

Assurance Argument

Fort Hays State University

Review date: 10/30/2023

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1.A.1 - The mission was developed through a process suited to the context of the institution.

The current Fort Hays State University (FHSU) [mission statement](#) was reviewed and approved through multiple stakeholder groups, including university governance bodies and the [university strategic planning committee](#), in 2018. The final approving authority for any changes to the university mission or vision statement for the institution is the Kansas Board of Regents. The university president, on behalf of FHSU, submitted a request for confirmation of a revision to the mission of the institution to the [Kansas Board of Regents in 2019](#). The mission statement revisions, which highlight the teaching and access focus of the institution, were in response to a campus-wide strategic planning effort that commenced shortly before the arrival of the current university president, Dr. Tisa Mason, in 2017 and concluded in 2019. Building on work that began in early 2017, President Mason launched a [strategic planning process using a framework](#) previously developed by the university community with a specific emphasis on stakeholder involvement. The framework was shared at the [Fall 2018 Convocation](#) with an open-comment period commencing for the mission, vision, values, and strategic goals. Following that open-comment period, the endorsement process for the mission, vision, values, and strategic goals began. Faculty Senate, Student Government Association, Staff Senate, and the FHSU Foundation Executive Committee all endorsed the [mission, vision, values, and strategic goals](#) before these elements were shared for approval at the Kansas Board of Regents.

The [five strategic goals](#) in the 2019–2024 Strategic Plan are woven into the university mission to provide accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders. The five

goals are as follows:

Goal One: Academic Excellence

Goal Two: Student Success

Goal Three: Strategic Growth

Goal Four: Resources and Infrastructure

Goal Five: Community and Global Engagement

Goal-team cochairs and implementation teams have continued implementation of the strategic plan. Each year, the strategic planning goal teams propose new strategies that will advance accomplishment of the outcomes. Mid-year and year-end updates have been provided to the university community. A strategic plan website features information regarding the strategic plan, and each monthly [Cabinet meeting features an update](#) from the Strategic Planning Committee cochairs. President Mason presents a thorough overview of each year's strategies during each [fall convocation](#). During year five of the strategic plan (2023–24), strategic plan cochairs Dr. Jill Arensdorf and Dr. Brett Zollinger will lead the university community in sunsetting the current plan and initiating university conversations about a new iteration of the FHSU strategic plan for 2024–25.

The mission and strategic plan of the institution are also closely aligned with the [Kansas Board of Regents Strategic Plan](#), "Building a Future," which focuses on access, affordability, and economic prosperity.

1.A.2. - The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

The current Fort Hays State University mission statement was updated and approved by the Kansas Board of Regents in 2019. As a regional comprehensive institution, the mission reflects our instructional focus at FHSU. Offering a full range of undergraduate programs and graduate education primarily at the master's level, the mission reflects our priorities of access and teaching. Positioned in western Kansas, FHSU is centered on its mission and core values of knowledge and scholarship, innovation and entrepreneurship, and global engagement.

[Core Values:](#)

Knowledge and Scholarship: Knowledge transforms the human experience. We value inquiry, discovery, and the dissemination of knowledge that leads to intellectual, social, and economic advancements.

Innovation and Entrepreneurship: We think big. We solve problems. We seek and confront challenges, and we embrace strategic risks that turn great ideas into exceptional pathways.

Global Engagement: We transcend geographic and cultural boundaries. We build partnerships and opportunities that connect our students to the world.

The mission and our core values define FHSU's commitment to both teaching excellence and to providing accessible education to Kansas and beyond. This education occurs through our high-quality programs taught by faculty via on-campus, online, and international modalities.

In 2020, President Mason appointed members of the Fort Hays State University community, including faculty, staff, and students, to serve on a [University Values Committee](#) established to drive

initiatives that strengthen our alignment with our values.

During the 2021–2022 academic year, the University Values Research and Analysis subcommittee conducted a multimethod examination of authenticity in embodying the Values, which included content analysis, focus groups, and a university-wide survey. This university-wide research, including students (on campus and online), faculty (on campus, online, and international), and staff, demonstrated how FHSU is in alignment with university core and aspirational values and identified misalignments, providing the opportunity for campus leadership to engage strengths and identify areas in need of strengthening.

Key Findings from that study included:

Knowledge and Scholarship: Findings consistently showed that this core value is strongly and authentically represented at FHSU. Most focus-group and survey participants indicated that FHSU is acting on and genuinely engaging this value, while pointing to inconsistencies and additional opportunities to engage this value.

Innovation and Entrepreneurship: Focus groups and survey respondents indicated that there is an opportunity for FHSU to take more action for this core value. Focus groups and survey respondents had varying opinions on whether FHSU is genuinely engaging in this value. The low frequency of Innovation and Entrepreneurship in the content analysis results also demonstrates the need to improve how the university embodies this value.

Global Engagement: Response to the core value varied across research modalities but overall demonstrates opportunities for growth. Focus groups and survey respondents, alongside content analysis, found positive elements in terms of how FHSU engages globally but clearly indicate this value can be strengthened.

Actions taken because of these findings include the [appointment of a committee](#) to investigate inconsistent opportunities to engage in knowledge and scholarship, providing [incentive grants](#) to encourage innovative and entrepreneurial activities to inspire more grassroots idea creation and execution, and continuing our work based on the [international restructuring roadmap](#).

1.A.3. - The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

The nature and scope of programs offered at Fort Hays State University are consistent with the general purpose of a regional comprehensive institution and with our university mission: FHSU provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders. With a broad portfolio of programs in education, arts, humanities, social sciences, health and behavioral sciences, science, technology, mathematics, and business, the institution provides educational opportunities “to Kansas, the nation, and the world.”

The academic programs, student-support services, and enrollment profiles at FHSU are consistent with its stated mission. The university ensures alignment of the academic programs with the university mission through new-program-development and academic-program-review processes. A department mission statement is developed to align with the institutional mission and to reflect the specific academic or career focus. The department then uses its mission statement to guide development of program learning outcomes. In addition, the university uses the Program Review process to ensure both academic and support programs align to the university mission. The Kansas

Board of Regents further requires that proposals for approval of new or revised academic programs or support services specify how the program or service meets the specific college and overall university mission and vision.

Academic support services are proposed to the president by the university executive leadership within one of the three divisions. In general, proposals are submitted and reviewed through the annual budget development process. However, ad hoc proposals may be developed and considered as needs arise within the institution.

The [scope of programs](#) at the undergraduate levels includes three associate degree programs and 55 bachelor degree programs. At the graduate level, FHSU offers 21 master's degree programs (including 8 accelerated programs), 2 education specialist degree programs, and a doctoral program (Doctor of Nursing Practice, DNP).

Academic programs are housed within five academic colleges: [College of Education](#); [Robbins College of Business and Entrepreneurship](#); [Werth College of Science, Technology, and Mathematics](#); [College of Arts, Humanities, and Social Sciences](#); and the [College of Health and Behavioral Sciences](#). [The Graduate School](#) does not house academic programs but does coordinate and govern graduate education policies and procedures, student admissions, and all graduate assistantships.

FHSU has been a leader in online education, delivering online programs for 25 years. That success helped catapult FHSU into 19 consecutive years of enrollment growth. FHSU is one of five institutions that are certified by the [United States Distance Learning Association](#). Currently, 35 undergraduate degree programs and 13 graduate degree programs are [offered fully online](#).

Two larger [cross-border programs](#) are offered through partnerships with Sias University and Shenyang Normal University, both in China. All FHSU courses are taught by FHSU faculty teaching face-to-face and/or online.

The university's commitment to accessibility manifests through providing educational opportunities for all students regardless of their race, socioeconomic class, religion, gender, sexuality, age, or background. With [accessible admission standards](#), FHSU has always aligned with the Kansas Board of Regents' strategic plan, which currently focuses on access, affordability, and success ([Pillar One](#)).

Developing "engaged global citizen leaders" has been within the fabric of the institution prior to its explicit articulation in the mission statement. In 2002, the Center for Civic Leadership was established to provide and foster civic engagement across the institution and within the community. Twenty years later, the institution has renewed its commitment to this work through inclusion of civic engagement in the university's strategic plan (Goal 5) and through recasting the Center as [FHSU Civic Learning and Engagement](#). Multiple initiatives out of this and the Student Engagement office at FHSU serve as catalysts for the development of community-engagement partnerships that benefit our students and community. FHSU will be pursuing both the Leadership for Public Purpose and Community Engagement [Carnegie Foundation Elective Classifications](#).

1.A.4. - The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Fort Hays State University's mission focuses on "accessible quality education to Kansas, the nation, and the world." The expressed commitment to education for all is reflected in the vast number of

undergraduate and graduate programs available to students on campus, fully online, and through cross-border partnerships. As a regional comprehensive institution, FHSU offers a suite of programs tied directly to the mission of access and high-quality teaching. As stated in 1.A.3., the university offers [55 bachelor's degree programs](#).

Fort Hays State University's admissions standards have always supported the mission of accessibility. In addition, multiple student services are offered and available to all FHSU students. As part of the university's Strategic Plan, a [Strategic Enrollment Management plan](#) was launched in 2019. Overseen by the Associate VP for Student Affairs and Enrollment Management, this plan focuses on enrollment growth opportunities for the university in collaboration with Ruffalo-Noel Levitz (RNL). The process involves a Strategic Enrollment Management (SEM) Committee with final decisions made by the university [Executive Leadership Team and president](#). In addition to the leadership of the SEM process, the Associate VP for Student Affairs and Enrollment Management oversees the Registrar's Office, Student Financial Assistance, FHSU Online, Admissions, and Military and Transfer.

FHSU has been intentional with regard to its focus on student success. Over ten years ago, Living Learning Communities were launched by FHSU, which has led to tremendous retention of LLC students. The university has also shifted from a faculty-centric advising model to a [college-centric advising model using professional advisors](#). FHSU has signed a [contract with EAB](#) to utilize the Edify and Navigate products. These student-success and data-analytics tools will allow the university to provide collaborative and consistent communication and care for our students. All FHSU students have access to tutoring, health and wellness treatment, and many other student-engagement activities. In addition, all incoming freshmen are required to take a 1-credit-hour [Freshmen Seminar course](#). Care teams were implemented throughout the COVID-19 pandemic and continue to be a resource for all FHSU students.

The [Fall 2023 20th day census and enrollment profile](#) at Fort Hays State University was submitted on September 2023 to the Kansas Board of Regents. The report indicates that FHSU is serving a total of 12,843 (headcount) students. This includes 10,204 undergraduates and 2,639 graduate students.

[FHSU Online](#) staff focus on the recruitment and retention of our online students, who represent all 50 states and 35 countries. FHSU offers student services that focus on the specific needs of online students, including military and transfer services, online tutoring, and financial assistance.

While the majority of our international students are on the campuses of our cross-border partners, FHSU does have 160 international students in Hays, Kansas as part of on-campus degree programs. As with most US universities, the number of international students has dropped in the last five years. The [FHSU International Student Services](#) office provides assistance to nonresident students, including an international student orientation course, ESL through our partnership with [The Language Company](#), and other programming.

1.A.5. - The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Core Component 1.A addresses the university's Strategic Plan and university mission. All of this information is presented on the university's website. Throughout the year, the university community is updated on the strategic plan through three convocations hosted by the president. Various email updates and cabinet meeting minutes are shared throughout the year, highlighting strategic plan progress.

The office of [University Communications](#) provides content for various media outlets, including news releases. The University Marketing unit reorganized and has developed [new brand identity standards](#) in Spring 2023. These brand identity standards are built around brand drivers connected to the university's mission. Brand drivers include quality, in-depth learning opportunities, an expectation of social, civic, and professional engagement, and a great value for the education experience. These mission-driven brand elements connect to marketing efforts such as the [University Viewbook](#) used for student recruitment.

University leadership shares various communications with the university and public that connect to the university vision and brand, including the regular "[Heart of a Tiger](#)" column written by University President Tisa Mason. Mission-related information is also incorporated into communications such as newsletters, alumni publications, and social media from multiple university colleges and divisions.

In addition, the FHSU Foundation and FHSU Alumni Association regularly communicate with alumni and friends of the university, connecting to the university's mission.

Sources

- 1.A.1 2018 FHSU Fall Convocation presentation
- 1.A.1 Building a Future
- 1.A.1 Cabinet Notes
- 1.A.1 Fall Convocation 2023
- 1.A.1 FHSU Mission Statement
- 1.A.1 Kansas Board of Regents Meeting Minutes
- 1.A.1 Mission Vision Values and Strategic Goals
- 1.A.1 Strategic Goals
- 1.A.1 Strategic Planning Framework
- 1.A.2 Core Values
- 1.A.2 Global Engagement
- 1.A.2 Innovation Grant Examples
- 1.A.2 Knowledge and Scholarship Recommendations
- 1.A.2 Values Committee Report
- 1.A.3 Admission Standards
- 1.A.3 Carnegie Foundation
- 1.A.3 Civic Learning and Engagement
- 1.A.3 College of Arts Humanities and Social Sciences
- 1.A.3 College of Education
- 1.A.3 College of Health and Behavioral Sciences
- 1.A.3 FHSU Programs of Study All Active Programs Workday report
- 1.A.3 Global Partnership Document
- 1.A.3 Graduate School
- 1.A.3 Higher Education Certification USDLA
- 1.A.3 KBOR Program Inventory
- 1.A.3 Robbins College of Business and Entrepreneurship
- 1.A.3 Werth College of Science Technology and Mathematics

- 1.A.4 EAB Contract
- 1.A.4 ELT Minutes
- 1.A.4 FHSU Online
- 1.A.4 FHSU Programs of Study All Active Programs Workday report
- 1.A.4 Freshman Seminar
- 1.A.4 Graduate Academic Programs
- 1.A.4 International Student Services
- 1.A.4 KBOR Program Inventory
- 1.A.4 SEP Planning Process
- 1.A.4 The Language Company Partnership
- 1.A.4. Fall 2023 20th Day
- 1.A.4. Professional Academic Advisors
- 1.A.5 Brand Identity Standards
- 1.A.5 Heart of a Tiger
- 1.A.5 University Communications
- 1.A.5 University Viewbook
- 1.B.1 Board Policy Manual
- 1.B.1 Kansas Constitution
- 1.B.1 Kansas SBDC
- 1.B.2 Budget Allocation
- 1.B.3 Active Aging
- 1.B.3 Ag Advisory Board Meeting Minutes
- 1.B.3 Applied Tech Advisory Board Meeting Notes
- 1.B.3 De-escalation Training Center
- 1.B.3 Department of Music and Theatre
- 1.B.3 Docking Institute
- 1.B.3 Encore Series
- 1.B.3 Experiential Learning Committee bylaws
- 1.B.3 FHSU Homecoming
- 1.B.3 Foster Grandparent Program
- 1.B.3 Kansas Wetlands Center
- 1.B.3 Management Development Center
- 1.B.3 Neuromuscular Wellness Center
- 1.B.3 Personal Fitness
- 1.B.3 Psychological Testing Clinic
- 1.B.3 RiteCare Clinic
- 1.B.3 Senior Companion Program
- 1.B.3 Sternberg Museum
- 1.B.3 Stroup Simulation Center
- 1.B.3. Aquacise
- 1.C.1 AASCU Organization
- 1.C.1 American Democracy Project
- 1.C.1 Campus Community Collaborative
- 1.C.1 Civic Investment Plan
- 1.C.1 FHSU Times Talks
- 1.C.1 Intramurals
- 1.C.1 SGA passes allocations bill
- 1.C.1 Strategic Plan Goal 5
- 1.C.2 2020-21 Goal 3.3 Strategic Plan

- 1.C.2 Community Development Certificate
- 1.C.2 Cultural Diversity Program
- 1.C.2 Diversity Boost
- 1.C.2 Economic Justice and Advocacy Program
- 1.C.2 F22-S23 Retention Report
- 1.C.2 General Education Program
- 1.C.2 Global Leadership Certificate
- 1.C.2 Globalization and Culture Change Program
- 1.C.2 Hispanic College Institute
- 1.C.2 IDEA Team Report
- 1.C.2 International Studies Certificate
- 1.C.2 JEDI Advisors Program
- 1.C.2 LatinX Studies
- 1.C.2 May 2023 Faculty Senate Meeting Minutes
- 1.C.2 Social Justice Program
- 1.C.2 Student Diversity Report
- 1.C.2 Women and Gender Studies
- 1.C.3 Council of Chief Diversity Officers
- 1.C.3 DEI Survey Analysis
- 1.C.3 Faculty and Staff Diversity Support
- 1.C.3 Harassment Policy
- 1.C.3 JEDI Advisors Program
- 1.C.3 Sexual Harassment Policy
- 1.C.3 Student Handbook
- 1.C.3 Tilford Conference

1.B - Core Component 1.B

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

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

Argument

1.B.1. - The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

As a comprehensive public university, Fort Hays State University provides programs of study that serve constituent educational needs across associate, baccalaureate, master's, education specialist, and doctoral degree levels. FHSU operates within the Kansas Board of Regents (KBOR) system with its nine-member board appointed by the governor of Kansas as dictated by the [Kansas constitution](#). KBOR member roles and responsibilities are outlined within the [Board Policy Manual](#). The president of the university reports directly to the Board, and most of the institution's decisions are overseen by KBOR.

Our service region—defined by the Kansas Board of Regents—covers the western half of the state of Kansas and extends across much of the northeastern quadrant of the state. Several FHSU centers, institutes, and museums provide critical services to our region: the [Sternberg Museum of Natural History](#), the [Kansas Wetlands Education Center](#), [Docking Institute of Public Affairs](#), the Herndon Speech-Language-Hearing Clinic, the Robbins Banking Institute, the [Management Development Center](#), the Center for Entrepreneurship, the Wellness Center, and the [Active Aging Center](#). FHSU provides performing arts programming to the region through its [Encore Series](#) and an annual calendar of events hosted by the [School of Visual and Performing Arts](#). FHSU connects to health-care providers in the region through student clinical-placement partnerships including Hays Medical Center and other regional hospitals and clinics. A full range of competitive NCAA Division II athletic events are offered to the public in [17 men's and women's sports](#). FHSU also serves as the state host for the [Kansas Small Business Development Center](#).

1.B.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.

Fort Hays State University is supported by the state, thus there are no investors, financial returns, parent organizations, or other external interest groups other than Kansas. In 2022–2023, the university's [budget allocation](#) indicated FHSU devoted approximately 77% of general-use funds to educational programs (instruction, academic support, student service, and institutional support), 4% for research and public service, and 19% for physical plant and capital improvements/debt services.

1.B.3. - The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Fort Hays State University is committed to engaging its external constituencies and responding to their needs. The importance of community engagement is reflected in the university's mission statement as well as in the various programs and initiatives the university has developed over the years.

The [Stroup Hall Simulation Center](#), a partnership with Hays Medical Center, serves students majoring in nursing, radiologic technology, and medical diagnostic imaging. This partnership has helped FHSU develop and expand programming that provides opportunities for students and area practitioners to learn and perfect complex skills, to improve critical-thinking abilities, and to develop collaboration skills.

Fort Hays State University is proud to have a state-of-the-art facility dedicated to speech, language, and hearing. The [Herndon Speech-Language-Hearing Clinic](#) offers evaluation and treatment for the local community and people of western Kansas. The clinic's namesake, Dr. Geneva Herndon, founded the clinic in 1954 and started the Communication Sciences and Disorders Program. The clinic's primary purpose is to provide hands-on experience for undergraduate students in Communication Sciences and Disorders and graduate students majoring in Speech-Language Pathology. The Herndon Speech-Language-Hearing Clinic is a [RiteCare Clinic](#) supported by the Kansas Scottish Rite Foundation and the Valley of Salina Scottish Rite. This partnership between the Herndon Clinic and the Scottish Rite Foundation has an immediate and ongoing benefit for families within Hays and the surrounding area as well as influencing the services provided by our graduates as they seek positions in other parts of the United States. This partnership ensures opportunities for area children to receive services, and it provides enhanced opportunities for students in speech-language pathology to develop and refine clinical skills.

The [Psychological Testing Clinic](#) at FHSU is a resource established to help fill a need in the local community for additional psychological services. Local and state service agencies collaborated during the development of the clinic and its mission. The clinic seeks to provide services to Fort Hays State University as well as local and global communities within the realm of psychology. The Psychological Testing Clinic is also a teaching and training clinic for master's level psychology students at Fort Hays State University. Students engage in the administration of the psychological tests, summaries, and interpretations under the direct guidance and supervision of a licensed professional. The testing clinic is open to the community for self-referrals or referrals from local practicing professionals or mental health agencies.

FHSU also engages external constituencies through community-outreach programs. These programs are designed to provide educational and cultural opportunities to individuals and groups outside the university. For example, FHSU offers a variety of continuing education courses that are open to the public, as well as summer camps and workshops for K-12 students. FHSU also hosts cultural events, such as concerts, art exhibitions, and theater productions, that are open to the public. The School of Visual and Performing Arts produces and performs a significant number of concerts, shows, and recitals. The FHSU [Encore Series](#) promotes artistic expression, cultural understanding, and social awareness in Hays and across western Kansas through the presentation of diverse, high-caliber performing-arts programs. Both [Sternberg Museum](#) and the [Kansas Wetlands Educational Center](#) provide community outreach and educational programming for all ages.

The [Active Aging program](#), sponsored by the Department of Health and Human Performance, aims

to improve the health and wellness of Hays-area community members. Three unique fitness programs, staffed by trained students supervised by faculty members, meet the needs of a range of community members. For participants over 50 years old, the [Aquacise](#) and [Personal Fitness](#) programs offer the chance to energize and enhance fitness profiles. Participants work one-on-one with a personal trainer or spend some time in the pool for low-impact exercises. The [Neuromuscular Wellness Center](#), formerly called the Stroke Recovery and Wellness Center, provides customized fitness programs for anyone with significant neurological disorders, such as stroke survivors, paralysis, muscle spasticity, and multiple sclerosis. Under the guidance of our certified instructors, FHSU juniors, seniors, and graduate students work with participants to reach mobility and fitness goals.

The [Foster Grandparent Program](#) and the [Senior Companion Program](#), both sponsored by Fort Hays State University, are part of AmeriCorps Seniors, which is administered by AmeriCorps, the federal agency connecting individuals and organizations through volunteering and service to the country. Foster Grandparents help young children gain skills and confidence to succeed in school. They mentor and tutor children, serve as positive role models, and assist those in the child welfare system. Senior Companions, and those served, receive significant, long-term health benefits from their participation, including reduced rates of depression, increased social ties, and perceived social support.

The [Management Development Center](#) (MDC), housed in the Robbins College of Business and Entrepreneurship, serves local and regional non-profit organizations, government entities, and for-profit businesses by responding to their needs for training and consulting services. The MDC also provides public workshops on varying topics informed by specific requests from the local business community. The MDC provides these services through the utilization of the expertise of FHSU faculty and staff to help local and regional businesses in its service region and beyond. The investment cost required by MDC clients is typically less than they would pay for similar training in a larger market, yet based on feedback, clients arguably receive just as good if not better service, customization, and access. Faculty facilitators comment they love providing these training and consulting services as it helps them be better in the classroom for their students—taking what businesses actually want and then implementing it into their program’s curriculum.

As mentioned in 1.B.1, Fort Hays State University serves as the host institution for the [Kansas Small Business Development Center \(SBDC\)](#). Using a statewide network, SBDC, works to develop and expand small business in the state. In 2022, the [Kansas SBDC reached its goals](#) in unique clients served, jobs supported, new business starts, and capital infusion.

In addition to its community-outreach programs, FHSU also works closely with local businesses and organizations through advisory boards, which offer advice and feedback to academic programs regarding their curriculum and offerings. Most of these advisory boards meet once per year and are composed of alumni and industry professionals. The [Department of Agriculture](#), [Department of Applied Technology](#), and Robbins College of Business and Entrepreneurship all meet regularly with their advisory boards.

FHSU also offers a variety of internship and experiential learning opportunities for students, allowing them to gain real-world experience and develop their professional skills while also providing valuable services to local businesses and organizations. The Civic Learning and Engagement area (see Core Component 1.C.1) coordinates outreach and community-development projects. Examples include coordination of a [fall 2023 conference on community-engaged teaching, research, and service](#). The FHSU [Experiential Learning Committee](#), a university-level committee led by the

Director of Civic Learning and Engagement, fosters service learning and other experiential learning experiences for students through faculty development and funding opportunities.

FHSU's engagement with its external constituencies is not limited to the local community. The university also has a strong commitment to engaging with alumni and other stakeholders around the world. For example, FHSU offers a variety of online degree programs and continuing-education courses that are accessible to individuals anywhere in the world. The university also hosts a variety of in-person and virtual events, such as webinars and networking sessions, that allow alumni and other stakeholders to connect with each other and with the university. For example, in November 2022, local FHSU alumni and business leaders gathered in [Salina, Kansas](#), to discuss how FHSU can better meet business and industry needs in that area. And in summer 2022, FHSU Admissions and Alumni Association held an alumni and prospective student gathering in [southwest Kansas](#). [FHSU Annual Homecoming celebration](#) brings in hundreds of alumni to campus each year.

Funded through a federal grant, FHSU became the Central Region Training Center of the [National De-Escalation Training Center](#). Providing training through online, face-to-face, and train-the-trainer options, FHSU facilitates the only Level 3 de-escalation training available in the United States. The face-to-face training can be provided at no cost to agencies with scholarships available to those in the online trainings. This unique training serves a critical need for crisis intervention in collaboration with the FHSU Criminal Justice program and University Police.

