those education majors electing to take the CAAP versus the PPST must take it during their junior year, immediately after completing their General Education Program. While non-education majors are able to satisfy the competency testing requirement in different ways, every education major must pass either the CAAP or PPST tests as part of a program entrance requirement. This makes the scores of education majors particularly useful for general education core skills assessment. CAAP linkage studies compare CAAP scores with ACT scores and are used to measure the “value added” in core
academic skills that students acquire as a result of their experience at Emporia State University. The results of these linkage studies are used to determine if students are scoring at levels stipulated as representing “expected” progress. In addition to the CAAP and linkage students, many ESU courses have embedded assessments to measure student learning. Specific examples of course-embedded assessments are provided in subcomponent 4.B.3.

An external indirect assessment to evaluate student learning in the General Education Program is the National Survey of Student Engagement (NSSE). The NSSE is completed annually by Emporia State University students. A faculty partner to this is the Faculty Survey of Student Engagement (FSSE). These surveys provide diagnostic, comparative information about the prevalence of effective educational practices. In 2011 and 2013, the university launched the Student Satisfaction Inventory (student component) and the Institutional Priorities Survey (faculty component). These surveys were implemented based on feedback from the Noel-Levitz consultant (IPS/SSI Results). The student survey is designed to measure student expectations regarding their college experience and the level at which the institution meets these expectations, while the faculty answer the IPS survey from the perspective of what they think the students perceive to be true. A crossover report between the surveys allows comparison between faculty and student responses. Results of these aforementioned surveys have been used to make changes designed to improve student learning. Examples of these changes are identified in 4.B.3 and 4.C.3.

Beginning in 2012-13, General Education course embedded assessments were piloted and curriculum mapping included all general education courses. Information learned from the pilot program was used to design six workshops for ESU faculty offered during the spring 2014 semester on curriculum maps and the use of embedded course assessments to improve student learning. Examples of these embedded assessments follow in the next paragraphs.

Faculty teaching History 101 World Cultures to 1500 and History 111 US History to 1877 were charged by the Provost to embed critical thinking assessments into their courses. Both of these courses are general education options. In History 101, students are first guided through exercises that teach them to think critically and to choose good sources of evidence for writing. Following this, students evaluate historical texts and images. They produce a full essay based on their work. A rubric has been created to evaluate the students’ work and critical-thinking ability (HI 101 Assessment). In History 111, a rubric designed by department faculty is used to assess students’ ability to think critically as they frame and write about a historical question about American history (HI 111 Assessment). Beginning fall 2014, the Office of Institutional Research and Assessment initiated juried review of critical-thinking assessment using the Association of American Colleges and Universities value rubrics to enable ESU faculty to investigate further ways to assess critical thinking as part of university-wide assessment. Initial assessment data will be gathered at the conclusion of the spring 2015 semester. Additional examples of course-embedded assessments are provided in 4.B.3.

In each academic year since 2003-04, ESU has conducted a Graduating Senior Survey to collect and analyze information about academic and campus service experiences during a student’s final year. Based upon the credit hours completed, a group of senior students who are likely to graduate within three months are selected to be the survey subjects in the spring and fall semesters. The web-based Graduating Senior Survey (GSS) is administered to the selected group of senior students in October of the fall semester and to the other group of senior students in March of the spring semester. Data are collected for approximately two months prior to the commencement of each semester using Campus Labs Baseline module (Results 2006-12; Results 2013; Results 2014 Spring-Summer; and Results 2014 Fall). The GSS instrument consists of both open-ended questions and
Likert-scale items measuring the following themes of the senior students’ perceptions about their academic and other experiences at ESU: Academic major department and faculty; academic expectations and experiences; group learning experiences; personal competencies and skills; general education learning outcomes; relationships; active learning experiences; advising and career services; student support services; campus environment; and the Emporia community environment.

Each college/school on the ESU campus assesses student achievement on established learning outcomes for both its undergraduate and graduate programs. Title II of the Higher Education Act clearly establishes expectations of accountability for student learning and achievement in The Teachers College initial and advanced teacher preparation programs. Title II requires institutions to report data annually to the United States Department of Education on its teacher education preparation programs regarding program enrollment, pass rates, program completers, enrollment in critical need subject areas, and indicators of the quality of teacher preparation. The submission of this information is monitored by the Kansas State Department of Education. Accountability in the teacher education programs at ESU is also monitored through an annual Educator Preparation Provider (EPP) report to the Council for accreditation of Educator Preparation (CAEP) and an annual Professional Education Data System (PEDS) report to the American Association of Colleges for Teacher Education (AACTE). All of these reports attest to the continued quality of the teacher preparation program and its candidates and monitor continued progress to ensure improvement of any program weaknesses and to achieve excellence is specified areas.

The School of Business has five clearly defined goals for student learning. These include 1) knowledge and skills appropriate to the field of business in the core area, 2) ability to develop and apply analytical abilities and critical thinking skills in business decisions, 3) recognition and consideration of social responsibility issues including ethical behavior in fulfilling management-related responsibilities, 4) knowledge, recognition, and consideration of global issues fulfilling management-related responsibilities, and 5) ability to utilize current business technology in making and communicating business decisions. Faculty in the School of Business have identified both direct and indirect measures of assessment for each of the five goals. Data on these assessments are tracked each semester, providing a picture of student achievement on learning outcomes over time (Assessment Measures).

The School of Library and Information Management (SLIM) has recently completed a three-year curriculum review and revision. The goal of this revision was to create coordinated and systematic effort between the SLIM faculty who teach the Master of Library Science (MLS) curriculum and the William Allen White Library faculty who work with master’s-level students on skills related to the use of library and library resources. As part of the revision, threshold skills for becoming research literate were identified in four phases, including bodies of knowledge, evidence-based practice, customization of services, and organization of information. These are aligned in the MLS program outcomes and course objectives with Emporia State University’s Higher Learning Commission accreditation criteria (3.B.3) for mastering models of inquiry or creative work and developing skills for adapting to changing societies and with the American Library Association Core Competencies for Librarianship (2009). Assessments aligned with these threshold skills and course outcomes have been embedded throughout MLS coursework. SLIM will launch this new initiative during the 2014-15 academic year, so data are limited at this point (SLIM COA; SLIM ALA).

The Graduate School and Distance Education conducts three surveys of graduate students that provide information on the progress of graduate programs in achieving their learning outcomes: the Graduate exit survey, the Graduate Advising Survey, and the Graduate Assistant Exit Survey. The Graduate Exit Survey,
completed at the end of each term, focuses on the students’ overall experiences in their graduate programs at ESU. Results are summarized (overall and by program) and provided to the deans and Provost for all programs and to the appropriate chairs for their programs. Results are reviewed by the Provost Council for trends or issues in all graduate programs. The data are disaggregated by program and sent to deans and chairs for review by each individual graduate program. The Graduate Advising Survey is sent to all graduate students every two years. The data are summarized (overall and by program) and distributed to the deans and Provost for all programs, after which the information is distributed to the appropriate chairs for review. A final exit survey, administered at the end of each semester, is given to all graduate assistants completing their terms (Advising Survey Results; Exit Survey Results). Direct assessment for graduate programs at ESU takes place at the department and program level. As with all undergraduate programs, all graduate programs complete a Program Assessment of Student Learning (PASL). Within the PASL, program outcomes are aligned to assessments designed to measure student achievement on the identified outcomes (For e.g., selected KSDE/PASL Reports: Education Administration District Leadership; Physical Sciences; Biological Sciences; and Art Therapy). All PASL reports are categorized by College and Department in the Operations Unit Index section of the Resource Room.

The Program Assessment of Student Learning (PASL) reporting cycle is based on a total assigned score from the 13-factor, three-level rubric that measures integration levels of assessment practices. Those programs whose total scores are 39 or higher submit PASL reports every other year and those scoring lower than 39 submit annually (PASL Schedule). These data are reviewed by the Institutional Research and Assessment Office. Each assessment included in a program PASL is aligned with a program outcome tied to student learning. (PASL Reports). KSDE reports are completed by all teacher education programs annually and are tied to program specific standards that monitor student learning of program outcomes (KSDE Reports). Program reports for other external accrediting bodies provide further evidence that ESU faculty continuously assess student progress on outcomes (For e.g., Specialized Accreditation Reports: Art; SLIM; and School of Business). Course syllabi attest to the variety of assessments employed by ESU faculty to monitor student progress both formatively and summatively throughout course work (Syllabi). Sections 4.A.1 and 4.B.1. provide a detailed review of the PASL.

ESU examined the use of the Collegiate Learning Assessment (CLA) over a three-year period as part of the Voluntary System of Accountability (VSA) Student Learning Outcomes pilot. The results were incorporated into Kansas Board of Regents performance indicator goals, and results showed that ESU scored at or near expected value-added metrics. However, these data were not considered robust enough to serve as a general education curriculum change agent. There was reason to question the quality of the data based upon the sampling methods used and the motivation levels of those students who participated in the CLA assessments (VSA-CLA Report).

ESU has administered the Collegiate Assessment of Academic Proficiency (CAAP) since 1983 as a senior benchmark assessment and since 2004 as a program entrance requirement for Education majors (CAAP Trend Data). These CAAP assessments are embedded in the curriculum, and students’ motivation levels for improved performance increased when program admission and graduation requirements were tied to them. ESU's interest in the Collegiate Learning Assessment (CLA) was based on the added ability to measure critical thinking, analytical reasoning, and problem solving metrics. After experiencing the sampling barriers with the CLA, it appears that the CAAP critical thinking module would probably have been a better option to pursue. A future goal is to embed the CAAP critical thinking module into the curriculum in the same way as the reading, mathematics, and writing modules. As a graduation requirement originally implemented to ensure that ESU
graduates possessed competency in the core skills of reading, writing, and math, the CAAP testing is conducted a number of times every semester. Examples of how CAAP data have been used to inform decision making and improved student learning are included in 4.B.3.

The Senior Survey is designed to capture students’ satisfaction with their overall educational experience. Between 2007 and 2012, the Senior Survey results showed that the majority of students were either satisfied or very satisfied with their curricular and co-curricular experiences; however, the percentages of students showing dissonance, “neither satisfied or dissatisfied” or “neutral” across the various survey contexts, ranged from 6% to 49% (Senior Survey Results). While the 2007-12 trend data suggested students were generally satisfied, the survey instrument was deemed inadequate to provide the precision and depth of detail needed to inform decisions. A new senior survey instrument was developed, and administration of it began in fall 2012 (New Senior Survey). The new survey included a section measuring student involvement in high-impact practices to gauge progress relative to the 2009-14 Engaging Excellence strategic plan. Data from the new survey instrument supported an overall high level of satisfaction with education quality and opportunities to engage in learning both inside and outside the classroom. The percentage of students who reported participating in study abroad, service learning, and internships was slightly increased. Further, students indicated confidence in their preparation in general education learning outcomes and core skill attainment (Survey Results 2013; Results 2014 Spring & Summer; and Results 2014 Fall).

Section 4.B.3 provides several detailed examples demonstrating how data derived from many of the assessments mentioned earlier, as well as other assessments including those in classes, have been used to guide instructional and curricular changes.

Co-Curricular
The Division of Student Affairs is committed to the practice of assessing student learning in the co-curricular environment. Its professional staff have found themselves operating in a relatively new paradigm, assessing student learning instead of assessing student satisfaction, which until about five or six years ago had been the norm in the field of Student Affairs, not just at Emporia State University, but nationally. Changing the culture within an organization takes time; however, as demonstrated by the annual Student Affairs Assessment Reports, it is evident that staff have made significant efforts toward incorporating a culture of assessment within departments.

Review of the assessment reports shows that it has taken time to move from the initial steps of building assessment competencies to having fully developed assessment strategies implemented on a regular basis. Early reports show that staff were identifying desired learning outcomes, but in some cases the assessment of student learning was not realized. More recent reports include evaluation of student learning and identify areas for program improvement in an effort to close the assessment loop. For example, the 2012 Alternative Spring Break program, a Habitat for Humanity build, was designed to help students understand their own social responsibility to act. To capture what the students were learning about social responsibility, they were asked to tweet and blog during their experience. The quality of the tweets and blogs led program leaders to conclude that the students were able to articulate the impact of their experience at a surface level only. Program leaders concluded that the students needed a more structured method for articulating their experiences in order to achieve the learning goal. As a result, in 2013 students were required to participate in organized, purposeful, reflective group discussion during the evenings of four work days and to submit written journal entries prior to their return to campus. This process resulted in a deeper level of understanding of individual social responsibility.
The Division of Student Affairs continues to evaluate its own use of assessment data to inform program modifications for improved student learning. This is an area in which competencies and culture need to be continually supported so that momentum continues.

4.B.3. The institution uses the information gained from assessment to improve student learning.

In the 2004 HLC final report, ESU was cited for not adequately using data to make decisions and improve student learning. Since that time, ESU has updated its university-wide assessment plan and placed more focus on collecting usable data, with a clear purpose of driving decision making for improvement in student learning. In the PASL reports a section is dedicated to changes being implemented based on assessment findings. The following examples illustrate how collected data have been used to confirm success and for improvement.

The data from the University of Alaska Anchorage Student Learning Progress Model Beta Project (SLPM) showed that from 2007 to 2012 68% of all ESU undergraduates successfully completed 75% to 100% of their attempted courses. These data also showed that students admitted in the 10% window retained and completed at significantly lower levels than those of qualified admits. These data helped inform ESU in meeting the “student success plan” mandates in the State of Kansas House Bill 2435, which led to the Student Advising Center implementing a more intrusive advising and mentoring program for 10% window admits. The SLPM data also showed that graduate students completed fewer hours with lower grade point averages the longer they stayed in the program without completing. This led to further assessment of advising and course sequencing. Thus, the graduate advising survey and the Graduate Retention Candidacy Model were developed to measure student perceptions and to track graduate student progress by major. These data are shared with the Graduate Council, the Council on General Education, and with department chairs, deans, and the university community to reinforce what we are doing well; and to drive assessment inquiry. The use of institutional effectiveness data (Analyzing Student Preparation; Student Success Cohort Course Analyses; Analysis of Student Success) have informed changes at the course level, at the program level, and at the department/unit levels. These data influence directed change as described in 4.B.4.

ESU faculty understand that self-reflection on teaching and continuous quality improvement are essential to academic excellence. Specific examples of how faculty have used program and course level assessments to improve their teaching are included in this section and in section 4.B.2. More information on the CAAP and how it is used in assessment is described in this section and throughout Criterion 4, specifically 4.B.2.

ACT/CAAP linkage studies and CAAP norm-referenced data are used to compare student learning to predicted performance and cohort performance benchmarking with other institutions. Linkage studies show typical progressions for student learning by comparing the skill levels at entry with skill levels after completion of university coursework. These assessments provide learning outcomes data at the unit (student) level as well as nationally normed trend data comparing Emporia State University students’ performance to that of students at peer and other institutions in mathematics and writing. ESU has been using the CAAP tests, originally a graduation requirement and required by the VSA, since 1984. In June 2013, it was determined that including the value-added component of the ACT/CAAP linkage studies would further inform student learning program improvements. Beginning in summer 2014, the linkage study comparative iteration contains only those students who matriculate as first-time freshman each subsequent fall term.

For mathematics, the linkage studies executive summary (2008-12 combined cohorts) showed that 25% (n=106) of students were in the same quartile range on the CAAP as they were on the ACT, 33% (n=140) of students were in a lower quartile range, and 41% (n=174) were in a higher quartile range. Thus, summative findings
show that 66% (n=280) were in the same or a higher quartile on the CAAP than on the ACT. Ideally, all students would rank in the same or higher quartiles after their mathematics coursework at ESU. These data reveal that analyzing levels of rigor using course-embedded assessments in college algebra courses is a necessary next step. The overarching goal is to improve student learning in mathematics, with one goal being to reduce the percentage of students (currently 33%, n=140) who rank in the lower quartile range. Local percentage comparisons show that our students’ overall performance declined slightly from academic years (AY) 2009 to 2012, but recovered in AY 2013. On average, from AY 2005 through AY 2013, ESU positively scored at the same level as or above more than 67% of all other peer institutions when using the CAAP to measure mathematics skills (Student Learning Assessment Report).

