



WICHITA STATE
UNIVERSITY

STRATEGIC PLANNING INITIATIVE

Secondary Data Analysis Report

2012 - 2013

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INTRODUCTION

This document presents a summary of ideas on topics ranging from Wichita State University policies and practices to trends in higher education. The purpose of the document is to inform the Wichita State University Strategic Planning Initiative. The document presents ideas to the Wichita State University Strategic Planning Steering Committee on a wide variety of topics.

WICHITA STATE UNIVERSITY

HISTORY OF THE UNIVERSITY

Wichita State University was founded in 1895 as Fairmount College. In 1926 by popular vote, the college became the Municipal University of Wichita, the first municipal university west of the Mississippi. In 1964, Wichitans voted to allow the university to move forward and join the state university system as Wichita State University.

Wichita State University is now known as an urban serving research university, and is a member of the Coalition of Urban Serving Universities (USU). A public urban research university is defined as a university that is located in a metropolitan area with a population of 450,000 or greater. These universities enroll 10 or more doctoral students per year and demonstrate a commitment to their urban areas.¹

As part of this vote, Wichitans endowed the university with a 1.5 mill levy, a tax also adopted by Sedgwick County that is still in place today. The legislation that established the mill levy for Wichita State University also established a nine-member Board of Trustees, appointed by the governor of Kansas, to oversee the funds. The board is not involved in any other aspects of the university. Mill levy monies were used initially to pay off Wichita State University's existing debt, but are now used for student support, and buildings and capital improvements. In 2005, mill levy funds were used to create a \$750,000 Sedgwick County scholarship program that offers up to \$1,000 per semester to eligible first-time undergraduate residents of Sedgwick County. The program was designed to reduce the tuition differential between Wichita State University and community colleges. The financial support from the mill levy is one of the most unique characteristics of Wichita State University. Wichita State University is the only state university in the United States that receives local property tax support.^{2 pp. 13,40,79}

WICHITA STATE UNIVERSITY HIERARCHY

The organizational chart in the appendix provides a visual representation of the hierarchy of Wichita State University. There are three major divisions that report to the university president: academic affairs and research, administration and finance, and campus life and university relations.

The academic affairs and research division is responsible for the six academic colleges and their departments and schools as well as the Graduate School and the University Libraries. Wichita State University offers 58 undergraduate degrees in more than 200 areas of study. It offers two associate's degrees and approximately 30 certificate programs. The Graduate School's extensive program includes 43 master's degrees, a specialist in education degree, and 11 doctoral degrees. The academic colleges are:

- W. Frank Barton School of Business
- College of Education
- College of Engineering
- College of Fine Arts
- College of Health Professions
- Fairmount College of Liberal Arts and Sciences

The academic affairs and research division also is home to the academic support units such as the registrar's office, university computing, research administration, continuing education, cooperative education, institutional research, and international education.

The administration and finance division is responsible for budget and administrative services, accounting and reporting, the student union (Rhatigan Student Center), human resources, facilities planning, physical plant, internal audit, parking, and campus police.

The campus life and university relations division serves students inside and outside the classroom, and is dedicated to helping each student at Wichita State University succeed in his or her academic efforts.

There are also five entities that help direct Wichita State University's operations but do not report directly to the university president. They are listed below with a brief description of their responsibilities.

- Wichita State University Foundation—responsible for fundraising and fund-management.
- Intercollegiate Athletic Association—provides services to student athletes.
- Wichita State University Union Corporation—manages and operates the Rhatigan Student Center.
- Board of Trustees—appointed by the governor and oversees the mill levy monies.
- Alumni Association—composed of graduates and strengthens alumni commitment. [2 pp. 14-18](#)

The Wichita State University Foundation is a very important entity for the university. The Foundation is primarily responsible for securing financial support for the university through donations. Today, the Foundation has more than 1,100 endowed funds (invested funds where only the interest earned can be spent) and 500 current funds (where the money is spent in entirety each year) that provide scholarship support, as well as support for professorships and chairs, the library, the Ulrich Museum, and other areas on campus. The market value of the endowment was \$220,100,665 as of June 30, 2012. This allowed the Foundation to provide \$11,608,354 in support to the campus in the 2012 fiscal year. Looking at the five year average of giving to the Foundation reveals that there has been total cash and gifts-in-kind of \$22,908,506 by 13,244 donors.