The [Docking Institute of Public Affairs](#) at Fort Hays State University is a research and consulting organization that provides a wide range of services to clients in the public and private sectors. The mission of the Docking Institute is to facilitate effective public policy decision-making among governmental and non-profit entities and does so by conducting applied research, facilitating organizational strategic planning, and supporting public affairs programming. These services promote the public good and improve quality of life for people in Kansas and beyond. The Institute is staffed by a team of experienced researchers, consultants, and analysts who have expertise in a variety of areas, including public policy, survey research, program evaluation, and community development and serves as a training ground for undergraduate and graduate student researcher assistants. It maintains and recruits its cadre of policy fellows and leverages their expertise, often in a multidisciplinary fashion, as projects demand. Working with a variety of clients, including government agencies, non-profit organizations, and businesses, the Docking Institute conducts surveys, economic impact studies, labor and housing studies, and strategic planning.

Overall, FHSU's engagement with external constituencies is a central part of its mission and identity as a public university. The university's commitment to community outreach, workforce development, and global engagement reflects its recognition of the important role that higher education can play in promoting the common good and contributing to the well-being of society.

Sources

- 1.B.1 Board Policy Manual
- 1.B.1 FHSU Athletics
- 1.B.1 Kansas Constitution
- 1.B.1 Kansas SBDC
- 1.B.2 Budget Allocation
- 1.B.3 Active Aging

- 1.B.3 Ag Advisory Board Meeting Minutes
- 1.B.3 Applied Tech Advisory Board Meeting Notes
- 1.B.3 De-escalation Training Center
- 1.B.3 Department of Music and Theatre
- 1.B.3 Docking Institute
- 1.B.3 Encore Series
- 1.B.3 Experiential Learning Committee bylaws
- 1.B.3 FHSU Alumni Association is coming to Salina
- 1.B.3 FHSU Alumni Association is coming to Ulysses
- 1.B.3 FHSU Homecoming
- 1.B.3 Foster Grandparent Program
- 1.B.3 Herndon Clinic
- 1.B.3 Kansas Wetlands Center
- 1.B.3 Management Development Center
- 1.B.3 Mini Conference on Community Engaged Teaching Research and Service
- 1.B.3 Neuromuscular Wellness Center
- 1.B.3 Personal Fitness
- 1.B.3 Psychological Testing Clinic
- 1.B.3 RiteCare Clinic
- 1.B.3 Senior Companion Program
- 1.B.3 Sternberg Museum
- 1.B.3 Stroup Simulation Center
- 1.B.3. Aquacise
- 1.B.3. Kansas SBDC Programmatic Review

1.C - Core Component 1.C

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

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

Argument

1.C.1 - The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Written in 2014, the [FHSU Civic Investment Plan](#) served as a guiding foundation for civic learning and engagement efforts at FHSU. This plan guided the inclusion of Goal 5 in the University's Strategic Plan in 2018. FHSU provides a full range of curricular and cocurricular activities for students through two primary units: the Center for Civic Learning and Engagement in the Division of Academic Affairs, and the Student Engagement cluster within the Division of Student Affairs

The Center for Civic Learning and Engagement sponsors two primary programs designed to foster civic engagement: the [American Democracy Project](#) and [Campus Community Collaborative \(3C\)](#). The national initiative of the American Democracy Project (ADP) was created by the [American Association of State Colleges and Universities \(AASCU\)](#) in 2003 to prepare the next generation of informed, engaged citizens for our democracy. FHSU is one of two participating universities in Kansas. In 2022-23, major activities have been to increase voter turnout by hosting two voter drives with the assistance of the Student Government Association and Arts for Social Change student organizations. A mainstay of the FHSU ADP project since 2003 has been the hosting of [Times Talks](#); short presentations by FHSU faculty, staff, and students to the FHSU community relating to civic or political engagement, civil discourse, and social or political issues. Presentations are based on a topic-relevant New York Times article that has been published within the last three years.

Initially established in the spring of 2021 as an advisory board, the Campus Community Collaborative (3C) is now a participatory body composed of 60% community members and 40% FHSU representatives whose mission is to "empower relationships between FHSU and the community" for the purpose of strengthening communities. The goals of 3C are to support campus/community partnerships, to ensure clear communication between the campus and community, and to foster sustainable practices to meet the evolving needs of the community.

The objectives of 3C are directly aligned with the five strategies identified under Goal 5 of the University's strategic plan, "Community and Global Engagement." Specific objectives include collecting data regarding community engagement gaps, increasing civic engagement through regional collaborations, maintaining a catalog of ongoing community projects, and identifying new audiences and talents along with leveraging human, financial, and other resources to support new or

existing projects for mutual benefit.

The Center for Civic Learning and Engagement is responsible for reporting data related to student participation in cocurricular activities across campus in direct support of [Strategic Plan Goal 5](#). Over 80 community partners work with FHSU departments and programs to provide students, faculty, and staff opportunities to serve the public good and create global citizen leaders. Work continues to refine a robust collection and assessment method of said engagement activities. The Division of Student Affairs Student Engagement cluster manages activity programming for students each semester including Greek Life, diversity and inclusion, orientation and transition, and a robust roster of student organizations. Included in these student organizations are the Student Government Association and the Virtual Student Senate, which play active parts in shared governance at FHSU. Student Government Association presides over a [significant budget](#) of almost one million dollars and serves as a student spokesperson to legislators and the Kansas Board of Regents. These activities are managed and promoted through the use of Anthology (formerly CampusLabs) Engage system branded as TigerLink. [FHSU Intramurals](#) also provides opportunities for student involvement and engagement through sports and other recreational activities.

1.C.2 - The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Diversity and inclusion are institutional aspirational values found in the [FHSU Strategic Plan \(Strategy 3.3\)](#). Work occurred in 2020–21 through that plan to create strategies to attract and retain diverse, talented, and dedicated faculty and staff to support institutional growth. For example, the [JEDI Advisors program](#) places a non-voting member on faculty search committees to help ensure equity and inclusion by increasing diverse candidate populations and reducing bias in the search process. Faculty applicants have been asked to submit a statement explaining how they will “help FHSU achieve racial, ethnic, and gender diversity that represents our students and state citizens.” Faculty searches are advertised in a variety of outlets, but all are posted with the Chronicle of Higher Education, including their “[Diversity Boost](#)” option (now referred to as the “Network Boost” package). These proven strategies will be implemented for staff searches beginning in fall 2023—year five of the strategic plan.

Prior to the pandemic, the FHSU Inclusion and Diversity Excellence Advisory (I.D.E.A.) Team continued to monitor university-wide efforts for DE&I practices and recommend strategies to advance institutional efforts. The committee was composed of faculty, staff and students who explore ideas, research other institutions, evaluate our institution, and identify best practices to enhance inclusion and diversity efforts at Fort Hays State University. [Documentation of the I.D.E.A. Team's work](#) can be found in the annual report shared via the Division of Student Affairs website.

The FHSU Student Engagement unit coordinates diversity, equity, and inclusion student support and programs, and it encourages collaboration among student organizations working on diversity celebration, education, and issues. The department's work is documented in the [Student Diversity Report](#) and includes such activities as diversity celebrations and events and participation in diversity-themed student organizations.

Retention of our underrepresented student populations has been a growth area for the university for the past decade. The university has evaluated institutional strategies to retain our students of color, specifically our on-campus African American and Hispanic student populations. In 2019, the Division of Student Affairs expanded diversity, equity, and inclusion support. At that time, the Assistant Vice President for Student Affairs also began leading institutional efforts serving as the

Senior Diversity Officer. The Student Engagement department, composed of five professional staff, continued providing support for diverse student populations and programs.

The Office of Institutional Effectiveness and Quality Improvement (IEQI) analyzes and [reports retention rates by student populations](#). The report distinguishes each modality and highlights specific student populations. In 2022, the retention rates (First Time, Full-Time, On-Campus, Degree Seeking Freshman) were 74% and 72% for our African American and Hispanic students, respectively. These are the highest retention rates in the past decade for both populations.

Another diversity and inclusion initiative is based on social belonging theory and seeks to improve course achievement rates among underrepresented students in gateway courses. This connects to Goal 2.5 of the strategic plan. FHSU underrepresented students account for approximately 15% of annual enrollment. FHSU actively recruits diverse populations in its assigned service area and has realized improvement in recent years recruiting and retaining Hispanic/Latino students. The [Hispanic College Institute](#) brings prospective students to Hays, Kansas each summer to give them an experience that will assist them in understanding the successful transition to college.

FHSU has aligned its [General Education program](#) to the new Kansas Board of Regents General Education framework. As part of that, students at FHSU have the opportunity to take a course with [Global Engaged Citizen outcomes](#), which were approved by Faculty Senate in May 2023. The outcomes are as follows:

- Analyze from a global perspective a complex social problem involving people from more than one culture;
- Produce a work that reflects on the student's learning from an experience with significant cross-cultural engagement.

Courses with these outcomes come from multiple discipline areas from Communication and Criminal Justice to Economics and Nursing.

In addition to the General Education program, students have learning opportunities based in diversity, multicultural, and global learning. Examples of such certificate programs include:

- [Community Development](#)
- [Globalization and Culture Change](#)
- [Cultural Diversity](#)
- [Latine/X Studies](#)
- [Women and Gender Studies](#)
- [International Studies](#)
- [Economic Justice and Advocacy](#)
- [Social Justice](#)
- [Global Leadership](#).

The [new Global Citizen Leader program](#), launched in Fall 2023, is a collaboration between Global Affairs, Civic Learning and Engagement, the Department of History and Philosophy, and the School of Criminal Justice, Leadership, and Sociology. The program for students results in a transcript note, which documents and recognizes undergraduate students in their efforts to develop, engage, and lead not only in their local communities, but on a global scale. The program requires students to complete multiple courses and cross-cultural experiences, as well as a presentation synthesizing and reflecting

on their learnings and experiences. The culminating program centralizes how a student may be recognized for their development as a global citizen leader, directly connected to the mission of FHSU.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives

In 2021, Fort Hays State University [commissioned a study by Hanover Research](#) to better understand faculty, staff, and student perceptions of FHSU's efforts to foster diversity, equity, and inclusion and identify strengths and areas of improvement in this work. Recommendations from that survey included continuing recruitment efforts of students, faculty, and staff from diverse identities and backgrounds, providing resources and training to mitigate implicit bias, and empower non-academic and student support services to promote awareness and usage of services. The JEDI Advisors program and diversity boosts when hiring are examples of efforts to improve faculty and staff recruitment. The Hispanic College Institute continues to drive Hispanic student recruitment efforts for our institution. In 2022, in accordance with the Hanover Research report, FHSU repositioned our Senior Diversity Officer to report to General Counsel to assist the university in interpreting, developing, and educating the university on DE&I practices and outcomes.

The Kansas Board of Regents created a [Council of Chief Diversity Officers](#) from across Kansas. This group meets monthly to discuss statewide strategies for diversity and inclusion, including the planning of the [Michael Tilford Conference on Diversity and Multiculturalism](#). FHSU hosted this conference in 2017 and 2018. FHSU faculty, staff, and administrators are frequent presenters and attendees of this conference. FHSU exchanges students and visiting faculty from over 20 countries annually and participates in the ISEP Study Abroad program as well as exchange programs with other international institutions.

The [FHSU Faculty and Staff Diversity Support Community](#) (formerly known as the Tilford Group) serves as an affinity group for conversation and community amongst faculty and staff. The FSDSC initiative promotes multicultural acceptance by building bridges through university outreach in the communities we serve, scholarly work that advances knowledge and understanding, and curricula that welcome and celebrate respect for all individuals. The Community is committed to the university's mission of developing engaged global citizen-leaders in a setting where people are mindful of and sensitive to individual differences, such as experience, background, culture, and health. The FSDSC Initiative's goals include the following:

- Recruiting and retaining a diverse student body, faculty, and staff.
- Identifying and establishing campus and community partnerships that foster the appreciation of and respect for individual differences.
- Promoting interdisciplinary scholarly work about diversity in society and beneficial pedagogical approaches that advance inclusive learning environments.

All employees are required to complete harassment training on an annual basis. Topics covered include:

- working with diverse populations
- handling issues that you may not agree with
- how to report incidents
- other topics selected annually for timeliness or relevance.

The University Compliance Officer is a confidential resource for all faculty, staff, and students for concerns of harassment and discrimination. The University Compliance Officer then assists the

person with options on resolving the concern. The reporting person can determine what they feel is in their best interest. The University policies regarding [Harassment](#) and [Sexual Harassment](#) are attached as evidence files.

The University Compliance Officer meets with all first-time, full-time, on-campus students in their freshmen seminar classes (UNIV 101) regarding rights under Title VI and Title IX. Students are provided with a link to information within the [student handbook](#). This includes information regarding student organizations, free speech, and student conduct.

Sources

- 1.C.1 AASCU Organization
- 1.C.1 American Democracy Project
- 1.C.1 Campus Community Collaborative
- 1.C.1 Civic Investment Plan
- 1.C.1 FHSU Times Talks
- 1.C.1 Intramurals
- 1.C.1 SGA passes allocations bill
- 1.C.1 Strategic Plan Goal 5
- 1.C.2 2020-21 Goal 3.3 Strategic Plan
- 1.C.2 Community Development Certificate
- 1.C.2 Cultural Diversity Program
- 1.C.2 Diversity Boost
- 1.C.2 Economic Justice and Advocacy Program
- 1.C.2 F22-S23 Retention Report
- 1.C.2 General Education Program
- 1.C.2 Global Citizen Leader initiative
- 1.C.2 Global Leadership Certificate
- 1.C.2 Globalization and Culture Change Program
- 1.C.2 Hispanic College Institute
- 1.C.2 IDEA Team Report
- 1.C.2 International Studies Certificate
- 1.C.2 JEDI Advisors Program
- 1.C.2 LatinX Studies
- 1.C.2 May 2023 Faculty Senate Meeting Minutes
- 1.C.2 Social Justice Program
- 1.C.2 Student Diversity Report
- 1.C.2 Women and Gender Studies
- 1.C.3 Council of Chief Diversity Officers
- 1.C.3 DEI Survey Analysis
- 1.C.3 Faculty and Staff Diversity Support
- 1.C.3 Harassment Policy
- 1.C.3 JEDI Advisors Program
- 1.C.3 Sexual Harassment Policy
- 1.C.3 Student Handbook
- 1.C.3 Tilford Conference

1.S - Criterion 1 - Summary

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

Summary

The Fort Hays State University mission serves as a foundation for the institution's decisions, operations, and strategy. With its focus on access, teaching, and learning, the mission of the institution ties directly to our global work with students across our on-campus, online, and international programs. This mission dovetails into the current Kansas Board of Regents mission and "Building a Future" strategic plan. As an institution, FHSU works to align mission, vision, and values with all facets of the university, including academic programs, student support services, scholarly activities, and outreach.

Admission standards consistently support the mission of accessibility. Multiple student services are offered and available to all FHSU students, including those not on the physical campus location in Hays, Kansas. The University's strategic plan, developed in 2019, is in its final year of deployment (2023-24). The University is engaging in a strategic plan re-development process that will result in a new strategic plan for 2024-25 and beyond. This process, much like the last, will involve multiple stakeholders. The mission and subsequent strategic plan work is prevalent on the University's website, but also through campus email communications, open forums, media engagements, alumni publications, and marketing standards.

As a comprehensive public university, FHSU provides programs of study that serve constituent educational needs across associate, baccalaureate, master's, education specialist, and doctoral degree levels. Operating within the Kansas Board of Regents system, FHSU's service region covers over half of the state of Kansas. Centers, institutes, museums, and performing arts connect the community to the University and vice-versa. Partnerships and community and global engagement have been important mission-centered activities of the institution.

Rooted in the strategic plan, diversity and inclusion are institutional aspirational values. Retaining diverse, talented, and dedicated faculty and staff has been an institutional goal as part of the current strategic plan. Efforts such as the JEDI Advisors program, the Hispanic College Institute, and student engagement activities have been instrumental to our progress on this goal. The FHSU General Education CORE program, as well as multiple other curricular programs, offer credential options based in diversity, multicultural, and global learning. As Criterion One has described, the university is grounded in its mission and strategic plan.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

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

As noted in 1.A.1, Fort Hays State University (FHSU) updated its mission statement in 2018 in a year-long process led by a representative group of faculty, staff, and students and informed by input from other stakeholders. The updated mission statement was approved by [FHSU's governing board, the Kansas Board of Regents, in 2019](#).

[FHSU's mission statement](#) emphasizes the institution's role and responsibilities as a public, regional university that "provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders." This mission statement guided the development, in 2019, of [FHSU's current strategic plan, "Unlocking Untapped Potential."](#)

2.A.2 - The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

FHSU's funding sources include state allocations, tuition and fees, grants and contracts, and gifts from donors, with the largest share of revenue coming from tuition. These funding sources are described on pages one and two of FHSU's [Annual Financial Report for FY 22](#).

Prudent and transparent financial management ensures financial integrity. The university's financial statements are prepared by the Office of the Vice President for Administration and Finance, which includes the Office of the Controller. FHSU's financial statements are provided to Kansas Board of Regents, are reviewed annually by the Board's [Fiscal Affairs and Audit Committee](#), and are audited at the state level, together with financial statements from all Kansas Board of Regents institutions, as part of the state's [Annual Comprehensive Financial Report \(ACFR\)](#). The [university's financial statements](#) are available to the public through the FHSU website.

FHSU's fiscal health, which is an area of great pride for the university, directly supports the institution's core mission to be innovative and to provide an accessible education. The annual financial statements and reports show that the university maintains a low level of debt, healthy

reserves, and a diversified stream of tuition revenue. In [December of 2022, Moody's Investors Service](#) released a statement affirming FHSU's A1 rating, with a stable outlook.

FHSU's annual budgeting process exemplifies the university's commitment to multi-tiered and transparent planning and review. Preliminary budget information for the upcoming fiscal year is typically presented to the Kansas Board of Regents approximately 10-12 months before the start of the fiscal year (July 1). The Board uses this information to develop a unified appropriation request for the next fiscal year on behalf of the entire Kansas system of public higher education. The Board, in turn, submits this unified budget request to the state budget office by October. Soon after that, FHSU's Vice President for Administration and Finance reviews year-to-date information and updated enrollment counts and revenue calculations from the fall semester and recommends any necessary adjustments to the FHSU Executive Leadership Team. By January or February, early budget scenarios for the next fiscal year begin to emerge at the state legislative level, and FHSU's Office of Administration and Finance utilizes these scenarios, in conjunction with current year budget information, to develop a draft budget forecast for the coming fiscal year. The draft budget forecast is discussed in meetings with campus leadership, shared-governance representatives, and the university's Tuition and Budget Committee during the spring semester. The process culminates when the state finalizes its budget, including appropriations to state universities, and the Regents set tuition and fee rates for the upcoming academic year, at which point the cycle begins again.

This budgeting model has proven successful and has helped the university navigate its recent enrollment declines by developing and implementing a multi-year plan to reduce operating expenses while continuing to invest in a number of strategic initiatives to increase student retention and recruitment.

From a process standpoint, the annual determination of tuition and fees is an important part of the university's budget cycle. Institutional budget and finance specialists in the Office of Administration and Finance work with the Executive and Senior Leadership Teams and the university's budget committee throughout the spring semester to review revenues and expenditures, make strategic recommendations and plans, and formulate a recommendation to the President. This group includes broad representation from across campus including all Vice Presidents, all academic deans, the Director of Budgets, Faculty Senate representatives, Staff Senate representatives, and Student Government Association representatives. After consideration, the President's final recommendation for tuition and fee rates for the upcoming fiscal year is presented to the Kansas Board of Regents in May and June.

Affordability is key to both the mission and the budget of FHSU, and it serves as a guiding principle of the university's focus on financial integrity. The [2023 Kansas Board of Regents Data Book](#) compares tuition and fees at FHSU to those of other Kansas Board of Regents institutions (pp. 22-25) and shows that FHSU is the most affordable public four-year institution in the state.

The FHSU policies used to support integrity in its academic affairs are detailed in a variety of documents:

- [Kansas Board of Regents Policy Manual](#)
- [University Policies](#)
- [Memorandum of Agreement with AAUP](#)
- [Faculty and University Professional Staff Handbook](#)
- [University Support Staff Handbook](#)
- [Student Handbook](#) and [Code of Conduct](#)
- Department or Unit-Specific Policies and Handbooks (e.g., [Graduate School Handbook](#))

These policy documents provide guidance and describe procedures for various academic activities and structures at the university, including:

- the development of the academic calendar;
- the organization of departments and units;
- the duties of staff and faculty;
- personnel processes such as hiring, evaluations, and promotions;
- tenure procedures and standards;
- expectations regarding workload and teaching;
- operational and administrative processes;
- student conduct and programming;
- appropriate and ethical use of information technology..

FHSU operates with integrity through shared governance. The [Faculty Senate Bylaws](#) reiterate this role, explaining that the Faculty Senate “provides for representative participation of the faculty as interested partners in decision making and effective management of the vital affairs affecting campus personnel.” The [Staff Senate Bylaws](#) reflect a similar role, noting that the Staff Senate is “formed to serve as a body that articulates the Staff’s interests, concerns, and recommendations in regard to the campus Shared Governance, strategic planning, goals, policies, development and training procedures, educational opportunities, working conditions, schedules, employment, promotions, career pay and benefits, and promoting a positive work environment.” The [Student Government Association \(SGA\) Constitution](#) explains that, “The purpose of the Student Government Association shall be to preserve the Student Government Association as an effective means of representing students; to provide a constructive line of communication between students, faculty, and administration; to foster student involvement in all on-campus activities; to enhance the educational, social, and cultural experience of all students; to provide a sense of inclusion to a diverse community of individuals; and most importantly, to provide an environment conducive to the education of all Fort Hays State University Students.”

The President and Provost meet regularly with the leadership of the Faculty Senate, as well as with leadership of [FHSU’s chapter of the American Association of University Professors \(AAUP\)](#). The President also meets each month with the leaders of the Faculty Senate, Staff Senate, and Student Government Association (SGA), which together constitute the President’s Roundtable. Most high-level committees and task forces, and many administrative search committees, include representation or involvement from these groups.

Integrity in the academic and student experience is embedded in campus culture through initiatives such as the [Tiger Pact](#). The Tiger Pact is a student-developed honor code that was initiated through the [work of a task force in 2013](#), received input from faculty, staff, and students, and was implemented in fall 2015. The university posts the Tiger Pact online, presents it during new student orientation, and posts it in physical spaces on campus.

Complaints and grievances filed by students, faculty, and staff are addressed effectively through the procedures described in a variety of policies. Upon admission to FHSU, students are subject to the Student Code of Conduct, which is administered through the university’s [Office of Judicial Affairs](#). Any reported violations are investigated pursuant to university policies and procedures. The university’s Policy and Procedures Relating to [Student Grievances and Complaints](#) assigns the University Compliance Officer an ombudsmen role to help students navigate the process for initiating formal grievances or complaints.

The [University Compliance Office](#) investigates concerns related to discrimination based on race,

color, ethnicity, national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, genetic information, military status, or veteran status. The institution requires strict adherence to its policies against discrimination and harassment, mandates Title IX training for all faculty and staff, regularly reviews and updates policies, and works to ensure that all Title IX-related reports receive an appropriate response.

FHSU's [Office of Human Resources](#) provides information and assistance to employees, responds to questions about policies, engages in conflict/dispute resolution, and offers guidance about effectiveness in the workplace. Employee disciplinary and grievance processes are administered through Human Resources, in collaboration with appropriate supervisory or appointing authorities within the university.

Auxiliary and affiliated entities and programs, including [Alumni](#) and [Foundation](#) operations, [Athletics](#), [Residential Life](#), [Memorial Union](#), and [Health & Wellness](#), provide information through public-facing websites.

The university conducts surveys to examine whether its culture and climate are consistent with its stated values and goals. The campus regularly participates in the National Survey of Student Engagement and has tied metrics from the instrument directly to student success measurements ([Goal Two](#)) within its strategic plan. FHSU's Docking Institute completed a [faculty climate survey](#) relating to assessment of student learning in 2022 and conducted [faculty morale surveys](#) in 2018 and 2023. In recent years, the Docking Institute has also administered a staff satisfaction survey on behalf of a coalition of Kansas Board of Regents institutions, including FHSU's [University Professional Staff](#) and [University Support Staff](#). Finally, the Division of Student Affairs recently worked with the Criminal Justice Program to conduct a [student climate survey](#) focusing on victimization.

In 2022, President Mason created and charged a committee, known as the [University Values Committee](#), to provide a focused assessment of the ways the university communicates and acts on its core and aspirational values, which were articulated and endorsed by various stakeholders during the university's strategic planning process. Among other activities, this committee commissioned a survey of FHSU students, faculty, and staff that focused on [campus climate](#) and perceptions of these values, and it developed a report for consideration by university leadership. This report led the University to implement several action steps including more intentional communications around important university initiatives and values.

FHSU not only creates policies to promote fair and ethical behavior on the part of its students, faculty, staff, and administrators, but it implements and enforces these policies and continuously assesses and improves them.