Composition I and II are the only courses in the ESU general education program that are absolutely required of all students, marking them as essential for student success. In order to assess the writing skills of the students in these courses, the faculty of the Composition Program in the Department of English, Modern Languages, and Journalism has developed a portfolio assessment protocol. This assessment began in the 2013-14 academic year, with the group reading occurring at the end of every fall and spring semester. For all but one area (reflection), a statistically significant improvement was found between scores at the end of Composition I and Composition II. In particular, the strongest improvement occurred in Criteria 3 and 5, the use of research and control of tone and level of formality. These two skills are often more strongly emphasized in Composition II courses because of the academic research paper project frequently used as the capstone assignment in these courses. The only area that did not see improvement was the students’ reflections upon their revision skills. This was a consistent trend in the data. Further, summative findings in the linkage studies showed that 65% (n=259) of students were in the same or a higher quartile on the CAAP than on the ACT. This suggested that there was some room for improvement in student writing skills. Based on the data from the portfolio assessment and linkage studies, the Composition Program implemented a revised curriculum for Composition I and II beginning in fall 2014. The new composition curriculum includes a greater emphasis on reflective writing throughout the semester in order to help students’ better articulate revision skills, as well as focus on other key factors (Composition Assessment Report).

During the 2014-15 academic year, as a result of a review of retention data, the Composition Committee in the Department of English, Modern Languages and Journalism is reviewing the Basic Writing Requirement. Program faculty are investigating the potential of a pilot program in fall 2015 that would use a co-requisite supportive writing studio model for remedial students, inspired by the Community College of Baltimore Accelerated Learning Program, as opposed to the independent course model. In addition, to further improve student learning in the Composition I course, increased support for graduate teaching assistants who teach the Composition I courses is now provided through EG 895 Teaching Practicum. The course is required for all first-time graduate teaching assistants and is designed to provide support for novice teachers with the ultimate goal of improved instruction for the undergraduates taking composition. The course resulted from feedback obtained through exit interviews of graduate students, some of whom had indicated that inadequate support was a major factor in their choice to leave the program.

PASL documents have been used by academic programs and departments to direct change. In the College of Liberal Arts and Sciences, the Department of Social Sciences has made great strides in creating meaningful assessments of student learning and in using the results of these assessments to drive program decisions. For example, the History faculty developed a rubric to be shared by all program courses with the goal of focusing on key skills students need to develop across the curriculum. Political Science faculty were able to pinpoint
content that their majors struggled to master, specifically research methods. They addressed this issue by increasing the attention given to this content in courses (Assessment Report Social Sciences).

The 2004 HLC report identified the offering of college algebra exclusively via a self-study computer program as compromising student success for those who were otherwise qualified but not highly prepared in mathematics. An intensive review of ESU’s College Algebra (MA110) program began in the fall 2009 semester. While the majority of student evaluations were positive, there were still a number of concerns surrounding the course, including a higher DFW rate than preferred and some student dissatisfaction that self-study was the only option. Thus the department completed a comprehensive review of the course in an effort to determine adjustments needed for the course and possible alternatives. Results of the review led to the following recommendations: 1) offer 3 sections of an alternative college algebra taught by tenure-track faculty in a traditional setting; 2) make adjustments to the Brighten College Algebra sections (computer-based algebra sections); and 3) make adjustments to diagnostic testing. Other considerations included a 5-hour College Algebra with Review course, which has now become a reality on the ESU campus for those students who need this level of assistance (Mathematics Assessment Report).

In addition to the CAAP test and linkage studies, course-embedded assessments have been created and implemented in a number of ESU courses to measure student learning progress. The course-embedded assessments referenced in this report are just a few examples of the comprehensive culture of student learning related to core skills at Emporia State University. One example of this is the oral communication competencies embedded into SP307 Advanced Public Speaking. Students in SP 307 were evaluated over four semesters using a 25-factor rubric evaluation tool designed to measure oral communication competency. Evaluation of the four terms indicated that students struggled with understanding and using oral footnotes correctly and with the use of eye contact. Another weakness that emerged was students’ ability to close a speech. To address these weaknesses, the program has added more detailed information, and additional practice on oral crediting has been added to the course. Additional focus has been placed on practicing eye contact, as well as discussion among communication faculty as to how to strengthen this weakness in the initial course. A greater emphasis has been placed on speech closure in the first speech assignment given in SP 307 (Speech Assessment Narrative; Assessment Data).

HI 101 World Cultures to 1500 and HI 111 U.S. History to 1877 have embedded critical thinking assignments that are evaluated using rubrics designed by the department faculty. In HI 101, these data from the assessments revealed that students often struggle with selecting appropriate evidence for writing assignments designed to have them evaluate historical texts or images. As a result, the faculty added an additional writing assignment focused on providing students guidance with choosing evidence. Student response to the added assignment has been positive and has improved students’ overall understanding of the evaluation of historical information.

The School of Business uses the Educational Testing Services Business Critical Thinking Skills Test (BCTST), a criterion-referenced assessment, as a graduation requirement embedded in the Management 423 capstone course. The testing data have been collected and analyzed since the spring 2010 semester. Student performance for each type of critical thinking and reasoning skill, including overall score, induction, deduction, analysis, inference, and evaluation, has been assessed. The trends for overall score, deduction, analysis, and inference all increased incrementally from spring 2010 to fall 2013. The induction and evaluation skill scores were less consistent, with declines in spring 2012 and fall 2013. These two areas have been targeted for continuous improvement and warrant instructional changes as well as curriculum change considerations for
business programs. A more thorough analysis of course content specifically directed toward learning critical thinking skills in these two core areas is ongoing (BCTST Results).

The School of Business has taken a number of strides to improve student learning, with decisions based on review of assessment data. For example, analysis of scores of the Major Field Test in Business led to increased minimum admission and graduation requirements for the Bachelors of Science in Business. Reviews of exit surveys, alumni surveys, and peer-reviews led to changes in the BSB and MBA curricula and curriculum goals. More of these examples can be found in the ESU School of Business Fifth Year Maintenance Report.

A panel of local professional accountants evaluating the projects from an auditing course taught within the School of Business regularly commented that students did a poor job of public speaking. The instructor subsequently increased the opportunities students were given to present in class and to receive feedback from the instructor and peers. Further, an instructor in the School of Business noticed that students struggled with written critical thinking skills while responding to case studies. To improve these skills, the instructor switched to a debate format (both oral and in online discussion boards) using newsworthy topics. Students were much more interested in using this platform to exercise critical thinking skills and expressed themselves much better when current topics instead of traditional case studies were addressed.

In spring 2013, the instructor for PO 100 Introduction to Political Science implemented the use of a rubric to evaluate final projects (which involve civic engagement). Review of the rubric data indicated students were excelling at choosing highly specific, local or campus projects on which to work, but were weaker in other areas, particularly researching their topics and contacting decision makers. As a result, the faculty member increased the time spent in class discussing the assignment, as well as focusing more intently on the research component of the project. Student performance on these assignments improved significantly.

Based upon data from prior semesters on proficiency in written citation of research materials, a system of peer editing was introduced in SP 362 Social Movements during fall 2012. At three points during the semester, students read and edited other students’ papers, including the use of in-text citations and end-of-paper reference pages. The goal was both to correct errors before final versions were submitted and to encourage students to pay more attention to citation issues and learn how to improve their own citations through editing those of others. Preliminary data based upon the one semester of data may suggest that this has contributed to greater proficiency in this area.

In GE 101 World Regional Geography, the instructor determined that students were not gaining an appreciation for the connections among the world’s regions and their own personal connections with those regions as reflected in their consumer choices. To address this, the instructor divided the class into groups for each region (excluding North America), and assigned each of the groups six or seven of the topics covered in class and in the textbook. The students constructed Wiki pages on the course website to introduce the regions and their topics, as well as four-to-five page papers discussing the topics they had studied (environment, population, gender, food, democratization, and globalization). The exercise had varied results. Most of the papers were good to very good. The Wiki pages ranged from simple text and links to interesting introductions to the topics in the regional context. The instructor intends to use this assignment again with some refinements (e.g., more focus on the connections between the students and the peoples of the regions) because it seemed reasonably successful in encouraging the students to explore the regions more deeply.

In EG 310 Literary Criticism (a course for upper-division English majors), the course instructor began teaching the course by relying on class discussion of the information and the reading of model essays assigned in the
textbook. In-class assessments (essay exams and papers) during the first two semesters of the course indicated most of the students were taking notes on many very small details from the in-class discussions, but not always grasping which of those details were more important than others, or arranging what they had learned in a clear pattern. The instructor went against her usual teaching style and created Power Points for each unit to highlight the most important material, and to clarify and organize points that the textbooks seemed to assume students already understood. Since the introduction of the Power Points, the students’ grasp of the “big picture” and their organization of the information they are learning have both improved significantly.

Each teacher preparation program at the graduate and undergraduate level prepares an annual program report, using the Kansas Department of Education template that is submitted to the Associate Dean of The Teachers College in the fall. Ultimately, these reports become part of the evidence file for NCATE (now CAEP) and KSDE review. In these reports, data from the three most current years are reviewed as related to the content area state standards for licensure. The purpose of the report is to continue to monitor teacher candidate progress and to ensure candidates are meeting the standards. The data in these reports also provide a basis for annual program review. A number of program changes have occurred as a result of the review of these data. Some examples of changes implemented at the undergraduate level follow:

Feedback from cooperating teachers suggested that students would benefit from a review of foundational mathematics content for pre-service mathematics teacher education candidates. To help improve competency in math content, math education students are required to take a series of four competency exams recently updated and aligned with the Kansas College and Career Ready (Common Core) Standards. These exams are administered as part of their math teaching methods course. Students get three opportunities to pass each exam with a score of ninety percent or better. Each retake is different. While the majority of candidates are successful in passing these exams, those who are not successful must meet with the professor and create a learning plan to strengthen their knowledge in the content area in which they are struggling. As evidence that this implementation has been successful, mathematics teacher education candidates are judged to be ready for student teaching by their cooperating teachers and have a nearly 100% placement rate. Further, ensuring math competency, along with the recent updating of the competency exams to align with the new standards, increases the likelihood for student success on the Praxis math content exam.

Examination of teacher education students’ results on the Praxis series exams has resulted in a number of instructional strategy changes designed to improve student learning and, ultimately, student success on the Praxis exams. Several teaching methods instructors have added practice Praxis exams to their courses. Other programs, such as physical sciences, provide individual tutoring to help students prepare for the exams. The teaching methods instructor in social sciences recognized that students struggled with understanding the learning theories behind specific teaching strategies and activities. To address this, the instructor provided students with additional readings on learning theories and required them to provide rationale statements explaining their choice of strategies and activities in their lesson planning.

In art education, it was noticed that the performance sub-score on one area of the Praxis content exam indicated poor content knowledge. As a result, the program reviewed content and instruction in art education to ensure uniform rigor for candidates. Further, a mentoring program was also started for adjunct faculty teaching art education courses.

Instructional strategies have been implemented throughout teacher education to improve student success rates on the Praxis content and Principles of Learning and Teaching (PLT) exams for elementary education students. Students in the elementary education program are provided with a complete overview of the Praxis exams, case
study examples, and information on how to prepare and register for the exams during their first semester, known as Block I for the elementary education program. In Block II, the second semester of the program, elementary education students do scenario situations aligned with the PLT and Praxis content exams both in class and at actual Professional Development School (PDS) sites. Tutoring sessions are also provided for students who are either preparing for the exam or need remediation prior to retaking it.

Review of the Teacher Work Sample (TWS), a capstone assessment for initial teacher licensure for social science education students, indicated lower scores in the area of reflection on teaching. The student teaching supervisor for these students implemented weekly email updates in which students were asked to reflect upon their teaching and lessons. The supervisor provided feedback on these reflections to help the students understand the difference between reporting and reflecting. TWS scores in the area of reflection have improved for these students as a result of this instructional change. Additionally, this supervisor learned from cooperating teachers that the social science student teachers needed to be better prepared in making transitions from one teaching activity to the next. The supervisor began having students include statements in lesson plans indicating how transitions would be made, and they have since improved.

Review of the data for pre-service English teacher education candidates suggested a need for greater emphasis on pedagogical research methods and assessment. This resulted in the building of a stronger English education collection in the university library, as well as in a department-wide initiative to examine the research skills of all English majors. A pilot study suggested the need to implement an emphasis on research methodology in every English course. A follow-up study is planned to assess how these efforts are working.

Data for Spanish education students indicated a need for increased cultural awareness, as well as additional preparation at the elementary level. Consequently, the teaching methods instructor added instruction on cultural perspectives, including literature presentations. Students were also provided with more opportunity to examine elementary-education-related issues and teaching strategies.

Pre-service chemistry teacher education candidates are strongly encouraged to serve as departmental student assistants and tutors and to be active in student organizations as a way to improve their content knowledge and professionalism. Curriculum updates have occurred within the business education program to address changes in technology applications and to strengthen some content to prepare students to teach in the career pathway programs.

The redesign of teacher licensure standards for pre-service teachers, the standards specifically addressed in the KSDE reports, led the faculty member responsible for teaching PY 506 Methods for Teaching Psychology to realize that nowhere in the psychology curriculum were pre-service psychology teachers required to apply major psychological theories to reality-based personal, social, motivational, emotional, educational, and organizational issues, a requirement of one of the state standards. In response, the teaching methods course was expanded to include application of theory to real-world situations. Over time, teaching of this content evolved as assessment data showed the need for further refinement for teaching the content, because students were not demonstrating acceptable levels of performance. Student performance has been boosted by allocating class time when a theory is presented, so that students can develop and discuss applications of the theories to real-world situations.

The faculty member responsible for teaching the elementary science, technology, engineering, and mathematics (STEM) curriculum courses realized as a result of assessment that he was not sufficiently addressing in his classes the hands-on approach, as required by the state standards. The faculty member completely redesigned
his EE 311 Planning and Assessment and EE 316 Elementary Science Methods courses to rectify this. The pedagogy now used in these courses applies a hands-on robotics STEM approach. The results have been outstanding. A number of newly-hired elementary education graduates from this program have been asked to take over and even design robotics programs for their schools and districts because of the experience they gained from this change.

At the graduate level, a weakness was identified in Praxis scores for SLIM candidates, particularly in the Learning and Teaching section. Thus, a new course, LI 858 Information Literacy and Instructional Collaboration, was introduced to address this weakness. A new comprehensive exam was added to the Curriculum and Instruction program as a way to measure more specifically candidate achievement on program learning outcomes. In particular, this assessment added emphasis on aspects of technology, research data, and education of diverse populations within the framework of curriculum development (theory and practice). For District Leadership candidates, data indicated that more focus was needed on special education programming and diversity. To address this, a new course, EA 942 Leadership and Special Education, was added to the program. Additionally, revisions were made to the practicum to include more specific elements relating to special education and diversity (KSDE Report).

Another example of change in instructional strategy with the goal of improving student learning comes from the Athletic Training Education Program (ATEP). In order to better prepare athletic training students for the Board of Certification for the Athletic Trainer (BOC) exam as it shifts from paper-based to computer-based, the Director of ATEP implemented the use of computer-based BOC practice tests. Further, computer-based testing replaced paper-based testing for course examinations. In addition to this instructional change, the ATEP faculty are investigating the use of upper-class mentors for underclassmen enrolled in the program both to increase retention in the program and to improve student learning in ATEP coursework and student performance on the BOC exam. Some initial strategies to improve first time pass rates on the BOC exam have had positive results. More information on this can be found in 4.A.6.

The Graduate School conducts several surveys of graduate students and graduate faculty each year, including the Graduate Exit Survey, the Graduate Assistant Survey, and the Graduate Advising Survey. Feedback obtained from these surveys has led to several changes. The exit survey has resulted in a restructuring of the Graduate Student Orientation to better address the needs of new graduate students. Further, workshops for using APA and grant writing have been conducted for graduate students as the result of responses provided by students on the exit survey. The Advising Survey has led to advisor updates on an annual basis, and the Graduate Assistant Survey resulted in workshops for graduate teaching assistants that emphasize instructional strategies using new technologies.

Results of the National Survey of Student Engagement (NSSE) and its counterpart, the Faculty Survey of Student Engagement (FSSE), are used in a variety of ways, one of which is preparation of a Multi-Year Benchmark Report. This report presents comparable benchmark scores by year so that change or stability is discernible. The report creates an analysis of both first-year and senior respondents. Benchmarks examined have included the level of academic challenge, active and collaborative learning, student-faculty interaction, enrichment of education experiences, and supportive campus environment (NSSE 2012 Multi-Year Benchmark Report). Data in four of the five categories examined revealed that experiences for first-year students incrementally increased over time but in one category (enriching educational experiences) remained relatively static. The trends for seniors showed minor incremental positive changes over time. During the period reviewed by the Multi-Year Benchmark Report, improvement of the experiences for first-year students was a
key focus of university efforts and resources. Data indicated that the university was successful in improving first-year student experiences. Comparison reports for the NSSE and FSSE, as well as the Noel-Levitz SSI and IPS cross-over comparison provided evidence that faculty and students were closely aligned in their perspectives. Information from all these reports was used to focus resources and efforts for improvements. One example is the Undergraduate Retention Action Plan, discussed in more detail in Criterion 4.C.