There are two governing bodies within the Foundation, the National Advisory Council and the Board of Directors. There are 105 members of the National Advisory Council with 36 percent of the members living outside the greater Wichita area. These members are dedicated to promoting the interests of Wichita State University and the Wichita State University Foundation. The Board of Directors has full control of all the assets, affairs, and business of the Wichita State University Foundation. The Board has 18 members with 17 percent of the members living outside the greater Wichita area.³

WICHITA STATE UNIVERSITY BUDGET

Wichita State University receives funding from a number of different sources. Some funds are general use funds that are able to be used for any purpose, and other funds (restricted funds) are reserved for specific purposes. The main two sources of general use funds are tax revenue from the state and general fees from tuition, and they make up nearly equal pieces of this category. Each of these categories make up about a quarter of the total budget. Other sizable categories of funding are restricted fees (18 percent), scholarships, grants, and federal work study (10 percent), and university federal fund (9 percent). The detail of all categories is depicted in the two graphs below.⁴

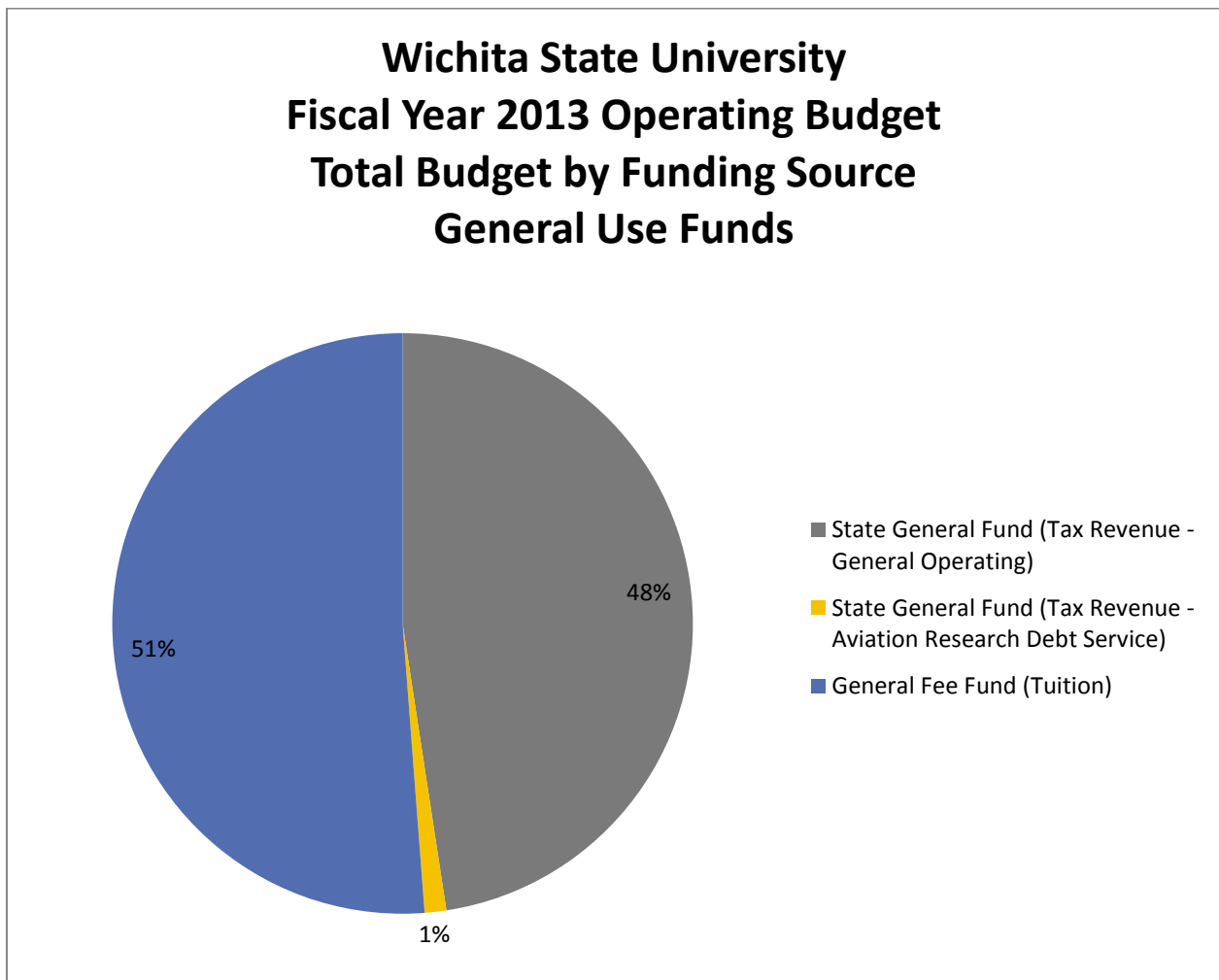


Figure 1: General Use Funds Budget

Wichita State University Fiscal Year 2013 Operating Budget Total Budget by Funding Source All Funds