Sources

- 2.A.1 FHSU Strategic Plan
- 2.A.1 KBOR Approval of Mission Statement
- 2.A.1 Mission Statement
- 2.A.2 Alumni Website
- 2.A.2 Annual Financial Report example.pdf
- 2.A.2 Annual Financial Report for FY 22
- 2.A.2 Campus Climate Survey from 2020
- 2.A.2 Faculty and University Professional Staff Handbook

- 2.A.2 Faculty Climate Survey
- 2.A.2 Faculty Morale Survey
- 2.A.2 Faculty Senate Bylaws
- 2.A.2 FHSU AAUP Chapter Website
- 2.A.2 FHSU Athletics Website
- 2.A.2 FHSU Foundation
- 2.A.2 FHSU Health and Wellness Website
- 2.A.2 FHSU Memorial Union Website
- 2.A.2 FHSU Residential Life Website
- 2.A.2 FHSU Strategic Plan Goal 2
- 2.A.2 FHSU Tiger Pact
- 2.A.2 Graduate School Handbook
- 2.A.2 KBOR Fiscal Affairs and Audit Committee
- 2.A.2 KBOR Policy Manual
- 2.A.2 Memorandum of Agreement with AAUP
- 2.A.2 Moody Investors Services Rating in 2022
- 2.A.2 Office of Human Resources
- 2.A.2 Office of Judicial Affairs
- 2.A.2 Policy re Student Grievances and Complaints
- 2.A.2 SGA Constitution
- 2.A.2 Staff Senate Bylaws
- 2.A.2 Staff UPS Satisfaction Survey
- 2.A.2 Staff USS Satisfaction Survey
- 2.A.2 State Annual Comprehensive Financial Report
- 2.A.2 Student Code of Conduct
- 2.A.2 Student Handbook
- 2.A.2 Tiger Pact History
- 2.A.2 Tuition Tables
- 2.A.2 University Compliance Office
- 2.A.2 University Policies
- 2.A.2 University Support Staff Handbook
- 2.A.2 Values Committee Members
- 2.A.2 Values Committee Survey

2.B - Core Component 2.B

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

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

Argument

2.B.1 - The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

FHSU's culture of transparency and integrity, which is central to its mission, strategic plan, and policies and procedures, extends to its efforts to ensure accuracy in the representations it makes. Websites for various offices, departments, and programs at FHSU provide clear and accurate information for students, parents, and the public. These websites include wide-ranging information about admissions, degree programs and requirements, accreditation, program or department leadership and staffing, housing and other costs of attendance, financial aid, policies and governance structures, academic support and other resources to assist students, campus safety, and a host of other topics. Information about these topics is available on the websites for the following offices:

- [Student Affairs](#)
- [Student Resources](#)
- [Student Fiscal Services](#)
- [Registrar](#)
- [Admissions](#)
- [Advising](#)
- [Graduate School](#)
- [Office of Student Life](#)
- [Office of Student Engagement](#)

Data on these websites are updated regularly to ensure accuracy and to present relevant and timely information to prospective and current students.

FHSU's [Marketing Department](#) employs protocols that help ensure the accuracy and efficacy of print and digital recruiting and advertising material. This department is responsible for managing the university marketing strategies and its public-facing website under the fhsu.edu domain, and it provides training and resources to university employees with content management access to ensure that information is accurate, accessible, and up to date.

FHSU's [Office of the Provost and Vice President for Academic Affairs](#) provides access to a variety of academic resources including updated [academic](#) and [university calendars](#), an [Academic Affairs](#)

[organizational chart](#), [FHSU](#) and [Kansas Board of Regents strategic plans](#), and links to information about [academic advising](#), [faculty development and orientation](#), [adjunct training](#), [certificate programs](#), [credit for prior learning](#), [General Education](#), [experiential learning programs](#), and [undergraduate research](#).

The [University Catalog](#), which is updated annually, provides prospective students with information about the university, its departments, and key policies and procedures, as well as about all degree program offerings and requirements. FHSU has developed a digital version of the catalog that provides electronic access to the academic course listing and other resources. Work is underway to move the University Catalog to a web-based catalog. A [contract was signed with CourseLeaf](#) in Summer 2023.

Faculty and staff are shown on department websites (see, for example, [Chemistry](#)), and a [full faculty and staff directory](#), available electronically to students and employees, is updated regularly.

FHSU has maintained a long-term commitment to ensuring the simplicity and transparency of its tuition and fee structures. The [Office of Student Fiscal Services](#) provides a one-page [Tuition and Fees Schedule](#) that clearly delineates on-campus and online rates; this schedule is updated annually. Additional information is provided in the [University Comprehensive Tuition and Fee Schedule](#), which is consolidated into the [Kansas Board of Regents' State University Comprehensive Fee Schedule](#) each academic year. FHSU supports students and families in their efforts to obtain accurate information about the total costs of attending, as well as resources that may be available through its Financial Assistance Office to assist with these costs. The Financial Assistance Office offers support in all matters related to financial aid, and it provides [estimated cost of attendance](#) information and access to related tools such as a [net price calculator](#). Similar tools are available through the [Kansas Board of Regents' KSDegreeStats.org](#), which is linked at the bottom of all FHSU webpages.

The university governance structure, which is described on the Leadership Teams and Committees page within the President's website, introduces executive and senior-level leadership teams and committees, and it provides links to the Faculty Senate, Staff Senate, Student Government Association, and AAUP webpages. Organizational charts for [Academic Affairs](#), [Administration and Finance](#), and [Student Affairs](#) are provided and maintained at the divisional level.

Accreditation by the Higher Learning Commission is noted with the [mark of affiliation](#) on the Office of the Provost's website. A complete list of the university's [specialized program accreditations](#) is available on the Office of the Provost's website as well, and program accreditation information is also included on department or program websites.

2.B.2 - The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

FHSU provides data and evidence related to its research contributions and activities through a webpage dedicated to [Research at FHSU](#). This webpage includes information about research events and opportunities, research grants and awards, and research policies and procedures, and it provides links to pages that offer further information about research, community engagement, and experiential learning opportunities through institutes, centers, and museums at FHSU including the [Docking Institute of Public Affairs](#), the [Kansas Wetlands Education Center](#), and the [Sternberg Museum of Natural History](#). Community engagement is further supported by [Goal Five](#) of the university's Strategic Plan, which informs the institution's pursuit of the [Carnegie Foundation Elective](#)

[Classification for Community Engagement](#). Experiential learning at FHSU is supported by academic and service programs such as the Experiential Learning Committee and FHSU's Civic Learning and Engagement Center, as well by internship and micro-internship programs managed by the [Office of Career Services](#). FHSU supports [economic development activity](#) in Hays and Northwest Kansas through academic programs, partnerships, and initiatives. FHSU periodically engages the Docking Institute of Public Affairs to assess the impact of the university on the local economy, with the [most recent report completed for FY 22](#).

Sources

- 1.B.3 Docking Institute.pdf
- 2.B.1 Academic Affairs Organizational Chart
- 2.B.1 Academic Calendar
- 2.B.1 Adjunct Training
- 2.B.1 Administration and Finance Staff
- 2.B.1 Certificate Programs
- 2.B.1 Chemistry Faculty and Staff Directory
- 2.B.1 Credit for Prior Learning
- 2.B.1 Estimated Cost of Attendance
- 2.B.1 Experiential Learning Programs
- 2.B.1 Faculty and Staff Directory
- 2.B.1 Faculty Development and Orientation
- 2.B.1 FHSU Academic Advising
- 2.B.1 FHSU Admissions Office
- 2.B.1 FHSU Catalog System
- 2.B.1 FHSU Registrar's Office
- 2.B.1 FHSU Strategic Plan
- 2.B.1 FHSU Student Fiscal Services
- 2.B.1 FHSU University Marketing
- 2.B.1 Financial Aid Office
- 2.B.1 General Education
- 2.B.1 Higher Learning Commission Mark of Affiliation
- 2.B.1 Kansas Board of Regents State University
- 2.B.1 KBOR Strategic Plan
- 2.B.1 KSDegreeStats
- 2.B.1 Leadership Teams
- 2.B.1 Net Price Calculator
- 2.B.1 Office of Student Engagement
- 2.B.1 Office of Student Fiscal Services
- 2.B.1 Office of Student Life
- 2.B.1 Office of the Provost and Vice President
- 2.B.1 Office of the Vice President for Student Affairs
- 2.B.1 Student Affairs Organizational Chart
- 2.B.1 Student Resources Website
- 2.B.1 The Graduate School
- 2.B.1 Tuition and Fee Schedule
- 2.B.1 Undergraduate Research
- 2.B.1 University Calendar

- 2.B.1. FHSU University Comprehensive Tuition and Fee Schedule
- 2.B.2 Career Services Internship Resources
- 2.B.2 Carnegie Foundation Elective Classification
- 2.B.2 FHSU Economic Development
- 2.B.2 FHSU Economic Impact FY 2022
- 2.B.2 Goal 5 of FHSU Strategic Plan
- 2.B.2 Kansas Wetlands Educational Center
- 2.B.2 Research at FHSU
- 2.B.2 Sternberg Museum of Natural History
- 3.A.1 Specialized Program Accreditations - Web Page.pdf

2.C - Core Component 2.C

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

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

Argument

2.C.1 - The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

As a state university in Kansas, FHSU is governed by the [Kansas Board of Regents](#). This nine-member board, created by the Kansas Constitution and empowered by the Kansas Legislature, is appointed by the Governor, subject to confirmation by the Kansas Senate. Board members serve four-year terms and may be reappointed for an additional four-year term. The Board governs the six state universities and coordinates one municipal university, nineteen community colleges, and six technical colleges. The Kansas Board of Regents abides by [policies](#), [procedures](#), and institutional [by-laws](#) that ensures that it meets its legal and fiduciary responsibilities.

New Board members are provided an orientation with board staff, a process that is subject to continued review and assessment by the Board. An annual retreat is held, typically in August, for board members, board staff, university presidents/chancellors, and University CFOs to review important information and discuss key priorities, goals, and issues for the upcoming academic year. Board members are supported by councils and committees composed of other board members, board staff, and institutional officers and employees from across the public higher education system. The Kansas Board of Regents maintains a robust data team and makes a wide range of information available through its website.

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

The Kansas Board of Regents adopted [a new strategic plan, "Building a Future,"](#) in June of 2020. This strategic plan, which establishes three pillars that prioritize helping Kansas families, supporting Kansas businesses, and advancing economic prosperity, defines a series of focused metrics and endorses practices and initiatives designed to drive improvement at the college and university level. The Board staff reports to the Board annually on the implementation of the strategic plan, and the plan's priorities and metrics inform board initiatives and activities.

The priorities of the Regents' "Building a Future" plan align closely with FHSU's strategic vision, and the goals and metrics from this plan have helped to inform FHSU initiatives. The FHSU President's performance evaluations, conducted by the Board, are tied directly to both board and FHSU-specific priorities and metrics.

2.C.3 - The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Given the scale and scope of Kansas's public higher education system, the [Regents' mission](#) requires the Board to "support the diverse group of public higher education institutions, each of which contributes to the social and economic well-being of Kansas and its citizens, and each of which seeks excellence." While the Board maintains policies that apply broadly across that system, it expressly acknowledges and incorporates the "respective missions" of the institutions within that system, including FHSU's mission. As a general practice, university presidents attend all regular board meetings and have the opportunity to provide input on agenda items and board deliberations, to address the ways in which decisions or policies may impact individual institutions and to clarify differences within the system.

[Minutes from Kansas Board of Regents meetings](#) show that the Board reviews and considers the interests of internal and external constituencies. The Board typically schedules an organized campus visit to each state university every two years to attend events on campus and to hold regular and ad hoc meetings and discussions with campus leaders and constituents. These campus visits promote dialogue and enhance board members' understanding of each institution's unique mission and needs.

The Kansas Board of Regents' process for appointing the president/chancellor of each university takes the interests of internal and external constituencies into consideration, and board-appointed search committees include representative internal and external stakeholders.

2.C.4 - The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The [Kansas Board of Regents Policy Manual](#) clearly states that board members' duty of loyalty requires them to work in the interests of the Board and the institutions that compose the system. The manual also defines conflicts of interest and outlines procedures for identifying, disclosing, and managing situations, contracts, transactions, memberships, or affiliations that may appear to create conflicts of interest. Members of the Board submit a written statement of substantial interest in accordance with Kansas law and must comply with ethics laws relating to the acceptance of gifts, meals, transportation, and other activities.

Board structures and policies also address the threat of undue political influence. Board members, for example, are appointed by the Governor but subject to confirmation by the Senate; one member must be appointed from each of Kansas's Congressional districts; no more than five Regents may be of the same political party; no two members may reside in the same county; and appointments are staggered and term-limited. The Board is "bi-partisan by law and non-political by tradition. Just as the Kansas institutions of higher education should not be subjected to political pressures, so should the Board be protected against political pressures." With an exception for Washburn University, which is a municipal institution, "[a]t no time shall any member of the Board be an elected official or an officer or employee of any public postsecondary institution" (K.S.A. 74-3202a).

The Kansas Board of Regents advocates for public higher education with the executive and

legislative branches of the state government as well as with the general public.

2.C.5 - The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

As reflected in Kansas Board of Regents policy, the [Board of Regents is “a policy making as opposed to administrative body.”](#) Subject to board policies, rules, and regulations, the university's President is delegated authority to administer the affairs of the university. The Board selects FHSU's President, who serves at the pleasure of the Board. The extent of the President's responsibilities, compensation, and annual assessment of performance are also detailed in Kansas Board of Regents policy. The Board's annual assessment process for the President addresses the president's report on goals and accomplishments for the year as well as the Board's feedback on these goals and its own expectations, goals, and objectives.

The Board delegates appointment authority for faculty and other university employees to the President. FHSU, in return, develops and implements Academic Affairs policies and procedures as well as shared governance practices to oversee and administer academic processes.

Sources

- 2.C.1 Kansas Board of Regents
- 2.C.1 KBOR - Data Research and Planning
- 2.C.1 KBOR Bylaws
- 2.C.1 KBOR Policies and Procedures
- 2.C.2 KBOR Strategic Plan
- 2.C.3 KBOR Meetings Minutes Agendas
- 2.C.3 KBOR Mission Statement
- 2.C.3 KBOR Policies and Procedures
- 2.C.4 KBOR Policies and Procedures
- 2.C.4 KBOR Policies and Procedures board duties
- 2.C.5 Academic Policies
- 2.C.5 KBOR Policies and Procedures
- 2.C.5 KBOR Policies and Procedures excerpt

2.D - Core Component 2.D

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

Argument

The university's commitment to academic freedom is documented in the policy language contained in Chapter 2 of the [Faculty and Staff Handbook](#) ("Instructional Procedures"), as well as in Appendix C ("Academic Freedom and Responsibility") of the [Memorandum of Agreement](#) with the FHSU Chapter of AAUP. FHSU's [Student Code of Conduct](#) and "Statement on Student Rights & Responsibilities" affirm the principles of academic freedom and students' freedom of expression and inquiry, noting that:

Fort Hays State University exists for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the [FHSU] academic community, students shall be encouraged to develop the search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom.

In March 2021, the Kansas Board of Regents issued a "[Statement on Free Expression](#)." FHSU then undertook a comprehensive policy review concerning freedom of expression, updated a number of university policies, and officially adopted the Board's "Statement on Free Expression." The university also developed a [website devoted to freedom of expression](#) and has engaged in activities that highlight the university's commitment to academic freedom and inquiry, freedom of expression, and the attendant rights and responsibilities of the university community.

Sources

- 2.D Faculty Staff Handbook Chapter 2 Instructional Procedures
- 2.D FHSU's Freedom of Expression
- 2.D KBOR Statement on Free Expression
- 2.D MOA Appendix C
- 2.D Student Code of Conduct and Statement on Student

2.E - Core Component 2.E

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

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

Argument

2.E.1 - Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

FHSU's [Office of Scholarship and Sponsored Projects](#), which provides leadership for the university's research and scholarly activity enterprise, is charged with "providing support and guidance for regulatory compliance and the responsible conduct of research and supporting high-quality undergraduate student-faculty research and scholarship." The "[Research at FHSU](#)" webpage provides a variety of resources related to undergraduate, graduate, and faculty and staff research, events and opportunities, grants and awards, and research compliance and policies.

The [Scholarship Environment Committee \(SEC\)](#) provides guidance and support for encouraging, improving, and evaluating faculty, staff, undergraduate, and graduate scholarly and creative activities. This committee works to suggest new and innovative approaches to scholarship with the aim of expanding the number of opportunities for scholarship and increasing faculty, staff, and student participation. The committee advises the Provost on policies and procedures that encourage and support scholarship, including alignment of incentives and reward systems.

The Office of Scholarship and Sponsored Projects' Research and Compliance program provides [guidance for researchers](#) concerning [human subjects protection](#), [animal care and research](#), [training and certification requirements](#), [responsible conduct of research](#), [financial conflict of interest](#) policies and procedures, and university policies related to grants and research, including the university's [Misconduct in Research policy](#).

2.E.2 - The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

The [Institutional Review Board \(IRB\)](#) and the [Institutional Animal Care and Use Committee \(IACUC\)](#) require researchers to complete training offered by the [Collaborative Institutional Training Initiative \(CITI\)](#) prior to submitting applications for approval or initiation of activities. Funding agencies/programs, academic departments, and/or instructors may require additional training or education relating to the responsible conduct of research. Researchers are generally required to comply with any applicable laws and regulations, including those dealing with conflicts of interest.

The FHSU IRB collaborates with university/institutional researchers to maintain an ethical and compliant research program. The FHSU IRB reviews and approves all research protocols involving human subjects to ensure that the university and individual researchers comply with laws and national standards regarding the ethical treatment of human subjects. The FHSU IRB, composed of cross-disciplinary FHSU scientists, non-scientists, and community members, meets monthly during the academic year to review proposed and ongoing research. The IRB and all FHSU researchers must follow the ethical principles outlined by the Belmont Report, which includes respect for persons, beneficence, and justice. The IRB also subscribes to the "[Common Rule](#)" for the protection of human subjects, also known as the "Federal Policy for the Protection of Human Subjects," which is utilized by the US Department of Health and Human Services as well as 15 other federal departments and agencies.

All activities and procedures that use vertebrate animals at Fort Hays State University must comply with public laws, policies and guidelines, and be reviewed and approved by the FHSU Institutional Animal Care and Use Committee (IACUC) to ensure that such activities are in compliance with all federal, state and FHSU regulations, policies and standards to ensure proper animal care and use. The IACUC is also responsible for conducting inspections of all areas where animals are housed and used, reviews the institutional program for animal use, and reports its findings. The IACUC has scheduled meetings two times during each fall and spring semesters. The FHSU IACUC reviews and approves all research protocols involving vertebrate animals to ensure that the university and individual researchers comply with the Animal Welfare Act, which requires that minimum standards of care and treatment must be provided for certain animals used for research, teaching, or exhibition purposes.

2.E.3 - The institution provides students guidance in the ethics of research and use of information resources.

Several university policies and online resources for students address the ethical use of information resources. The "[Academic Honesty](#)" section of the Faculty and Staff Handbook and the "[Academic Misconduct](#)" section of the Student Code of Conduct outline policies and procedures, including a flowchart, related to academic-honesty concerns. The [Tiger Pact](#) itself highlights the expectation that students will act with integrity and honesty. The university's [Teaching Innovation and Learning Technologies \(TILT\)](#) unit provides training and resources to faculty on topics including academic honesty and avoiding plagiarism in the classroom and in online environments.

The university's [Information Access and Technology policies](#) and [Acceptable Use of Computing Resources policy](#) provide information and guidelines for students, faculty, and staff concerning appropriate and prohibited uses of technology, responsible use of information resources, confidentiality and privacy, and the reporting and sanctioning procedures related to prohibited uses of technology. All employees are required to complete [IT security awareness training](#) on an annual basis in support of the university's commitment to ensuring the ethical and responsible use of information technology resources.

2.E.4 - The institution enforces policies on academic honesty and integrity.

The FHSU [Tiger Pact](#) is an honor code integrated into new student orientation material, instructional and guidance material, advising material, web material, and even the physical environment within our Student Success Center.

As explained in Criterion 2.E.3, the university handbook and policy on [Academic Misconduct](#) set

forth investigation and adjudication procedures to enforce academic honesty. Sanctions for violating the Academic Misconduct policy may include verbal or written warnings, lowering of grades for assignment/activity, lowering of term grade, failure of class assignment, or suspension or dismissal from the university.

Sources

- 2.E.1 and 2.E.2 Office of Scholarship and Sponsored Projects Website
- 2.E.1 and 2.E.2 OSSP Institutional Review Board
- 2.E.1 and 2.E.2 Research at FHSU
- 2.E.1 CITI Training
- 2.E.1 Financial Conflict of Interest
- 2.E.1 Guidance for Researchers
- 2.E.1 Responsible Conduct of Research
- 2.E.1 Scholarship Environment Committee bylaws
- 2.E.1. FHSU Misconduct in Research policy
- 2.E.2 CITI Training
- 2.E.2 Federal Policy for the Protection of Human Subjects
- 2.E.2 IACUC
- 2.E.3 Academic Honesty Section
- 2.E.3 Academic Misconduct Flowchart
- 2.E.3 Acceptable Use of Computing Resources Policy
- 2.E.3 FHSU Tiger Pact
- 2.E.3 Information Access and Technology Policies
- 2.E.3 IT Security Awareness Training
- 2.E.3 Teaching Innovation and Learning Technologies

2.S - Criterion 2 - Summary

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

Summary

FHSU's current mission, which was updated and approved by the Kansas Board of Regents in 2019, provides the foundation for the university's current strategic plan.

The university's finances are managed prudently and transparently, and its financial statements are shared publicly and audited at the state level. Internal budgeting processes are multi-tiered and engage core university constituents, with the President making the final decision after consulting the Executive Leadership Team.. While state general funds are decided and allocated from the state through the legislature and KBOR, FHSU maintains authority for budget development and monitoring.

Policy manuals and documentation provide guidance and describe procedures for key areas of academic and administrative activity including the creation of the academic calendar, the organization and duties of university personnel, the evaluation and promotion of employees, expectations for classroom teaching and student behavior, and the appropriate and ethical use of information technology. FHSU maintains a high level of integrity through shared governance by faculty, students, and administration. Complaints and grievances filed by students, faculty, and staff are handled effectively through established procedures guided by the work of responsible university personnel. Campus climate and values are regularly assessed through surveys, reflective discussion, and strategic planning.

Websites for campus offices, which provide a transparent view of FHSU for students, parents, and the public, are updated to maintain accuracy and ensure clarity. The university's simplified tuition and fee structure promotes transparency and understanding. The university provides data to support the claims it makes regarding its contributions to the public good.

[Members of the Kansas Board of Regents are appointed by the Governor and confirmed by the Kanas Senate.](#) They serve four-year terms and participate in an orientation by the Board's staff, as well as annual retreats with university presidents and chancellors. The Board's most recent strategic plan, "Building a Future," prioritizes the needs of families, businesses, and the Kansas economy; this plan aligns with FHSU's strategic plan. The Board's mission and the range of universities and colleges under its purview require that it develop policies that pertain to all of the institutions that it governs while recognizing the distinct missions of individual institutions. Regents visit each university every two years to obtain a clearer and more detailed understanding of each institution. Regents work in the interests of the Board and of the institutions that compose the Kanas system of public higher education, and they are subject to conflict of interest and disclosure requirements. The responsibilities, compensation, and annual performance evaluation of FHSU's President are specified in Kanas Board of Regents policy.

Policy documents demonstrate FHSU's commitment to academic freedom and freedom of expression. The Kansas Board of Regents supports academic freedom and issued its own statement on free expression, which FHSU has adopted, in 2021.

FHSU policies mandate integrity in research and scholarly activity. The Office of Scholarship and Sponsored Projects and multiple university committees provide oversight of research activities. Faculty, staff, and students involved in research activities involving human subjects and/or live, vertebrates are required to be trained in the responsible conduct of research. The Tiger Pact and university-wide policies relating to information technology usage guide students and the campus community in the ethical use of information resources. The university follows established investigation and adjudication procedures to sanction academic misconduct.

Sources

- 2.Summary KBOR appointments

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

3.A.1 - Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Courses and degree programs at Fort Hays State University (FHSU) maintain currency and rigor through specialized program accreditations and internal program review processes, and they conform to reporting standards established by the Kansas Board of Regents. FHSU currently has [12 specialized program accreditations](#). These specialized accreditations are featured on the Provost's website alongside the university's institutional accreditation by the Higher Learning Commission.

FHSU's program-review cycle and process are described in more detail in Section 4.A.1. Program Review Reports are submitted on an annual basis to the Kansas Board of Regents. Up until June 2023, the Kansas Board of Regents mandated an eight-year cycle for program review, but FHSU adopted a five-year review cycle for program reviews in its five academic colleges. In [June 2023](#), the Kansas Board of Regents passed a new program review process that is currently being deployed.

The University selected Program Assessment as its Quality Initiative for its last Higher Learning Commission accreditation cycle. As noted in the [Open Pathway Quality Initiative Report](#) submitted in 2022, FHSU's commitment to program assessment links directly to Goal One of the university's [Strategic Plan](#). FHSU's Quality Initiative centered on three action plans:

1. Establish the infrastructure and supporting conditions for student learning outcome assessment.
2. Provide training and support for the program learning outcome (PLO) assessment process.
3. Measure and enhance the current culture of learning outcomes assessment within the institution.

FHSU's Quality Initiative Report was [reviewed by a peer panel](#) and accepted by the HLC in July 2022. The report was lauded by the peer review team, which found that FHSU demonstrated "genuine effort" toward the initiative.

3.A.2 - The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

Undergraduate learning goals are articulated for each individual program. Programs are responsible for reviewing their program learning outcomes as part of the annual assessment of student learning. This process is thoroughly explained as part of Criterion 4.

The [Graduate School Handbook](#) delineates the course level characteristics for graduate study, including post-baccalaureate and post-graduate courses, as well as for cross-listed graduate courses that are open to advanced undergraduate students in accelerated programs. FHSU currently offers 11 such [accelerated programs](#) for high-performing undergraduate students across a variety of academic disciplines.