Strategies identified for improvement based on the results of the Senior Survey were related to advising and career services experiences and the conditions of the residential halls (Senior Survey Results 2013-14). Review of qualitative data provided greater insight into some of the student concerns. Analysis of the Senior Survey data, triangulated with the National Survey of Student Engagement data, the Noel-Levitz consultant data, the Residential Life consultant data and the Campus Facilities Planning surveys data, brought about improvements in advising and student success. These changes included a total transition of the Student Advising Center (SAC) operations, as well as the addition of professional advisor positions within SAC. Enhanced training was provided for faculty advisors. Improvements were made to the Office of Career Services and a major renovation of the residence halls was initiated.

The Undergraduate Academic Advising Committee annually conducts a Student Advising Survey. Data from this annual survey have led to several changes in academic advising. The School of Business replaced individual faculty advisors with professional advisors and added a faculty mentoring component. Graduate assistants have been added to help the full time elementary education program advisor. Feedback from the survey led to the implementation of regular campus-wide advisor training sessions administered by the Undergraduate Academic Advising Committee.

4.B.4. The institution’s processes and methodologies to assess student learning reflect good practice, including substantial participation of faculty and other instructional staff members.

Goal 1.3 of the 2009-14 strategic plan is to “increase faculty, staff, and student participation in the assessment of student learning.” All decisions on student learning outcomes and related assessments for courses and academic programs begin with program faculty and are monitored at the department and college/school levels. The responsibility for overseeing assessment and providing the necessary support for school/college/department assessment plans at Emporia State University falls to the Office of Institutional Research and Assessment. This helps to ensure the consistency and comprehensiveness of the assessment system across the university and allows for improved tracking of data. The Office of Institutional Research and Assessment works closely with departments and program faculty to encourage faculty to incorporate assessment as part of meaningful, ongoing, regular data collection. This includes assisting in the preparation of the Performance Assessment of Student Learning (PASL) reports, an assessment required for each academic program. The office has offered a number of opportunities for training, including one-on-one sessions, to assist faculty in developing and implementing assessments. The assessment system at Emporia State University is designed to be comprehensive through the use of multiple types of assessments. An overview of this system is provided in Section 4.B.2. Best practice supports the use of multiple assessments to provide stakeholders with a richer, more informative analysis (Integrative Learning Analysis; Institutional Effectiveness Reports; and VSA Excerpt for Student Learning Outcomes).

Instruments and research measuring a variety of institutional effectiveness and efficiency metrics are generated by the Office of Institutional Research and Assessment, including trend analysis and predictive analytics for enrollment management. This information is typically shared with administration and funneled down to the respective departments and program faculty through deans and department chairs. Co-curricular learning is
measured, and reporting is generalized within the Student Affairs division. More information on co-curricular assessments is included in Section 4.B.2. Data transparency is accomplished by publishing documents, reports, and results on the Office of Institutional Research and Assessment. The specific examples that follow in the next few paragraphs indicate how various programs, colleges, and schools at Emporia State University go about program assessment and illustrate the involvement of faculty and staff in the process.

In the School of Library and Information Management, faculty serve on teams that have developed, and continue to review and revise, learning outcomes for each required course for the Master of Library Science. The learning outcomes are linked to American Library Association competencies and SLIM program values. In addition, the teams have developed a standard assignment for each course that is linked to one or more of the learning outcomes. Instructors of the various sections of these courses are all tasked with teaching to the learning outcomes (which are posted on the syllabus) and using the required standard assignment. The faculty who teach each section individually select the textbooks, readings, calendar of instruction, and teaching methods. These courses are evaluated by IDEA online surveys, which include student indirect assessment of how well they learned the prescribed outcomes. The IDEA evaluations for each section are reviewed and summarized (with no identification of courses or instructors) by the dean to identify themes and patterns that indicate best practices and also those that show room for improvement. This summary is presented at the subsequent faculty meeting. Grades for the standard assignments are recorded in a database as a record of direct assessment of student learning in the course and are reviewed to determine the range of grades for the associated learning outcome(s). The outcomes are discussed at faculty meetings. Now that the core courses have been fully reviewed and revised, the SLIM curriculum teams are working on the elective course learning outcomes in the 2014-15 academic year, although many of these have already been completed.

In the School of Business, the Student Learning Committee (SLC) has primary responsibility for overseeing assessment activities and coordinating, with faculty and the school curriculum committees, review and revision of program learning goals and curricula. The SLC, in consultation with School of Business faculty and other stakeholders, determines what assessment activities will be undertaken in each academic year. The timing and frequency of these activities are determined by the SLC. The SLC also has responsibility for collecting and analyzing the data from the assessment activities, identifying key items for improvement, and making recommendations to the Dean, Graduate Programs Committee, Undergraduate Curriculum Committee, and faculty on program, curricula, and/or course assignment modifications directed at those key items. The Dean monitors the continuous improvement process to ensure that the key issues receive the attention needed and that changes are identified and implemented. Items related to the curriculum are formally considered by discipline faculty and the School of Business Undergraduate Curriculum or Graduate Programs Committees. Items identified for continuous improvement that do not involve the curriculum are referred to the appropriate faculty committee and to the dean’s office for consideration, recommendation, and action. Once the continuous improvement process has identified an appropriate change or action, the assessment activities and documents are reviewed and modified to assure that appropriate assessment of the change is made during the next cycle.

Teacher education programs at Emporia State University are accredited by the Kansas Department of Education (KSDE) and the Council for Accreditation of Educator Preparation (CAEP). Annually, program outcomes, assessments, and data are reviewed by faculty within each teacher education program as part of preparation for the KSDE annual report. Program faculty scrutinize the data to determine if assessments continue to align with outcomes and to ensure students meet the identified outcomes at or above the desired level. This analysis is then used to inform program changes that may be necessary. Any substantive changes to a teacher education program or a course within an initial teacher education program must be reviewed by the Council on Teacher
Education (CTE), a group with representation from across the university. CTE members are cognizant of teacher education standards and expectations, thus evaluating any program or course change for the potential impact it could have on the teacher education program, either positively or negatively. The Committee on Advanced Programs plays a similar role for graduate teacher education programs and has representatives from throughout the university. More information on these councils is presented in Section 4.A.4. Another group similar to CTE, the CAEP (formerly NCATE) Steering Committee, also has representation from programs throughout the university. The role of this committee is to provide the guidance to ensure that the unit (The Teachers College and all teacher education programs offered by ESU) is meeting all CAEP standards at an acceptable level and is working to elevate the unit to meeting standards at the target level. Reflecting good practice, university-wide representation on each of these groups increases accountability for teacher education programs and the unit as a whole. Further, this process helps to ensure input from multiple stakeholders on decisions related to teacher education programs.

The faculty in the Department of Communication and Theatre demonstrate on an ongoing basis that they are significantly involved in the assessment process and the decision-making related to this process. For example, instead of having a select group of faculty members developing and reviewing assessment materials, all faculty members within the department take part. In the area of Communication, for example, the Communication faculty members have been developing PASL reports for a number of years. These reports contain specific and relevant learning outcomes. Communication faculty members have specific means of measurement associated with these learning outcomes. Continuous updates in the results from the specific means of measurement are reviewed by Communication faculty members, who discuss how well their learning objectives are being achieved. Opportunities to build on successes with the learning objectives are embraced.

Another example of a faculty-led assessment decision comes from the Department of English, Modern Languages, and Journalism. In EG 001 Basic Writing (a developmental course), the final assessment was in two parts from 2006 through 2013: a final exam emphasizing terms and concepts from the course along with grammar exercises, and a portfolio focused largely on revision of papers handed in during the semester. The portfolio component of the assessment was effective in measuring the most important learning in the course -- students’ progress in revising and improving papers over time -- but gradually the faculty realized that the final exam did not actually measure everything that mattered. A third section was designed by the faculty and added to the final exam; this section repeats the timed-writing essay that the students write on the first day of the course, reinforcing the in-class writing that is done all semester and providing a direct comparative measure of student learning from the beginning of the course to the end.

Faculty in the Department of Health, Physical Education and Recreation (HPER) play a key role in the review of programs not externally accredited, including Health Promotion and Recreation. For this purpose, the faculty developed the program outcomes and assessments. Program faculty, as well as the department’s undergraduate committee, annually review PASL data to monitor student progress on program outcomes in order to inform any potential instructional or program changes that may need to be made. Additionally, the health promotion and recreation programs undergo a more formal review every three years on a rotational basis established by The Teachers College. To do this, the HPER Undergraduate Committee selects a subcommittee of the group to serve as a Program Focus Review Committee. This committee is tasked with reviewing the program, including the use of an external reviewer if it is deemed appropriate by the faculty in consultation with the department chair and college dean. As part of this review, the sub-committee members who are not program faculty conduct interviews with current students, former students, practicum supervisors, internship supervisors, and employers of health promotion majors. The external reviewer may conduct separate interviews with these
groups as well. Once all review data are collected, the review committee examines the external reviewer’s report, interview reports, and any additional information collected. The data are used to recommend changes to the program, which are ultimately reviewed by the entire department faculty. As an example, the most recent Health Promotion review noted the program was very strong in worksite wellness and corporate health, but students wanted and needed more instruction in the areas of personal training and strength and conditioning to prepare for required upper level coursework and internships in these areas. Faculty reviewed and approved a new course with greater emphasis on personal training. This course has helped bridge the gap of information for students before they take the capstone course in exercise testing and prescription. It has led to greater student success in the capstone course. Internship supervisors and employers have commented on the increased level of preparation of in these areas. These changes have led the program to having more balanced instruction in varied areas of health promotion, increasing student success and creating different avenues of careers for health promotion majors.

Core Component 4.C.

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

The university’s commitment to retention, persistence, and completion rates is embedded in the mission of the institution. Emporia State University “fosters student success through engagement in academic excellence, community and global involvement, and the pursuit of personal and professional fulfillment.” At the departmental, college/school, and institutional levels, the university provides diverse programs and services to foster student success and to assist students in persisting to degree completion.

A concerted institutional effort to address retention and persistence began in 2009. Emporia State University contracted consultation services from Noel-Levitz, a leader in higher education enrollment and student success, to provide empirical research and advice for the development of an institutional strategic retention initiative. Multiple data sources provided through the partnership with Noel-Levitz yielded the information necessary to guide and focus retention efforts. To respond to these data and to develop a strategic retention initiative, the university established the Retention Action Team, which is the driving force for the university’s ongoing retention efforts. In 2011, it developed a three-year Retention Action Plan. The core team includes representatives from Academic Affairs, Student Affairs, and Marketing and Media Relations. There are six subcommittees comprised of faculty, staff, and students from across the institution that operationalize group efforts: The How2ESU: New Student Programs; the Communications Steering Committee; the Early Alert Steering Committee; the Advising Steering Committee; and the Data and Technology Steering Committee.

The comprehensive Retention Action Plan outlines institutional retention goals, defines processes for collecting and analyzing retention and completion rates, articulates strategic retention initiatives, and engages multiple stakeholders in shared responsibility for student success. The Retention Action Plan is connected to the institution’s Strategic Plan with focus on enhancing academic excellence, building mutually beneficial partnerships, furthering opportunities to engage in international learning, improving communication, and providing a welcoming and sustainable learning environment. The Retention Action Plan identified the following goals from 2011-13: Increase first-to-second year retention from 69% to 73% by fall 2014; increase the retention rate of first-year, full-time minority students from 50% to 68% by fall 2014; increase the
persistence rate of sophomores from 52% to 65% by fall 2014; and increase the persistence rate of all students (6-year graduation rate) from 43% to 55% by spring 2017. Table 4.C.1. shows annual cohort retention trends.

Table 4.C.1. First-Year First-Time Cohort Retention Rate Trends

<table>
<thead>
<tr>
<th>Cohort</th>
<th>1st Term</th>
<th>1st Year</th>
<th>3rd Term</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>86.1%</td>
<td>68.3%</td>
<td>61.8%</td>
<td>54.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>2011</td>
<td>87.7%</td>
<td>70.4%</td>
<td>66.1%</td>
<td>57.1%</td>
<td>51.0%</td>
</tr>
<tr>
<td>2012</td>
<td>91.5%</td>
<td>73.2%</td>
<td>66.3%</td>
<td>58.6%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>89.1%</td>
<td>72.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.C.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.

Emporia State University has both internally developed and externally directed retention goals. Internal goals were developed in 2008 as part of the university’s strategic planning process. These goals are outlined in the 2009-2014 Engaging Excellence strategic plan 2009-2014 and are listed in Strategic Theme #1: Goal 1.1; Goal 1.6; and Goal 1.9 and in Strategic Theme #3: Goal 3.3. Additional specific goals were identified in 2011 through the development of the Retention Action Plan. These were outlined previously in the introduction to 4.C.

Emporia State University is governed by the Kansas Board of Regents and has a responsibility to support and advance the goals and initiatives set forth by that body. In 2010, the board adopted a 10-year strategic agenda titled Foresight 2020. The plan includes three strategic goals, one of which is to increase higher education attainment among Kansans. The two aspirations under this goal are to “increase, to 60%, the number of Kansas adults who have a certificate, credential, associate’s degree, or bachelor’s degree by 2020” and to “achieve a ten percentage point increase in retention and graduation rates” in the state’s higher education system.

ESU’s average first-time, full-time undergraduate-degree-seeking freshman retention rate from 2001-10 was 69.79%, with a range of 66.6% to 74.2% throughout the ten year span. The retention rate for the fall 2010 cohort was 69%, and each cohort since has yielded incremental gains. With the recent institutional prioritization of retention and degree completion, the goals outlined in this section are ambitious but achievable (Retention Dashboard; First-Year Retention Dashboard Trends 2005-13).

4.C.2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

Emporia State University is diligent in tracking the matriculation and progress of its students. Through multiple data sets and tracking models, the institution has a thorough knowledge of the degree to which students are successfully persisting toward completion and uses this information to design effective and supportive learning environments and to inform programs, services, and interventions to assist students who have a high propensity for attrition.

The university collects and reports student data to the National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS), annually publishes the Common Data Set, administers the National Survey of Student Engagement, and develops and monitors progress tracking models for various sub-
cohorts, including, but not limited to, those listed: Students admitted through the exceptions window as outlined in Kansas House Bill 2435; Graduate students; Students participating in first-year experience programs; Demographic identifiers, including gender, race/ethnicity; and Major or degree program.

Since 2009, the institution has achieved significant advances in the use of retention, persistence, and completion data to inform changes and improvements in order to better promote student success. Multiple campus constituents have been actively engaged in these efforts; the result has been a shift in the culture of the institution toward one that places student success at its center (Hornet Success Program; KBOR timeframe grid: Math Placement Guidelines; Undergraduate Retention Action Plan; RAT Diagram; and Science Majors: How to Pick Your Science Classes).

In 2011, Emporia State participated in the University of Alaska-Anchorage (UAA) Student Learning Progress Model Beta Project, which provided a more detailed and nuanced picture of student learning and student success through the tracking of new learning metrics, including “achievement of learning goals, course and credit hour completions, terms of attendance, and rates of learning.” Through participation in this project, variances in student learning progress were discovered among several of the institution’s sub-cohort populations. These discoveries led to modifications in admission policies and provided direction for institution-wide improvement. Specific improvements included further development of a professional advising model for first-year students, review of first-year student course scheduling, and modification of several co-curricular engagement programs (UAA SLPM Summary Report).

Since 2003, ESU has been involved with the Consortium for Student Retention Data Exchange (CSRDE). Through CSRDE, ESU is able to access comprehensive reports related to retention and graduation rates. These reports include tables and analyses of retention data reported by member institutions and show comparisons of aggregate retention and graduation rates by institutional characteristics and by gender and ethnicity. Using these data, the university is able to identify strengths and weaknesses related to retention and graduation and to identify opportunities for improvement (CSRDE Report; CSRDE Data).

A 2011 report compiled by the OIRA, based on the findings of a CSRDE report, revealed that when compared to the 79 other moderately selective public institutions, ESU had higher proportions of female students (62.7% to 56.3%) and Caucasian students (84.5% to 68.4%). ESU’s 4-year graduation rate (22.0% versus 20.7%) was slightly higher than the average for the other institutions. However, ESU lagged slightly behind for the 5-year (38.3% versus 40.0%) and 6-year (43.0% versus 46.8%) graduation rates. Institution-specific data from this report, raised concerns about ESU’s retention and graduation rates in the areas of gender and ethnicity. Institutional data from the CSRDE report also revealed gender-related differences when comparing ACT composite scores with retention and graduate rates. Interestingly, for most of the years examined (2000-09), males showed higher ACT composite scores while females consistently ranked higher in retention and graduation rates. Further, data indicated that Blacks, Hispanics, and Non-Resident Aliens were underperforming the cohort average in first-to-second-year retention rates. These rates dropped even further in the second-to-third year. Moreover, the graduation rate of minorities lags behind that of the Caucasian student group. The Kansas Board of Regents’ Foresight 2020 document challenges the university to increase the percentages of enrolled minority students. Data from reports such as the CSRDE provide the university with more detailed information on retention and graduation rates and associated metrics. Such detailed data are used to assist the university in developing specific strategies most likely to lead to improvement in retention and graduation rates. Examples of these strategies are given in Section 4.C.3.
Another method used by ESU to track retention rates includes the retention dashboards, through which data can be tracked and analyzed using several different metrics. For example, the dashboard for first-year retention rates of freshman cohorts tracks students using such metrics as gender, age, race, ACT scores, and financial aid status. Retention rates for these first-year students are also tracked by major, retention in the major, and retention at ESU regardless of change in major (Undergraduate Master Retention Tracking Model).