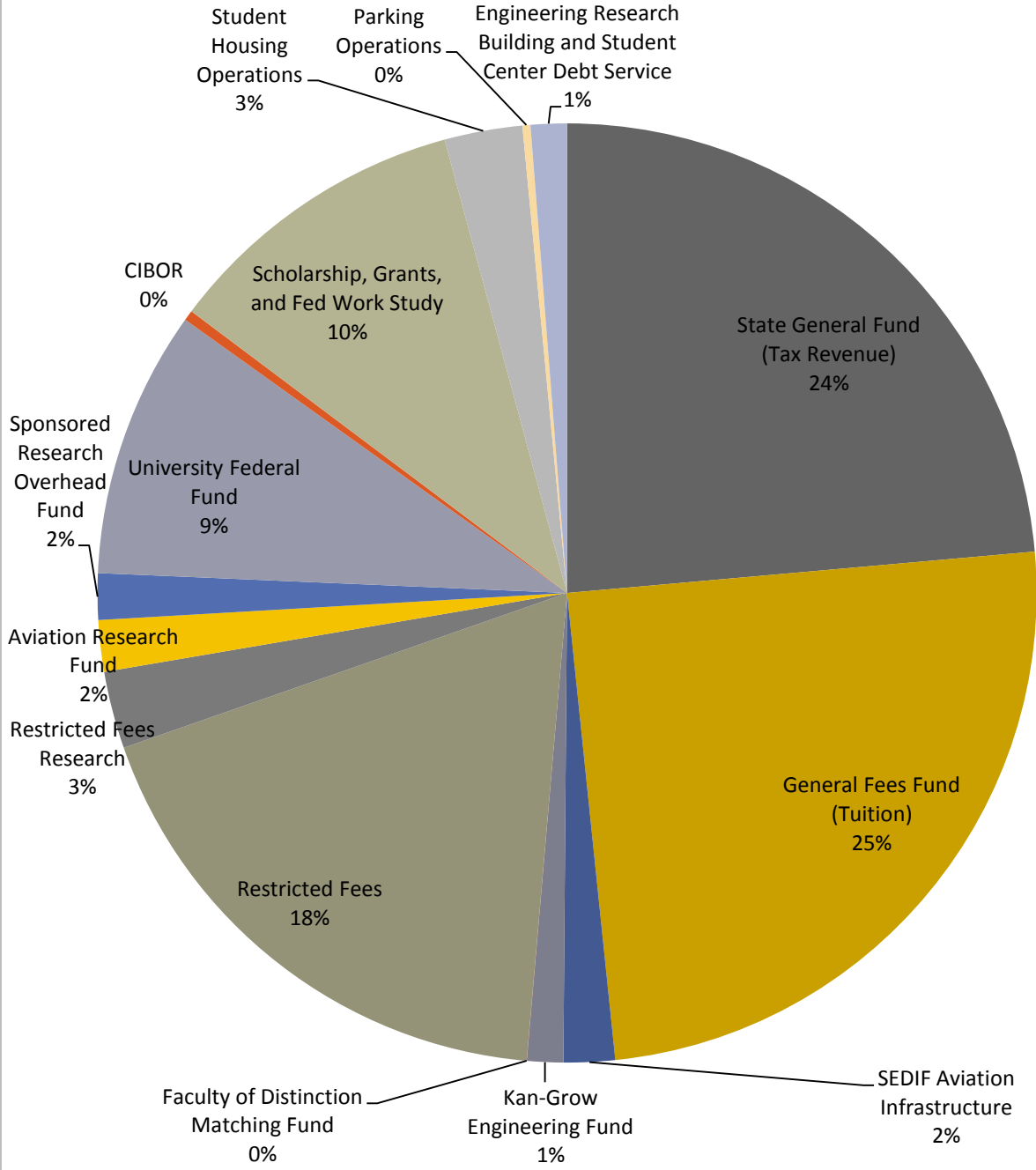


Figure 2: All Funds Budget

Salaries and fringe benefits are the largest expenditure made by the university. Seventy-eight percent of the general use funds are dedicated to this category, and 52 percent of the total budget. In recent years, the cost of fringe benefits has been increasing, and accounts for approximately 35 percent of the total salaries budget in 2013. The numbers are shown graphically below. ⁴⁵