Syllabi for proposed graduate classes are reviewed, as part of the curriculum approval process, by the Graduate Council to ensure that the proposed courses are appropriate for graduate-level credit. The Graduate School provides a [Curriculum Review page](#) at its website to aid graduate faculty and programs in developing new course and new program proposals that meet university expectations and employ recognized best practices for graduate-level curricula.

3.A.3 - The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

FHSU delivers coursework on its main campus in Hays, through [online distance education](#), and at [additional locations](#) on the campuses of partnered Kansas Community Colleges and partnered international universities. Courses offered online or on the campuses of partnered institutions are taught by FHSU faculty hired by, reporting to, and supervised by an FHSU academic department or program. All courses, including those delivered at partner locations or through online distance learning, maintain the same program learning outcomes and degree requirements. FHSU has permitted specific course substitutions, in limited circumstances, for students at international partner campuses when the substituted course is determined to be more relevant to the student's needs.

In 2017, the Higher Learning Commission conducted a [Multi-Location Visit](#), examining FHSU's operations at Garden City Community College in Garden City, Kansas, and at Sias International University in Xinzheng, China.

Online Distance Education

Two of the three associate degrees offered by FHSU are available through online distance education. Thirty-three of the University's 55 bachelor's degrees are available through online distance education, and 15 of the University's 24 graduate degrees are available through online distance education.

[International Partnerships](#)

FHSU maintains international partnerships, through which students can complete FHSU degrees, with 25 institutions spanning 15 countries. FHSU also maintains a partnership with [EPIE International Summer School, organized by Educare International Inc.](#) Through this partnership, FHSU offers courses to students currently enrolled as degree-seeking students at other regionally accredited higher education institutions. These students apply for admission to FHSU as non-degree-seeking students and complete coursework for transfer back to their home institution. EPIE recruits students seeking to complete courses 1) not offered at their home institution, 2) not offered during

summer or intersession periods at their home institution, 3) offered in China during the summer semester and taught by FHSU faculty in five-week sessions, or 4) courses that otherwise help students to make progress toward completion of degree programs at their home institutions.

Kansas Community College Partnership

FHSU's [Department of Social Work](#) has partnered with Garden City Community College to create a 2+3 outreach program for students in the Garden City area who wish to complete their Social Work degree through FHSU. Students may complete their bachelor's degree by taking FHSU courses at Garden City Community College. These classes are taught by FHSU adjunct faculty members and are held one evening a week.

Concurrent Enrollment

FHSU offers 16 courses through [concurrent enrollment](#) at Hays High School, Hays, Kansas. Concurrent enrollment in Kansas universities is [governed by the policies of the Kansas Board of Regents](#). All teachers are reviewed by the associated academic department to ensure that they meet HLC credential requirements. All teachers through Hays High School currently meet HLC requirements.

In Spring 2023, FHSU offered a single concurrent-enrollment section of MATH 110 College Algebra through Osborne High School in Osborne, Kansas. The Osborne High School Math teacher did not meet the minimum teaching credentials required by FHSU and the Higher Learning Commission; therefore, an FHSU faculty member administered the course curriculum, created and graded the students' homework assignments, and created and graded the exams. The local high school teacher administered the exams to students in person in their classroom and provided additional in-person classroom instruction and assistance to students.

Sources

- 3.A.1 FHSU Strategic Plan Goal 1 - Web Page
- 3.A.1 KBOR June 14-15 2023 Board Minutes
- 3.A.1 KBOR new program review process
- 3.A.1 QIR Review Fort Hays SU
- 3.A.1 QIRReportFortHaysStateUniversityKS
- 3.A.1 Specialized Program Accreditations - Web Page
- 3.A.2 Curriculum Review - The Graduate School - Web Page
- 3.A.2 Graduate School Accelerated Programs
- 3.A.2 Graduate School Handbook 2.7.23
- 3.A.3 Degrees and Programs
- 3.A.3 EPIE Agreement
- 3.A.3 FHSU Bachelors in Social Work Self Study Report for Reaffirmation of Accreditation
- 3.A.3 FHSU HLC Multi-Location Visit Peer Review Report
- 3.A.3 FHSU Program Inventory for KBOR
- 3.A.3 Institution Profile
- 3.A.3 International Partnerships
- 3.A.3 Kansas Board of Regents Policy Manual revised 070523
- 3.A.3 Workday Course Section Definitions Concurrent Enrollment Hays High 2022-2023

3.B - Core Component 3.B

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

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

Argument

3.B.1 - The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

FHSU's [Faculty Senate approved FHSU CORE](#) (Common Outcomes for Relevant Education), an outcomes-based foundation developed by the University General Education Committee, on December 3, 2018, following months of deliberation. The program is founded on a well-considered set of goals, objectives, and measurable student learning outcomes. The FHSU CORE Goals, Objectives, and Common Learning Outcomes document is available on the University's [FHSU CORE General Education webpage](#). Common learning outcomes for courses fulfilling general education outcomes are included in the course outcomes section of course syllabi.

General Education requirements are published on the University's [General Education webpage](#). Students have access to their real-time [academic record, in Workday](#), to assist them in planning and registration. This academic record includes an overview of the student's academic progress toward a degree with specific information about the student's progress toward completing the general education program.

3.B.2 - The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

FHSU CORE is based on [three goals](#):

1. Core Skills, including written and oral communication, quantitative literacy, computing literacy,

information literacy, and critical thinking;

2. Broad and Integrative Knowledge, established by six Modes of Inquiry within the Liberal Arts; and

3. Practical Application, encompassing dimensions of wellness, financial health, intercultural competence, and engaged global citizenship.

FHSU CORE articulates the university's commitment to delivering 16 sets of Common Learning Outcomes to its undergraduate students.

On November 4, 2019, the [FHSU Faculty Senate approved](#) the General Education Committee's proposed FHSU CORE Program Policies and Procedures, which specify the General Education requirements established by FHSU CORE, as well as policies and procedures for approving specific courses to fulfill FHSU CORE requirements and policies requiring assessment of student achievement of the associated Common Learning Outcomes. Each course proposed to fulfill a FHSU CORE requirement is required to include at least one specific assignment that will serve as an assessment artifact for each Common Learning Outcome addressed in the course; in addition, each such course proposal is required to include a rubric to measure student achievement of each outcome.

In January of 2020, the General Education Committee began the process of reviewing and approving courses to meet the Common Learning Outcomes of FHSU CORE. The committee, meeting weekly over the course of two academic years, [reviewed and approved more than 80 courses](#) and ensured that each course fully engaged its associated Common Learning Outcomes and included a plan for assessing student attainment of those outcomes.

FHSU CORE was fully implemented by the start of the 2022–2023 academic year. In [Fall 2022](#), 78% of course sections in FHSU CORE successfully submitted assessment data through the Blackboard Learning Management System, which was integrated with the AEFIS assessment-management system.

On [June 15, 2022](#), the [Kansas Board of Regents](#) approved a [Systemwide General Education Framework](#) to be adopted by all state universities, all public community colleges, and Washburn University. The Kansas Board of Regents Systemwide General Education Framework requires that students complete a specified number of credit hours within six discipline areas: English, Communication, Mathematics and Statistics, Natural and Physical Sciences, Social and Behavioral Sciences, and Arts and Humanities. The framework also requires an additional six credit hours of study within areas designated by each individual institution.

Fort Hays State University immediately began the process of adapting its FHSU CORE General Education curriculum to conform to the Kansas Board of Regents General Education Framework. A Joint Taskforce of faculty representatives from the FHSU General Education Committee and the FHSU Faculty Senate's Academic Affairs Subcommittee were appointed to develop a plan for revising the common learning outcomes and requirements of FHSU CORE. The [FHSU Faculty Senate held a special meeting](#) on November 28, 2022, to discuss the [Joint Taskforce's General Education Program Recommendations](#), and it approved the Joint Taskforce's General Education Program Recommendations on December 5, 2022. With the adoption of the recommendations, FHSU has revised its General Education Program to comply fully with the Kansas Board of Regents' Systemwide General Education Framework; the revised program takes effect in the 2023–2024 academic year.

3.B.3 - The education offered by the institution recognizes the human and cultural diversity and

provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The FHSU CORE General Education Program requires students to fulfill learning outcomes focused on [Intercultural Competence and Engaged Global Citizenship](#). The measurable student learning outcomes for Intercultural Competence require students to:

1. produce an exploratory or investigative work based upon a personal interaction such as a conversation, an interview, or a service-learning experience that compares and contrasts the culture of an individual or group outside of the student's own identity community with the student's own culture; and
2. produce an exploratory or investigative work that elucidates multiple aspects of a culture outside of the student's own identity community.

The Engaged Global Citizens outcomes require students to:

1. analyze from a global perspective a complex social problem involving people from more than one culture; and
2. produce a work that reflects on the student's learning from an experience with significant cross-cultural engagement.

These learning outcomes directly ensure that students recognize and engage with human and cultural diversity.

The revised General Education program was unable to include separate requirements for Intercultural Competence and Engaged Global Citizenship under the Kansas Board of Regents' Systemwide General Education Framework. The majority of FHSU courses designed to meet those outcomes are included in the Social and Behavioral Sciences Discipline Area or the Arts and Humanities Discipline Area. To maintain the university's commitment to its mission "to develop engaged global citizen-leaders," courses originally designed to meet the [Engaged Global Citizens learning outcomes](#) will continue to meet those learning outcomes and are designated as "EGC" (Engaged Global Citizenship). Students are strongly encouraged to complete at least one EGC-designated General Education course.

3.B.4 - The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

FHSU encourages and celebrates the scholarly, research, and creative activities of its students, faculty, and staff through opportunities such as the [John Heinrichs Scholarly and Creative Activities Day \(SACAD\)](#), which was initiated in 2005 and occurs every spring. SACAD activities include empirical and non-empirical scholarly and scientific poster presentations, oral presentations, and an exhibition of creative works.

In alignment with the university's core values of knowledge and scholarship, the [Office of Scholarship and Sponsored Projects](#) provides guidance, oversight, and support for scholarly and creative activities by FHSU students and faculty in the following areas:

- [Grants and Funding](#): training, guidance, and contract assistance in applying for external grants and oversight of FHSU's internal grant programs.
- Research Compliance and Policies: [Institutional Review Board](#), [Institutional Care and Use of](#)

[Animals Committee](#), [Collaborative Institutional Training Initiative \(CITI\)](#), [Responsible Conduct of Research \(RCR\)](#), and other areas of research compliance training and oversight.

- Promotion of a Culture of Research and Scholarship: research opportunities for undergraduate and graduate students, faculty, and staff, including SACAD.

Sources

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- 3.B.1 FHSU CORE Webpage
- 3.B.1 FHSU General Education Webpage
- 3.B.1 Workday Gen Ed progress student example Redacted
- 3.B.2 Fall 2022 GE Outcome Results
- 3.B.2 FHSU CORE Fully Approved Courses 2022 05 11
- 3.B.2 FHSU CORE Goals Objectives and Outcomes
- 3.B.2 FHSU CORE Policies and Procedures
- 3.B.2 FHSU-KBOR General Education Framework
- 3.B.2 Joint Taskforce General Education Framework Recommendations
- 3.B.2 KBOR Systemwide General Education Framework
- 3.B.2 Minutes - Faculty Senate - 05 Dec 2022
- 3.B.2 Minutes - Faculty Senate - 03 Dec 2018
- 3.B.2 Minutes - Faculty Senate - 04 Nov 2019
- 3.B.2 Minutes - Faculty Senate - Special Meeting 28 Nov 2022
- 3.B.2 Minutes - Kansas Board of Regents - 15 June 2022
- 3.B.3 FHSU CORE Goals Objectives and Outcomes Revised 2023
- 3.B.3 FHSU-KBOR General Education Framework
- 3.B.4 CITI Training - Web Page
- 3.B.4 Institutional Animal Care and Use Committee - Web Page
- 3.B.4 Institutional Review Board - Web Page
- 3.B.4 John Heinrichs Scholarly and Creative Activities Day 2023 - Web Page
- 3.B.4 Office of Scholarship and Sponsored Projects OSSP - Web Page
- 3.B.4 Research Grants and Awards - Web Page
- 3.B.4 Responsible Conduct of Research - Web Page

3.C - Core Component 3.C

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

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

Argument

3.C.1 - The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

In compliance with Equal Employment Opportunity requirements, FHSU annually collects and reports hiring data for [minorities and women](#), [individuals with disabilities](#), and [protected veterans](#).

FHSU's Strategic Plan includes a goal to better serve Kansas students by employing faculty and staff who represent the approximate demographics of the state. The university was not meeting this goal, specifically with respect to Black and Hispanic employees. To increase diversity in hiring, the university implemented the [JEDI \(Justice, Equity, Diversity, and Inclusiveness\) Advisors Program](#). JEDI Advisors, who are volunteer faculty members, serve as non-voting members of search committees. Their primary purpose is to help search committees to be deliberate and thoughtful when designing job ads, screening rubrics, interview questions, and other aspects of faculty search processes, with a particular emphasis on promoting equity and increasing awareness of bias. The JEDI Advisors Program, which was launched in August 2021, has contributed to a threefold increase in the average size of applicant pools compared to the previous five years, despite a national trend of declining applications. Demographic data show some increases in diversity among newly hired faculty, including Black and Hispanic faculty. These data, however, are provided on a voluntary basis and represent only two years of sampling.

FHSU's Compliance Officer, acting as Equal Employment Opportunity Officer for campus, also meets with all search committees to deliver the formal [Search Committee Charge](#) and to explain fair hiring processes before the committee begins reviewing applications for open positions. In this

meeting, the Equal Employment Opportunity Officer explains the process for application review, including criteria, bias mitigation, confidentiality, and fair hiring practices.

The [FHSU Faculty/Staff Diversity Support Community](#) is an employee-led affinity group that works to retain and support faculty and staff members who belong to underrepresented groups. The Faculty/Staff Diversity Support Community's mission is to promote multicultural acceptance by building bridges through university outreach in the communities that FHSU serves, to promote scholarly work that advances knowledge and understanding, and to support the development of curricular offerings that encourage respect for all individuals. The Community is committed to the university's mission of developing engaged global citizen-leaders in a setting in which people are mindful of and sensitive to individual differences in areas including experience, background, culture, and health.

3.C.2 - The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

FHSU's student-to-faculty ratio for Fall 2022, as reported to the [Integrated Post-Secondary Data System](#), is 15:1. Faculty oversee the curriculum and set expectations for student learning within their academic departments as well as across the university through the [General Education Committee](#), the [Faculty Senate](#), and the Faculty Senate Academic Affairs Subcommittee. [Provost's Standing Committees](#) assist in curricular oversight in every area of campus. [Total faculty in AY 2023-2024](#) for Tenured, Tenure-Track, and Non-Tenure Track are each within three individual headcounts of the total from five years ago (AY 2018-2019). Meanwhile, tenured faculty during that same timeframe have increased across all ranks (Assistant Professor, Associate Professor, and Professor).

3.C.3 - All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

FHSU complies with Higher Learning Commission [Faculty Qualifications](#) policies regarding academic and professional credentials for concurrent enrollment instructors as well as for full-time and adjunct faculty members (see Section 3.C.5). Transcripts are kept on file within [faculty members' Workday profiles](#), so academic credentials for all faculty members are accessible to hiring authorities. Concurrent enrollment instructors are approved by academic departments, which review prospective instructors' vitas and evaluate their qualifications. No concurrent class is offered without the relevant academic department's approval both of the course and of the instructor's qualifications.

3.C.4 - Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All University faculty receive an annual merit evaluation as [required by the Kansas Board of Regents](#) and by the [Memorandum of Agreement](#) established between the university and the FHSU Chapter of the American Association of University Professors. Tenure-track faculty are also reviewed annually through the tenure process until tenure is granted or denied, in accordance with the policies and procedures defined by the FHSU/AAUP Memorandum of Agreement.

The Kansas Board of Regents requires [post-tenure review for all tenured faculty](#). This review is conducted once every six years following the award of tenure and is conducted in accordance with the policies and procedures defined by the FHSU/AAUP Memorandum of Agreement.

3.C.5 - The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

[Strategy 1.3 of Academic Excellence Goal](#) of the FHSU Strategic Plan expresses the university's commitment to assuring that instructors are current in their disciplines and adept in their teaching roles, stating: "Provide and support pertinent, effective, efficient, and engaging professional development opportunities." The university fell short of its goal for 75% of all faculty (including adjunct, online, and international partnership faculty) to request and receive funding for faculty-development opportunities such as travel to academic conferences. Requests reported in AY 2023 (filed in AY 2022) represented 50.5% of faculty, short of pre-pandemic requests reported in AY 2020 (filed in AY 2019) representing 75.7% of faculty. Continued availability of free-to-attend Zoom conferences has eliminated the need for faculty to request funding for some conferences, and an ongoing reluctance to travel has affected faculty interest in other opportunities.

However, faculty engagement of FHSU-produced faculty-development opportunities has grown somewhat, with 55.5% of all faculty (including adjunct, online, and international partnership faculty) participating in faculty development activities produced by the university's [Teaching Innovation and Learning Technology division](#). TILT offers a wide range of faculty-development [opportunities](#), including a pre-semester [Professional Development Day](#) for both fall and spring semesters. Professional Development Day features keynote breakfast and lunch sessions and faculty- and staff-led sessions available in person and via Zoom for faculty not located near the main campus.

The Provost's Office provides a [Faculty Development Fund](#) to encourage faculty to acquire knowledge, skills, techniques, and attitudes that support quality teaching; research, scholarly, and creative activities; and service. [Additional faculty development opportunities](#) are conducted throughout the year. Furthermore, TILT offers self-paced trainings focused specifically on the needs of [adjunct faculty](#) teaching in the online environment. Upon completion of each of the 6-week courses, adjunct faculty become eligible for a pay increase.

FHSU complies with [Higher Learning Commission Faculty Qualifications guidelines](#) concerning academic and professional credentials. As new faculty are hired and processed through Workday, the university's employee management system, department chairs are required to complete and submit the Higher Learning Commission Faculty Qualifications checklist for each new faculty member. Programs that hold specialized external accreditations follow the criteria of their accrediting organizations in evaluating faculty qualifications to teach, and they report on these qualifications to their specialized accreditors according to those accreditors' review cycles.

3.C.6 - Instructors are accessible for student inquiry.

FHSU faculty teaching in both face-to-face and online environments are required to be accessible to students through regularly scheduled office hours. The [FHSU Faculty and Unclassified Staff Handbook](#) specifies that, "Each faculty member shall post and hold a reasonable number of regularly scheduled office hours. The department chair will approve the faculty member's office hour schedule, with a copy retained in the department office. Faculty members must maintain office availability both physically and electronically, as appropriate. Faculty members who teach online, in addition to regular office hours, will provide students with electronic access to the faculty member in a timely fashion."

3.C.7 - Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

FHSU recognizes the importance of academic advising, and every student is assigned an advisor. The [university transitioned from faculty advisors to Undergraduate Professional Academic Advisors](#) in the 2021-2022 academic year. This advising model shift, as part of our University Strategic Plan Goal 2, occurred to ensure that FHSU was providing consistent advising for all students with the outcome of increased retention and graduation rates. The professional advisor model is also in alignment with the Kansas Board of Regents Strategic Plan and our system-wide participation in the [National Institute for Student Success \(NISS\)](#).

FHSU is committed to sustaining an advising program that demonstrates integrity, accountability, and continuous improvement. Students are invited to participate in an assessment process by completing the FHSU Student Evaluation of Academic Advising. As explained in Section 3.D.3, professional academic advisors at FHSU, who report to their academic deans, participate in regular professional development and training opportunities.

Sources

- 1.A.4. Professional Academic Advisors
- 3.C.1 Annual Affirmative Action Plan for Individuals with Disabilities
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- 3.C.1 Annual Affirmative Action Plan for Protected Veterans
- 3.C.1 EEO HRO Charge to Search Committee
- 3.C.1 Faculty and Staff Diversity Support Community FSDSC - Web Page
- 3.C.1 JEDI Advisors Program
- 3.C.2 Faculty Count 2017 to Present
- 3.C.2 FHSU Faculty Senate Bylaws
- 3.C.2 FHSU Provost Standing Committees
- 3.C.2 General Education Committee Bylaws
- 3.C.2 IPEDS Data Collection System-Faculty Ratio2022
- 3.C.3 Employee transcript records in Workday - redacted
- 3.C.3 HLC Quality Assurance Fillable Form
- 3.C.4 Kansas Board of Regents Policy Manual revised 070523 Faculty Merit and Post-Tenure Review
- 3.C.4 Memorandum of Agreement Faculty Merit and Tenure and Post-Tenure Review
- 3.C.5 Adjunct Faculty Trainings - Web Page
- 3.C.5 Course Development
- 3.C.5 Faculty Development
- 3.C.5 Faculty Guidelines
- 3.C.5 FHSU Faculty Development Fund
- 3.C.5 FHSU TILT Blog - Web Page
- 3.C.5 HLC Faculty Guidelines
- 3.C.5 Professional Development Day Fall 2023 Zoom Sessions - Web Page
- 3.C.5 Strategic Planing Strategies 1.3 Web Page
- 3.C.5 TILT Faculty Professional Development - Web Page
- 3.C.5 TILT Overview - Web Page

- 3.C.6 FHSU Faculty and Unclassified Staff Handbook
- 3.C.7 NISS PLAN 2022

3.D - Core Component 3.D

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

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

Argument

3.D.1 - The institution provides student support services suited to the needs of its student populations.

The [Fischli-Wills Center for Student Success](#), which [opened Fall 2021](#), provides an innovative learning environment that nurtures a vibrant educational community, facilitates cocurricular programming and services, and builds bridges of support to help all FHSU students achieve educational, personal, and career success. (Students at FHSU's international partner institutions receive student support services through their respective campuses.)

The first floor of the Fischli-Wills Center for Student Success houses the Academic Advising and Career Exploration Center, which serves [exploratory majors](#), non-degree-seeking students, students who may be feeling unsure and wish to confirm their current major, and students who are on academic probation and academic suspension. The Academic Advising and Career Exploration Center supports professional academic advisors, faculty mentors, and staff by providing academic and career advising resources. It also creates and distributes the annual [FHSU Student Success Planner](#), giving students at-a-glance access to information necessary to navigate life at the university successfully.

[Career Services](#), which prepares students for their future beyond FHSU, is located on the first floor of the Fischli-Wills Center. Students can visit the [Tailored for Tigers](#) clothing closet to ensure that they will be dressed for success for interviews, business presentations, career fairs, and other activities. The Academic Success Program (described in Section 3.D.2) is also located on the first floor of the Fischli-Wills Center.

The second floor of the Fischli-Wills Center houses [Student Engagement](#) and offices for student organizations, including the [Student Government Association](#).

The third floor of the Fischli-Wills Center houses [Health and Wellness Services](#), including [Accessibility Services](#), [Medical Services](#), and [Counseling Services](#), which also offers [alcohol and drug counseling](#). FHSU Health and Wellness Services provides [mental health resources for FHSU Online students](#), including the [Tiger Thrive Virtual Mental Health Platform](#).

More information on how FHSU uses data collected through the services and activities provided within the Fischli-Wills Center for Student Success to make ongoing improvements is articulated in Criterion 4.C.3.

3.D.2 - The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

The Fischli-Wills Center for Student Success, mentioned in Criterion 3.D.1, also houses FHSU's Academic Success Programs, which offer [free peer tutoring to students](#). Students can drop in during scheduled hours or use the [Handshake system](#), which is a cloud-based career development platform, to schedule appointments. Peer tutors in Academic Success are prepared to tutor students in [more than forty General Education courses](#). Additional tutoring is provided by the Department of Computer Science, the Department of Biology, the Department of Physics, the Department of History and Philosophy, the Department of English and Modern Languages, and the Chemistry Club.

The university's [Writing Center](#) is located on the main floor of Forsyth Library. The Writing Center serves [both on-campus and distance-learning students](#). Online appointments scheduled through the WCOonline platform connect online students with on-campus peer writing tutors via Zoom or WCOonline's built-in video-conferencing application.

Online students have access to a full online tutoring system. In the past, the university has contracted with the Smarthinking system. Since Smarthinking recently ceased operation, FHSU has [transitioned to the Brainfuse online tutoring platform](#). Students [access Brainfuse](#) through the university's Workday system, just as they formerly accessed Smarthinking.

FHSU has established requirements for students enrolling in English Composition and gateway Mathematics courses. Students who have an ACT standard score of 14 or below in English or an ACT score between 15 and 18 in English and a score of 3.1 or below on the Directed Self-Placement examination are required to enroll in the ENG 012: Writing Studio, a corequisite supplemental support course described below.

The Department of English and Modern Languages offers a placement exam for students with prior non-English language experience. This placement exam ensures that students begin their university-level language study at an appropriately challenging level, and it offers students the opportunity to obtain credit for courses at levels at which they have already demonstrated mastery.

Mathematics gateway courses (MATH 110: College Algebra; MATH 130: Pre-Calculus; MATH 234: Analytical Geometry and Calculus I; and MATH 331: Calculus Methods) each have specific achievement prerequisites for enrollment. Mathematics requirements and requirements for English and Modern Languages are explained in detail in the [Course Placement Information](#) document distributed to all academic advisors.

FHSU employs a corequisite support model for developmental courses in both College Algebra and English Composition, in conformity with [Kansas Board of Regents developmental education policy](#), which will take full effect in Fall 2026.

Students who do not meet the eligibility requirements for English Composition I are permitted to enroll in the course but are also required to enroll in the developmental corequisite, ENG 012:

Writing Studio.