Dashboards are also used to track graduate student retention (Graduate Retention Candidacy Completion Tracking Model). Graduate students are tracked by major, as well as by time to degree completion. In 2011, data revealed that the longer a graduate student was enrolled in some programs, the lower the students’ grade point average would be and the less likely he or she would be to complete the program. As a result, graduate programs were asked to review their curriculum sequence and instructional practices. The Graduate Office also worked with academic advisors to improve graduate advising.

Data on student retention and graduation rate are tracked for student-athletes. In 2004-05, the six-year graduation rate for all students was 40%, while the graduation rate for student-athletes was 53%. The student-athlete academic success rate was 60% (Student Athlete Graduation Report). These data support the positive influences of intercollegiate-athletics participation on completion rates.

4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Data related to program retention, persistence, and completion has been used to inform decisions when programs are considered for discontinuance. An example of program discontinuance review leading to program improvement is that of the Athletic Training Education Program (ATEP). In 2013-14, the ATEP was reviewed for potential program discontinuance because of low retention and completer numbers. The decision was made to retain the program with specific plans to address weaknesses and productivity. The department developed a new course designed to assist students in preparing for the national certification exam, and partly as a result, student first-time pass rates on the national exam are improving. Additionally, an additional faculty position was added to the ATEP to address requirements for accreditation and to assist in improving program retention and completion numbers. Additional information on programs reviewed for discontinuance is provided in Section 4.A.1.

There are many other examples of the use of data on student retention, persistence, and completion to inform change. DFW rates were reviewed in MA 110 College Algebra. Review of these data prompted the Department of Mathematics, Computer Science and Economics to offer more face-to-face sections of college algebra and reduce the number of computer-based sections. Also, a new section of College Algebra, MA 111, has been offered. MA 111 is a 5-hour section of college algebra that includes supplemental instruction for those students who are not quite ready for the traditional 3-hour college algebra course.

Data from the Noel Levitz consultation revealed the academic programs with the lowest rate of students retained in the major. Sociology was at the very bottom of this list. To address this, the Department of Department of Sociology, Anthropology, and Crime and Delinquency Studies changed teaching assignments to put their strongest faculty in the SO 101 Introduction to Sociology course in an effort to increase retention in the major. This strategy has been successful.

The Office of Institutional Research and Assessment studied the success of students in GB 140 Principles of Biology and identified the optimum Math ACT score and Science ACT subscore related to student success in
science and math classes. A guide for enrollment in science and math courses was created using these data to assist students and their advisors in understanding the optimal timing and circumstances for enrollment in these courses (Analyzing Student Preparation in Math and Science for GB104 Placement).

In 2013-14, data on student success in CH 123 Chemistry I revealed that MA 110 College Algebra needed to be a prerequisite. The prerequisite requirement was implemented in fall 2014.

In partnership with the institution, Noel-Levitz developed a Student Retention Predictor (SRP) model based on the empirical examination of three consecutive cohorts of first-year, first-time students. The SRP model provided new insights into key risk factors for attrition and informed the development of multiple strategic retention initiatives articulated in the Retention Action Plan. The institution has administered multiple Noel-Levitz assessments to provide further context and action steps for granular interventions and broader institutional improvements. These assessments include the College Student Inventory and the Student Satisfaction Inventory and Institutional Priorities Survey.

As suggested by the examples above, the efforts of the Retention Action Team and its associated subcommittees and focus areas have yielded positive outcomes since its inception in 2011. These efforts have specifically focused on improving student learning by identifying barriers and aligning courses with appropriate prior academic preparation. Multiple institutional improvements and new initiatives have resulted from the work of this team. These are outlined in the Retention Action Plan. More key improvements and initiatives are summarized below. Additional evidence supporting the success of these efforts is the improvement of the first-to-second-year retention rates of freshman cohorts (Retention Data). As ESU continues to move forward with its retention efforts, the next target will be to identify and develop strategies for improving second-to-third-year retention, leading to enrollment growth in junior and senior classes and ultimately to increased graduation rates.

The How2ESU: New Student Programs committee has implemented six initiatives aimed at helping new students as they enter the institution and providing the skills and resources to aid them in persisting. These initiatives include a summer early immersion program, a new student orientation program, a six-week extended orientation program, a new student mentoring program, a first-year seminar, and, through the Office of Residential Life, residential learning communities. These programs are offered to all new students, with targeted outreach to those who meet risk factor thresholds as identified in the SRP Model as well as other known risk factors for attrition.

The Student Advising Center has implemented an intrusive advising model and interventions to provide early and frequent support for first-year students and those who have not yet declared a major. The Center administers the College Student Inventory, a non-cognitive assessment of student readiness and academic ability, to new students prior to the fall term. Academic Advisors discuss the results with students in their advising sessions. The institution is making a transition to the Student Strengths Inventory, a similar assessment provided through Campus Labs. Advisors meet and communicate regularly with their advisees during the first year. The Center works collaboratively with academic departments to increase significantly faculty usage of the Student Concern Action Form, which allows faculty to report concerns related to classroom behavior or academic progress. Working with the Undergraduate Academic Advising Committee, the Center provides ongoing training and professional development for all academic advisors across campus to ensure effective and accurate advisement of students toward degree completion. Additional information is provided in 3D.3.
Information collected by OIRA through various research methodologies in coordination with the Student Advising Center and other Academic Affairs units is used to inform course sequencing and advising based on prior student achievement. These efforts help to place new students in courses for which they have the academic ability to succeed. Institutional Research and Assessment provides enrollment reports (Enrollment Report; Majors Report) to the Office of Student Affairs, which disaggregates the data by major or by degree program and shares the information with academic department chairs. This report enables faculty to assist in increasing re-enrollment proactively by contacting students in their programs who are not yet enrolled for the following term.

4.C.4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

The Office of Institutional Research and Assessment is charged with the primary responsibility for collection, analysis, and dissemination of data related to retention, persistence, and completion. Emporia State University reports retention and completion rates to the Kansas Board of Regents, the Integrated Postsecondary Data System (College Student Navigator: IPEDS) and entities such as the Voluntary System of Accountability (VSA), Student Achievement Measure project (SAM) and the Consortium for Student Retention Data Exchange (CSRDE).

Emporia State University’s data collection and analysis processes and methodologies are aligned with nationally accepted practices. Examples of good practice include Reporting data to IPEDS, publishing the Common Data Set, and administering assessments such as the National Survey of Student Engagement and the Noel-Levitz products described in Section 4.C.3. Additionally, the institution participates in innovative and emerging methodologies, such as the UAA Beta Project. Analysis of Emporia State’s retention, persistence, and completion data has resulted in a number of new initiatives and revisions to policies and procedures as mentioned in Section 4.C.3.

In the 2004 HLC report, the university was cited for lacking an assessment data management system. In an effort to better support an institutional approach to assessment, ESU created a campus-wide work group that included faculty, administration, the Office of Institutional Research and Assessment, and Information Technology to identify a potential vendor-based solution. As a result of those efforts, which spanned more than two years, the institution partnered with Campus Labs in 2012 to begin the implementation of four products for collecting, storing, and utilizing institutional information and data related to strategic planning, accreditation, student learning, advising, and student engagement. These products, which include Baseline, Beacon, Compliance Assist, and CollegiateLink, provide new means with which to track student progress and to promote faculty, staff, and administrators with the data needed to design and deliver interventions to assist students in successfully persisting to degree completion. Further, these modules support institutional planning, documentation, and tracking of university efforts in assessment and accreditation.

Criterion Four. Strengths and Opportunities

Strengths
The Program Assessment of Student Learning (PASL) was developed to provide a university-wide format for academic programs to address a concern from the 2004 HLC Report of a Comprehensive Evaluation Visit that
cited the lack of an effective, uniform assessment system. The PASL provided a platform for academic programs to develop program outcomes and align program assessments to measure student performance, with the ultimate goal of informing decisions to improve student learning. While this self-study process has revealed features of the PASL that needed improvement, the PASL did create an initial uniform foundation for program assessment and provided a basis for discussions about how to improve. The program assessment system is currently undergoing a restructuring led by the newly formed Student Learning Assessment Council (SLAC). The SLAC includes the chairs from each department across campus, as well as associate deans, to ensure representation for all academic programs and to improve the consistency and coordination of assessment across campus.

The 2004 HLC Report of a Comprehensive Evaluation Visit cited the university for lack of an assessment management system. After much research, the university chose Campus Labs in 2012 as the vendor for its data management system. The OIRA, as charged, has begun the process of training individual faculty and staff across campus in the use of this system for collecting, storing, tracking, and analyzing data, as well as providing instruction in other capabilities of the system.

All units at ESU, including curricular and co-curricular, have established assessment plans aligned with student learning goals and outcomes. While these plans will continue to evolve and improve, it is significant that one exists for each unit already. Data resulting from these assessments are being used to inform decision-making at all levels, including classroom, program, department, school/college, and university. Numerous examples of this have been shared throughout Criterion 4. This is a great improvement since 2004, when the HLC commented that the university could better use its data. Dialogue about assessment has increased on campus, with workshops and seminars providing a forum for faculty to discuss issues related to assessment. Assessment and using the data from that assessment to inform change is increasingly becoming part of the culture at ESU.

The comprehensive assessment plan for General Education may be defined as both an area of strength and an area for betterment. The choice is to list it under strengths because of the great strides that have been made in this area since 2004. Although slow to evolve, a multi-level assessment plan is in place for General Education. Using multiple data sources including both internal and external measures has served to identify the strengths and weaknesses of the program. Faculty have played a key role in development of this plan through course embedded assessments. Most recently, curriculum mapping exercises were used to measure the extent to which the general education goals are embedded across the curriculum. The consultant (Suskie, 2011) had recommended a cyclical approach to course embedded assessments which we implemented as a result. Faculty-designed course-embedded assessments are currently being employed in most of the general education courses with data being gathered and used for decision-making. At the time of this report, thirty-one general education courses reported using course-embedded assessments in the past two years (Curriculum Mapping and Assessment Report). The goal is to complete the course embedded assessment cycle for all courses in the upcoming year. Assessment of General Education is an ongoing process, and is still implementing new approaches such as juried review of critical thinking skills. Increased sharing of data is also a priority in improving the general education program as the Student Learning Assessment Council and Council on General Education share common members to enable collaborative strategies.

The university has a clearly defined curriculum change process that involves thorough review of proposed changes by affected stakeholders. Faculty drive curriculum change.

Access to learning resources on campus continues to improve, resulting from technological enhancements and the expanding availability of multiple learning commons areas open 24/7.
The faculty at ESU are highly qualified in their respective disciplines. The process for faculty review is well established and includes policies for chronic low performance and post-tenure review. Each school/college within the university has clearly defined procedures for faculty evaluation, including unbiased methods for student evaluation of teaching.

A concerted effort to address retention, persistence, and completion began in 2009. This included the establishment of the Retention Action Team. Strategies of the Retention Action Team have been strongly tied to the university’s mission and strategic plan. Initial efforts employed have positively affected the retention and persistence of the targeted populations, including first-time freshman, sophomores, and minority students. Goals and initiatives have now been identified for student populations beyond first-time freshman, sophomores and minority students. These new initiatives to promote student success are currently underway.

**Opportunities**

An area for improvement identified during the review of the university assessment system was related to the feedback loop of the PASL. The feedback loop was inconsistent, especially with regard to external feedback. While accredited programs received feedback from their own accrediting agencies, non-accredited programs were left to rely on generally limited feedback that came from within the university but from outside their respective departments and disciplines. Accordingly, as indicated in #1 in “Strengths” above, SLAC has been charged with the revision of the program assessment system (PASL SWOT Analysis) to address areas identified for improvement.

Another area for improvement identified as a result of this self-study was the need for a uniform policy on student learning outcomes in syllabi. While some departments and school/colleges had expectations regarding the inclusion of student learning outcomes in syllabi, there was no uniform, university-wide policy. In fall 2014, the Provost took this concern to Faculty Senate, where a bill to require learning outcomes in syllabi is currently being prepared.

The self-study has revealed concurrent enrollment as another area for improvement. In most cases, area high school students enroll as non-degree seeking students and take the concurrent coursework on the ESU campus alongside their college peers, with ESU faculty instructing the course. Two courses, BU 241 Personal Finance and IS II3 Introduction to Microcomputer Applications, are concurrent-enrollment courses taught separately for high school students at Emporia High School by high school faculty who possess the necessary credentials to be employed as ESU instructors. The self-study made it apparent that the high school and college syllabi for BU 241 and IS 113 were not consistent. Further, the assessments were not mirrored for the courses. A related area for improvement included the lack of regular evaluation of the high school faculty teaching these courses. This realization led to the development of an improvement plan by the faculty of the School of Business to address these concerns (School of Business Policy for Concurrent Courses).

The tracking of graduates presents a challenge for ESU’s Office of Career Services, just as it does for many institutions. With increased accountability expectations on the part of accrediting bodies for a number of our academic programs, the need to track and collect specific information for graduates’ immediately after graduation and for three to five years afterwards has become more important. The Office of Career Services continues to explore potential avenues for improving the ability to track graduates. One strategy already implemented includes reaching out to department and program faculty to assist with locating graduates and collecting contact information, as opposed to simply relying on graduates to report information directly to the Office of Career Services. Graduates are more likely to remain in contact with specific faculty members.
CRITERION FIVE
RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS
Criterion Five. Resources, Planning, and Institutional Effectiveness

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.

In the ten years since the 2004 Higher Learning Commission self-study and reaccreditation, there have been two strategic plans driving institutional operations and mission fulfillment. The current plan (2009-2014) *Engaging Excellence* is in the final completion stages. The future 2015-2025 Strategic Plan *The Adaptive University* has been approved by the Kansas Board of Regents for title, vision, mission, values, and goals, and will be put into operation beginning July 1, 2015, as the new Kansas fiscal year begins.

Multiple institutional effectiveness and assessment models inform strategies to improve the quality of educational offerings at every level of student learning (*Evaluation of College Algebra; UAA Beta Project*). Insuring quality is complex and requires collaboration across the institution to address the many influences within the educational environment. Assessment planning and continuous quality improvement are priorities. ESU has embedded assessment in both curricular and co-curricular learning and continues to build assessment capacity.

Responding to challenges and opportunities is vital to institutional success and sustainability. Strategic and tactical planning are integral parts of Emporia State University’s approach to managing its operations. Strategic planning identifies goals and objectives setting priorities for resource allocations over time, while annual budgeting procedures and processes ensure the flexibility to make adjustments accommodating variability in revenue streams.

Planning for the future is essential to success in the highly competitive higher education environment. Emporia State University has recently completed a *Campus Master Plan* to ensure that educational facilities and the campus environment are conducive to high-quality educational experiences. The university’s foundation is in its third year of the *Now & Forever Campaign* to raise in excess of $45 million dollars to support university endeavors. Over the past 10 years, the state’s fiscal environment has caused fluctuations in the level of state support, and institutional revenue sources have changed as well, resulting in some challenges. Emporia State University embraced these challenges, advancing the institution through operations budget growth of $17,874,678 (27.3%) and implementation of many strategic planning objectives. As *The Adaptive University* 10-year strategic plan is actualized, Emporia State University moves forward confidently. Its infrastructure, fiscal resources, and processes support sustained mission fulfillment and the vision of “changing lives for the common good.”
Core Component 5.A.

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

Emporia State utilizes its fiscal, human, physical, and technological resources to provide the highest quality educational experience in support of its mission. Strategic and operational planning is a continuous activity that ensures alignment between resource allocation and the university’s strategic goals.

5.A.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.

Emporia State’s fiscal and human resources, as well as its physical and technological infrastructure, are sufficient to support its operations. Despite fiscal challenges posed by a combination of the economic downturn and reductions in state funding, ESU continues to manage both its fiscal and its human resources to offer high quality, distinctive educational opportunities. ESU continues to update its physical resources to provide an enriching academic environment. The university has a well-developed technological infrastructure to support fully the academic as well as administrative functions of the university as the nature of those services continues to evolve.