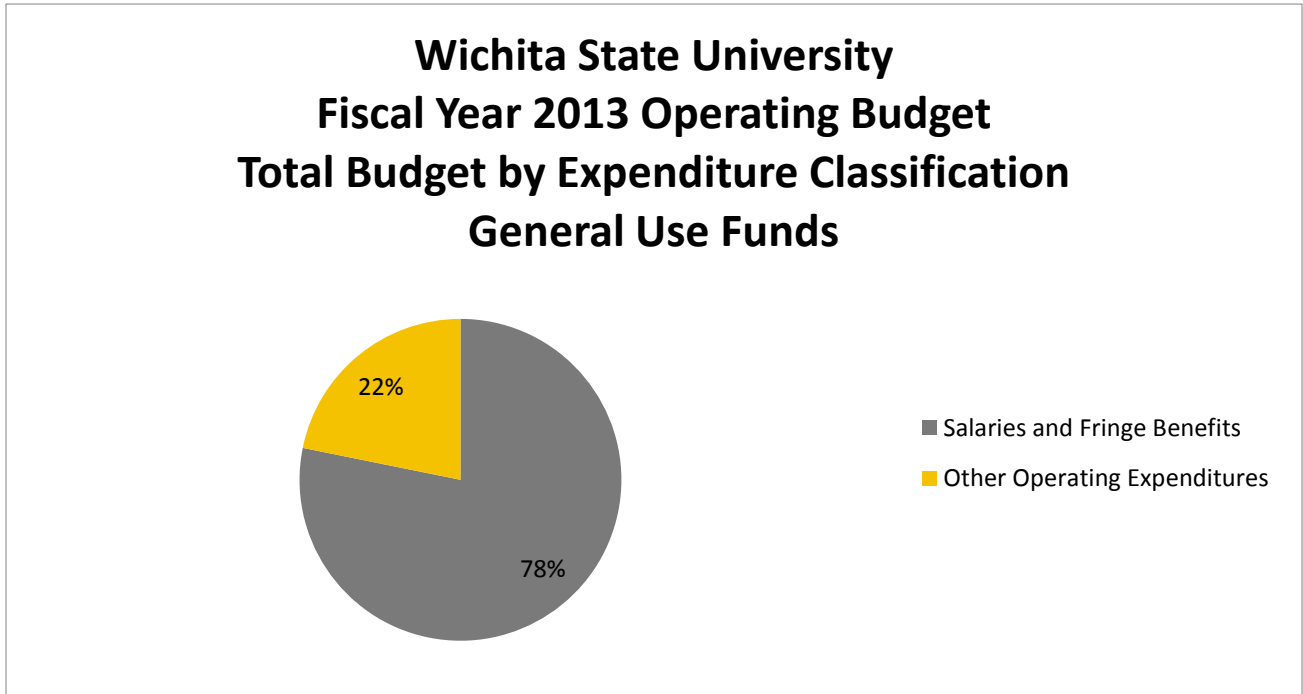


Figure 3: General Use Funds Expenditures

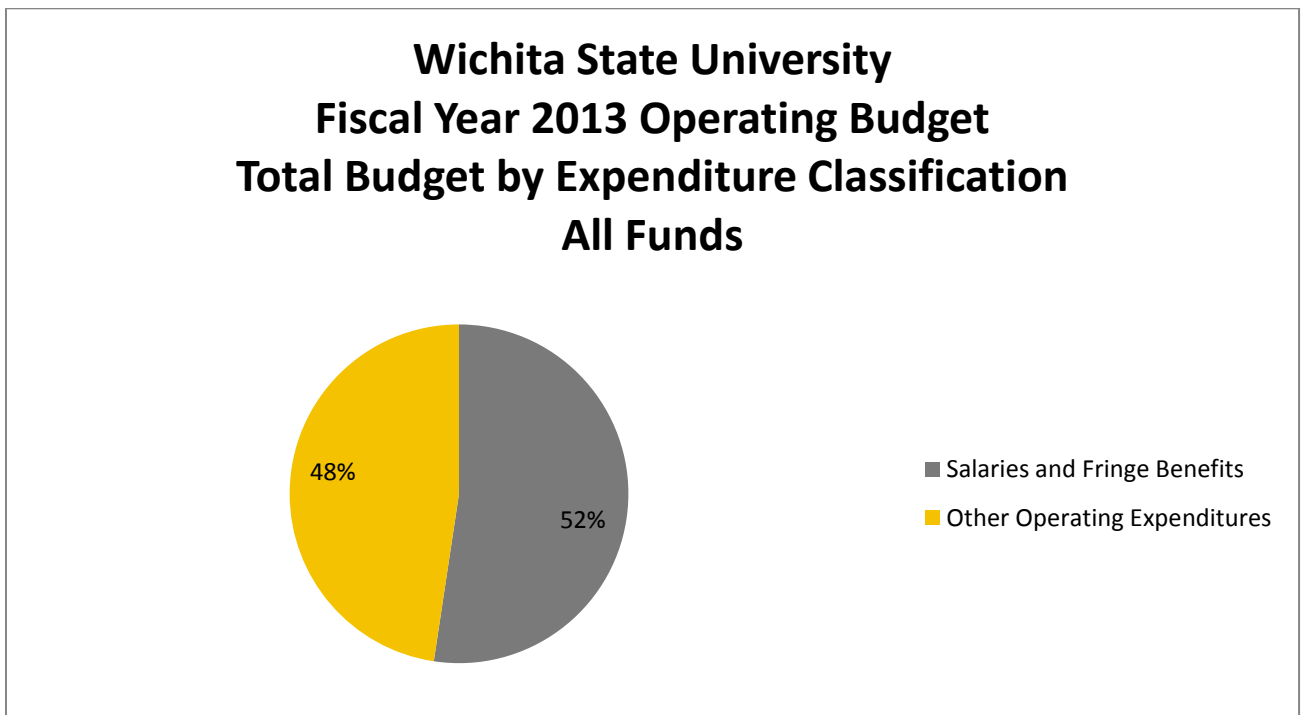


Figure 4: All Funds Expenditures

The graph below compares general use fund budgets for Wichita State University, University of Kansas, Kansas State University, and Pittsburg State University. Wichita State University's budget is nearly a third of University of Kansas' and half of Kansas State University's, but is about double of Pittsburg State University's budget.⁴