The university offers MATH 105: College Algebra with Review as a supplemental support instructional pathway for MATH 110: College Algebra. This five-credit-hour course offers supplemental instruction while fulfilling the same requirements as MATH 110. This model is a revision of the original structure, in which students enrolled in both the three-credit-hour College Algebra course and a corequisite three-credit hour Intermediate Algebra course. This structure also complies with Kansas Board of Regents policy.

Students who do not meet the eligibility requirements for Math 110: College Algebra may opt to enroll in MATH 010: Intermediate Algebra, which offers developmental preparation for College Algebra. Earning a C or better in MATH 010 qualifies a student to enroll in MATH 110.

3.D.3 – The institution provides academic advising suited to its offerings and the needs of its students.

FHSU transitioned to a [college-centralized advising model](#) in 2021. Undergraduate students are assigned to a professional advisor based in the college of their major program, and they are required to meet with their advisor each semester to engage in academic planning and to prepare for registration. Students can locate their advisor and their advisor's contact information using the MyFHSU application in Workday, FHSU's Enterprise Management System.

FHSU has established advising roles and expectations that align with the university's mission and values and with the professional standards and expectations of NACADA: The Global Community for Academic Advising. The institution complies with the [Kansas Board of Regents' requirement](#) that each institution submit, on a three-year cycle, [a report on its academic advising system](#).

[Undergraduate professional advisors](#) receive professional development twice a month, and graduate professional advisors participate in professional development activities once a month. All professional advisors participate in a summer retreat and other on-campus development opportunities. Advisors also often participate in events organized through the Kansas Academic Advising Network, NACADA's Region 7, and the NACADA Annual Conference.

Students have access to their [real-time academic records in Workday](#); this record includes an overview of their program of study including expected completion date, current classes, their semesterly plan and academic history, transfer credit, academic progress, external records, and last date of attendance for each graded semester. This information enables the student and advisor to develop an effective plan to ensure the student's academic success and timely graduation.

Graduate students are also assigned either [a professional advisor or faculty advisor](#), depending on the student's program of study. Graduate students and advisors have access to the same academic record information as undergraduate students and advisors do; graduate-advising processes also require information about graduate committees, thesis or culminating experience support, deadlines for comprehensive exams and field studies, and policies and procedures unique to the Graduate School.

3.D.4 – The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

[FHSU's facilities](#) include 74 general-use classrooms with a total area of 57,016 square feet, 60 laboratory classrooms with a total area of 64,138 square feet, and 12 clinic spaces totaling 1,673 square feet. Examples of clinic spaces include the FHSU [Simulation Lab](#) and [Herndon Clinic](#). The Beach-Schmidt Performing Arts Center is a 1,100-seat venue, which hosts FHSU music and theatre productions, as well as the FHSU Encore Series. Additionally, FHSU is home to the [Sternberg Museum of Natural History](#), located in Hays, Kansas, and the [Kansas Wetlands Education Center](#), which is located in Great Bend, Kansas.

FHSU's Forsyth Library meets the information needs of students and faculty through research support, class instruction, curation and provision of information resources, technology lending and support, and the preservation of locally significant physical and digital special collections and archives. The library employs 18 full-time faculty and staff and more than 30 student employees and provides space for the Writing Center, the [Makerspace](#), and the [Honors College](#). Resources curated by Forsyth Library include the FHSU Scholars Repository, which contains special digital collections as well as an institutional repository of scholarship and [Open Educational Resources](#) from the University community. [ACRL Statistics](#) indicate that Forsyth Library contains a physical and digital collection of over 1 million resources.

The [General Collection](#) supports all academic departments. It is made up of print and electronic books. The ebook portion is developed through demand driven acquisitions, evidence-based acquisitions, purchase requests, standing orders, and the recommendations in the Resources for College Libraries database. The print portion is developed by purchasing best sellers, award winners, purchase requests, standing orders, and the recommendations in the Resources for College Libraries database. Additionally, interlibrary loan data is analyzed annually to identify books and ebooks to add to the collection.

The Juvenile Collections support the Teacher Education department. It is primarily a print collection. It provides award winning and best seller books for Teacher Education students to read, evaluate, and incorporate into lesson plans.

Since its last Higher Learning Commission site visit, FHSU has expanded its facilities with three new buildings as well as significant renovations of existing buildings:

The [Center for Applied Technology](#) is the new home to the Department of Applied Technology and the School of Visual and Performing Arts' Sculpture Program. This two-story, 62,000-gross-square-foot facility, which was completed in 2017, provides laboratory space for wood materials processing, manufacturing technology, STEM, AutoCad, Integrated Technology, Plastics, Construction Management, Instructional Technology, Graphic Communications, Special Projects, Sculpture, a Foundry, and Blacksmithing. It also includes two lecture-style classrooms, a conference room, faculty offices, graduate studio space, three laboratory-support classrooms, a wood shop, and gallery space. The total project cost was \$16,500,000.

The [Schmidt Foundation Center for Art and Design](#) is the new home for the School of Visual and Performing Arts' Art and Design programs. This two-story, 49,000-gross-square-foot facility, which was completed in 2019, provides laboratory space for Graphic Arts, Interior Design, Drawing, Painting, Printmaking, Design, and Photography. The facility also includes office space, a multi-purpose laboratory, a classroom, a wood shop, graduate studios, a commons area, and a kiln yard. The adjoining 5,000-gross-square-foot Old Power Plant was completely renovated to provide gallery and gallery support space; a 2,100-gross-square-foot addition provides storage for the FHSU art collection. The total project cost was \$14,300,000.

The [Fischli-Wills Center for Student Success](#) is a three-story, 46,000-gross-square-foot addition to the Memorial Union. This building, completed in 2021, houses student services that were previously located in facilities across campus. Services now located in the Fischli Wills Center for Student Success include:

- Student Government Association offices;
- Academic Advising and Career Exploration;
- Multiple Professional Advisor Offices
- Career Services/Internships;
- the Kelly Center/Counseling Services;
- the Student Health Center;
- Tutoring Services;
- the Center for Student Involvement, Inclusion, and Diversity Excellence;
- Accessibility Services;
- Fraternity and Sorority Life.

The facility also includes the Tiger Welcome Room, which is the starting point for campus tours. A classroom located on the ground level provides meeting space for Freshman Seminar classes. The Fischli-Wills Center is connected to the Memorial Union via a bridge structure on the second level. At ground level, a pedestrian spine of the campus quadrangle passes between the Fischli-Wills Center and the Memorial Union. The total project cost was \$15,500,000.

[Rarick Hall](#) is a three-story, 117,661-gross-square-foot academic facility that opened in 1981 and houses the largest number of general classroom spaces on the FHSU campus. The ground level had been the home to the Department of Art and Design's laboratories, offices, and gallery space, as well as the [Tiger Tots preschool](#). The upper levels provide general classroom space, as well as office and laboratory space for departments within the College of Education and the College of Arts, Humanities, and Social Sciences.

In 2021, a comprehensive renovation of the ground level was completed, repurposing the former Art and Design space. The first floor is now home to an expanded Tiger Tots preschool, "the Foundry" student lounge and study area, seven classrooms, four seminar rooms, two study rooms, four conference rooms, graduate office space, and offices for the Dean of College of Arts, Humanities, and Social Sciences; the Docking Institute; Foster Grandparents; and the School of Criminal Justice, Leadership, and Sociology. The second and third floors were also renovated. The second level houses the offices of the Dean of the College of Education, the Department of Teacher Education, the Department of Advanced Education, nine classrooms, two study rooms, graduate office space, three conference rooms, and faculty offices with surge space. The third level includes 12 classrooms, a seminar room, 4 conference rooms, graduate office space, and offices for the Department of English and Modern Language, the Department of History and Philosophy, the Department of Communication Studies, Law, and Political Science, and the Department of Mathematics.

Forsyth Library has recently completed [planning for a major building renovation](#) that will include replacement of aging infrastructure, modernization of learning environments, and preservation of special collections and university archives material through appropriate environmental conditioning. [The project](#) remains on schedule with a planned bid date of December 2023. Construction should commence in January 2024 and extend to completion in the spring of 2026. The renovated facility will also include a Makerspace and offices for the Honors College, Writing Center, and Institute for New Media Studies. The lower level will house government documents, a shared classroom, a

computer laboratory, a Media Lab, a Campus Organizations Lounge, office space, individual and group study rooms, and open study areas. The main level will include the main entrance, general collections, classroom and presentation space, the Writing Center, a café, a staff lounge, a conference room, individual and group study rooms, open study space, and the Learning Commons desk, as well as office space. The upper level will house general collections, the Fenwick Reading Room, Archives, [Special Collections](#), the Honors College, offices for the Dean of the Library, a conference room, a classroom, gallery space, staff offices, individual and group study spaces, and open study space. The estimated project cost is \$25,100,000.

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- 3.D.1 Career Services Website
- 3.D.1 Counseling Services Website
- 3.D.1 Exploratory Student Advising Website
- 3.D.1 Fischli-Wills Center for Student Success Ribbon Cutting press item
- 3.D.1 Fischli-Wills Center for Student Success Website
- 3.D.1 Health and Wellness Services Staff Website
- 3.D.1 Medical Services - Appointments and Fees Website
- 3.D.1 Mental Health Resources for FHSU Online Students Website
- 3.D.1 Student Engagement Website
- 3.D.1 Student Government Association Website
- 3.D.1 Student Success Planner 2023 Engaging You for Your Success at FHSU
- 3.D.1 Tailored for Tigers Website
- 3.D.1 Tiger Thrive News FHSU Launches Virtual Mental Health Platform press item
- 3.D.2 Brainfuse Online Tutoring Proposal 2023
- 3.D.2 Course Placement Information
- 3.D.2 Courses Tutored
- 3.D.2 ENG 012 Writing Studio Sample Syllabus
- 3.D.2 Face-to-Face and Online Appointments
- 3.D.2 FHSU Brainfuse F23
- 3.D.2 Free Tutoring Website
- 3.D.2 Handshake Appointment Scheduling
- 3.D.2 Kansas Board of Regents Policy Manual Developmental Education
- 3.D.2 MATH 105 College Algebra with Review Sample Syllabus
- 3.D.2 Writing Center Website
- 3.D.3 Academic Advisor Handbook Ch 1 Academic Advising - www.fhsu.edu
- 3.D.3 FHSU Academic Advising Reports to KBOR
- 3.D.3 Kansas Board of Regents - Board Policy Manual - Chapter II Governance - www.kansasregents.org
- 3.D.3 Sample student Academic Record Pages from Workday
- 3.D.3 Sample Support Network for Student_Redacted
- 3.D.3 Undergraduate Professional Advisors - www.fhsu.edu
- 3.D.4 Dedication of New Applied Technology Building - Press Release
- 3.D.4 FHSU Dedicates Schmidt Foundation Center for Art and Design - Press Release
- 3.D.4 FHSU Facilities Space-Use Inventory
- 3.D.4 FHSU Herndon Clinic

- 3.D.4 FHSU Honors College
- 3.D.4 FHSU Makerspace
- 3.D.4 FHSU Open Educational Resources
- 3.D.4 FHSU Receives 17 Million Library Renovation Grant - Press Release
- 3.D.4 FHSU Tiger Tots
- 3.D.4 Fischli-Wills Center for Student Success Ribbon Cutting press item
- 3.D.4 Forsyth Library Remodel Plans
- 3.D.4 Forsyth Library Reported Data
- 3.D.4 Information resources - Collections
- 3.D.4 Information resources - Special Collections and Government Documents
- 3.D.4 Intentionality and Rarick Hall Renovation Heart of a Tiger July 2022
- 3.D.4 International Star recognition for Kansas Wetlands Education Center - Press Release
- 3.D.4 Nursing Simulation Lab
- 3.D.4 Sternberg Museum of Natural History Exhibits Web Page

3.S - Criterion 3 - Summary

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

Summary

Fort Hays State University ensures the rigor and quality of the education it provides through specialized program accreditations and internal program review processes. The university has demonstrated its commitment to strengthening program assessment through its Open Pathway Quality Initiative. FHSU offers the same degree programs and courses to students studying on campus, online, or in an international partnership program.

The FHSU CORE General Education Program is based on specific, measurable common learning outcomes. Revision of FHSU CORE to comply with the Kansas Board of Regents' Systemwide General Education Framework has ensured a common-learning-outcomes foundation, including mission-centered Engaged Global Citizens outcomes.

Through strategic planning initiatives, improved recruitment strategies, and a strong commitment to fair hiring practices, FHSU strives to maintain the diverse, qualified faculty necessary to continue providing effective, high-quality programs. The university is committed to providing all faculty with opportunities for professional development.

FHSU provides extensive, relevant student support services that promote physical health, mental health, academic preparation, and career readiness. The institution demonstrates a thorough commitment to the success of its students, particularly in the construction of the Fischli-Wills Center for Student Success, which serves as an accessible focal point for student services.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

4.A.1 - The institution maintains a practice of regular program reviews and acts upon the findings.

Fort Hays State University's (FHSU) [Program Review Committee](#), a [Provost Standing Committee](#), is charged with recommending and managing a comprehensive and cyclical program-review process in accordance with the [Kansas Board of Regents \(KBOR\) Program Review policy](#). This committee reviews, provides feedback on, and approves program-review materials, ensuring that established program-review procedures and processes are followed. The committee is chaired by the Assistant Provost for Academic Programs and includes faculty representatives from each college as well as representatives from Faculty Senate, Forsyth Library, the Graduate School, and the Office of Institutional Effectiveness and Quality Improvement.

Program Review reports are submitted to KBOR and shared on the [KBOR website](#). During each review cycle, the academic college is provided with a university program review template for each program. The [program review template](#) includes six sections: mission; curriculum and assessment; student demographics, enrollment, and retention; faculty and staff; program marketing and demand; and department cost effectiveness. The program review reports are submitted to the Program Review

Committee and evaluated using the [program review procedures and evaluation rubric](#). For each program, the Program Review Committee makes a recommendation of continue, additional review, or discontinuation. Programs with additional review or discontinuation will undergo Phase II program review. In Phase II program review, programs will be asked to respond in writing to deficiencies noted by the committee in the initial review. The committee will then issue a final recommendation with recommended strategies for improvement to the department chair, dean, and provost. Programs placed on additional review status will be reviewed each following year until program minima are met or the program is discontinued.

KBOR mandated an eight-year cycle for program review, but FHSU adopted a five-year review cycle for its five academic colleges. A [new KBOR program review policy](#) was approved in June 2023 and will begin implementation in AY25. This new process has necessitated an update and revision to the FHSU Program Review process which will commence in late Fall 2023.

As part of the Annual Program Assessment process (described in Section 4.B.1), academic programs create action items based on current assessment results, and these action items inform their Assessment Plan for the following year.

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.

FHSU grants credit for prior learning according to the [Credit for Prior Learning](#) catalog policy and the [Kansas Credit for Prior Learning Guidelines](#) established by the Kansas Board of Regents. FHSU course credit is granted with the notation of “CR” in place of a letter grade, and the source of credit is documented. Information about Credit for Prior Learning (CPL) policies and course articulation lists are available in the [CPL portion of the FHSU website](#).

A faculty member in the academic discipline—often the department chair—reviews material and recommends credit awards for prior-learning experiences. This recommendation is reviewed and approved by the CPL Coordinator, department chair, Academic Dean or Assistant Dean, and Assistant Provost for Academic Programs / Dean of Graduate School. Graduate courses also require approval from the relevant graduate director. Materials reviewed may include [American Council on Education \(ACE\) military guide](#) or ACE national guide recommendations when available, Advanced Placement curriculum frameworks, International Baccalaureate course guides, and links to publicly available information.

An [organizational review](#) takes place for most examinations, military credit, and some forms of documentation to determine specific credit awards for external experiences. When official documentation (e.g., score reports, a Joint Service Transcript, or an ACE Transcript) is received, the registrar’s staff check for duplication of credit and record approved credit. This process is used to evaluate forms of documentation for which standard criteria have not been established and prior-learning experiences for which standard awards have not yet been determined. Some credit awards are standardized by an organizational review, and an individual review is used to verify the documentation that the student presents. Other individual reviews involve experiences that have not previously been presented for review. In these cases, the credit determination applies only to the student in question; this type of award commonly involves professional certifications or licensures, portfolios, or university-administered exams.

4.A.3 - The institution has policies that ensure the quality of the credit it accepts in transfer.

FHSU accepts transfer credit from regional/institutional accredited colleges and universities and for all courses included in the [Kansas Board of Regents' Systemwide Transfer Matrix](#). Transfer policy information and student- and partner-school-focused information is available on the FHSU website and also includes a webform for prospective transfer students to obtain a [free unofficial transcript evaluation](#). This information includes course articulation and curriculum guides for schools from which large numbers of students transfer to FHSU.

FHSU, in conformity with the Kansas Board of Regents policy, accepts all courses in the [Systemwide Transfer Matrix \(SWTM\)](#) as equivalent to their corresponding FHSU course offering. Courses included in the SWTM are assured to meet agreed-upon measurable student learning outcomes. FHSU accepts transfer credit from regional/institutional accredited colleges and universities in accordance with the FHSU [Transfer Agreement and Articulation Guide](#).

FHSU treats academic courses from recognized accredited institutions as appropriate for academic credit at FHSU. Registrar's Office staff screen all such courses to determine if they have previously been evaluated. If so, credit is assigned to the previously articulated FHSU course. If no previous articulation exists, then the course proceeds to a second stage of review that involves confirming accreditation, if and as needed, obtaining course information, and determining whether the course fits within an area of instruction offered at FHSU.

A transfer course that does not fit within an area of instruction offered at FHSU is either assigned a generic transfer elective number indicating how the course might satisfy FHSU requirements, or the course is rejected for transfer. Courses that fit within an area of instruction at FHSU are evaluated using guidelines provided by the relevant FHSU academic department. The Registrar's Office articulates some courses and forwards others to the relevant academic department so that a faculty member in the content area can determine whether the course should be accepted as equivalent to an FHSU course.

FHSU follows the standard practices of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), as described in, [A Guide to Best Practices: Awarding Transfer and Prior Learning Credit](#), which include awarding equivalency credit if the content overlaps by at least 70% except in cases in which sequent course, licensure, or program accreditation considerations require an element missing from the course. If the course is not equivalent, or if sufficient information to determine equivalency is not available, the course in question is generally accepted as an elective course within the relevant academic area. Transfer courses designated as electives may fulfill university-level requirements if a specific course is not required. Programs may, upon review, allow this elective credit to fulfill program requirements. No transfer credit is awarded for non-academic credits (e.g., vocational/technical courses, developmental courses, or chapel/recital attendance) awarded by other institutions or in situations in which the proposed transfer would result in duplicated credit.

Coursework from US-based schools that lack recognized accreditation is generally not accepted for transfer credit. Courses from these schools, as well as from international schools, may be accepted based on case-by-case evaluation by FHSU faculty members who determine individual courses' suitability for transfer and specify how such courses may transfer. These evaluations commonly occur as part of the process of developing and maintaining partnership agreements. Coursework not directly articulated from international schools is accepted for credit when evaluated by a [National Association of Credential Evaluation Services \(NACES\)](#) member organization.

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 ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The Faculty Senate's [Academic Affairs Committee](#) works with curriculum, educational improvement, General Education, instructional technology, research, specialized accreditation, faculty recognition, program discontinuation, FHSU Online course development and redevelopment, and other matters related to the university's academic programs. The Academic Affairs Committee [reviews and approves](#) new courses, major course revisions, new program proposals, and major program revisions at the undergraduate level to ensure that they adhere to expected outcomes and align with the university mission. When reviewing new courses or course revision proposals, the Academic Affairs Committee utilizes the Course Approval Guidelines to evaluate the proposal for purpose, prerequisites, content, student learning outcomes, assessments, and duplication across other program courses. During the review, a representative from the department provides additional information as needed to the committee. If a positive vote is not received, the department receives feedback and revisions are made to the proposal until affirmed. Upon approval by the Academic Affairs Committee, the full Faculty Senate votes on undergraduate curriculum proposals.

At the graduate level, the [Graduate Council Curriculum Committee](#) provides [resources to assist faculty](#) with the development of rigorous graduate-level courses and programs. This committee conducts a thorough review of proposed graduate-level courses and programs. Following approval by the Curriculum Committee, the full [Graduate Council](#) votes on graduate curriculum proposals.

The [Teaching Innovation and Learning Technologies \(TILT\)](#) unit provides educational technology support and training for faculty in topics related to curriculum development. This unit's professional instructional designers—certified SUNY [Online Course Quality Review Rubric \(OSCQR\)](#) reviewers—offer individualized consultation services to faculty.

FHSU adheres to the Higher Learning Commission's [Assumed Practices](#) (CRRT.B.10.020, B.2) when hiring faculty members. The department chair and college dean review the educational and professional credentials of newly hired faculty members and complete and submit the Higher Learning Commission [Quality Assurance form](#), which the Provost's Office places in the faculty member's personnel file. This form provides justification for the faculty member's appointment based on the faculty member's academic credentials and/or equivalent professional experience.

Similarly, FHSU's Associate Vice President for Enrollment Management is the point of contact for dual-credit programs and oversees the collection of resumes from the proposed teachers for each dual-credit class. Those resumes are sent to the relevant academic department for review and approval. The Associate Vice President for Student Affairs and Enrollment Management coordinates yearly meetings between the university and partner schools offering dual-credit courses.

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

The Kansas Board of Regents (KBOR) Policy Manual requires that: "The Vice President for Academic Affairs shall provide the Board with a [report on the accreditation status](#) of the state universities and their accredited programs every four years. The report shall include information on whether the institution or the program:

- is accredited for the full term of accreditation;
- has received full [accreditation status](#) or is on probationary status ([Chapter II: Governance – State Universities \(A\) Academic Affairs. 7. New Academic Units and Academic Programs \(I\) Accreditation, ii](#)).

The Provost's Office maintains a current list of [Specialized Program Accreditations](#), which is available online, and deans provide updates to the accreditation chart every fall term.

4.A.6 - The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

FHSU's Career Services Office conducts a post-graduate [first destination career survey](#) within six months of graduation. Results from this survey show that during the 2021 academic year, 77% of graduates were employed and 16% of graduates were pursuing graduate or professional programs. Eighty-four percent of respondents indicated they believed their academic experience at FHSU would be highly or moderately useful in their career. The 5-year average of graduates successfully employed or continuing their education is 95%. The response rate for this survey over the past 5 years is 84%. FHSU also collects data on student experiences through its participation in the [National Survey of Student Engagement \(NSSE\)](#), which is administered to first-year and senior students every three years. This data is utilized to inform strategic plan strategies, specifically within Goal 2: Student Success.

Individual colleges also track student success. The overall [graduate and professional-school acceptance rate](#) of alumni of the Werth College of Science, Technology, and Mathematics since the college was established in 2015 is 91%. Among Werth College students applying for entry into programs of Chiropractic, Law, Medical Technology, Occupational Therapy, Optometry, Physician's Assistant, Physical Therapy, and Medical Technology, 100% have been accepted. Ninety-five percent of graduates have been accepted into pharmacy schools, 93% accepted into graduate school, and 48% accepted into medical schools, which is above the national average. Speech-Language Pathology graduates from the College of Health and Behavioral Sciences have a 100% pass rate on SLP PRAXIS certification examination. Traditional Bachelor of Science in Nursing graduates of the College of Health and Behavioral Sciences had a 95% pass rate on the National Council Licensure Examination in 2021, while 2021 Doctorate of Nursing Practice graduates had a 100% pass rate for Family Nurse Practitioner national certification.

Sources

- 4.A.1 FHSU Program Review Procedures and Evaluation Rubric
- 4.A.1 FHSU Program Review Template
- 4.A.1 KBOR FHSU Annual Report on Program Review
- 4.A.1 KBOR Program Review Policy
- 4.A.1 KBOR Program Review Policy AY25
- 4.A.1 Program Review Committee Bylaws
- 4.A.1 Provost Standing Committees
- 4.A.2 ACE Military Guide
- 4.A.2 Credit for Prior Learning Assessor Rubric

- 4.A.2 Credit for Prior Learning Policy
- 4.A.2 Credit for Prior Learning Website
- 4.A.2 Kansas Credit for Prior Learning Guidelines
- 4.A.3 A Guide to Best Practices - Awarding Transfer and Prior Learning Credit
- 4.A.3 FHSU Transfer Credits
- 4.A.3 FHSU Unofficial Transcript Evaluation
- 4.A.3 Kansas Systemwide Transfer
- 4.A.3 KBOR Transfer Policy
- 4.A.3 National Association of Credential Evaluation Services
- 4.A.3 Partner Schools
- 4.A.3 Transfer Agreement and Articulation Guide
- 4.A.4 Academic Affairs Committee
- 4.A.4 Academic Affairs Course Approval Guidelines Checklist
- 4.A.4 Assumed Practices
- 4.A.4 Faculty Qualification Form
- 4.A.4 Graduate Council Curriculum Committee
- 4.A.4 Graduate Course Development and Review
- 4.A.4 Graduate School Handbook
- 4.A.4 HLC Quality Assurance Form
- 4.A.4 Online Course Quality Review Rubric
- 4.A.4 Teaching Innovation and Learning Technologies
- 4.A.5 FHSU 2023 Accreditation Report
- 4.A.5 KBOR Accreditation Policy
- 4.A.5 KBOR Policy Manual
- 4.A.5 Specialized Accreditation
- 4.A.6 First Destination Career Survey Results
- 4.A.6 National Survey of Student Engagement Results
- 4.A.6 QuickFacts Graduate and Professional Schools Acceptance Rates

4.B - Core Component 4.B

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

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

Argument

4.B.1 - The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

FHSU has fully committed to formal assessment as evidenced by its inclusion of assessment of student learning as part of the University's current strategic plan ([Goal One – Academic Excellence](#)). FHSU has focused its formal assessment efforts on evaluating student learning in three areas:

1. General Education Assessment;
2. Annual Student Learning Program Assessment; and
3. Specialized Accreditation Assessment.

