Wichita State University

Wichita, KS • 316-978-3456

Wichita State University, a public state university in Kansas, is the only urban-serving research university in the Kansas Board of Regents system. Its 14,000 students study business, education, engineering, fine arts, health professions and liberal arts and sciences at the undergraduate and graduate levels in more than 200 areas of study. A faculty of more than 500 nationally and internationally recognized as teachers and scholars, provide learning opportunities through the traditional classroom, studio and laboratory experiences, internships and work-based learning programs, field experiences, virtual classrooms and study abroad. WSU, located on a beautiful 330 acre campus, combines a traditional college atmosphere with the endless possibilities of the state’s biggest city.

Student Characteristics (Fall 2007)

<table>
<thead>
<tr>
<th>Student Level and Enrollment Status</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL NUMBER OF STUDENTS</td>
<td>14,442</td>
</tr>
</tbody>
</table>

Student Level and Enrollment Status

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Undergraduate</th>
<th>Graduate/Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>7,499</td>
<td>1,927</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,824</td>
<td>1,192</td>
</tr>
</tbody>
</table>

Undergraduate Success and Progress Rate

Data used to build graph and table are not yet available

UNDERGRADUATE PROFILE

Total 11,323

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>6,265</td>
<td>55%</td>
</tr>
<tr>
<td>Men</td>
<td>5,058</td>
<td>45%</td>
</tr>
</tbody>
</table>

Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American / Black</td>
<td>689</td>
<td>6%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>120</td>
<td>1%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>704</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>568</td>
<td>5%</td>
</tr>
<tr>
<td>International</td>
<td>704</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>7,732</td>
<td>68%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>806</td>
<td>7%</td>
</tr>
</tbody>
</table>

Geographic Distribution (Degree-Seeking)

<table>
<thead>
<tr>
<th>Geographic Distribution</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas</td>
<td>8,990</td>
<td>89%</td>
</tr>
<tr>
<td>Other US States &amp; Territories</td>
<td>478</td>
<td>4%</td>
</tr>
<tr>
<td>Other Countries</td>
<td>464</td>
<td>7%</td>
</tr>
</tbody>
</table>

Age (Degree-Seeking)

<table>
<thead>
<tr>
<th>Age (Degree-Seeking)</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Percent of Undergraduates Age 25 or Older</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>

Retention of Fall 2006 First-Time, Full-time Students

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!
Typical Undergraduate Costs per Year Without Financial Aid (Full-Time, In-State Students)

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (in-state)</td>
<td>$3,912</td>
</tr>
<tr>
<td>Required Fees</td>
<td>$892</td>
</tr>
<tr>
<td>Room &amp; Board (on campus)</td>
<td>$5,580</td>
</tr>
<tr>
<td>Other expenses (books, transportation, etc.)</td>
<td>$3,815</td>
</tr>
<tr>
<td>Total</td>
<td>$14,199</td>
</tr>
</tbody>
</table>

Click here for typical out-of-state costs and any discipline-specific tuition.

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates

Overall Financial Aid
- 60% of Fall 2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non-need-based scholarships.

Annual Need-Based Scholarships & Grants
- 30% of Fall 2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was $3,406.

Annual Need-Based Loans
- 40% of Fall 2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $3,871.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Grants</td>
<td>5%</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>27%</td>
</tr>
<tr>
<td>Student Loans</td>
<td>47%</td>
</tr>
<tr>
<td>Institutional Aid/ Scholarships</td>
<td>51%</td>
</tr>
<tr>
<td>Any Type of Financial Aid</td>
<td>80%</td>
</tr>
</tbody>
</table>

Click here to get a cost estimate for students like you!

Academic Preparation of New Freshman

Test(s) Required for Admission: SAT &/or ACT

<table>
<thead>
<tr>
<th>Test</th>
<th>ACT Range</th>
<th>SAT Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>21-26</td>
<td>485-620</td>
</tr>
<tr>
<td>Math</td>
<td>20-25</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>480-585</td>
</tr>
<tr>
<td>Critical Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

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</tbody>
</table>

Click here for a list of undergraduate and graduate programs.

Degrees and Areas of Study

Degrees Awarded at WSU in 2006-07

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's</td>
<td>84</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>1,756</td>
</tr>
<tr>
<td>Master's</td>
<td>743</td>
</tr>
<tr>
<td>Doctoral</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>2,606</td>
</tr>
</tbody>
</table>

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

<table>
<thead>
<tr>
<th>Area</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>21%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>11%</td>
</tr>
<tr>
<td>Engineering</td>
<td>9%</td>
</tr>
<tr>
<td>Education</td>
<td>8%</td>
</tr>
<tr>
<td>Psychology</td>
<td>6%</td>
</tr>
<tr>
<td>All other degree areas</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Click here for a list of undergraduate and graduate programs.
Leadership, service and academic excellence are encouraged in all areas of campus life at WSU. We have over 150 student organizations, including Greek life; academic, religious, artistic, and multicultural groups; honor societies; and student government. Annual traditions create a campus community which is enhanced in our three residence halls—Fairmount Towers, Brennan Hall, and Wheatshocker Apartments—as well as our Rhatigan Student Center. WSU offers individual and academic support through programs such as Disability Services, Student Support Services, the McNair Scholars Program, and the Intensive English Language Center. Tutoring and computer labs and a writing center provide valuable resources to students. The Counseling and Testing Center conducts personal counseling and academic testing. Career Services offers career exploration, career fairs, and assistance with resumes and mock interviews. Internship and cooperative education opportunities enhance the classroom experience.