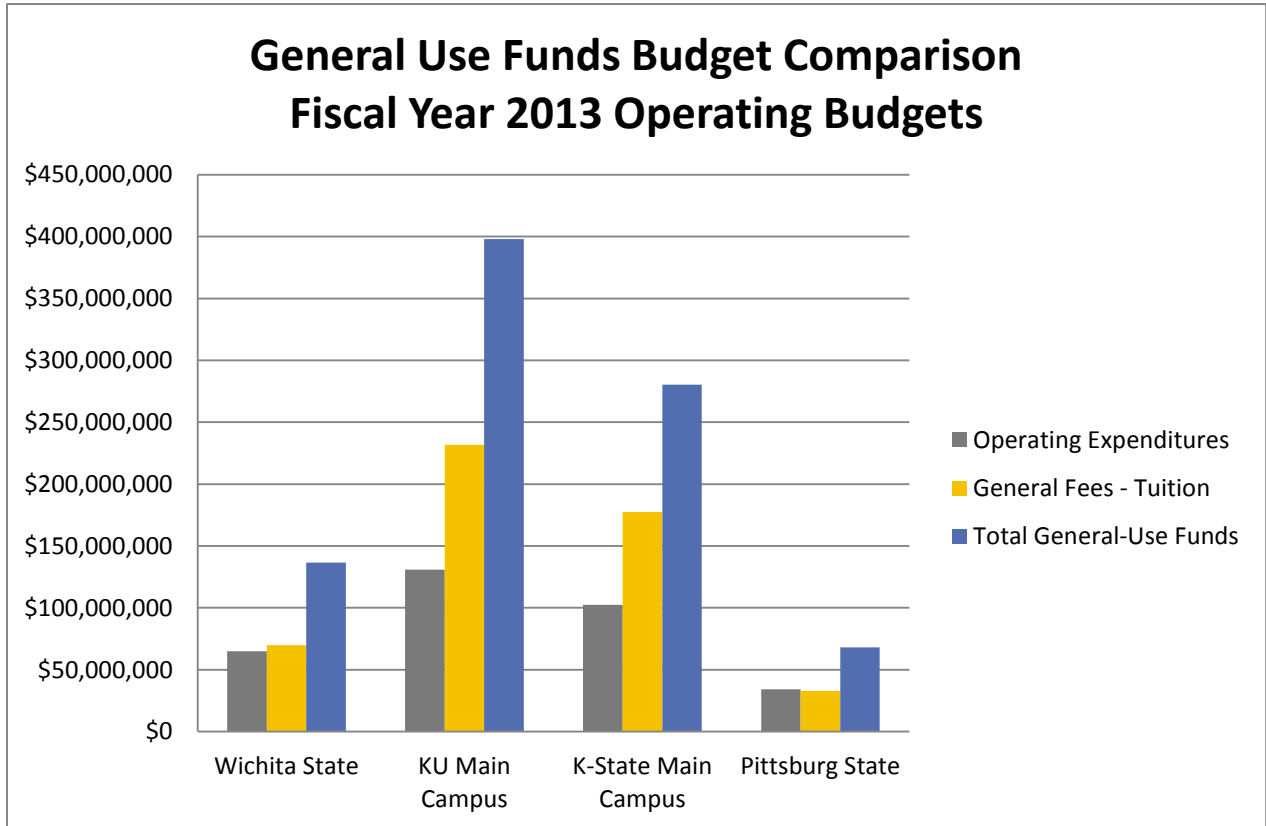


Figure 5: General Use Funds Budget Comparison

FACULTY AND TENURE

Wichita State University employs 480 full-time faculty members and 44 part-time faculty members, of which 80 percent have earned the highest degree in their fields. Full-time faculty teaches 63 percent of all undergraduate credit hours. One thing to note is that Wichita State University has an aging faculty, like many universities. The mean age of the full-time faculty is 52 years, with a range of 25 to 79 years, which makes succession planning an important issue for the university.^{2 pp. 14,35}

The university awards tenure to faculty members based on documented excellence in scholarship, research or creative activities, teaching/librarianship, and community and professional service. During each year of employment, specific performance goals are set for untenured faculty, and evaluated by their department. These goals form the foundation of the evaluation for tenure. The terminal degree in the employee's field is preferred when granting tenure except in exceptional and well documented cases. In the sixth year of employment at Wichita State University, full-time faculty with the rank of instructor or higher and with 50 percent or more responsibility for teaching, librarianship, research, scholarship, and/or creative activities are reviewed for tenure. Each college and, in some cases, each department have their own specific criteria for evaluating employees for tenure and promotion.⁶

WICHITA STATE UNIVERSITY STUDENT DEMOGRAPHICS

There are more full-time undergraduate students than part-time undergraduate students at Wichita State University, but conversely there are more part-time graduate students than full-time graduate students. There are more women than men at the undergraduate and graduate levels.