Although these assessment processes differ from one another, all are processes led or informed by faculty and established to drive continued student learning improvement.

General Education Assessment

FHSU's Common Outcomes for Relevant Education (CORE) General Education program emerged from a systemic revision of the General Education program. FHSU CORE was built by faculty through a process facilitated by the university's [General Education Committee](#) and [approved by the Faculty Senate](#).

The General Education Committee established a [framework](#) based on what graduating students need to be competitive in today's marketplace. This framework outlines three high-level goals (Core Skills, Broad and Integrative Knowledge, Practical Applications) in nine areas:

- Written and Oral Communication
- Quantitative Literacy
- Computing Literacy
- Information Literacy
- Critical Thinking
- Knowledge of the Liberal Arts
- Health and Wealth
- Intercultural Competence
- Engaged Global Citizens

The university employs 16 sets of measurable learning outcomes to assess students' abilities to achieve the learning outcomes that underlie these objectives and goals.

Following the establishment of the Goals, Objectives, and Outcomes, the General Education Committee established [policies and procedures](#) to operationalize the new FHSU CORE framework and created [rubric templates](#) for each of the framework's 16 sets of measurable learning outcomes. These rubric templates were made available to university faculty for modification and alignment to individual courses submitted to meet FHSU CORE outcomes. Faculty were encouraged to submit new and existing courses to the General Education Committee for inclusion in the FHSU CORE General Education Program. Each course proposed to fulfill a FHSU CORE requirement is required to include at least one specific assignment that will serve as an assessment artifact for each Common Learning Outcome addressed in the course; in addition, each such course proposal is required to include a rubric to measure student achievement of each outcome. Courses accepted by the General Education Committee were directed to Faculty Senate's Academic Affairs subcommittee for approval and inclusion in the [university's General Education curriculum](#).

To facilitate the collection of assessment data tied to General Education, FHSU reviewed its data collection capabilities and determined that the university would need to initiate a [request for proposals](#) for a data-collection system to meet the assessment needs of the FHSU CORE program. An outside vendor, [AEFIS](#), was selected by the University Assessment Committee to facilitate the collection of assessment data. The Office of University Assessment [created a protocol](#) for collecting General Education assessment data. Faculty members teaching a designated FHSU CORE course were given the necessary instructions to [set up](#) and [score the assessment\(s\)](#) aligned with their course(s). Throughout the semester, participating faculty members, chairs, deans, and provosts receive status updates on this ongoing assessment process.

At the end of each semester, the Office of University Assessment, in conjunction with the General Education Committee, disseminates [assessment results](#) from courses aligned with the FHSU CORE to faculty, chairs, and deans for review. At the end of each academic year, faculty teaching courses aligned with General Education outcomes submit a formal review of the outcomes assessed in their courses. These assessment reports are reviewed by the academic units offering the courses, ensuring that control of curriculum decisions remain in the hands of teaching faculty.

FHSU CORE was fully implemented by the start of the 2022–2023 academic year. In [Fall 2022](#), 78% of course sections in FHSU CORE successfully submitted assessment data through the Blackboard Learning Management System, which was integrated with the AEFIS assessment-management system. Following the completion of the Spring 2023 semester assessment, the General Education Committee will begin the formal process of having units submit a review of the General Education CORE assessment results stemming from FHSU CORE courses. Below is a list of questions course faculty have been given and should be able to speak to regarding the results coming from each outcome assessed in their courses:

- Overall, were students able to achieve each of the FHSU CORE learning outcome(s) assessed in the course?
- How were results communicated and reviewed by ALL course faculty?
- Do course faculty feel there was consistency in implementation and evaluation using the assessment tool(s) across course sections and modalities (i.e., do faculty feel there was inter-rater reliability)?
- As a result of reviewing the data, do faculty believe there are necessary changes that need to be made to improve future learning (such as processes, tools, evaluation methods, pedagogical approaches, or others)?

- If the results informed necessary change, what action step(s) are necessary? Who will be responsible for implementing the action step(s)? And when should the action step(s) be expected to be completed?

Annual Program Assessment

FHSU has established assessment expectations for each of the [82 degree programs approved by the Kansas Board of Regents](#). FHSU expects each of these degree programs to perform an annual assessment of student learning based on outcomes identified by the program's faculty. The university aligns program assessment expectations with Regents-mandated program review processes to ensure consistency in expectations, as KBOR expects a detailed self-study from each of the degree programs through its program review process.

To facilitate the program assessment process the Director of University Assessment works in consultation with the [University Assessment Committee](#), a Provost's Standing Committee, made up of representatives from academic units from each College on campus, to define program assessment processes, timelines, reporting expectations, data-collection methods, and shared best practices. The annual assessment of program learning outcomes begins in early fall as program faculty review assessment results from the previous academic year, working in conjunction with the program's assessment coordinator to analyze the data, suggest changes for improvement, review results of previously implemented changes, and submit a formal report of these findings. Data are captured through several media including the university's Blackboard learning management system and its assessment management system, AEFIS. All programs receive a copy of the latest [Program Assessment Annual Report Template](#), which they use to report the following items:

- Assessment Period,
- Name of the College, Department, and Program,
- Program Learning Outcomes,
- Curriculum Map,
- Assessment Measures,
- Targets/Standards/Benchmarks,
- Data Results,
- Review/Analysis,
- Changes Needed for Improvement,
- Action Plan for Next Assessment Period,
- Name of person who Completed and Reviewed the Assessment Report.

The Annual Report Template also provides program faculty with a glossary of terms, an outline of the Annual Process Timeline, and a selection of Best Assessment Practices Tips.

The Annual Program Assessment report requires programs to identify action items they will engage to strengthen their Assessment Plan for the next academic year. Program faculty have the opportunity to report on Program Learning Outcomes on a one- or two-year reporting cycle, allowing each program to have three cycles of data for each PLO before completing a Program Review for KBOR.

The University Assessment Committee reviews each Annual Program Assessment Report and provides feedback to the program. [Each report is reviewed](#) by at least two committee members from outside the reporting program. The reviews of assessment reports serve three purposes:

1. Providing feedback to program faculty on best practices or practical approaches that could improve the program's learning assessment process;
2. Helping University Assessment Committee members understand how programs across campus approach program learning assessment;
3. Creating a consistent process for recognizing programs that advance program learning assessment processes and "close the loop" on program learning outcome improvement.

The university's current program assessment process was revised in response to concerns from faculty, chairs, and deans that the assessment process was historically one-directional: the university asked for a report, and the program submitted it, receiving no feedback. The University Assessment Committee's review of assessment reports also allows committee members, who are often the assessment coordinators for their programs, to broaden their knowledge of assessment processes and to identify best practices from other programs for potential implementation in their own departments and colleges. University-level review of Program Assessment Reports also allows the university to reward effective assessment of student learning and to provide appropriate incentives for continued participation in assessment activities.

FHSU has aligned both General Education Learning Assessment and Program Learning Outcome Assessment with [Goal One](#) of the university's Strategic Plan—Academic Excellence, establishing the desired outcome to "Measure program learning outcome achievements for 80% of degree programs and 80% of common learning outcomes associated with the FHSU CORE by 2024." Results for year 3 (AY 2022) of the 5-year plan show that [77% of degree programs](#) engaged in Program Learning Outcome Assessment (Year 4 (AY 2023) results will be reported upon collection of Annual Program Assessment Reports in November 2023). Year 4 (AY2023) results of Common Learning Outcome Assessment show that in the initial year of implementation of the FHSU CORE General Education Program, [100% of FHSU CORE](#) Learning Outcome Sets were assessed and 78% of sections of general education courses reported assessment data. Each of these results indicate our processes have gained traction with programs and faculty and serve as effective processes for measuring the assessment of student learning.

Specialized Accreditation Assessment

Several FHSU programs maintain [specialized accreditations](#) that require reporting on student learning. Although outside accreditors vary in their requirements for reporting student learning, many programs that hold specialized accreditations are subject to more stringent assessment requirements than those required by the university's Program Assessment process. Programs with specialized accreditation may have entire committees dedicated to specific outcomes, results, action items, self-studies, and stakeholder feedback (e.g., faculty, student, employer, industry) as required by their accrediting agencies. Historically, FHSU has required programs with specialized accreditation to participate in the university's Annual Program Assessment process, but the institution is exploring options to better align the university's requirements with those of outside accreditors and to learn from outside accreditors' processes and requirements, which may model best practices for the university as a whole.

The assessment processes described above do not represent the entire scope of learning assessment at FHSU. Assessment of student learning takes place in both physical and virtual classrooms every day through tests, quizzes, case-studies, homework, presentations, internship experiences, employer and community engagements, and other activities. Program faculty work together to drive improvements in student learning that may not be captured in a formal report but are apparent in the conversations

with students, faculty, employers, and other stakeholders. FHSU is also committed to developing a robust cocurricular assessment strategy, as identified by the [Civic Investment Plan](#) and inclusion of [Civic Learning and Engagement](#) as a key element of [Goal 5 of the university's strategic plan](#).

4.B.2 - The institution uses the information gained from assessment to improve student learning.

Through the processes outlined in Section 4.B.1, the university's Department of Assessment helps to facilitate data-collection processes, informs faculty members of best practices, and provides developmental assistance, process timelines, and expectations. The ultimate responsibility for student learning assessment, however, rests with individual programs. Faculty are asked, as part of each formal assessment of student learning processes, to reflect on the results and identify action items to drive learning improvement. These improvement items can be as simple as adding a new assignment that better aligns with a particular outcome, or they can be as complex as redesigning the curriculum. Through the formal [Annual Program Assessment process](#), programs capture feedback from program faculty and develop plans to drive continued improvement. These Annual Program Assessment reports document program assessment efforts, student results, suggested and implemented improvement efforts, and programs' success in improving student learning. Although Program Assessment Reports are submitted to the Department of Assessment, they are owned by and housed in the individual programs or courses that produce them.

The university's assessment of student learning efforts is expected to achieve [three simultaneous goals](#), which have been identified through conversations with faculty, chairs, deans, and the Provost:

1. to be effective: these efforts tell us what we need to know about students' abilities to demonstrate what we believe we are teaching them;
2. to be manageable: assessment processes cannot be overly burdensome for those who participate in them; and
3. to be meaningful: FHSU strives to create a process that provides information about students' learning and that allows faculty to reflect on the data and to develop strategies to continue improving the quality of student learning.

Programs across campus are at various stages in [developing program learning assessment processes](#) that address each of these three goals. The recently redesigned FHSU CORE General Education program has completed its first semester of data collection and is currently initiating a formal review of data by instructional faculty.

One way the University quantitatively observes the level at which program's assessment of student learning processes are advancing student learning is through the [review of program assessment of student learning reports](#). The review of program assessment reports by the University Assessment Committee looks for 8 evaluative criteria to measure the current standing of the program's assessment process, they include:

- Number of PLOs measured
- Assessment Measures
- Targets and Benchmarks
- Results Data
- Review and Analysis
- Area of Improvement
- Action Plan for Next Year

- Closing the Loop Part I and II

Each of the evaluative criteria are scored on 4 levels of achievement ranging from Level 0 indicating the criteria was missing from the report to Level 3 indicating the highest level of achievement on the criteria. Although the University's Assessment Committee's reviews were created to help programs improve upon their assessment processes for advancing student learning, they serve an additional benefit in providing the University a high-level overview of how programs are advancing student learning. The 3 evaluative criteria of 'Area of Improvement', 'Action Plan for Next Year', & 'Closing the Loop Part I & II' provide the University with a good overview of how programs, in aggregate, are attempting and succeeding at advancing student learning. In the first year of reviews, which took place in the [Fall of 2022](#), 64 program assessment reports were reviewed twice (128 total reviews conducted) by University Assessment Committee members. From the 128 reviews of program assessment reports, the committee evaluated the following percentage of programs at the highest level of achievement (Level 3) on the three criteria underpinning whether programs are improving student learning:

- Area of Improvement: 30% of programs evaluated at Level 3
- Action Plan for Next Year: 27 % of programs evaluated at Level 3
- Closing the Loop Part I and II: 30% of programs evaluated at Level 3

Through the review of annual assessment reports the committee selects winners for two awards tied to the assessment of student learning. The [Advancing Assessment Award](#) recognizes a program that continues to improve and strengthen their program assessment activities as demonstrated through their annual program assessment report. In the latest Spring 2023 convocation the Department of Health and Human Performance was selected to receive the Advancing Assessment Award for their Bachelor of Science program. The program was selected as evidenced by the complete revamp of their assessment process in an effort to create a more meaningful process to help inform program faculty of potential improvements. One of the major challenges the program highlighted was addressing the communication challenges faced in a process that involves many faculty, often many NEW faculty, and consistency in assessment tools spanning On-Campus/Online students as well as Full-Time/Adjunct faculty. The program's newly defined assessment process is clear, well outlined, and faculty created; each of these factors paints-the-picture that the program is positioned to continue to derive meaningful information from their assessment process moving forward.

The second award, The [Closing the Loop Departmental Assessment Award](#), is awarded to the academic department that has implemented degree program improvements as evidenced by analysis of, and improvements in, program and student learning outcomes. The Spring of 2023 award was earned by the Department of Communication Sciences and Disorders. The department's review of their Bachelor of Science program exemplifies the characteristics of using an assessment process to inform change for the better. The program was very thoughtful in laying out their assessment process over the prior assessment cycles and is already reaping the rewards of their work. Their report provided details on the improvements and adjustments made based on their prior year's assessment data, the action items they would like to make following their latest results, and the challenges they continue to face. The candor the program provided in their report, along with their data and review provides clear evidence the department understands the value of assessment and continues to strive for academic excellence in their program.

4.B.3 - The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

FHSU has bolstered its efforts to assess student learning in order to ensure quality learning experiences since the implementation phase of the University's strategic plan, discussed in Section 4.B.1. The university has invested in human capital including professional development activities, participation in relevant national conferences, development of the Director of Assessment's role, and implementation of the Culture of Assessment Survey. The university has also invested in software, including AEFIS, Course Tune, and Blackboard Analytics, to make learning assessment a meaningful and vital part of "how we do things" at FHSU. As many of the institution's formal assessment processes have been developed in the last five years, many of the benefits have been process-related. These benefits include:

- simplifying data collection via an assessment-data management system;
- solidifying an annual reporting timeline and aligning it with the university calendar;
- creating a review process for Annual Program Learning reports; and
- formalizing a reward system for program assessment participants who advance assessment practices or display outstanding abilities to "close the loop" on student learning.

These benefits the University has derived have involved in all instances the substantial participation of faculty, instructional and other relevant staff members as many of these processes have been developed, approved, and spearheaded by these same people. As highlighted in 4.B.1, our program assessment of student learning process in the latest reporting year ([Academic Year 2022](#)) included the participation and submission of program assessment reports from 77% of degree programs. In the inaugural launch of our General Education assessment process of our FHSU CORE program 78% of the course sections reported assessment results. As the Fall 2022 semester alone in the FHSU CORE General Education program involved over 300 course sections spanning just less than 100 unique courses. Given the wide swath of courses and subsequent sections aligned with our FHSU CORE program we will only be successful in this effort if we can garner wide participation by a large number of faculty. The high levels of participation by faculty we have achieved in both program and general education assessment processes indicates significant buy-in and importance placed on efforts to advance student learning by faculty.

Areas for Growth and Improvement

So far, most advances in assessment at FHSU have been related to the streamlining of data collection and the formalization of processes. The institution's next challenge will be to ensure that those processes provide meaningful information to guide changes that benefit students and the institution's other stakeholders. The most recent winners of the [Advancing Assessment](#) and [Closing of the Loop awards](#) demonstrated in their reports how their assessment results have catalyzed meaningful changes in their programs. The Department of Assessment is highlighting these reports on its website for other programs to review as they improve their own assessment practices. The review process for program assessment reports is currently in progress, and the past academic year was the first in which the [University Assessment Committee provided feedback](#) from two different reviewers on all 64 reports, representing 57 different programs. The University Assessment Committee continues to work to ensure that its feedback is consistent, appropriate, and meaningful.

As discussed in Section 4.B.1, the FHSU CORE General Education program and the General Education assessment process are still taking shape as course faculty have only completed the first year of common learning outcome assessments. Although procedures for data collection have been streamlined, faculty still need to review and discuss data, determine any changes necessary to improve student learning, implement those changes, and measure whether learning improvements are occurring.

Sources

- 4.B.1 AEFIS Contract Award
- 4.B.1 Assessment Management System RFP
- 4.B.1 AY2022 Program Assessment Reporting Results
- 4.B.1 Faculty Senate minutes approving FHSU CORE
- 4.B.1 Fall 2022 GE Outcome Results
- 4.B.1 FHSU Civic Investment Plan
- 4.B.1 FHSU Civic Learning and Engagement
- 4.B.1 FHSU CORE Fully Approved Courses
- 4.B.1 FHSU CORE Program Document
- 4.B.1 FHSU CORE Program Policies and Procedures
- 4.B.1 FHSU CORE Rubric Templates
- 4.B.1 FHSU Strategic Goal 5.3 Civic Learning and Engagement
- 4.B.1 GE Assessment Course Setup Instructions
- 4.B.1 GE Assessment Scoring Instructions
- 4.B.1 GE Outcomes Assessment Structure Document
- 4.B.1 General Education Committee Bylaws
- 4.B.1 KBOR Program Search
- 4.B.1 Learning Assessment Committee Bylaws
- 4.B.1 Program Learning Outcome Assessment Annual Report Template
- 4.B.1 Program Learning Outcome Assessment Report Review Rubric
- 4.B.1 Specialized Program Accreditations
- 4.B.1 Strategic Plan Goal 1
- 4.B.2 AY2022 Program Assessment Reporting Results
- 4.B.2 Learning Assessment guiding principles
- 4.B.2 Strategic Plan Goal 1
- 4.B.2 Strategic Plan Goal 1 Strategy 1.2 Results
- 4.B.2 University Assessment Committee Reviews Report
- 4.B.3 AY2022 Advancing Assessment Award
- 4.B.3 AY2022 Closing of the Loop Assessment Award
- 4.B.3 AY2022 Program Assessment Report Reviews

4.C - Core Component 4.C

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

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

Argument

4.C.1 - The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

Goal Two of the University's Strategic Plan is focused solely on Student Success. FHSU continuously examines retention, persistence, and degree completion rates across all areas of the university.

Integrated Postsecondary Education Data System definitions are routinely used for comparison among Kansas Board of Regents institutions. FHSU also uses the [IPEDS definitions](#) to define and disseminate data. IPEDS definitions define data related to student success, first-year-to-second-year retention rates, four- and six-year graduation rates, freshman and transfer cohorts, student demographics, and degree completion rates.

Student retention and persistence metrics are analyzed as a primary university metric. This continued focus has solidified the university's commitment to Student Success as a crucial component of its current strategic plan. The desired outcome for [Goal Two](#) of the [strategic plan](#) is to increase persistence and graduation rates for all degree-seeking classifications by an average of four percentage points by June of 2024. Student Affairs and Academic Affairs have collaborated to invest in strategies to improve academic advising and have created a [college-centered advising model](#) based on university data and best practices. This model has helped each department to map clear academic pathways to help students make informed enrollment decisions. This model has simultaneously promoted an increased focus on orientation and transition programs, as well as a focus on living learning communities. FHSU's college-centered advising model provides new avenues to create onboarding and orientation programs for on-campus and online students. Academic Affairs is continuously improving predictive analytics using our Blackboard Learning Management System to increase communication among faculty and advisors at various points along the student learning path. FHSU does currently have a Student Success committee, co-chaired by Academic and Student Affairs. This committee has been paused for the last year so that the University can better align our

student success work through Goal Two strategic plan implementation teams.

FHSU participates in the Kansas Board of Regents' evaluation of strengths and growth areas for student success. In 2022, the Board used the [National Institute for Student Success](#) to assess the university and issue recommendations for increased student success. NISS identified four goals as well as specific action steps for each goal to improve retention, persistence, and degree completion. The [four goals outlined in the report](#) are to standardize academic advising, strengthen financial aid, systematize the use of academic data, and strengthen online student support.

4.C.2 - The institution collects and analyzes information on student retention, persistence and completion of its programs.

The [Office of Institutional Effectiveness and Quality Improvement](#) coordinates inquiry, analysis, and reporting of institutional activity to enhance administrative decision-making, provides empirical data to support institutional planning and budgeting, and responds to internal data requests and external demands from the state and federal governments and from private agencies. Faculty and staff may request data and/or reports from this office.

Multiple University Strategic Plan strategies are connected to student retention, persistence and completion. Work on Strategic Plan Goal Two – Student Success is led by co-chairs from both Student Affairs and Academic Affairs. Multiple implementation teams and the goal team co-chairs create strategies on an annual basis to increase persistence and graduation rates. Team chairs meet with the strategic planning committee on a monthly basis to review progress. Goal Two emphasizes the need to analyze learning outcomes, including high-impact practices in all courses, and to develop classes that foster student interest and engagement. The university's Teaching Innovation and Learning Technology unit has led this initiative and is working to create a culture of belonging characterized by a growth mindset both in student self-perceptions and in academic design. Yearly reports for goal two are found below.

- [Year 1](#) Annual Report & Data
- [Year 2](#) Annual Report & Data
- [Year 3](#) Annual Report & Data
- [Year 4](#) Annual Report and Data

[Goal Three](#) of the University Strategic Plan is focused on strategic growth. A key component of any enrollment growth strategy is the retention and persistence of current students. Goal Three focuses on designing and implementing a strategic enrollment plan for sustainable university growth, developing a financial aid leveraging plan that supports university growth and contributes to improved student retention, and attracting and retaining diverse, talented, and dedicated faculty and staff to support institutional growth.

These strategies encompass the following key performance indicators for assessment of each said strategy:

- total student credit hours produced
- total headcount
 - on-campus headcount
 - online headcount
 - Kansans headcount

- Hispanic student headcount
- credential and degree completions
- institutional persistence rate (includes first time, full time and transfer)
- four-year graduation rate
- six-year graduation rate
- Student Success Index
- net tuition revenue

In addition to the above key performance indicators, FHSU also reports retention and persistence rates to the Kansas Board of Regents through [Academic Year reports](#), as well as [annual key performance agreement reports \(pages 5-6\)](#). The [KBOR Data book, specifically the student section](#), also contains information regarding FHSU demographic enrollment trends compared to our KBOR peers in the state of Kansas.

FHSU has recently contracted with [Gray Associates](#) to better understand program metrics and market trends. While not specifically focused on retention and persistence this information will give program leaders information to make data-informed decisions regarding program offerings.

FHSU engaged with the National Institute for Student Success through a KBOR initiative. Throughout 21-22, NISS gathered data from FHSU faculty, staff, and students which resulted in a five-year [FHSU playbook](#). FHSU deployed strategies from said playbook in 22-23 and will continue to do so this year as part of Goal Two and the KBOR Strategic Plan. As mentioned in previous criteria, FHSU moved to a centralized advising model in 2021-22. This shift, connected to [Goal Two](#) of the University's Strategic Plan, was made to increase FHSU student retention and persistence rates.

The University collects multiple sources of information regarding retention, persistence, and completion. Analysis of that information occurs through the aforementioned strategic planning process and evaluation of strategies. Deans and department chairs also have access to program specific information. Although a process that was discontinued approximately seven years ago, departmental annual reports are being considered as part of a [focused effort in Academic Affairs](#) during 23-24 on results, data management, and community engagement.

4.C.3 - The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Since 2020, the Divisions of Student Affairs and Academic Affairs have utilized the FHSU [Care Team](#) support process, which was warranted based on our overall retention of our students both on campus and online (averaging 56% over the last four years). The FHSU Care Team provides outreach to students through personalized communication strategies and serving as individual points of reference for connecting students with support resources. During the pandemic, we connected with both our online and on campus students through these teams. We continued Care Team support post-pandemic based on data identifying indicators impacting student success.

The Division of Student Affairs, which houses Retention and [Student Engagement](#) units, annually examines budgets and financial investments and makes adjustments to align with priorities to continue to increase our retention and persistence rates. Examples of student success indicators that the Division of Student Affairs uses to make these decisions are: FAFSA Filer, On-time registration, Orientation participation, Blackboard Analytics, Care Team Outreach, UNIV 101 Midterm and Final

Grades, and the [Priorities Survey for Online Learners](#). First-time, full-time freshmen retention increased from 67% (2013 entering year) to 76% (2021 entering year) over the past 8 years. Retention has been embedded in every component of the university's strategic plan. While retention is specifically addressed in Goal Two of the University Strategic Plan ("Student Success"), each of the other goals supports retention, persistence, and completion efforts.

[For 25 years](#), FHSU has been working to offer comparable support services to both online and on-campus students. One example of FHSU's ongoing commitment to student success is a goal that recently came to fruition: to transform student retention, persistence, and degree completion by creating a success center. In [fall 2014](#), former president, Dr. Mirta Martin asked for a request to propose an advising and career center for freshmen, and in [February 2015](#), the Advising Feasibility Study group was appointed. The group presented a [final report](#) to the president later that spring and an [executive summary](#) the following fall. The university announced a [generous charitable contribution](#) to the project in 2017, and in 2021, the [Fischli-Wills Center for Student Success](#) opened. Strategically crafted as a one-stop shop, each of the three floors are organized by student-support themes. The first floor welcomes new students to campus and is focused on academic and career support.