_Fiscal Resources_

In FY 2014, Emporia State University had an operating budget of approximately $87 million, supporting the basic operations of the university on campus, off-site, and online. The base operations include debt service but exclude capital improvement projects, which are currently budgeted at $7.6 million. The primary sources of funding for the university’s base operating budget include the following:

State General Fund: State appropriations generated from state tax revenues.

Tuition: Net charges to students for tuition that are deemed generally available to support the university.

Restricted Fees: Net charges to students from program fees that are deemed generally available to support the university and departmental-based charges for goods and services that are restricted to specific institutional purposes or operations.

Auxiliary Funds: Sales and services generated from peripheral but supporting operations such as Residential Life, Student Health, and Memorial Union.

Research and Grants: Funds received from external sources such as private foundations and governmental entities in support of specific initiatives or research operations.

Service Clearing Operations: Sales and services generated via entities that provide a service to the campus only, such as the Motor Pool and Telecommunications.

Overall, the university’s base operating budget has increased over the past ten years. As is the case for most public institutions, the manner in which the operating budget is funded has shifted dramatically, a direct result
of economic and political changes. In FY 2005, the State General Fund appropriation represented 43% of the university’s operating fund, in FY 2014 the appropriation represented 34%. Conversely, tuition revenue supported 23% of the operating budget in FY 2005 but increased to 30% in FY 2014. The university’s FY 2014 State General Fund appropriation was approximately 4% below the FY 2005 appropriation and tuition revenue escalated 60% over the same time period. Offsetting the decline in state appropriations, revenue from restricted fees, auxiliaries, and service clearing has increased 32% during the ten-year period. Despite changes in the makeup of funding mechanisms (Budget Comparison Data), the university’s fiscal resources have continued to sufficiently support its program delivery and related human, technological, and physical infrastructure.

Conscious of the educational role ESU holds in the State of Kansas, decisions related to increases in tuition and fees have been purposeful. Charged with review and recommendation of all tuition and fee proposals, the Tuition and Fees Advisory Committee has vetted each request against the strategic plan as well as the immediate fiscal operational needs of the campus. Examples include tuition percentages tied to technology enhancement, equipment needs, and new program development. Fee recommendations have included support for fees to build and equip the Student Recreation & Fitness Center, the renovation of the Memorial Union, and enhancement of the Student Counseling Services area. Despite the increase in tuition and fee revenue over the past 10 years, ESU still remains affordable to students and is competitive with its tuition and fee rates.

Finally, a variety of budgeting techniques are utilized to set the annual budget of various departments. A significant portion of most budgets is base driven, with the budget of previous fiscal cycles being a major factor. The university’s strategic plan provides direction for utilization of university resources, and various university constituents are continually monitoring progress on the different aspects of the plan. Annual reports are issued through the Tuition and Fees Advisory Committee regarding the intended use of tuition and fee dollars, providing another benchmark by which the use of funds is monitored. Further, the university publishes its Annual Operating Budget allowing any individual to monitor its revenue allocations and expenditures.

**Foundation Support**

In light of reductions in state funding and an acute awareness of the need to maintain affordable tuition rates for students, Strategic Plan Goal 2.5 addressed the need to enhance and diversify sources of funding. Toward this end, Emporia State embarked upon a private fundraising campaign titled: Now and Forever: The Campaign for Emporia State University. The largest and most comprehensive campaign undertaken in the history of the university, it includes a working goal of $45M and a vision goal of $63M.

The campaign articulates a vision for 18 “big ideas” categorized into four priority areas: Sustaining & Building Annual Support; Recruiting & Retaining Scholars; Capitalizing on our Strengths; and Creating Champions. In the initial eighteen months of the campaign, the campaign raised more than $26M, or more than 57% of its working goal. Such success demonstrates the commitment of alumni and the community to the university and its students, and positions the university to maintain and improve fiscal health in the future.

**Expenditures**

Expenditures are consistent with the mission of Emporia State University, focusing on student-centered learning and success. Direct instructional expenditures represent approximately 40% of the Educational and General portions of the budget. Auxiliary enterprises, capital improvements, and student services comprise 11% of expenditures. The related category of academic support expenditures accounts for an additional 14%. The largest expenditures in academic support are for technology, university libraries, and advising services. Scholarship support for students almost doubled between FY 2005 and FY 2014, increasing from $4.9 million
to more than $8.1 million. These combined areas account for more than 76% of the Educational and General budget (Revenue and Expenditures FY09-13).

**Human Resources**

The approved FY 2014 budget for Emporia State University included 794.2 FTE (full time equivalent) positions, of which 509.5 were unclassified faculty and staff and 284.7 were classified university support staff positions. This complement of faculty and staff compares to 792.6 FTE during FY 2005, of which 469.1 were unclassified and 329.5 were classified. This represents a net decrease of 1.6 FTE (FTE Comparison).

In fall 2004, there were 273 total instructional faculty (CDS 2004), 251 full-time and 22 part-time. Of these faculty, 77% (210/273) held doctoral, first professional, or terminal degrees, and of the 251 full-time faculty 137 (55%) were tenured (2004 Faculty Fast Facts). In fall 2013 (CDS 2013) there were a total of 273 instructional faculty, 248 full-time and 25 part-time. There were 207 (76%) holding doctoral or other terminal degrees. One hundred fifty-one were tenured (2013 Faculty Fast Facts). By comparison with 2004, in 2013 there was a larger number of faculty with tenure (151 versus 137) at higher percentages (61% to 55%). As reported in the common data set, the 2004 student to faculty ratio was 18:1; and was the same in 2013 (CDS 2013; CDS 2004), supporting a high-quality academic experience and student access to faculty.

The increase in positions associated with student services, institutional support, and academic support was strategic and in keeping with the institution's strategic plan. Student Academic Advising, Information Technology, Student Counseling, and Undergraduate Admissions/Recruitment have seen increases in FTE positions over the ten-year period. Further, the need for additional staff support in the Foundation to support the Now and Forever Campaign has resulted in the assignment of a number of additional FTE positions to the Foundation. These appear under institutional support.

Besides hiring qualified faculty (whose credentials have been addressed in Criterion 3.C.2), ESU has developed processes and practices to recruit, hire, and retain highly qualified staff in support of its mission.

**Physical Infrastructure**

The main campus of Emporia State University is located on approximately 218 acres within the city of Emporia, KS. The university’s main campus includes 72 buildings that support academic, administrative, auxiliary, and residential purposes. The 10 academic buildings having 847,000 gross square feet. Because the average age of the academic buildings exceeds 55 years, maintenance and deferred maintenance issues are significant. In addition to its main campus, ESU has 196.7 acres of farm/pasture land located approximately 14 miles west of Emporia. Known as the Ross Reservation, this property provides extensive opportunities for undergraduate and graduate research, particularly in the sciences. ESU also has approximately 98 acres of other miscellaneous properties scattered throughout the immediate area that are utilized for various types of scientific research. These physical spaces are described and evidenced comprehensively in Criterion Three and Criterion Four.

Since 2005, the university has continued its commitment to the renovation of its physical infrastructure in ways that support the evolving nature of student engagement and success, while supporting Emporia State University’s 2009-14 Strategic Plan Goal 5.1, “Update and maintain campus facilities.” Kansas has a 1.0 mill property tax levy on all real property in the state, which is deposited to an Educational Building Fund (EBF). During the most recent three fiscal years, 100% of the EBF has been distributed to the state universities for rehabilitation and repair of their facilities. Prior to that time, approximately half was distributed for rehabilitation and repair. Emporia State University receives approximately $2M per year from this distribution,
and has leveraged these funds effectively to address maintenance and deferred maintenance issues. Much of this distribution is utilized for major infrastructure improvements such as mechanical systems and roofs. However, the university has used a portion of this funding for its commitment to renovating learning spaces such as classrooms and laboratories. To demonstrate the significant investment the university has made the past 10 years in its physical plant, a list of major construction and renovation projects costing in excess of $100,000 has been compiled (Construction Projects 2004-2014).

Examples of renovations focused on instructional areas include improvements to campus teaching labs in several buildings, renovation of Bruckelman Science Hall, improvements to Roosevelt Hall and Butcher Hall, and the addition of the student commons areas in Cremer Hall. As such, the renovations of Roosevelt and Butcher Hall facilitated the institution’s ability to move academic departments experiencing growth and to enhance the instructional space.

The more recent development of the 24/7 Learning Commons in William Allen White Library and the Richel Learning Space in Cremer Hall are examples of the institution’s commitment to assess campus computer and technology needs in support of academic functions articulated in the strategic plan Goal 5.3.4. The Library Learning Commons provides a flexible, comfortable learning environment for students to gather individually or as groups. It provides access to computer workstations and printing as well as technology that supports the bring-your-own-device culture that students now embrace. Richel Learning Space, once Richel Lab, represents the transformation of a traditional computer lab into a flexible learning space that still provides a teaching laboratory with workstations and printing capabilities while additionally providing comfortable gathering areas for students to study individually or as groups in seminar rooms. Both spaces demonstrate ESU’s commitment to making spaces available that address increased reliance on technology and that enhance student learning.

A recent example of significant renovation is the Student Union. During Fiscal Year 2013, ESU completed a $23.7 million renovation to its Memorial Student Union, providing the opportunity to enhance physical spaces that support student engagement and success. This renovation was funded primarily through student fees, which were approved by a vote of the student body. In addition to the campus bookstore and multiple dining options, the renovated union includes the Center for Student Involvement, Career Services, the Office of International Education, the Office of Admissions, and the Office of the Vice President for Student Affairs. It continues to be a hub for student activities and engagement at the university. A major takeaway for university staff and faculty from the project was not only the increased utilization rate of these updated gathering areas but the fact that students were not only using them for social gathering, but utilizing them for group study and mediated instruction as well. This was a contributing factor in the decision to commit increased allocations from the Rehabilitation/Repair funding to renovate similar gathering/study areas in academic buildings across campus.

Since 2004, major renovations have also taken place in the residence halls, beginning with the Towers complex, which underwent an $8.3M renovation during FY 2006 and FY 2007. During FY 2013 and 2014, Singular and Trusler Halls were renovated at a cost of $6M. All renovations prior to 2013 were accomplished through bonded funding. Both Singular and Trusler Hall renovations were self-funded.

ESU provides distance education at several locations in Kansas and across the country. The ESU Kansas City location in Overland Park, KS, is the largest of these with approximately 9,500 square feet of leased classroom/office space. The Overland Park location is primarily utilized to provide instruction in Business, Education, and Library and Information Management. Additionally, the university’s teacher preparation
Higher Learning Commission Self-Study

Criterion Five

Programs operate from locations at three community colleges Johnson County, Butler, and Kansas City. The university’s School of Library and Information Management program operates regional sites (in addition to its main campus programs) at leased space at four locations nationally: Colorado, Oregon, and two locations in Utah.

ESU has recently completed a new Campus Master Plan that will guide its facilities development in upcoming years. It has engaged the consulting firm of Gould, Evans, and Associates to assist in this project. The master planning process has engaged a cross section of the campus community in a planning committee and has provided the entire campus and extended community with opportunities for participation. A blog site was created utilizing the university’s Skybox technology for the purpose of capturing input regarding the plan. Campus and community input was used to modify proposed plans. The final master plan was presented to the Kansas Board of Regents in May 2014 and approved.

Technology Infrastructure

Emporia State maintains a robust information technology infrastructure across all campuses, providing a breadth of resources supporting the delivery of academic learning and research opportunities both face-to-face and online. The Office of Information Technology is the primary unit charged with providing and supporting digital technologies and services in support of both the academic and the administrative functions of the university. IT consists of five sub-units, including Learning Technologies, the Help Desk, Administrative Solutions, Network & Security Solutions, and System & Client Solutions. Continual strategic and operational planning ensures that information technology resources support the institution’s strategic goals and initiatives.

An example of ESU’s commitment to its technological infrastructure is the recent completion of ubiquitous wireless coverage across all indoor and outdoor campus spaces. This $.5M effort was a strategic objective under Goal 5.3 of the current strategic plan—“provide the appropriate technology necessary to support the plan”—and one that is part of the foundation for increased student learning and engagement opportunities.

Continual investment in the latest virtual and mobile technologies provides full access to all learning resources, regardless of geographic location or choice of personal device. In accordance with Goal 5.3.3 of the strategic plan, ESU has focused enhancements on the development and implementation of a plan and structure for the use of innovative technology to enhance education experiences. For example, ESU’s “SkyLab” provides every student, faculty, and staff member with a customizable virtual desktop, complete with all Microsoft Office products (Word, Excel, PowerPoint, etc.), statistical packages (SPSS and SAS), and academic-program specific software applications. SkyLab is accessible from virtually all desktop, laptop, and mobile device platforms, removing barriers of personal device technology and location from the learning experience. Additional investments in digital technologies and services in recent years include:

Full wireless coverage of both the Emporia campus and Kansas City campus, achieving Goal 5.3.1 of the strategic plan, completing ESU’s transition to a wireless campus and including the full implementation of more than 800 workstations in 45 technology labs/learning spaces, and the integration of Google Apps for students, including support for Gmail and Google Docs.

Renovation of traditional computer labs into flexible, multi-use learning commons, aligning with Goal 5.3.4 of the strategic plan to access campus computer and technology needs to support academic functions.

Additionally, the university moved from Blackboard to Canvas as a learning management system, to provide a more student-centric experience with more mobile device support. Student feedback on the need for a mobile-
friendly platform as well as review and assessment of function and cost-effectiveness assisted in the facilitation of this change. In all, savings in excess of $25,000 annually were achieved.

More than 80% of classrooms and teaching laboratories are enhanced with digital technologies that provide multimedia projection via workstation, laptop, or wireless mobile device, as well as full access to online campus resources and the internet. Many classrooms are enhanced with video capabilities that support lecture-capture and video-based collaboration with geographically distant classrooms and other learning resources (Technology Enhanced Classrooms).

Both the ESU main campus and ESU Kansas City are connected to the Kansas Research and Education Network (KanREN), which provides redundant, high speed broadband connectivity to more than 50 educational and community anchor institutions including all Regents universities, Internet2, and the commodity internet. Continual infrastructure upgrades in both architecture and bandwidth ensure reliable, high speed access to Emporia State’s online learning resources by students from around the globe.

By leveraging several funding sources, including a Title III grant, nearly $10M was invested between 2003 and 2008 in Emporia State’s administrative management capability. During this time the university implemented the Banner ERP system, enabling the integration of fiscal, human resource, and student data. These projects represent the largest investment in information systems and decision support infrastructure made by the university to date. The ERP was implemented on time and on budget and utilized collaborative programming and training between ESU and Wichita State University, which began implementation of the Banner system about 12 months ahead of ESU. The bid process for the ERP was jointly conducted between the two universities as well, thus leveraging additional resources. Since 2008, additional investments have been made to enhance and refresh these systems.

Additional efforts in administrative efficiencies and moving towards a “green” environment have involved use of electronic forms and workflows to process transactions and conduct processing campus-wide. These vehicles are used in student services, academic services, administration, fiscal affairs, human resources, and payroll functions. A few examples include electronic transcript submission and sharing, electronically archiving and sharing of graduate student folders for advising, etc., electronic hiring forms, and an electronic workflow for purchase requisitions and invoices. An Onbase Projects Worksheet prioritizes departmental requests so that workflow can be managed and systematically addressed by IT.

In an increasingly digital world fraught with security challenges, ESU remains committed to protecting its information assets and those of its students, faculty, and staff. ESU introduced a distinct Information Security component within the IT department in 2006 and an institutional commitment to that effort was demonstrated by making it an objective in the 2009-2014 strategic plan (Goal 5.3.8). IT has subsequently enhanced the resources committed to that effort across all areas, fiscal, human, and technological.

The university as a whole has worked diligently to realize maximum efficiencies in its technological investment. Documented “refresh plans” for end-point technologies such as workstations and laptops allow departments to budget adequately for faculty and staff technology needs. Standardization and coordinated, centralized purchasing provide opportunities to leverage economies of scale in purchases. Because of the fiscal realities of declining state support, a per-student technology fee was introduced in FY 2014 to ensure that the university could maintain its commitment to providing a robust and reliable technological infrastructure. With strong support from students, this fee was increased in FY 2015 to provide for increased investment in technologies that directly affect student learning, such as classroom technology infrastructure, the learning
management system (Canvas) and associated e-learning applications and services, and increased access to academic and administrative services through mobile technologies.

Student input for these priorities was obtained from a survey jointly conducted by IT and the Associated Student Government (ASG). Working with the ASG and using the established student-to-student feedback channel “What Do You Want Wednesdays,” IT was able to obtain direct student input on student-centered IT topics. This feedback, in conjunction with faculty and staff input, facilitates continued enhancements to all campus technology support.

5.A.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.