### Classroom Environment

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students per Faculty</td>
<td>18 to 1</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 30 students</td>
<td>71%</td>
</tr>
<tr>
<td>Undergraduate classes with fewer than 50 students</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Full-Time Instructional Faculty

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty</td>
<td>481</td>
</tr>
<tr>
<td>% Women</td>
<td>40%</td>
</tr>
<tr>
<td>% from Minority Groups</td>
<td>13%</td>
</tr>
<tr>
<td>% with Highest Degree in Field</td>
<td>77%</td>
</tr>
</tbody>
</table>

### Carnegie Classification of Institutional Characteristics

<table>
<thead>
<tr>
<th>Basic Type</th>
<th>Research Universities (high research activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size and Setting</td>
<td>Large four-year, primarily nonresidential</td>
</tr>
<tr>
<td>Enrollment Profile</td>
<td>High undergraduate</td>
</tr>
<tr>
<td>Undergraduate Profile</td>
<td>Medium full-time four-year, selective, higher transfer-in</td>
</tr>
<tr>
<td>Undergraduate Instructional Program</td>
<td>Professions plus arts &amp; sciences, high graduate coexistence</td>
</tr>
<tr>
<td>Graduate Instructional Program</td>
<td>Doctoral, humanities/social sciences dominant</td>
</tr>
</tbody>
</table>

### Student Housing

- 29% of new freshmen live on campus
- 9% of all undergraduates live on campus

### Campus Safety

Public safety and parking services are provided by police officers, security officers, and student cadets from the University police department. UPD officers patrol the main campus 24 hours a day, seven days a week. Police patrol the South and West campuses. The UPD partners with other community agencies to deliver safety programming. Other services provided include safety escorts and emergency vehicle assistance.

### Future Plans of Bachelor’s Degree Recipients

Data used to build graph are not yet available

**Student Experiences and Perceptions**

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

**CLICK HERE** for examples of how WSU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-2007 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

**CLICK HERE** for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>89% percent of seniors worked with classmates on assignments outside of class.</td>
<td>77% of seniors would attend this institution if they started over again</td>
</tr>
<tr>
<td>53% of seniors tutored or taught other students</td>
<td>74% of seniors rated their entire educational experience as good or excellent</td>
</tr>
<tr>
<td>14% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>78% of seniors reported that other students were friendly or supportive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>74% of seniors spent at least 6 hours per week preparing for class</td>
<td>55% of seniors believed the campus staff were helpful, considerate, or flexible</td>
</tr>
<tr>
<td>13% of seniors worked on a research project with a faculty member</td>
<td>73% of seniors believed that faculty are available, helpful, or sympathetic</td>
</tr>
<tr>
<td>49% of seniors participated in an internship, practicum, or field experience</td>
<td>94% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
</tr>
<tr>
<td>44% of seniors participated in community service or volunteer work</td>
<td>61% of seniors discussed readings or ideas with faculty members outside of class</td>
</tr>
<tr>
<td>8% of seniors participated in study abroad</td>
<td></td>
</tr>
<tr>
<td>91% of seniors made at least one class presentation last year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>91% of seniors believe this institution provides support for student success</td>
<td>57% of seniors reported that they often tried to understand someone else’s point of view</td>
</tr>
<tr>
<td>64% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>82% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>51% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>47% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
<tr>
<td>92% of seniors reported working harder than they thought they could to meet an instructor’s standards or expectations</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at WSU

The Collegiate Learning Assessment measures institutional contribution to the learning gains made by students. Students are tested yearly using a representative sample of 100 freshmen and 100 seniors. Skills tested include critical thinking, analytic reasoning, written communication, and problem solving. Two testing instruments are used to evaluate these skills; the Performance Task and the Analytic Writing Task. The Performance Task requires students to complete a "real-world" activity and the Analytic Writing Task evaluates students' ability to articulate complex ideas, support those ideas, and sustain a discussion using standard written English.

CLICK HERE for examples of student learning assessment and outcomes at WSU

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-2007 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student’s major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

CLICK HERE for a description of the CLA test.

Learning Gains between Freshman Year and Senior Year

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Average Institutional Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.</td>
<td>Freshman Score</td>
</tr>
<tr>
<td>Performance Task</td>
<td>1049</td>
</tr>
<tr>
<td>Analytic Writing Task</td>
<td>1074</td>
</tr>
</tbody>
</table>

CLA Score Range: 400 to 1600

02/15/2008