The second floor of the Fischli-Wills Center is designed to provide experiential learning opportunities that develop engaged global citizen-leaders – a key element of FHSU's mission statement. The Student Affairs Leadership team merged four departments to create the [Student Engagement](#) team. Student engagement indicators in Fall 2022 were higher than during the four previous academic years, following a decline due to the COVID-19 pandemic. Engagement trends are reflected in the Student Engagement five-year analysis report, which shows a positive trajectory in on-campus student engagement programs.

Connecting all dimensions of wellness, the third floor of the Fischli-Wills Center is designed to promote overall wellness through preventative education and [physical and mental health care](#) that supports students with documented learning, physical, and/or psychological disabilities. The Fischli-Wills Center nurtures a vibrant educational community by facilitating cocurricular programming and providing services to both on-campus and online students, building bridges of support that enable students to achieve educational, personal, and career success.

FHSU has worked to enhance the educational, social, and cultural experience of all online students. The university created the [Online Student Senate](#) to address issues that affect the FHSU Online community. The Online Student Senate, which is an affiliate of the Student Government Association, meets once a month via web conference. Online Student Senators work to create a better online environment to enhance the educational experience. This engagement initiative has proved effective as a means of representing students taking courses through FHSU Online, and it has opened lines of communication between students, FHSU Online, faculty, and administration. FHSU also launched a digital learning community dubbed Tiger-2-Tiger to connect students with peers and faculty members; the platform was featured in [Inside Higher Education](#).

Over the past two years, FHSU Online and Health and Wellness Services worked with campus staff to develop a peer-to-peer mental health program for online students as a student retention and services initiative. This program, named [Circles of Support](#), sponsors sessions in which trained online students assist in advising students in need of help. In addition, online students are offered free transcript analyses prior to admission and participate in distance education week.

Another important aspect of student support relates to the financial needs of our students. All FHSU

students are eligible to apply for scholarships through our FHSU scholarship program. In FY24, the total number of scholarship dollars awarded to FHSU students was \$12,556,613. These dollars were distributed to 3566 individual students. In [October 2019](#), FHSU overhauled the general University scholarship program to be based on the student's highest composite ACT/SAT score and high school GPA. This was a change made yield a more robust fall-to-fall retention. [Ruffalo Noel-Levitz \(RNL\)](#) has consulted with FHSU on scholarship programming and continues to provide [reports and recommendations](#) regarding our ability to leverage scholarship and financial aid to improve retention and persistence.

With regard to academic support, FHSU is currently contracted with [Brainfuz](#) for an online tutoring platform. Prior to this fall, FHSU was contracted with Smarthinking. The University averages 152 students using the service in the Fall and Spring semesters. These students attend an average of 528 total sessions. In Fall 2022, 129 students attended 415 sessions, and 90% of participants were fully online students. Among those, 78% were retained for the spring semester and 7% graduated that same semester.

FHSU also has an [early-alert process](#) that allows faculty and staff to flag students about whom they are concerned. [This process has evolved](#) since the summer term of 2021, and the university is now utilizing a new student-information system, Workday. Previously, FHSU used Starfish for early alerting. The FHSU team and consultants worked for over a year on a Starfish-to-Workday integration that was not successful. Beginning in the fall of 2021, the early-alert process became manual process with the additional use of A4L Blackboard Analytics. A team from the [Retention & Student Success](#) office and Academic Advising have been working on strategies to utilize a new product, Blackboard Analytics, which provides a significant amount of student data and success metrics but does not include a communication tool. Currently, communication is occurring through Outlook. The university has signed a contract with EAB Navigate with implementation to begin in Spring 2024.

All first-year, first-time students (graduating high school the previous year) are required to take an on-campus or online [UNIV 101 Freshman Seminar course](#). The one-credit hour course helps students to be successful during their first year at FHSU. The University coordinates approximately 21 sections of UNIV 101 each semester. UNIV 101 is assessed each semester to identify improvements in course curriculum and to increase retention (as demonstrated in the [UNIV Fall 2022 Data](#)).

Living Learning Communities (LLCs) provide another means of support for students during their first/second year at FHSU by combining the living and learning environments based on students' majors or areas of interest. Students learn how to navigate the academic and social environments of the university by relying on a cohort of peers and mentorship from a Faculty Coordinator, Peer Academic Leader, and Community Assistant. Participants in a Living Learning Community take two or three courses together in the fall (including UNIV 101) and at least one course together in the spring. Every four years, the university analyzes a comprehensive report on its LLCs. The [2016 Report and 2020 Report](#) helped FHSU analyze data and make improvements. The Victor E. Village residence hall was built to house LLCs at FHSU. Improvements have generated a positive increase in student engagement and retention trends over the past decade. Retention rates for LLC students has increased by 12 points from 2013 (67%) to 2021 (79%).

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. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but

institutions are accountable for the validity of their measures.)

The Office of Institutional Effectiveness and Quality Improvement (IEQI) provides common data sets that include the information commonly shared by all regionally/institutionally accredited universities. Historical information on the Common Data and the office is listed on the office website.

IEQI provides an analysis of graduation and retention rates by distinctive student populations after the 20th day of each semester. FHSU Student Success Metrics include an [8-year retention report](#), first-year-to-second-year retention rates, 4-year graduation rates, 6-year graduation rates, and others that are useful to units across the university. All such reports can be customized by modality and distinct populations (e.g., race, first-generation status, exploratory majors, living learning communities, honors college, ACT score, on-/off-campus residence, etc.).

At a more granular level, the [Honors College](#) also conducts [surveys](#) throughout students' enrollment at FHSU to track persistence and retention, engagement, overall perceptions, as well as post-graduation plans. Honors College graduates also earn a special designation on their final transcripts.

The Writing Center provides additional support to meet students' needs. The Writing Center report examines annual data related to student visits. The online appointment system, WOnline, allows FHSU to capture the numbers of sessions, the demographics of users, the topics covered in sessions through our session reports, and client evaluations of sessions. While the pandemic affected [Writing Center](#) usage everywhere, including at FHSU, the gradual increase in appointments over subsequent semesters demonstrates a positive trend.

[Academic Probation and Suspension](#)

Suspension and probation trends are documented from [Fall 2019 through Summer 2022](#). Academic probation is a warning that a student is having difficulty in meeting academic requirements. A student is placed on academic probation when the cumulative grade point average is deficient based on the student's cumulative number of attempted credit hours:

UNDERGRADUATE ACADEMIC PROBATION

Cumulative Credit Hours Attempted	Cumulative GPA Requirement
1–29	1.60-1.99
30–59	1.70-1.99
60–89	1.80-1.99
90+	1.90-1.99

A student may continue to register at FHSU while on probation. Students receive curricular and staff mentoring during the academic probation and suspension process. Academic support services are also provided.

Academic Suspension

A student is placed on academic suspension after more than one semester of university registration if the cumulative grade point average does not meet the minimum standard based on the student's cumulative number of attempted credit hours:

UNDERGRADUATE ACADEMIC SUSPENSION

Cumulative Credit Hours Attempted	Cumulative GPA Requirement
1–29	Below 1.60
30–59	Below 1.70
60–89	Below 1.80
90+	Below 1.90

Because academic suspension is based on cumulative grade point average, it is possible to be placed on academic suspension without ever having been on probation.

Reinstatement

Students suspended from the university for poor scholarship have the right to appeal following their first academic suspension. Students are not allowed an immediate appeal if they have been suspended previously and instead are required to “lay out” for a period of at least one semester, during which they should re-evaluate their plans. Students enrolling at another school during their period of suspension from the university will be expected to meet university admission requirements to return to FHSU. An official transcript from other institutions must be sent to the Office of the Registrar.

If a student wishes to apply for reinstatement, an [Application for Academic Reinstatement](#) must be completed. Should a student reach an agreement with the Academic Reinstatement Committee, an Online Agreement for Academic Reinstatement must be signed and successfully submitted to the Academic Advising and Career Exploration Center. Each application will be considered on its own merits by the Academic Reinstatement Board. Reinstatement is not automatic.

Academic Dismissal

Students who have been academically reinstated to the university on a dismissal agreement but do not meet the requirements of their agreement are dismissed from the university. Dismissed students cannot register at FHSU unless they take courses from a regionally/institutionally accredited institution and transfer back to FHSU with a cumulative GPA of 2.00 or higher.

Sources

- 1.A.4. Professional Academic Advisors
- 4.C.1 Integrated Postsecondary Education Data System
- 4.C.1 NISS PLAN 2022
- 4.C.1 NISS Playbook Update to KBOR
- 4.C.1 Strategic Plan
- 4.C.1 Strategic Plan - Goal 3
- 4.C.2 2023 State University Data Book Section 3
- 4.C.2 AY 2021 Performance Reports
- 4.C.2 FHSU KHEStats

- 4.C.2 Goal 2 Student Success
- 4.C.2 Gray Associates Kick Off Meeting
- 4.C.2 Office of Institutional Effectiveness and Quality Improvement
- 4.C.2 Provost priorities email
- 4.C.2 Year Four Strategy Worksheet
- 4.C.2 Year One Report and Data
- 4.C.2 Year Three Report and Data
- 4.C.2 Year Two Report and Data
- 4.C.3 2016 Report
- 4.C.3 2020 Report
- 4.C.3 Academic and Career Advising
- 4.C.3 Accessibility Services
- 4.C.3 Activities and Organizations
- 4.C.3 Advising Feasibility Study Group
- 4.C.3 Advising Feasibility Study Group executive summary
- 4.C.3 Advising Feasibility Study Group report
- 4.C.3 Care Teams
- 4.C.3 Civic Leadership
- 4.C.3 Counseling
- 4.C.3 Diversity Equity and Inclusion
- 4.C.3 Early Alert
- 4.C.3 Early Alert Tiger Data
- 4.C.3 Family and Friend Engagement
- 4.C.3 Fischli Wills Center for Student Success
- 4.C.3 Fischli-Wills press release
- 4.C.3 Freshman Advising Center
- 4.C.3 Healthcare
- 4.C.3 Heart of a Tiger Column - FHSU Online at 25 years
- 4.C.3 Living Learning Communities 2016 020 Reports
- 4.C.3 New scholarship program
- 4.C.3 Orientation and Engagement
- 4.C.3 Priorities Survey for Online Learners Report
- 4.C.3 Ruffalo Noel-Levitz Retention Overview
- 4.C.3 Smarthinking
- 4.C.3 Student Advising Procedures and Policies
- 4.C.3 Student Engaement 5 Year Analysis Report
- 4.C.3 Student Government Association
- 4.C.3 Student Success and Retention
- 4.C.3 Support Groups
- 4.C.3 Tiger Welcome Center
- 4.C.3 Tiger2Tiger IHE article
- 4.C.3 Tutoring Support and Data
- 4.C.3 UNIV 101
- 4.C.3 UNIV 101 Fall 2022 Data
- 4.C.3 Victor E. Village
- 4.C.4 2021 2022 Key Strategic Areas of Practice
- 4.C.4 2021 2022 Learning Outcomes
- 4.C.4 8 Year Retention Report
- 4.C.4 About the Honors College

- 4.C.4 Academic Probation and Suspension
- 4.C.4 Academic Probation and Suspension Report
- 4.C.4 Application and Online Agreement for Academic Reinstatement
- 4.C.4 FHSU Student Success at a Glance Metrics
- 4.C.4 Honors College Graduation Survey Spring 2023
- 4.C.4 Office of the Registrar
- 4.C.4 Tips for Academic Success at FHSU
- 4.C.4 Writing Center Report 22-23

4.S - Criterion 4 - Summary

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

Summary

Fort Hays State University provides quality educational programs, learning environments, and support services. To ensure quality of programs, the university follows a [cyclical program review](#) process as established by the Kansas Board of Regents. The review process examines the program mission, curriculum, assessment, enrollment, and cost effectiveness. To ensure quality of coursework and transfer credits, the university has [formalized processes](#) for the development, revision, and approval of courses and programs.

To measure and evaluate the educational outcomes of students, Fort Hays State University incorporates a robust system of assessment across general education courses, program courses, and specialized accreditation programs. The general education assessment evaluates students on sets of [measurable learning outcomes](#). The assessment data is collected using the university's learning management system and reported using the university assessment system. The university has also established program-level learning outcomes and implemented multiple assessments to evaluate student achievement of the outcomes. The assessment data is reported annually by each department as part of the Annual Program Assessment report. The reports are reviewed by the University Assessment Committee and feedback is provided to the departments for continuous improvement. Programs with specialized accreditation incorporate specific sets of standards as established by the accrediting bodies and rigorous assessment procedures.

Student retention, persistence, and completion is a priority of Fort Hays State University and incorporated as major components of the university strategic plan. To improve retention, the university has supported high-impact practices across the university, including student engagement activities, a new [UNIV 101 Freshman Seminar course](#), and [Living Learning Communities](#). To better support students in persistence and to completion, the university transitioned to a [centralized advising model](#), increased scholarship opportunities for students, enhanced the student support services including technology and tutoring, and centralized student support services within the new Fischli-Wills Center for Student Success building. To analyze student data related to retention, persistence, and completion, the [Office of Institutional Effectiveness and Quality Improvement](#) collects and reports on common data sets as required by the Kansas Board of Regents and used for peer comparisons across the institutions. The data is provided to multiple university committees and used to inform and guide plans for improvement.

Sources

- 1.A.4. Professional Academic Advisors
- 3.B.1 FHSU CORE Webpage
- 4.A.1 FHSU Program Review Procedures and Evaluation Rubric

- 4.A.1 KBOR Program Review Policy
- 4.C.2 Office of Institutional Effectiveness and Quality Improvement
- 4.C.3 Living Learning Communities 2016 020 Reports
- 4.C.3 UNIV 101

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5.A.1 - Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Shared governance that engages internal constituencies is an important part of Fort Hays State University's organizational culture. While the President's executive leadership team and senior leadership team represent the institution's upper administrative leadership, shared governance is also practiced [through collaborative meetings](#) of the [Faculty Senate](#), [Staff Senate](#), [Student Government Association](#), and [American Association of University Professors \(AAUP\)](#). These meetings are designed to formally share updates on projects and priorities within each governance group, expand perspectives, create opportunities for collaboration, and enhance communication.

The [Unclassified Staff Handbook](#), [Student Handbook](#), and university policies and procedures provide guidance related to administrative structures and governance processes. Each of the university's colleges has its own committees, advisory boards, and faculty and staff groups that participate in decision-making at the college level. FHSU leadership meets regularly with the faculty bargaining unit, AAUP, to discuss upcoming decisions, solicit feedback, and make changes as needed. In addition to formal policies and procedures, FHSU leaders engage in communication with the campus through more organic means; one example is the Provost's routine ["Conversation with Jill" dialogue](#), which is livestreamed and frequently has online attendees from FHSU's partner institutions abroad, as well as locally.

Faculty and staff input is also gathered through various committees. For example, the [Budget Committee](#) provides input on budget and planning. In 2023, [this committee met](#) in the spring to

discuss the overall budget of the campus and to offer ideas related to tuition rates and other strategies for the upcoming year.

At the state level, the Kansas Board of Regents, the governing board of public higher education in Kansas, holds at least 10 formal meetings each fiscal year. FHSU is closely engaged with the Board in its decision-making processes, is represented on multiple councils, and makes presentations at board meetings. The [Council of Chief Academic Officers](#) and [System Council of Chief Academic Officers](#) are composed of the provosts and executive vice presidents for academic affairs of the Regent institutions. The FHSU Vice President for Academic Affairs serves as a member of these two councils. The Council of Chief Academic Officers works with the Regents' Academic Affairs Committee to facilitate academic policies and procedures for the state college and university system, such as New Program Approvals. The council also has responsibility for continuous planning, for upgrading the [Regents' strategic plan](#) as circumstances dictate, and for carrying out the procedures outlined in the Regents' policy for Approval of New Programs. The FHSU VP for Administration and Finance serves on the [Council of Business Officers and System Council of Business Officers](#) with counterparts from the Regent institutions, community colleges, and technical schools. This group works closely with the [Board Fiscal Affairs and Audit Standing Committee](#). The Council and [System Council of Government Relations Officers](#) was created in 2011 by the Regents and consists of government relations officers for each state university, community college, technical college, and Washburn University. The FHSU Faculty Senate and Student Government Presidents serve on the [Council of Faculty Senate Presidents](#) and [Students' Advisory Committee](#) respectively.

FHSU's emergency response to the COVID-19 pandemic illustrates how decisions are made with broad input from across campus. In March of 2020, FHSU pivoted to fully online instruction and launched a [COVID response team](#) that oversaw planning for the university over the next two years. This team, which reported directly to the President, made recommendations to mitigate the spread of the virus while maintaining continuity of operations, instruction, and other services. In addition to forming the COVID task force, the leadership of the university hosted online sessions to gather feedback, established multiple working groups to address instructional recommendations for all three modalities (on campus, online, and in China), launched a [COVID website](#), and held regular townhall meetings to keep the campus community informed and to gather input from all relevant stakeholders. Regular communications were also sent via email to the entire university community. Throughout this period, the President also met regularly with local and regional healthcare and community officials to communicate and receive feedback on the university's plans.

5.A.2 - The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

FHSU administrative leaders use data to make informed strategic and operational decisions in academic, budgetary, and student-support areas. FHSU's [Institutional Effectiveness and Quality Improvement office](#) gathers data, sorts through information, and helps the university to analyze current situations and determine how best to respond to them. As this function has become increasingly critical to meet the university's data and reporting needs, the Institutional Effectiveness and Quality Improvement office has developed multiple reports, tools, and dashboards that present historical and current information to decision makers at FHSU.

The university also engages external consultants in several key areas to obtain information and guidance to support strategic decision making. For example, FHSU has engaged with Ruffalo Noel Levitz to guide [strategic enrollment management](#).

Program reviews and data related to assessment of student learning are used to support teaching, learning, and program improvement or discontinuation, as discussed in Section 4.B.2. As a result of program reviews and concerted decision-making, FHSU has [discontinued 10 programs](#) in the past 10 years. FHSU has made tremendous improvement, as described in Sections 3 and 4 of this document, in the assessment of student learning outcomes.

FHSU regularly uses industry data to help inform decisions. The [Docking Institute of Public Affairs](#) performs surveys for the university and for external constituents. [Data from these surveys](#) informs university-level decisions. Reports from the [National Survey for Student Engagement \(NSSE\)](#), the [National Institute for Student Success \(NISS\)](#), regional economic-development research, and other industries are all used by leadership.

FHSU uses historical information and projections to make budgetary decisions. The [annual budget](#) along with the institution's [audited financial reports](#) and [Comparative Fit Index analysis](#) demonstrate the financial health of the institution. Adjustments are made as necessary to ensure the university's financial security.

Decisions related to capital projects and deferred maintenance are informed by the university's [capital](#) and [master plans](#), which are regularly updated through annual facilities planning processes, market feedback from industry, and analysis of budgetary constraints.

5.A.3 - The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

The university's reliance on shared governance is described in Criteria 2.A and 5.A.1. All academic requirements, policies, and processes are the responsibility of the faculty and the provost. The Faculty Senate and Graduate Council work closely with the Office of the Provost to approve new programs and policies, utilizing input from the [Faculty Senate's Academic Affairs Committee](#) and the [Graduate Council's Curriculum Committee](#). New programs are initiated at the department level by completing the Kansas Board of Regents required New Program Approval Form and then obtaining approvals from the appropriate chair and dean. Approved proposals are then reviewed by the Faculty Senate's Academic Affairs Committee. Graduate program proposals are routed through the Graduate Council's Curriculum Committee. These committees consider all curriculum-related proposals, ensuring that all stakeholders have been represented in discussions and that university policy has been followed, and they then refer these proposals to the entire Faculty Senate or Graduate Council for a vote. Upon conclusion of these processes, the proposals are routed to the Office of the Provost for final approval. They are then sent to the [Kansas Board of Regents](#), if necessary, for board approval. The FHSU chapter of the American Association of University Professors examines all processes related to faculty members including appointments, evaluations, promotion and tenure, grievances, and many other processes.

The ongoing development and improvement of Approval, Routing, and Notification Policies for Course and Curriculum Process provides an example of this kind of collaborative process. A task force composed of representatives from the Academic Affairs Committee, the Faculty Senate, the Graduate Council Curriculum Committee, the Graduate Dean, the Teaching Innovation and Learning Technology unit, and the Provost's Office began exploring a [new, streamlined routing process](#) for new course proposals in Spring 2022. The task force brainstormed alternative processes to expedite the routing and approval of new course proposals. During Summer 2023, the group [piloted its first course approval using the KACE Systems Management Appliance dashboard](#). This type of

collaborative process demonstrates the practice of shared governance between administration and faculty when making curricular decisions.

The [Academic Council](#) is an advisory group that helps the provost develop policies and procedures, and provides guidance on the vision and operations of the Division of Academic Affairs. The Council is chaired by the provost and includes college and executive deans, assistant provosts, the executive assistant to the provost, and the associate vice president for Student Affairs and Enrollment Management, who acts as a bridge between Academic Affairs and Student Affairs.

The [General Education Committee](#) is a standing committee of the university that advises the director of general education on matters related to program curriculum and the assessment of common learning outcomes. General education at FHSU is discussed in detail in Section 3.B; the General Education Committee is another example of shared governance in setting academic requirements, policy, and processes across the university.

Sources

- 4.C.1 NISS PLAN 2022
- 5.A.1 Budget Committee
- 5.A.1 AAUP
- 5.A.1 Board Fiscal Affairs and Audit Standing Committee
- 5.A.1 Budget Committee meeting 05-09-2023
- 5.A.1 Conversation with Jill
- 5.A.1 Council of Business Officers and System Council of Business Officers
- 5.A.1 Council of Chief Academic Officers
- 5.A.1 Council of Faculty Senate Presidents
- 5.A.1 Council of Government Relations Officers and System Council of Government
- 5.A.1 Covid Task Force
- 5.A.1 COVID Website
- 5.A.1 Faculty Senate Bylaws
- 5.A.1 Faculty Senate Meetings
- 5.A.1 FHSU Strategic Plan
- 5.A.1 KBOR Policy for Approval of New Program
- 5.A.1 KBOR Strategic Plan for Kansas
- 5.A.1 QIReportFortHaysStateUniversityKS
- 5.A.1 SGA Constitution and Bylaws
- 5.A.1 Staff Senate Code Mission and Bylaws
- 5.A.1 Student Handbook
- 5.A.1 Students Advisory Committee
- 5.A.1 System Council of Chief Academic Officers
- 5.A.1 Unclassified Staff Handbook
- 5.A.1. Staff Senate Meeting Minutes
- 5.A.2 Audited Financial Reports
- 5.A.2 Capital Plan
- 5.A.2 Discontinued programs
- 5.A.2 Docking Institute
- 5.A.2 Docking Institute Annual Reports
- 5.A.2 Institutional Effectiveness and Quality Improvement Office

- 5.A.2 National Survey of Student Engagement NSSE
- 5.A.2 Strategic Enrollment Management Plan 2021-2022
- 5.A.2 Strategic Enrollment Management Committee
- 5.A.2. Annual Budget
- 5.A.2. CFI Analysis
- 5.A.3 Academic Council Bylaws
- 5.A.3 Course Application Pilot initiative
- 5.A.3 Faculty Senate Committees
- 5.A.3 General Education Committee Bylaws
- 5.A.3 Graduate School Curriculum Review
- 5.A.3 KACE ticket example
- 5.A.3 Office of the President website with Shared Governance entities
- 5.B.2 Campus Master Plan

5.B - Core Component 5.B

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

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

Argument

5.B.1 - The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

FHSU's [current \(2022/23\) employee census day report](#) shows that the institution employs a total of 349 full-time faculty and 533 full-time staff, as well as 1,311 part-time employees. The full-time staff is composed of unclassified professional staff and university support staff. University support staff include administrative, clerical, and facilities workers. The Executive Leadership Team reviews each vacancy to determine how best to deploy it, and some positions are not refilled. Nevertheless, FHSU still maintains a community of highly qualified faculty and well-trained staff to support its teaching, research, and service operations.

The [Faculty and Unclassified Staff Handbook](#) and Human Resources policies describe the process for confirming employees' qualifications. FHSU's Human Resources Office, in cooperation with the search committee and hiring authority for each search, select qualified people for positions through application screenings and a thorough hiring processes. Since 2017, FHSU has implemented a new [enterprise software system](#) to automate its human resources processes. To increase workforce diversity, the university implemented the [JEDI Advisors program](#), which pairs search committees with faculty volunteers trained in employment-related justice, equity, diversity, and inclusion to assist the committees in promoting diversity and reducing bias in hiring processes. Early results show this program's positive impact in increasing applications from qualified candidates from diverse backgrounds.

FHSU offers a [New Faculty and Staff Orientation](#), which is organized by the [Teaching Innovation and Learning Technology unit](#) and is designed to assist new employees in their jobs at the university. Employees are trained through the business office, purchasing, student fiscal services, travel policies, and other areas as needed. Annual required compliance training also occurs to help employees remain current in critical knowledge areas around data security, sexual harassment, and Title IX policies and regulations. Student organizations are also trained regarding policies and procedures impacting travel, purchasing, and other university functions. New faculty and staff are onboarded through HR and participate in new faculty and staff orientation each fall semester. New faculty are mentored either informally or formally through a newly developed faculty mentoring program.

FHSU encourages employees to continue learning and developing. The Teaching Innovation and Learning Technologies division is focused on helping faculty and staff continuously improve teaching methods to ensure top-level education for students. The Provost's Office oversees [professional development funds](#) set aside to assist staff and faculty in attending workshops and conferences. Colleges and academic departments also provide resources to fund continued development for their employees. FHSU—through [annual awards and recognition](#) ceremonies on campus—recognizes both faculty and staff who continue learning and contributing to the university and to their fields.