Emporia State University is a public institution whose budget is approved by the Kansas Board of Regents, therefore the distribution of revenues to a superordinate entity is not applicable.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

The 2009-2014 Engaging Excellence Strategic Plan articulates the mission and vision of the university, supported by goals and strategic objectives that are in congruence with the institution’s organization, resources, and opportunities. The plan includes the following five strategic themes:

- Theme #1: Enhance Academic Excellence by providing opportunities that lead to even higher levels of student success through excellence in curricular development and deliveries, facilities, and technologies that meet the educational requirements of members of the Emporia State University community.
- Theme #2: Increase the number of opportunities for students, faculty, and staff to engage with local, regional, and national entities to develop and manage mutually beneficial partnerships.
- Theme #3: Enhance the opportunities for the Emporia State University community to engage in international learning.
- Theme #4: Improve communication among all university stakeholders.
- Theme #5: Provide an attractive, welcoming and sustainable learning and working environment.

Broad-based involvement in the development of the strategic plan ensures the realistic nature of the plan. Additionally, the appropriateness of these themes has been demonstrated through the university’s ongoing progress and success in achieving many of the goals and objectives underlying these themes. Allocation and reallocation of university resources is driven by the mission, vision, and goals.

Realization of these goals has also been enabled by directing revenue generated from program successes, private donations, and grants-specific initiatives. One such example is the effort to enhance enrollment. For two fiscal years (FY 2008 and FY 2009), $250,000 of new revenue was directed to these efforts. Further, $338,000 was directed to scholarships to support Goal 1.1 of the 2009-2014 strategic plan. Additionally, in FY 2011 and FY 2012 additional funds were provided to enhance the institution’s marketing efforts. In FY 2014, $213,242 was added to the Disability Services budget to cover expenses related to accommodations for students with disabilities (Goal 1.10).
5. A. 4. The Institution’s staff in all areas are appropriately qualified and trained.

ESU ensures that staff are qualified from the earliest stages of the recruitment process. Required and preferred qualifications are determined by the hiring department with support from the Office of Human Resources. The hiring process is coordinated by Human Resources to ensure consistency, quality, and compliance with state and federal guidelines and requirements. National or regional searches are performed for key positions, and all offers of employment are contingent on the successful completion of both reference and background checks. Individuals hired to fill civil service positions requiring certification or licensure must provide documentation of such qualifications at the time of hire.

Job responsibilities and expectations are communicated through position supervisors, and feedback is required on a regular basis in accordance with university policy (Faculty, Unclassified Professionals, and University Support Staff). Specific job training is generally determined and coordinated at the department level. Individual departments have responsibility for ensuring continuity of operational knowledge and identifying and procuring training. Instruction on key topics such as harassment, discrimination, and supervisor training is coordinated through the Office of Human Resources. Training on policies and operational procedures is less coordinated and is managed at the level of the individual supervisor.

Examples of other training opportunities include in-service workshops provided by departments across campus, such as the Budget Office (for annual budget planning and management), the Procurement Office (regarding automated procurement and workflow processes), and the Registrar’s Office (for usage of the student records system and advising and degree audits). ESU’s Information Technology provides access to a number of online, self-paced, and one-on-one training opportunities for learning the use of campus and classroom technologies.

Examples of more recent learning and training opportunities relating directly to delivery of instruction include the E-Learning Institute, hosted by the Department of Instructional Design and Technology. Designed as a faculty professional development program, the institute focuses on enhancing skills related to embedding technology into pedagogy. Between 2008 and 2011, 347 faculty and staff participated in the learning opportunity. Since 2008, the Institutional Research and Assessment Office has hosted focused in-service workshops. Topics have included building a culture of assessment, student engagement, developing learning outcomes, and creating high-quality assessment systems through the use of technology. As a part of the Annual Assessment Forums (2009; 2010; 2011; 2012; and 2013) keynote speakers and workshop facilitators have included Dr.’s Trudy Banta, Cia Vershelden, and George Kuh.

In support of continued training, central funding is available for professional development opportunities for both faculty and staff to ensure continuous professional growth and development beyond what is available through departmental funds. Additionally, faculty and staff are provided opportunities to take university courses at no cost when such courses are job-related or taken in pursuit of a degree.

5. A. 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

**Budgeting and Monitoring Expenses**

The State of Kansas’s review process requires that a budget request be submitted in September of each year, nine months prior to the beginning of the fiscal year for which the budget takes effect. Once reviewed by the State Division of the Budget, the collective total of all higher education budgets goes to the Governor for review. The Governor makes recommendations in January, almost six months in advance of the fiscal year.
Emporia State’s budgeting process is inclusive of all divisions within the university, and its annual review and recommendations for tuition and fees involve representatives from across the university community.

Throughout the six months prior to beginning each new budget year, the University Budget Director meets with the President and various members of the President’s Cabinet regarding budget priorities for the upcoming year. These meetings become more technical and more precise as the beginning of the budget year draws closer. The President and Cabinet work with the latest estimates and information regarding funding availability, action on university appropriations, Regents opinions regarding tuition revenue issues, and preliminary information from the Tuition and Fees Advisory Committee. This information is used to support the university’s strategic plan and establish the internal operation budget. This internal planning process is concurrent with gubernatorial and legislative consideration of state tax funds and potential allocation to higher education.

The university’s Tuition and Fees Advisory Committee, consisting of students, faculty, staff, and administrators, considers internal budget issues and includes in its annual report some budget recommendations focused on revenue generation. The President and the Cabinet consider recommendations on the budget and on tuition and fee rates in the process of establishing the annual internal operating budget. The recommendation of the Tuition and Fees Advisory Committee is the basis for the President’s recommendation to the Kansas Board of Regents, which gives final approval of tuition and fees.

The detailed impact of preliminary budget decisions is incorporated into budget worksheets, which are viewed by the vice-presidents and deans. During this period the vice-presidents and deans have the opportunity to reallocate totals within their respective areas. Once final input is received, budgeted resources are distributed to those areas, and a final, detailed operating budget is made available to all campus constituencies both electronically and in print.

On a monthly basis, summaries are provided to each area, allowing each department to track its expenditures. Through the Banner system, deans and department leaders have up-to-date access to their salary and non-salary expenditure information. Further, in safeguarding expenditures and fiscal operations, the Budget Office and Controller’s Office have processes in place to monitor and follow up on departmental fund and account activity that exceeds budgetary limits. Additionally, purchasing processes have monetary thresholds that provide checks and balances for larger expense items. The university’s internal procurement procedures are tied to state policies.

**Managing Budget Rescissions and Resource Allocation Processes**

While budget rescissions resulting from the decline of state support and decreases in enrollment have been challenging for the university community, Emporia State has approached those challenges in a creative and adaptive manner, maintaining its commitment to offering the highest quality academic experience while supporting the continued academic mission.

Despite enrollment declines between 2009 and 2013, the number of full-time teaching faculty has remained nearly constant. However, in managing budget rescissions, institutional reallocation among academic departments has been necessary in the institution’s continued quest to meet the strategic plan and program demand (Teaching Faculty by Department). Resource allocations are based on a variety of factors, including the strategic plan, current needs of students and the university community, programmatic shifts, university initiatives, state funding, and current economic conditions.
As an example, growth and expansion of graduate education (Goal 1.8) has been an institutional strategy. In FY 2006 the growth in the Teaching English to Speakers of Other Languages (TESOL) program necessitated the reallocation of a position in Biology to the TESOL program. More recently, a position in Theatre was reallocated to meet the needs of Art and Chemistry. Elimination of a department chair position in the School of Business by combining their two main departments into one allowed for the reallocation of resources to enhance academic and student support.

Because the graduate program in the Department of Health, Physical Education, and Recreation has experienced steady growth over a number of years, additional faculty salary resources have been provided through reallocation of funds across the institution. The Provost’s Office reallocated funding to provide an additional faculty member to meet the growth experienced in the School Leadership program and to provide high-quality and increased instruction in the Early Childhood and Elementary Education programs in the Butler County (Northern Wichita Area) and Johnson County (Kansas City) areas. Another recent example is the response to the growth in the online master’s program in Mathematics, for which a new position was allocated.

In addition to strategic reallocations and holding positions vacant for periods of time, the campus has maintained a cooperative approach to elimination and consolidation measures related to cost containment. As might be expected, as budgetary constriction has occurred, program, department, and college/division input has often driven the final decision-making.

Academic Affairs has strategically reduced expenditures by approximately $1,721,400 over the past two years. Measures have included reductions in the College of Liberal Arts and Sciences through the elimination of an unfilled faculty position, the phasing out of a support position, and the reduction of operating expenses, student wages, and temporary instructor expenses. The Teachers College has reallocated funding through a reduction of operating expenses associated with yearly unfunded salary lines. The School of Business has phased out two faculty positions and the School of Library and Information Management reduced two support staff positions. Finally, the Provost’s Office, Information Technology, and the Library have eliminated two positions and reduced operating expenses to realize savings. All associated reductions have been purposeful and strategic, taking into account both the strategic plan and enrollment growth. The FY 2014-2015 Base Allocated Operating Budgets shows these details.

In the case of Student Affairs, positions have been realigned through the reallocation of auxiliary and service clearing funds, reducing the reliability on state general funds and tuition funds. Further, strategic elimination of positions as well as reduction in expenditures reduced overall expenses by approximately $387,000 during FY 2014 and FY 2015. During FY 2014 and FY 2015, through the reorganization and consolidation of positions and reduction of utility and reserve operating expenditures, Administration and Fiscal Affairs has reduced expenditures by approximately $658,200. The FY 2014-2015 Base Budget Reallocation Cuts Detail shows these details as well.

The institution’s ability to make changes such as those described here are the direct result of continuous monitoring of budgets and expenditures. Throughout the continued review and modification of both human resource expenses and operational expenses, the focus continues to be on providing an outstanding student learning experience.
Core Component 5.B.

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

Emporia State University fulfills its mission through a shared, collaboratively structured governance system. The Kansas Board of Regents designates the institution as a regional comprehensive institution and has ultimate governance oversight including policies and procedures dictating operations. The institution, operating under these guidelines, engages in shared governance in strategic planning and operations management. In collaboration, the administration, the leadership of colleges, schools, departments, units, and faculty and staff operationalize the strategic plan to fulfill the intuitional mission.

5.B.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 fiduciary responsibilities.

**Kansas Board of Regents**

By state statute, the [Kansas Board of Regents](https://www.ksregents.org) (KBOR) has responsibility for overseeing and coordinating certain activities of the higher education system of Kansas. In addition, the Board has responsibility for governing the state universities, with authority to “control these institutions and to supervise their operational management.” The Board delegates operational management to the university President, and works continually with the President to ensure that the institution is operating efficiently and in a manner that supports its mission and vision. A series of annual reports is required by the Board as part of its accountability requirements ([KBOR Annual Reports Calendar](https://www.ksregents.org/annual-reports/)).

There are multiple points of interface and interaction that ensure the Board is knowledgeable about the institution and exercises appropriate oversight. The Board has an established [system of councils](https://www.ksregents.org/about/regents-councils), created for the purpose of providing input and recommendations regarding university issues. Each Council meets regularly, and each associated Emporia State University representative actively participates.

The [Academic Affairs](https://www.ksregents.org/academic-affairs) section of the Board’s Policy and Procedures Manual identifies areas in which the Board is meeting its statutorily imposed university oversight responsibilities. This section identifies multiple reports by which the Board monitors university activity. It also articulates the process through which the Board considers new programs and degrees. Within the Academic Affairs section are listed multiple policies that the Board has developed in response to specific issues such as intellectual property, academic advising, admission standards, residency, and academic dishonesty.

The [Board’s Policies and Procedures Manual](https://www.ksregents.org/policies) enumerates multiple levels upon which the Board meets its fiduciary responsibilities. The Board’s standards for university budgets, financial reports, and contracts are identified. Additionally, the Board articulates the process and calendar under which universities may propose adjustments to tuition and fees, which must be approved and published in a Board-sanctioned schedule. The [fiscal management policies and procedures](https://www.ksregents.org/fiscal-management) also articulate the Board’s expectation for internal auditing and reporting.
5.B.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.

**Institutional Governance**

Emporia State University embraces the principles of shared governance, the basic framework of which is articulated in the University Policy Manual. In policy and practice, the university provides multiple avenues and levels of engagement. Through representative bodies it enables participation in institution-wide committees and offers opportunities for direct stakeholder input.

**Administration**

The executive leadership of the institution resides with the President’s Cabinet, the majority of whom report directly to the president. The body includes the President, the Provost, the Vice President for Student Affairs, the Vice President for Administration and Fiscal Affairs, the Vice President for Advancement and President and CEO of the Foundation, the Legal Counsel, the Executive Director of Human Resources, the Executive Director of Athletics, the Executive Director of Human Resources, the Executive Director of Marketing and Media Relations, and the Associate Vice President for Information Technology - CIO. The cabinet meets monthly to discuss strategic direction for the university.

The President’s Council has broad institutional representation and includes all members of the Cabinet as well as the deans and associate deans of each college, directors of major operational units, and representatives from the governance bodies of Faculty Senate, Associated Student Government, University Support Staff Commission, and the Unclassified Commission. It is an information sharing body, advisory to the president, actively participating in institution-wide initiatives such as the development of the Strategic Plan and Campus Master Plan.

The Provost’s Council, led by the Provost, provides opportunities for regular engagement of academic leadership of the institution. Meeting weekly, Council members include the deans of each college, the Library and Archives, and the Graduate School, as well as the Assistant Provost for Institutional Research and Assessment, the Assistant Vice President for Academic Success, the Associate Provost and Director of the Honors College, and the Associate Vice President for Information Technology - CIO.

The Student Affairs Council is led by the Vice President for Student Affairs. The membership includes deans and directors of all major areas within the Division of Student Affairs, including the Dean of Students, the Dean of International Education, the Senior Director of the Center for Student Involvement, the Director of Financial Aid and Registrar, the Director of Admissions, the Director of Career Services, the Director of the Memorial Union, the Director of Residential Life, the Director of Student Health, the Director of Student Counseling Services, the Director of Recreation Services, the Director of TRIO Programs, the Director of Fiscal Management for Student Affairs, and the Executive Assistant to the Vice President. The Student Affairs Council meets bi-monthly to identify and review progress on strategic initiatives that further the mission of the university.

**Faculty**

The Faculty Senate is made up of faculty representatives from each college and is charged by the Constitution and Bylaws of Faculty Senate. Faculty Senate leadership positions are selected by a vote of the full-time faculty, and senators are chosen from their respective colleges’ full-time faculty. Non-voting members are the Provost, the First Vice President of the Faculty Senate, the Immediate Past President of the Faculty, and the
President of the Associated Student Government (Faculty Senate Membership and Terms). The Faculty Senate has three standing committees, the Academic Affairs Committee, the Faculty Affairs Committee, and the Committee on Campus Governance, each with an elected chair. The chairs of the three committees, along with the Past President, President, First Vice-President, Second Vice-President, and the Provost, make up the Faculty Senate Executive Committee. Together, the elected faculty leadership, the senators, and the standing committees fulfill the responsibilities of the Faculty Senate.

Two recent examples illustrate the connection between campus governance and Kansas Board of Regents oversight. Before fall 2013, Emporia State University Marketing and Media Relations provided guidelines for the use of social media at ESU. In December 2013, the Board adopted a social media policy for all state universities that generated intense criticism from faculty at ESU and other state universities and educational groups. The policy outlined grounds for dismissal of employees over social media postings, including violence, revealing confidential student information, or posting an item that was contrary to the best interest of the university. The public disapproval led the Board to direct the President and CEO of the Board to work with university presidents and the Chancellor to form a workgroup of representatives from each state university campus to review the policy. Two representatives were selected from ESU, and the Faculty Senate held several forums to elicit responses to the policy from faculty and staff, which were in turn passed on to the workgroup. A revised policy was put online for public comment and presented to the Board in April 2014.

The University Policy Manual clearly articulates the procedures associated with program review and discontinuance. In 2013, ESU undertook a comprehensive program review based on the Board standards for the five year average of the numbers of undergraduate and graduate students and the numbers of completers in a program. The review was initiated by the Provost and Vice President for Academic Affairs, who met with the department chair and dean of each program. The discussion provided more information to the Provost, who then made a recommendation to the Faculty Senate to continue or discontinue. The Faculty Senate held hearings and made recommendations to the President, who in turn made the final decision whether or not to discontinue. Five programs were discontinued, one was retained, and one was put on hold pending further review.

Staff

The Unclassified Commission was established in 2012 to give unclassified employees an active role and voice in the shared governance structure of the university. Unclassified Commission representatives serve, for example, on the President’s Council, the Strategic Planning Committee, and the Tuition and Fees Advisory Committee.