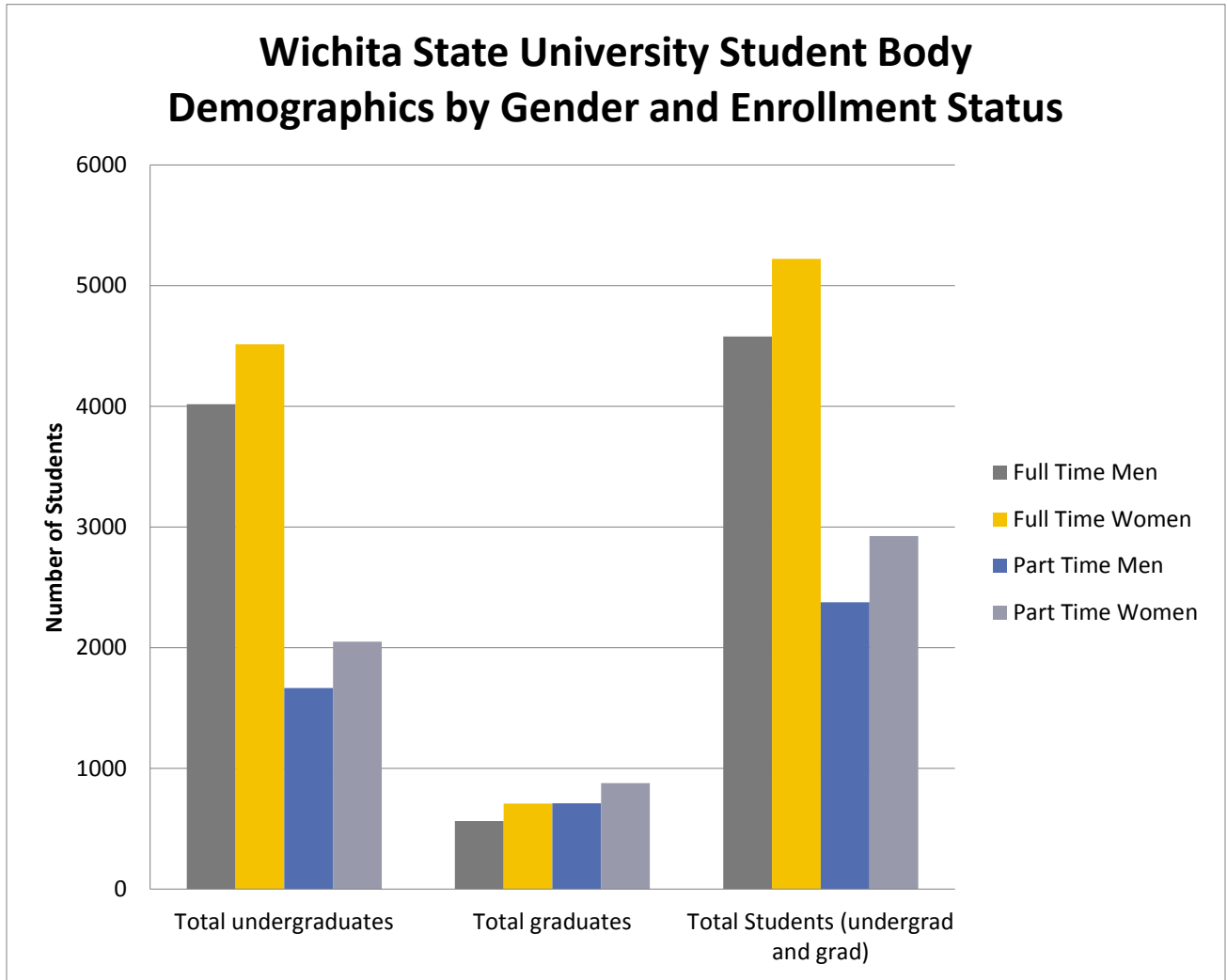


Figure 6: Wichita State University Student Demographics by Gender and Enrollment Status

The majority of the undergraduate students at Wichita State University are white. The next two major categories of race are Hispanic and African American with nearly equal numbers. Asian students and Nonresident Aliens have nearly equal numbers and comprise the next largest number of students.