FHSU operates on its [main campus in Hays](#), which includes 58 buildings on 3,900 acres of land. FHSU also maintains operations at Garden City Community College in Garden City, Kansas, and has partnerships with Shenyang Normal University, Shenyang China, and at Sias International University in Xinzheng, China. (As noted in Criterion 3.A.3, HLC conducted a [multi-site visit](#) at two of these institutions in 2017.) Additionally, the University provides community-outreach and educational activities at satellite centers such as the [Sternberg Museum of Natural History](#) in Hays and the [Kansas Wetlands Education Center](#) in Great Bend. The KWEC is managed by Fort Hays State University in cooperation with the Kansas Department of Wildlife Parks and Tourism.

Nearly all of the centrally scheduled classrooms are equipped with technology that allows faculty to easily employ software, internet resources, and other applications, including the Zoom conferencing platform. All buildings on campus are equipped with wireless technology capable of meeting the needs of students, faculty, and staff. [Assistance](#) with hardware, software, wireless, infrastructure, telephones, and related technology is available through the [Office of Technology Services](#). TILT (Teaching Innovation and Learning Technologies) provides support for our learning management system, Blackboard.

During the COVID-19 pandemic, especially when students began to return to campus in fall 2020 and spring 2021, the FHSU Facilities unit followed the CDC guidelines on safety and health and further developed [cleaning and disinfecting protocols](#) to ensure the safety of faculty, staff, and students, and mitigate the spread of contaminants.

FHSU Athletics is an affiliated, controlled entity with FHSU. The [FHSU Foundation](#) is an independent entity from FHSU. With the FHSU Foundation, the university has exceeded the \$7.2 million mark in its Football Facility Campaign launched in 2022, far surpassing its original goal of \$6.5 million. With its total assets of \$153 million on June 30, 2023, the Foundation has provided over the past year, funds toward several additional capital projects, as well as faculty endowed chairs, student scholarships, and excellence funds. For example, FHSU Foundation provides over \$3 million in annual financial support to the university's scholarships and student success. According to the Foundation's annual report, the total support in scholarships, departmental support, strategic initiatives, and general support from the endowment in FY 2022 reached \$6.8 million.

5.B.2 - The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

FHSU's mission, vision, and values are the foundational principles that guide the university's strategic planning. FHSU's 2019–2024 [strategic plan](#), which builds on the history and the strengths of the institution's program offerings, was developed through a process that included the entire university community as well as external stakeholders. Development of the university budget is guided by the mission and strategic plan, allocating resources to support the plan's 5 strategic goals. These strategic goals are regularly reviewed, revised, and reported to the campus. Ideas for [new goals](#)

are vetted by a committee with membership from across campus, ensuring that the university will have both [budgetary](#) and human resources necessary to achieve the proposed goals.

FHSU monitors progress toward its strategic goals through a [Strategic Planning Committee](#) that meets regularly. Team leads for each strategic goal report to the committee about progress in their areas of responsibility and gather feedback and ideas for overcoming obstacles.

The university maintains a strong partnership with the city of Hays and the surrounding community. FHSU works closely with the city to ensure any planned facility expansions are both understood and supported. FHSU's [Campus Master Plan](#) is approved by the Kansas Board of Regents. The university also works closely with the FHSU Foundation to fund strategic priorities for the university.

FHSU is conservative in budgeting, using a centralized budget model, ensuring an appropriate reserve balance, while also budgeting funds for new strategic priorities and innovations. When new ideas are approved, resources are set aside for implementation, then reviewed annually. If outcomes of said ideas are not realized, decisions may include sunsetting the initiative and/or reinvesting the resources into a new idea. An example of this is discontinuation of [eSports](#) as a growth initiative.

5.B.3 - The institution has a well-developed process in place for budgeting and for monitoring its finances.

The [Office of the Vice President for Administration and Finance](#) together with the Budget Director are responsible for developing the budget and monitoring university finances on a regular basis. Budget processes follow documented Budget Office procedures as described in the [Annual Budget Planning Calendar](#). A [budget book is printed annually](#) and is made available to campus. More detail is provided below in Core Component 5.B.4.

The [Business Office](#), [Procurement](#), and [Student Fiscal Services](#) provide fiscal and accounting services to the campus and interact with external agencies in all fiscal matters. These departments ensure that funds are properly received, spent, and reported in accordance with university, Board of Regents, state, and federal requirements. The departments handle receivables, cash, purchasing, account balancing, and other accounting functions. College deans, campus leadership, and those given budget authority over funds also monitor budgets. An [annual financial report](#) tracks the overall financial health of the institution. The [Office of Internal Audit](#) provides an independent appraisal within the university to determine the appropriateness, soundness, and adequacy of the university's accounting, financial, and operational controls.

5.B.4 - The institution's fiscal allocations ensure that its educational purposes are achieved.

As a public state university, FHSU has no superordinate entity to which revenues would be disbursed. FHSU's [Chief Financial Officer](#) and Budget Office are responsible for preparing the budgets for all sub-agencies of the university, preparing the operating budgets for all units, and tracking and reporting all relevant legislation that could affect the university's budgets or budgetary process. The [budget planning calendar](#) is followed each year as the annual budget is prepared for the university. In general, individual budgets are moved forward at the same level each year, and adjustments are made as needed.

The [FY 2023 budget](#) is \$154.5 million, including general and restricted-use funding sources. The university's budget allocation indicated FHSU devoted approximately 77% of general-use funds to educational programs (instruction, academic support, student service, and institutional support), 4%

for research and public service, and 19% for physical plant and capital improvements/debt services. Educational purposes are clearly the priority for resource allocation. These percentages have remained stable over the past five years. These data indicate that the university prioritizes the educational purposes over all other uses of funds, and given its role as a regional comprehensive university, students are the main focus of the enterprise.

FHSU uses a [Budget Committee](#) to provide input into the budget allocation process. The committee members are drawn from all areas within the university, including representation from a cross-section of employees and students. Overall budgets are reviewed annually by the committee and feedback is received about budgetary initiatives and strategic areas to focus resources. The structure significantly streamlines budget planning, allocation, and monitoring processes throughout campus.

Throughout the COVID pandemic, the university received federal, state, and city monies allocated for [COVID relief](#). Requests for these resources were made through the respective chains of command and were vetted by the Executive Leadership Team with final decisions being made by the president.

Sources

- 3.A.3 FHSU HLC Multi-Location Visit Peer Review Report
- 3.A.3 International Partnerships
- 3.D.4 Sternberg Museum of Natural History Exhibits Web Page
- 5.B.1 Annual BOT - Saturday August 19 2023
- 5.B.1 Annual Compliance Training
- 5.B.1 Campus Facilities Data Sheet
- 5.B.1 Cleaning and Disinfecting Procedures
- 5.B.1 Employee Census Day Report.pdf
- 5.B.1 Enterprise Software
- 5.B.1 Faculty Staff Annual Awards
- 5.B.1 Faculty Staff Development Funds
- 5.B.1 Faculty Staff Handbook
- 5.B.1 FHSU-Foundation Financial Report
- 5.B.1 Full-time Employee number
- 5.B.1 IT Department
- 5.B.1 IT Help Desk
- 5.B.1 JEDI Advisors Program
- 5.B.1 Kansas Wetlands Education Center
- 5.B.1 New Faculty and Staff Orientation
- 5.B.1 TILT
- 5.B.1. FHSU Foundation
- 5.B.2 FHSU Strategic Plan
- 5.B.2 Budget for New Strategic Priorities
- 5.B.2 Budget Reserve Balance
- 5.B.2 Campus Master Plan
- 5.B.2 ESports
- 5.B.2 FHSU Mission
- 5.B.2 FHSU Strategic Plan Overview

- 5.B.2 Strategic Enrollment Plan
- 5.B.2 Strategic Plan Committee
- 5.B.3 2022 Annual Financial Report
- 5.B.3 Annual Budget Planning Calendar
- 5.B.3 Budget Office Procedures
- 5.B.3 Business office
- 5.B.3 Office of Budget and Planning
- 5.B.3 Office of Internal Audit
- 5.B.3 Office of the VP for Administration and Finance
- 5.B.3 Purchasing Office.pdf
- 5.B.3 Student Fiscal Services
- 5.B.4 Annual Budget Fact Card
- 5.B.4 Budget Committee
- 5.B.4 COVID emergency relief for students
- 5.B.4 Funding Model for Budgets
- 5.B.4 Office of Budget and Planning
- 5.B.4 VP for Administration and Finance

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5.C.1 - The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

The top items in FHSU's FY 2023 budget are instruction and academic support and student services. These items align with FHSU's mission to provide accessible, quality education. Additional items that support the university's mission include institutional support, public service, research, and facilities maintenance that allow for teaching and learning to occur. As the university implements the FHSU [Strategic Plan](#) and [Strategic Enrollment Plan](#), existing and new resources will be allocated to advance specific programs that impact key focus areas. The university, for example, has invested in the [AEFIS platform](#) to enhance assessment of program learning outcomes and common learning outcomes, in support of Goal One of the University Strategic Plan. FHSU is [on track](#) to reach this assessment goal, leading to better programs for students.

As mentioned in Criteria 1 and 3, FHSU's university institutes, centers, and museums contribute specialized expertise and activities to the university and wider communities. These entities support student learning and engage people throughout the region for the betterment of western Kansas. The [Docking Institute of Public Affairs](#), for example, facilitates effective public-policy decision making by governmental and nonprofit entities, in part by conducting surveys and gathering data for governments and other institutions throughout the state. In 2021, the [Docking Institute](#) worked with more than 30 different entities ranging from local school districts to the Arizona Supreme Court to collect data, evaluate programs, or facilitate strategic planning. The Docking Institute is partially funded through revenue generated by its work but is also subsidized by the university.

Another center is the [Sternberg Museum of Natural History](#), located in Hays, Kansas, which promotes appreciation and understanding of Earth's natural history and the evolutionary forces that impact it. With an emphasis on the Great Plains, the museum accomplishes these goals through research, publications, collections, interpretive exhibits, and educational programs. The museum is largely subsidized by the university, but it also generates revenue through ticket sales, memberships,

camps, and merchandise.

5.C.2 - The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

The [budgeting process](#) is directly linked to FHSU's mission and strategic priorities and focuses on ensuring that students receive a quality education in a learning-centered environment and are equipped to become engaged global citizens. To that end, the process is organized to give each academic department and area sufficient budgetary resources to achieve that goal.

Budgets and resources are linked to assessment through a process that considers both enrollment and outcomes for academic departments. This may occur when a department chair requests funds through the administrative structure for new positions, new software, new equipment, or other needs. When needed, academic deans and the Provost may reallocate resources to areas where the need is greatest. This reallocation process happens regularly throughout campus. The Divisions of Student Affairs and Administration and Finance also have the authority to reallocate resources within their respective areas. Hiring new faculty and staff begins with a request from the hiring authority and is ultimately approved by the Executive Leadership Team and President. FHSU looks at enrollment trends, graduation rates, external program requirements, the quality of the department's educational offerings, and the institution's financial ability as it evaluates and approves new hires. Requests are evaluated and approved based on the needs identified in the request and the availability of resources.

FHSU's [strategic plan](#), [capital plan](#), and [master plan](#) continue to evolve, and these plans help the university to make wise decisions regarding remodeling campus spaces, digital equity for its students, and upgrading classroom technologies. Resources are allocated according to these plans as the institution has resources to do so. During the construction and redesign process, the university works with faculty members to understand space needs. The university, for example, is currently preparing to undertake a major [renovation of the Forsyth Library](#) (as noted in Criterion 3.D.4). A committee of employees from across campus met regularly with the architects and design team to offer feedback regarding space needs and to inform the design of a library that will benefit the campus, students, and community for generations to come.

FHSU also has a robust tenure and promotion process that is driven largely by the local chapter of the [American Association of University Professors \(AAUP\)](#). AAUP representatives from FHSU negotiate with university leadership every three years to establish a [Memorandum of Agreement \(MOA\)](#), which details the processes for tenure and promotion of faculty. Tenure-track faculty are evaluated for progress toward tenure annually by reviewing bodies:

- Years 1-2: review by department committee and department chair;
- Years 3-4: review by college committee and college dean following review by department committee and chair;
- Years 5-6: review by university committee and provost after department and college reviews.

Tenure decisions are typically made in the candidate's sixth year. Promotion is a separate process, but tenure-track faculty are often promoted to associate professor when they are awarded tenure, and the promotion review process is nearly identical to the tenure review process. Promotion for faculty of all types, including corresponding salary increases (see MOA pp. 3-4), is outlined in the MOA for the following ranks:

- Program Specialist
- Senior Program Specialist I
- Senior Program Specialist II
- Instructor
- Lecturer
- Senior Lecturer
- Librarian I
- Librarian II
- Librarian III
- Assistant Professor
- Associate Professor
- Professor

Faculty salaries are benchmarked at 90% of current [College and University Professional Association \(CUPA\)](#) averages by rank and discipline.

Staff salaries are benchmarked to [CBIZ data](#). Staff pay structures are an important design component of compensation programs in that they ensure pay levels for jobs are externally competitive, internally equitable, and establish a rational basis for future pay decisions. Pay structures consist of pay grades, each with a salary range minimum, midpoint, and maximum:

- The salary range minimum will approximate competitive entry level pay.
- The salary range midpoint will approximate the target market competitive placement. The salary grade midpoint is designed to approximate the market median for each job. Each position is slotted into a grade in the structure based on the grade midpoint that most closely corresponds to the market 50th percentile.
- The salary range maximum is a tool of management control that establishes cap on pay. This approximates the upper range of market competitive pay and encourages employees to expand skills and seek promotion opportunities.

5.C.3 - The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Section 5.A discusses the importance of shared governance within the university and describes the ways in which each internal constituent group (administration, faculty, staff, and students) is included in decisions. Planning processes offer the same level of inclusiveness. During its [strategic planning process](#), the university reached out to many different groups and committees within FHSU and beyond. These groups included the Executive Leadership Team, the Senior Leadership Team, the Cabinet, AAUP, Faculty Senate, Staff Senate, and the Student Government Association. The strategic plan, capital plan, and master plan were all developed through collaborations of this kind, with feedback from across campus.

As discussed in Section 1.A.1, a campus-wide [strategic planning effort](#) commenced shortly before the arrival of the current university President, Dr. Tisa Mason, in 2017 and concluded in 2019. Building on work that began in early 2017, President Mason launched a strategic planning process that emphasized stakeholder involvement and communication; this process was coordinated by a strategic planning committee. The strategic planning framework was shared at the [Fall 2018 Convocation](#), which began an open-comment period on the institution's mission, vision, values, and strategic goals. Following that open-comment period, the Faculty Senate, Student Government Association,

Staff Senate, and FHSU Foundation Executive Committee all discussed and endorsed an updated mission, vision, values statement, and set of strategic goals. In 2019, President Mason, on behalf of FHSU, submitted a request for confirmation of the revised institutional mission to the [Kansas Board of Regents](#), which has final authority to approve any changes to the university mission or vision statement. The current plan is in its final year, and arrangements are in place to create a new three-year strategic plan that will begin to be implemented in the 2024-2025 academic year. This new strategic planning process will incorporate increased community stakeholder involvement.

External stakeholders are commonly involved in programmatic or curriculum discussion and planning through their participation on advisory committees. As discussed in Section 1, many programs have advisory groups and committees. This is an area of continuous improvement for FHSU, and feedback from these groups supplements what departments learn from program assessment data.

FHSU has [strong partnerships with area communities](#) and engages in many joint projects and collaborations. Some examples of such partnerships are with the City of Hays, Ellis County, and area organizations including the American Red Cross, Arc of Central Plains, and Big Brothers/Big Sisters. Many of these partnerships are facilitated by faculty members who are deeply connected to the community, but also administration connected to community counterparts.

Planning for continuity of teaching, learning, and service was an important part of the university's response to the unprecedented challenges of the COVID-19 pandemic. FHSU worked with city, county, and state agencies to respond effectively to this event and identified multiple ways to both give and receive communication, including [President's town hall meetings](#), committees, websites, and regular communications that allowed faculty, students, and staff to provide input and suggestions. The university worked closely with the City of Hays, Ellis County, and state and regional agencies to coordinate testing, contact tracing, data sharing, and health alerts to mitigate the spread of the virus.

At the state level, the Kansas Board of Regents helps to coordinate planning efforts among all Regents' institutions. In 2010, the Board developed a 10-year strategic agenda for the state's public higher education system. Titled "Foresight 2020," this plan set measurable and reportable long-range achievement goals that ensured the state's higher education system would continue to meet Kansans' expectations. In June 2020, the Board voted to adopt a new strategic plan for the state's public higher education system, "[Building a Future](#)." This new plan will help the system better to support Kansas families, Kansas businesses, and the state's economic prosperity. In response to this new plan, the university has unveiled its "Economic Prosperity in Kansas" plan, which is directly related to the Regents' new strategic plan.

5.C.4 - The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Annually, the [budget advisory committee](#), which represents all internal constituent groups in the university, provides input in the budgeting and planning process for spending. In their assessment of budget priorities, the committee carefully considered all possible fluctuations in state funding, helps make recommendations regarding tuition, analyzes projections in enrollment, looks at the capacity of restricted funds, and considers other possible revenue streams. Any new state and federal mandates, inflationary pressures, and other economic factors are considered. Budget scenarios with best- and worst-case scenarios are presented and considered. Ideas are presented, discussed, and ultimately recommendations to the president are formed about what are the strategically most important areas to

allocate resources. The recommendations of the budget advisory committee are taken to the [Executive Leadership Team and the President](#) for final decisions on the budget for each fiscal year.

FHSU's [voluntary early separation program](#), which was implemented in 2022-2023, exemplifies the university's practice of making budgetary decisions based on a sound understanding of its financial position. Noting that enrollment was shrinking, the university initiated a new early retirement program that allowed those close to retirement to retire early and receive the equivalent of one year's pay. As people signed up for the program, each position was carefully reviewed, and those that could remain unfulfilled were left vacant and eliminated. This allowed FHSU to save dollars without forced layoffs.

FHSU has a process for departments and individuals to request resources for new strategic initiatives. The [Strategic Enrollment Planning Committee](#) receives requests from stakeholders across the university, who submit written proposals and analyses for consideration. These documents explain the proposed initiative and the ways in which it would be implemented, show how the initiative aligns with the strategic plan, and include both a financial analysis and an analysis of the initiative's potential impact on enrollment. These requests are reviewed by the Strategic Enrollment Planning Committee, which then makes recommendations to the President and Executive Leadership Team for funding. Funded initiatives are reviewed on a regular basis, and if they are successful, they are integrated into the operations of the university. Unsuccessful initiatives are discontinued, and resources are reallocated to support other initiatives.

5.C.5 - Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

FHSU's data-based budget planning process considers many factors that could impact the institution's spending and revenues, including both internal and external variables.

Enrollment trends for the nation, region, and FHSU show that fewer students will graduate from high school in the next several years, and western Kansas, which has a declining population, is following this trend. The university works hard to expand its footprint and to attract new students. FHSU has, for example, instituted a ["regional rate" initiative](#), increasing the number of states in which it offers students in-state tuition rates. The university also seeks to attract students from partners in China, Cambodia, Senegal, and elsewhere. FHSU looks to the future and uses the best information available to inform its budgeting processes and to make proactive decisions. The university also works to retain students through a variety of initiatives. Recently, in line with its strategic plan, FHSU instituted centralized advising on campus and gathered many of its student services in one area. From Fall 21 to Fall 22, our [first time full time freshmen retention](#) rose by 3% to 78%.

Technology changes quickly. FHSU's leaders scan the learning environment, attend conferences, and reach out to faculty, staff, vendors, and consultants to learn about technological changes that will benefit students, faculty, and staff. Where possible, the university adopts those technologies. FHSU has developed a digital master plan that looks at learning technologies and helps determine how to invest fiscal and human resources strategically to obtain technologies that will make a difference. The university has a prioritized list of [Information Technology projects](#) that it implements as resources become available. FHSU has invested in a new enterprise system, Workday, to help track enrollment, Human Resources, financial, and student processes across campus, and it is implementing a new digital catalog, using [Blackboard](#) as its Learning Management System, and exploring various other new technologies to connect with its online and on-campus students.

The FHSU [Learning Environment Committee](#) is a Provost level committee that convenes to assist in decision-making regarding classroom technology innovations. This committee consists of faculty and staff from across the University divisions.

FHSU representatives regularly attend meetings of the Kansas Board of Regents and collaborate with the Board and with other public colleges and universities in the state to help the Governor and the Legislature understand the system's funding needs and priorities. FHSU recently received \$1 million in ongoing funds to support student success initiatives. The university also works with Kansas's United States Senators and Representatives and has received \$19 million in federal funding to [renovate the Forsyth Library](#).

The FHSU Master Plan guides decision-making involving facilities improvements, laying out a 10-year roadmap, shaped by conversations with faculty and staff across campus, for major renovation and construction projects to meet future student and employee needs.

5.C.6 - The institution implements its plans to systematically improve its operations and student outcomes.

FHSU's [current strategic plan](#) was approved in 2019. Since that time, the strategic plan has guided major decisions and actions at the university. The five goals of the strategic plan provide high-level direction and identify indicators to assess the performance of the university. These goals are broken down into objectives and actionable strategies that are accomplished by faculty and staff. The [Strategic Planning Committee](#) meets regularly to review progress, ask questions, and make necessary adjustments to the plan, adding new strategies as ideas arise. Progress reports are published annually on the university's website and are presented at campus meetings.

FHSU systematically implements the objectives identified in its facilities and technology plans. Every year, the university undertakes a few building and renovation projects prioritized by a [Rehabilitation and Remodel list](#) that is adjusted as circumstances require. The university also maintains a prioritized [Technology Upgrade](#) list to manage its resources and to procure needed Information Technology hardware and software to meet pedagogical and cybersecurity needs.

FHSU has made great strides in program assessment in recent years and has worked hard to obtain [specialized accreditations](#) for programs including Nursing, Psychology, and Social Work. The university has also closed or expanded programs based on market data. FHSU discontinued its athletic training program due to changing regulations in the industry, but we are working to expand the [master's program in Counseling](#) to meet regional demand.

Sources

- 1.A.1 2018 FHSU Fall Convocation presentation
- 1.A.1 Kansas Board of Regents Meeting Minutes
- 1.A.1 Strategic Planning Framework
- 2.B.1 Leadership Teams
- 3.C.4 Memorandum of Agreement Faculty Merit and Tenure and Post-Tenure Review
- 4.A.5 Specialized Accreditation
- 4.B.1 AEFIS Contract Award
- 5.A.1 Budget Committee
- 5.A.1 AAUP

- 5.A.1 KBOR Strategic Plan for Kansas
- 5.A.2 Docking Institute
- 5.A.2 Docking Institute Annual Reports
- 5.B.2 FHSU Strategic Plan
- 5.B.2 Strategic Enrollment Plan
- 5.B.2 Strategic Plan Committee
- 5.B.3 Annual Budget Planning Calendar
- 5.C.1 Sternberg Museum
- 5.C.1 Year-Four Summary
- 5.C.2 About CUPA HR 2018
- 5.C.2 Campus Master Plan
- 5.C.2 Capital Plan
- 5.C.2 CBIZ Compensation Consulting
- 5.C.2 Strategic Plan
- 5.C.3 FHSU Community Engagement
- 5.C.3 President Town Hall Meetings
- 5.C.4 Voluntary Early Separation Program
- 5.C.5 Blackboard
- 5.C.5 FHSU Contract 23014 Catalog System-Leepfrog Addendum 1
- 5.C.5 Learning Environment Committee
- 5.C.5 Regional Tuition Map
- 5.C.5 Renovation of Forsyth
- 5.C.5 Retention and Student Success report
- 5.C.6 Masters in Counseling.pdf
- 5.C.6 Rehabilitation and Remodel list of buildings - 2021.pdf
- 5.C.6 Technology Upgrades.pdf

5.S - Criterion 5 - Summary

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

Summary

FHSU's mission as a public regional comprehensive university guides university processes, with emphases on community, collaboration, and shared governance to fulfill this mission. Major policies, procedures, and practices of the university are developed in dialog with [key constituent groups](#) including the Faculty Senate, the Student Government Association, the Staff Senate, the Senior Leadership Team, and other committees and councils. Surveys are used to collect feedback while the Office of Institutional Effectiveness and Quality Improvement gathers data and helps to analyze trends. The institution consults external advisors for additional insights and uses these data to make informed decisions throughout the university.

With a [total budget](#) of over \$150 million for FY24 and more than 850 Full-time and 1,300 part-time and student employees, FHSU's resource base supports its educational offerings and its plans for maintaining and strengthening educational quality in the future. The FHSU Foundation, with total assets of \$153 million, provides needed support for institutional projects and student scholarships. FHSU is aware of and feels the impact of the national and regional trends leading to decreased enrollment. The institution has responded to these trends strategically by implementing a [Strategic Enrollment Management plan](#), expanding tuition reductions through a regional rate, and retaining students through student-centered success initiatives. Ongoing assessment of student learning, program review, and evaluation of operations play a central role in the university's efforts to ensure the quality of its educational offerings and to expand and enhance its programs in the future.

FHSU's mission and strategic plan guide the university in its planning, budgeting, and improvement processes throughout campus. The university systematically uses these processes to engage students, faculty, and staff across campus. The institution maintains its facilities, looks to the future in its use of technology, budgets for today and for future contingencies, and helps students achieve success in college and in life. Through these activities, FHSU focuses on its students and ensures that they have high quality, innovative experiences that prepare them for the future.

Sources

- 2.B.1 Leadership Teams
- 5.A.2 Strategic Enrollment Management Plan 2021-2022
- 5.A.2. Annual Budget