The Classified Assembly was developed to assist classified staff members (those staff employed as non-teaching/non-administrative) in becoming an integral part of the shared governance structure of the university and for many years has enabled classified employees to participate actively in the life of the university. In the spring of 2014, classified employees voted to make the transition to the University Support Staff role. With this transition, USS employees will be represented by the USS Commission, with responsibilities and authority for representing USS employees on campus-wide committees and planning efforts. USS representatives are included in the President’s Council, Strategic Planning Committee, and Tuition and Fees Advisory Committee, as well as various other campus committees.
Students

The Associated Student Government (ASG) serves as the official voice of both the undergraduate and graduate student bodies at Emporia State University. Specifically, Student Senate serves as the legislative agency for ASG. The students of the university elect the president and vice president of ASG, with the vice president serving as the presiding officer of the Student Senate. Senate representatives are elected by students in academic schools and colleges, and standing committees are appointed from the Senate. Students appointed by ASG have representation on nearly every university committee, creating a broad range of student representation in university life.

Over the past ten years, the Associated Student Government has continued to play an important role in representing Emporia State students. Actions have included review and approval of the student code of conduct (2006), creation of the University Sanctioned Absence Policy (2006), revisions to the student bill of rights (2008), promotion and ratification of a renovation fee for the Memorial Student Union (2009), resolution and support for Emporia Clean Sweep and Emporia community support (2010), and a resolution in support of a feasibility study for a Natatorium Expansion of the Student Recreation Center (2014). In addition, the Associated Student Government works with over 140 recognized student organizations, reviewing funding requests, and making sure each organization stays in compliance for continued recognition status (RSO Constitution Framework).

Beyond ASG, graduate students have representation on a variety of campus-wide committees, including the Graduate Council, the Tuition and Fees Advisory Committee, The Teacher’s College Committee on Advanced Programs, the Affirmative Action Committee, the Curriculum Review Panel, and the University Master Planning Committee. Graduate students are also represented on department level committees whose efforts affect graduate students’ academic and extracurricular involvement.

5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The role the faculty and academic leadership assume in the shared responsibility for the coherence of the curriculum and the integrity of the academic process is pivotal to the successful operation of Emporia State University. Vital governance structures, specific in nature to each college and school, are identified and assessed, assuring that communication takes place regarding the curriculum and the advancement of both the academic department mission and the institutional mission. To this end, curricular-change processes allow departments as well as individual faculty to raise questions about any proposal, whether it is the addition, deletion, or modification of a course or of an entire degree program.

The four schools and colleges share organizational structures that enable faculty to be responsible for curriculum and for academic integrity. The organizational structure of the schools and colleges provides a mechanism for checks and balances, coupled with processes and procedures to ensure fulfillment of the school and college mission. Most of these processes and procedures provide for involvement of individual faculty and students. Each school and college has a dean’s advisory committee.

For example, the College of Liberal Arts and Sciences Dean’s Advisory Committee is composed of faculty who represent the major discipline areas of the College (Humanities, Sciences, and Arts). These individuals are elected and work with the dean in drafting college-level policies. This group leads the College’s faculty
assembly, which discusses and votes on issues of importance. Each of the four schools and colleges also has a council of department chairs that meets regularly with the dean.

The Teachers College has a campus-wide committee that governs the initial teacher education preparation programs – the Council on Teacher Education. It has representation from across campus, including at least one representative for every college and school on campus. The Council is responsible for examining all issues pertaining to undergraduate (initial) teacher education programs in elementary and secondary education. This committee reviews all proposed curriculum changes affecting any initial teacher education program and is responsible for coordinating admission standards, designing and implementing reliable assessment procedures at the program and unit levels to align with established state and national standards, reviewing data, and using the data to guide recommendations for continuous improvement of undergraduate teacher education.

The School of Business has an administrative leadership team composed of the Chair, directors, the Associate Dean, and the Dean. The School also has an advisory committee made up of four senior faculty selected by the Dean annually to act as informal advisors to the Dean. The Dean and Department Chair hold forums twice a semester for discussion and formal voting on curriculum and initiatives in the school. The school has two advisory councils made up of distinguished alumni, business leaders, and faculty. Further, there are small faculty working sessions, held each semester, as another avenue of information for the Dean.

The School of Library and Information Management offers graduate level programs only. The school depends on the entire faculty to plan and implement the curriculum, develop admission and grade policies, and approve adjunct appointments. Faculty teams set student learning outcomes for each course to ensure that sections are taught in a consistent manner.

Members of the campus community also serve in shared governance by participating on committees, councils, task forces, ad hoc committees, and boards as stipulated by University Policy. A sampling follows, but a complete listing of Campus Committees is available through the President’s Office and Faculty Senate websites.

The Council on General Education is a university council with membership representing all undergraduate schools at ESU, including students, faculty, and administrators. This council is charged with the responsibility for formulating and reviewing of all policies, procedures, and curricula pertaining to the General Education Program at Emporia State University. In August 2009, the revised General Education Program was implemented campus-wide. The revised General Education Program illustrates the significance of shared governance and communication in facilitating and implementing new curricular programs.

The Graduate Council is made up of members representing all departments offering graduate coursework. The purpose of the Graduate Council is to enhance the quality of graduate education by providing a forum for board participation in the formulation of academic policies that govern graduate programs. The Graduate Council includes student appointments. In assuming the governance role, the Graduate Council has developed policies and processes ranging from the awarding of graduate faculty status to the revision of degree plan procedures.

The Research and Creativity Board establishes guidelines and oversees and reviews institution-wide research and creativity. The board works with the Dean of the Graduate School. Faculty representatives are selected by
the President from the School of Library and Information Management, the College of Liberal Arts and Sciences, the School of Business, and The Teachers College.

The Student Learning Assessment Council serves as the coordinating body for institution-wide assessment including operationalizing the assessment plan and organizing the use of data to inform improvement in student learning. It informs the campus community of assessment best practices, provides leadership for implementation of assessment, promotes an institution-wide culture of assessing student learning, and makes change recommendations to the Provost. The council membership is appointed by position assignment and consists of department chairs, associate deans, the dean of students, and the dean of international education.

Core Component 5.C.

The institution engages in systematic and integrated planning.

Emporia State’s commitment to planning is reflected in the formally documented plans that encompass the university’s strategic direction and operational management in support of its mission. These include, among others, Engaging Excellence: Strategic Plan 2009-2014, The Adaptive University: Strategic Plan 2015-2025, the New Student Recruitment and Retention Plans, the Campus Master Plan, the Annual Information Technology Management and Budget Plan, the KBOR Foresight 2020 Strategic Plan, and the University Emergency Operations Plan. All of these integrated plans provide systemic direction for fulfillment of the institution’s mission.

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

Institutional Resource Alignment

The university’s planning process includes a substantial revision of its Strategic Plan every three to five years, with revisions based not only on the institution's mission, but also on the identification of areas of growth and development. The campus-wide strategic planning process informs strategic and operational planning at the department, school, and college levels. In keeping with the university’s commitment to shared governance, each of the major revisions of the Strategic Plan is discussed and presented in open forums—campus-wide “reality checks” to ensure the practicality of the plan and the accuracy of its assumptions.

The university utilizes the strategic plan to guide fiscal and human resources allocations, such as the special allocations in fiscal years 2013 and 2014 to provide ubiquitous wireless network coverage of indoor and outdoor campus spaces. This two-year commitment directly supported Objective 5.3.1 of the 2009-2014 strategic plan. Similarly, funding for renovation and repair of institutional facilities has targeted those areas identified in Strategic Plan Goal 5.1.

Annual allocations of equipment funds are provided as capital investments to enhance the academic mission of the university. Academic units, the library, and Information Technology make requests to the Provost. Determination of the allocation of funds for requested projects and materials is made through a collaborative process involving discussion in, and final approval by, the Provost’s Council. This process ensures maximally efficient and focused use of funds in support of institutional mission and priorities as identified by academic units.
In recent years when reduced funding from the state legislature resulted in the need to reduce university expenditures, a collaborative process identified how that reduction in available resources would be allocated, doing so in a manner that ensured a continued focus on the university’s mission and priorities. Individual departments, having the greatest knowledge of the potential impact of funding, identified where necessary reductions and reallocations should be made.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Assessment, Evaluation, and Planning as a Function of the Institution Mission

The university’s mission, vision, and core values undergird the planning that directs all areas of business and academic operations. ESU uses a variety of processes to assure that assessment, evaluation, planning, and budgeting are linked effectively.

In recent years, the university has invested resources in support of assessment, evaluation, and planning. In 2013 the university established the position of Assistant Provost for Institutional Research and Assessment, thereby consolidating the responsibility, staffing, and budget for these two critical functions within the Provost’s Office.

In 2012, the university invested in the Campus Labs assessment data management system to integrate assessment, evaluation, planning, and reporting. The Compliance Assist module supports the alignment of departmental and divisional planning and assessment efforts with the strategic plan while documenting, as well, their support of reaccreditation efforts.

Another example of the alignment of budget with institutional priorities is the investment in technology infrastructure, meeting Goal 5.3 of the 2009-2014 Engaging Excellence strategic plan. Examples include the expansion of the data network to accommodate greater and more ubiquitous access via secured wireless connectivity, completion of the Enterprise Resource Planning initiative (Banner@ESU), providing consolidated web-based access to academic and administrative systems via a new portal (BuzzIn), and the development and implementation of cloud-based solutions for support in both academic and operational environments.

In the School of Library and Information Management, assessment indicated that student learning was enhanced by utilization of a blended (hybrid) course model rather than one exclusively face-to-face or fully online. While the majority of the instruction in this model is online, nearly half of the content is delivered face-to-face in weekend-intensive sessions at SLIM locations in Oregon, Utah, and Colorado. This approach is now successfully deployed in all SLIM courses, except for certain electives.

An assessment of student preparation in math and science in general education courses indicated an area of concern in the lower-division math and science offerings. As a result, a science placement guide was developed to inform students when selecting courses. Students were unhappy about the delivery system for college algebra courses, which led to a comprehensive college algebra assessment. As a result, instructor-led sections of beginning math were made available as an alternative to strictly computer-generated tutorials. These new sections presented college algebra in the context of analysis of real-world data. Computer-focused sections of college algebra are still offered, although they have been revised based on feedback received from students. Additionally, with the support and assistance of the Student Advising Center, major changes were made in the way mathematics placement was determined.
Based on key retention factors emerging from multiple assessments showing retention rates were lower than desired, particularly from the first to second year, a Retention Action Team was created to develop and refine initiatives aimed at helping new students effectively make the transition into the campus community and successfully engage in the academic and social life of the campus. This group put in place a Retention Action Plan to address those goals. Since implementation of the Retention Action Plan, first-year to second-year retention rates have risen from 69.0% for the 2010 student cohort to 73.0% for the 2012 student cohort.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Institutional Planning Structure
The backbone of strategic planning at Emporia State has always been a campus-wide committee, representative of all facets of the campus community, including faculty, students, staff, and administrators. The following discussion reviews various phases and iterations of this planning process across several years.

There were three separate strategic plans from 1998 through 2007, each covering three years of activities. A University Strategic Planning Committee was primarily responsible for the development of each of these plans. The committee for each plan consisted of approximately 30 members of the university community including the university vice presidents, academic deans, Faculty Senate leadership, Classified Assembly leadership, student leadership, faculty representatives from each college/school, and staff representatives from multiple university departments. These strategic planning committees met approximately monthly and developed ongoing reports on the plans.

A more inclusive strategic planning process was begun in 2007 for the 2009-2014 Engaging Excellence strategic plan. In addition to extensive engagement by the campus community, it included a broader representation from the external community, including participants from city and county government and civic and economic development groups. Development of the plan was initiated by nine work groups, each comprised of faculty, students, staff, administrators, community members, and alumni: Governing Ideas, Environmental/Institutional Analysis, Critical Resources, Distinctive Academic Programs, Graduate Education, Internationalization of ESU, Outreach and Lifelong Learning, Public Engagement and Service, and Undergraduate Education. Multiple sessions were held to gather input prior to the writing committee’s formulation of the plan. An Implementation Committee consisting of the university vice presidents and faculty representatives from each university school/college contributed to ongoing monitoring and reporting of achievements within the plan.

The strategic planning process initiated in 2013 for the 2015-2025 strategic plan The Adaptive University has been similarly inclusive. It was launched through a planning retreat initiated by the university’s President in August 2013. At that time a President’s Strategic Planning Council was announced, consisting of 30 members of the campus community. A smaller President’s Strategic Planning Cabinet coordinated the work of the larger group. During fall 2013, the entire campus community at the unit level conducted extensive SWOT analyses with participation by all shared governance groups and nearly all employees. The leadership of Associated Student Government gathered student input. The Council and Cabinet gathered further responses on the formulation of vision, mission, and goals and vetted the responses through a series of open forums on campus and in the community. A survey was used to invite input from the community, alumni, distance students, and friends of the university. These results were combined with the information gathered at the forums (Alumni, Distance, and Friends survey results).
Concurrent with development of the 2015-2025 *The Adaptive University* strategic plan was the development of a new Campus Master Plan. This process was also inclusive, involving a Planning Committee and a Steering Committee, which together were comprised of approximately 40 campus and community representatives. To facilitate campus and community-wide communication, increase awareness, and encourage feedback, an online SkyBox (website) was created for storage of all planning materials and meeting minutes. Multiple open forums provided opportunities for direct participation by the campus community and the off-campus community alike. Surveys were also administered to faculty, staff, and students as another way to gather inputs (Survey Results Faculty and Staff; Survey Results Students).

Academic colleges and schools hold annual planning retreats, as do individual departments within the colleges and schools. Many include both internal and external stakeholders in their planning. As an example, the School of Library and Information Management has a national advisory board, as well as a regional advisory board in each state where it has an on-ground presence. Many individual departments have external advisory groups as well, such as the Accounting and Information Systems Advisory Group, made up of business leaders from the surrounding region and across the state.

Non-academic operational units, such as the Division of Student Affairs, University Libraries and Archives, and Information Technology, also engage in regular strategic and operational planning. These units regularly solicit the input of areas of the university external to themselves. Student suggestions drove many of the decisions regarding the new 24/7 Learning Commons in William Allen White Library. Information Technology annually surveys students to learn how they are using digital technologies and to assess their needs and preferences. In 2013, IT began surveying faculty as well (Faculty Technology Survey Results). The results of these surveys have a direct influence on strategic direction and operational decisions. For example, surveys indicated rapid adoption of tablet technologies and nearly universal adoption of laptop technologies, informing the decision to provide more bring your own device friendly learning spaces (rather than traditional computer labs) on campus. Additionally, in the 2012 survey, students indicated that a mobile-friendly learning management system was their first priority for “new” mobile services (Student Technology Survey Results). This was a contributing factor in the decision to move to the Canvas learning management system, which provided a more robust mobile interface.

Input-gathering and planning initiatives such as those mentioned above have factored significantly into fiscal resource allocation and management decisions. Special funding (i.e., one-time allocations from university budget savings and from rehabilitation and repair funds) was leveraged to jump-start some of the projects. Because it was clear that additional resources would be required to sustain these new technologies, the university implemented a separate technology fee in FY 2014, enhancing it in 2015 (Comprehensive Fee Schedule). An additional phase-in of the fee is slated for FY 2016. The fee was incorporated into the funding model of the university with the support of the Tuition and Fees Advisory Committee, whose members represent all campus constituencies, including students.

5.C.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.

*Environmental Impact on Institutional Planning*

Emporia State maintains a sound understanding of its current and potential future capacity as part of its planning, whether that planning is strategic or operational in nature. Over the past ten years, ESU has experienced considerable fluctuation both in enrollment and in the availability of state funding (generally a
These factors have resulted in several base budget rescissions, some of which have occurred in the middle of a fiscal year. As a result, the campus has an acute awareness of the potential for fluctuations in revenue and associated resources.

The university’s awareness of enrollment trends – both current and projected – has informed its ongoing enrollment management strategies. Special tuition rates such as Corky Plus, NEARR, and a tuition waiver program for dependents and spouses of employees (FY 2015 Comprehensive Fees) have helped stabilize and increase enrollment even in a time of declining numbers of Kansas high school graduates. The university has also worked with the Emporia State University Foundation to develop and enhance a new scholarship program, which has grown by 50% over the last three years.

Further, guided by the strategic plan and assisted by the consulting firm Noel-Levitz (Reports), the university has refined its strategies for the recruitment and retention of traditional first-year and transfer students, with the intent of building back the residential campus population. A focus on recruitment communications, faculty involvement, campus programming, budgeting, and planning has resulted in increased numbers of new students over the past five semesters as well as increased retention (Dashboard). The development of the current self-study has served as a reminder that Emporia State University must continue to review and improve its recruitment and retention efforts and must also move to the next phase of enrollment management, one of strategic enrollment design and growth. This direction is aligned with the new strategic plan and supported by the Campus Master Plan.

The Tuition and Fees Advisory Committee routinely reviews university enrollment, financing, and the Kansas economy. The Committee also reviews reports from the state’s Consensus Revenue Estimating Committee, and throughout the annual tuition and fee process it receives continuing updates concerning the status of statewide budgetary reviews and legislative appropriations.

As the university has engaged in strategic planning efforts over the past decade, it has consistently initiated such efforts with a SWOT analysis. Campus stakeholders articulate their thoughts regarding positive university influences (strengths and opportunities) and constraining influences (weaknesses and threats). This analysis informs the subsequent planning process, familiarizing participants with the university’s current and potential capacities.

Promulgation of university data has also been a feature of university planning. The availability of the annual Common Data Set, particularly the sections on enrollment and funding, has ensured that the campus community has access to information regarding the university’s capacities.

Aided by effective planning, ESU has dealt with reductions in state support and fluctuations in enrollment in recent years without compromising its academic mission. The university has maintained its instructional capacity and maintained its 18 to 1 student-to-faculty ratio. As a result of focused initiatives, ESU is now experiencing a positive enrollment trend once again.
5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

**Emerging Factors**

**Technology**
Continual investments in digital technology infrastructure ensure that ESU students and faculty have a modern, flexible, and supportive environment to maximize student learning both inside and outside the classroom. Information Technology (IT) engages both the internal and external communities in order to keep apprised of campus needs and emerging trends in the integration of digital technologies across the institution.

As mentioned earlier, IT performs an annual survey of students to gain an understanding of what technologies students own, how they utilize those technologies in their academic experience, and how IT can further enhance student engagement and learning by providing appropriate resources (2013 Results and 2011 Results). These surveys have provided opportunities for data-informed decision-making regarding wireless networking, access to the learning management system via mobile devices, and growth in flexible learning spaces as opposed to traditional computer labs. IT also surveys faculty on their pedagogical use of technology, gathering information on classroom technology needs, e-learning technologies in operation, and faculty training needs (2013 Results). The Sky initiative, enabling students to learn (and faculty and staff to work) “virtually” anywhere, was driven by knowledge of ESU student trends and educational best practices with respect to technology.

The university’s strategic and operational planning also recognizes the need for currency in non-digital technologies, especially in the sciences and other disciplines where technology and instrumentation are critical (2014 Equipment Purchases).

**Demographic Shifts**
The number of eighteen-year-olds living in Kansas dropped from 41,560 in 2007 to 39,372 in 2013, a 5.3% decrease in six years. This downward trend is projected to continue. While remaining committed to maximizing the enrollment of traditional college-aged students, ESU has anticipated this demographic trend and has mitigated its effects over the past six years through higher enrollments of students aged 25 and above (from 38.1% to 40.8% of total enrollment), graduate students (from 32% to 35.8% of total enrollment), and non-Kansas residents (from 16.8% to 22.2% of total enrollment).

Traditionally underrepresented populations constitute an increasing percentage of the Kansas population. As a part of the university’s orientation toward the future, and in order to ensure access to education for this group of Kansans and to sustain and increase enrollment, Goal 1.9 of the 2009-2014 strategic plan sets the recruitment of minority students as a priority. Initiatives include recruitment days specifically devoted to minority populations and advertisements in publications targeted to students from ethnically diverse populations. ESU’s commitment to this effort is further demonstrated by the inclusion in ESU’s Performance Agreement with KBOR of goals for increasing the enrollment, retention, and graduation of students from diverse ethnic backgrounds. The university implemented specific initiatives to achieve these outcomes and achieved directional improvement as a result (Performance Report).

**Globalization**
ESU has actively worked to recruit and enroll international students, in part as a response to the demographic trend outlined above, but also as an objective in support of 2009-2014 strategic plan Goal 3.1—“to expand and
diversify international opportunities.” This effort has been successful, with international students increasing from 5.9% to 8.6% of total enrollment from 2007 to 2013.

ESU has long recognized the value of providing international experiences for its native students, thereby preparing them for increasingly globalized communities and work environments (Study Abroad Summer 2014).

Through the Office of International Education, students have opportunities to study in more than 60 countries for a complete semester or for an academic year. Roughly 120 students participated in study abroad programs in the 2013-14 academic year. Among these students, 30 percent pursued a semester or yearlong study abroad program. The other 70 percent participated in a short-term program, in most cases under the supervision of a faculty member (Study Abroad Instructor’s Handbook).

Examples of short-term international study opportunities include these:

The School of Library and Information Management has a strong commitment to learning in an international context, as these learning experiences help students become better librarians and information specialists. SLIM runs an extensive program of international learning trips, with one each semester. For each trip, the LI 860 course prepares students for the experience before departure and debriefs them extensively upon their return. All students in good academic standing are eligible to apply, and a selection system ensures that students at each of the six SLIM program sites have equal opportunity to participate. Substantial scholarship support for these study trips is available through both the Office of International Education at ESU and through the Martha Kruse Furbur fund at SLIM. Through this program, SLIM students have visited Mexico, Paraguay, Bulgaria, Croatia, England, Scotland, Serbia, and Ukraine.

The Department of English, Modern Languages, and Journalism offers a study program in England every summer, open to students from all disciplines. The 3-credit program, including multiple orientation sessions on campus before departure and two reflective sessions upon return, offers undergraduates and graduate students the opportunity to explore the literature, culture, and history of London and the region nearby and, simultaneously, to learn how to be an independent international traveler.

The Department of English, Modern Languages and Journalism also offers a Spanish language immersion program in Malaga, Spain, alternating with sites in Central America. This 6-credit program includes Spanish language instruction, a course in Spanish culture, and cultural immersion through homestays.

The Department of Counselor Education offers a service-learning program in the Bahamas every summer. Undergraduate and graduate students have the opportunity to intern at the Bahamas Association for the Physically Disabled, providing supervised counseling services to disabled children.

The School of Business offers an international program in Germany. As a part of this 3-credit program, students learn about German and European business topics and visit key German companies.

The Teachers College offers an English language teaching assistant program in Guangzhou, China. The three-credit program offers students the opportunity to teach English as a second language to Chinese college students.

Emporia State University students also participate in short-term programs organized by partner universities. For example, students travel to South Korea to serve as English teaching assistants for four weeks at Dankook University English Village and to learn the Korean culture and language. Another opportunity takes students to
Tartu University in Estonia to learn about European Union politics and economics. ESU made these high-impact learning experiences a priority in its 2009-2014 Engaging Excellence strategic plan.

Core Component 5.D.

The Institution works systematically to improve its performance

Emporia State University continues to build a culture of systematic performance review as a means to improve and enhance performance. Continual improvement has been based on formal reviews of policies and procedures, as well as recommendations through the shared governance processes and recommendations by faculty and staff. The commitment to continuous quality improvement is consistent with an overall philosophy of supporting students and facilitating their success.


**Office of Institutional Research and Assessment**

The Office of Institutional Research and Assessment serves as a resource for decision makers by providing data that can be used to assess progress toward institutional goals. The office administers surveys, maintains reports, and researches relevant topics such as enrollment, retention, degree completion, productivity, and other areas of interest. Further, the office administers several institutional surveys each year and reports detailed trend analysis on findings. Examples of external surveys have included the College Student Inventory, the National Survey of Student Engagement, the Faculty Survey of Student Engagement, and the Collegiate Assessment of Academic Proficiency. Data from these instruments as well as from internal survey tools enhance institutional decision making. Institutional Effectiveness studies have been done related to enrollment, retention, productivity, student success, and tuition revenues.

**Annual Academic Assessment**

Emporia State has a routine of annual assessment for all academic programs (PASL Reports, Program Review, and Accreditation). In light of feedback presented during the 2004 comprehensive visit, Emporia State has worked to coordinate assessment reporting and the use of assessment findings. As a part of this effort, the university developed a new format, setting common dates for annual review coordinated with Kansas Board of Regents program review cycles. The Office of Institutional Research and Assessment, through the Student Learning Assessment Council (formerly called the Teaching and Learning Assessment Committee), has provided workshops on developing student learning outcomes, methodologies for assessing them, and appropriate criteria for evaluation in order to assist departments in the assessment process (All Years Committee Files Supporting Building the Culture of Assessment). The Office of Institutional Research and Assessment continues to work on a new format for reporting academic assessment activities, the better to reflect how departments/programs are using assessment data for program improvement. While much progress has been made in assessment and program modification, this continues to be a growth opportunity for the campus.

**Specialized Accreditations**

Beyond the continuous accreditation Emporia State University began in 1915, earned through the North Central Association, and in addition to the programs accredited by the Council for the Accreditation of Educator Preparation, the Specialized Accreditations chart enumerates additional accreditations. Details of these were discussed in Criteria Three and Four.
Fiscal Evaluation
As mentioned in 5.A., the State of Kansas’s review process provides oversight for all fiscal operations. Specifically, the State of Kansas’s Division of Legislative Post Audit oversees all fiscal operations and evaluates the adequacy of internal controls, accuracy of financial records, compliance with standard accounting practices, government and state regulations, and university policies and procedures. Emporia State University’s Internal Auditor assists the university in the review and development of sound practices and operations associated with the various aspects of the institution’s operations. Other audit practices include federal, state, accreditation, and athletic entities focused on assurances of compliance.

Annual Performance Review
Consistent with university policy, each faculty member returning annually to Emporia State in a teaching capacity receives annual evaluation. This annual faculty evaluation is comprehensive and is designed to support faculty professional development.

The evaluation process for unclassified staff varies greatly across the campus, reflecting the variety of staff responsibilities. In most cases, staff members, working with their direct supervisors, prepare self-evaluations based on mutually agreed-upon goals. Supervisors review the self-evaluations, meet with the employees, and provide written summaries of the evaluation period. When available, merit funds and salary enhancements are based on these evaluations.

The University Support Staff evaluation process is coordinated through the Office of Human Resources. The evaluation process is designed to provide foundational consistency on key measures of performance, yet still afford the employee and the supervisor the opportunity to focus growth on individually specific items.

5.D.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.

Co-Curricular and Institutional Evaluation
As highlighted above, the Office of Institutional Research and Assessment works with non-academic units in the evaluation and interpretation of activities and associated outcomes. These units use the Report for Non-Instructional Departments to connect to the mission, to evaluate current effectiveness, and to set goals for improvement. While a number of internal measures are developed and reviewed (enrollment data dashboards, retention data dashboards, student employment placement data, etc.) external measures such as NSSE and FSSE assist in shaping division- and department-specific directions.

Improved Institutional Effectiveness, Capabilities, and Sustainability.
Emporia State University continues to improve in the use and practice of continual assessment, with the goal of enhancing effectiveness, capabilities, and sustainability. Throughout this report examples have detailed the application of assessment. Additional examples follow, highlighting the positive improvements made through the use of assessment practices.

Recruitment and Retention Efforts
Over the past four years, significant attention has focused on the recruitment and retention of undergraduate students. Internal review and external assessment identified the need for stronger recruitment. The university allocated funds to hire third party support (Noel-Levitz) to assist in the overall review of the institution’s recruitment and retention efforts. Using data from a variety of existing sources as well as new survey
instruments, strategic decisions were made to enhance all recruitment and retention efforts. Personnel were strategically reordered, and admissions counselors were reassigned to satellite locations. The university increased funding to implement higher quality recruitment software systems, and campus communication efforts were modified. Associated measures were identified to assess these modifications and continuous assessment now guides new strategic decisions. Outcomes have been positive. The institution has experienced growth in undergraduate new student starts and improved ACT scores in the new undergraduate population. It has broadened its recruiting market. New-student enrollment has increased over the last five semesters.

Like recruitment, retention of new students has been a target of strategic focus. Based on analysis of institutional data sets, student surveys, and external surveys, the institution has set about modifying and enhancing retention efforts and the strategic use of resources. Faculty, staff, and students in partnership have reallocated resources to create new programming, enhance advising, and focus campus awareness on retention. Retention data as of August 2014 indicates that these retention efforts are succeeding. The institution now reports a 3.7% increase in first-to-second year retention rates from 2010 to 2013, with the highest rate (73.2%) occurring in 2012.

**Academic Enhancements**

Both student feedback and faculty knowledge of discipline-specific needs continue to guide academic enhancements. Recent examples include the addition of a Cadaver Lab in the Department of Biological Sciences, supporting the department’s efforts to enhance both pre-med programs and overall learning opportunities. The addition of a Focus Group Lab in the School of Business now affords students hands-on experiences in coordinating qualitative research. The continued enhancement of the Professional Development School associated with the elementary education program illustrates The Teachers College’s commitment to providing outstanding learning and job preparation.

These few highlighted programs and the numerous other examples provided in this self-study illustrate Emporia State University’s engagement in both formal and informal efforts to improve institutional effectiveness, capabilities, and sustainability.

**Criterion Five. Strengths and Opportunities**

**Strengths**

Since Emporia State University’s last reaccreditation in 2004, the institution has managed a number of internal and external fiscal challenges. In doing so, it has continued to maintain adequate faculty and staff to provide high-quality academic programs and student services and meet the expectations of university stakeholders. Strategic management of the recent growth in enrollment has begun to ease fiscal constraints. However, as the institution continues to manage enrollment numbers and program quality, an increase in focus on institutional priorities associated with the strategic plan must be coupled with open campus communication as plans are made and measures taken. Strong shared governance and administrative governance systems are in place across the campus to enable this, and it will be important to use them.

**Opportunities**

As higher education continues to evolve, Emporia State will need to enhance training and professional development for faculty and staff. Instruction on key topics such as harassment, discrimination, and
supervisor training is effectively coordinated through the Office of Human Resources, but training for staff on policies and operational procedures is inconsistent. There is an opportunity to enhance and coordinate such training. To this end, in 2013 the Unclassified Commission and the University Support Staff Commission began partnering with the Office of Human Resources to develop and enhance new employee training. Efforts to improve the training of new employees, continuing employees, and those changing positions should continue. Past budget constraints have limited the opportunities for professional development for those in unclassified and faculty positions. Developing strategies and finding new funding sources will afford the institution the opportunity to grow in these areas.

The culture of assessment and data-driven decision making has grown at ESU. Both academic and non-academic units can point to significant improvements in the use of internal and external assessment to guide institutional change. Further, with the merger of Institutional Research and Assessment into one office, Emporia State University has strengthened the sharing of information and assessment practices. As is noted throughout this self-study, progress has been made, but there is still more to do. Enhancement of the culture of assessment and improvement should remain a top priority across the university. Institutional commitment is strong. Continued accountability and the allocation of time and resources will be key.
Appendix A. Navigating the Resource Room

Every entry in the Resource Room is in a pdf format including webpages. All evidence cited in the self-study is directly linked to the appropriate file in the Resource Room. Webpages are all converted to pdf files, and if the reviewer accesses links within the webpage pdf file when connected to the internet, the links are functional and connect to a live website. However, if the reviewer isn’t online, the links located on the pdf website snapshots are not live. The website pdf evidence files independently show the information cited in the self-study, so accessing additional links isn’t necessary. Clicking on a link within the self-study document opens a new window exhibiting the evidence file. Some evidence files appear in very small fonts. This occurred with trend analyses converted from excel to pdf formats. To enlarge the file fonts, the reviewer can hold down the control key and scroll the mouse roller to enhance the size of the document content. Occasionally, there are entire evidence folders linked in the self-study document. This provides reviewers the latitude to choose among the files listed to examine for evidence. Linking entire folders of documents also shows the breadth of evidence that exists for the subject matter being referenced. If the reviewer is inclined to do so, the structure of the Resource Room allows for navigation independent of the links embedded within the self-study document.

The Resource Room is designed to present evidence in five different perspectives. The evidence is presented by Alphabetical Listing, Criterion, Operation Unit Index, Subject Index A to Z, and Unique Assigned Code. The Alphabetical Listing folder is an alphabetically sequenced list of every evidence document present in the Resource Room which has an assigned UAC number. The Criterion folder lists the evidence documents and folders as they are cited for each of the Criterion and affiliated sub-components. The Operation Unit Index folder shows the evidence files categorized by the institutions’ operational units (Academic Affairs, Student Affairs, Administration-Fiscal Affairs, and Executive Operations). Within each of these operational units, the reviewer can drill down to the department and unit levels to see the depth and breadth of the evidence used to support the institution’s self-study. The Subject Index A to Z folder organizes the evidence by subject matter (For e.g., Accreditation Reports, Federal Compliance, and Program Review). Due to the sheer numbers, the evidence files for Syllabi and Faculty Vitae were not assigned individual numbers, but rather are individual files residing within folders in the appropriate Operation Units and as Subject Index A to Z folders. The Unique Assigned Code folder organizes files in the sequential numerical order for which they were entered as evidence in the Resource Room.