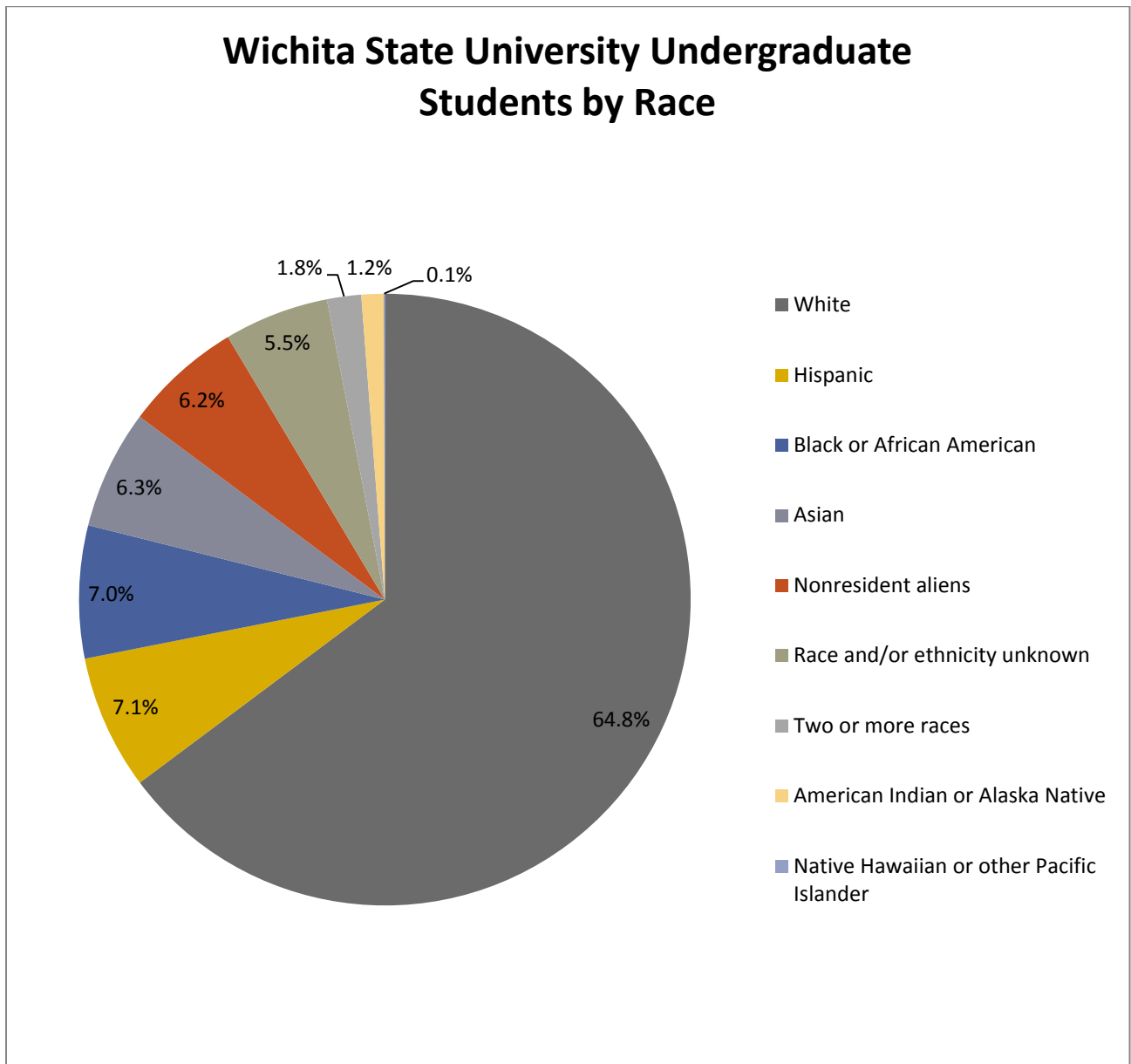


Figure 7: Wichita State University Undergraduate Students by Race

The numbers of individuals that applied, were admitted, and ultimately enrolled in Wichita State University for first-time students and transfer students are shown below. Forty-four percent of first-time students and 64 percent of transfer students that were admitted actually enrolled.

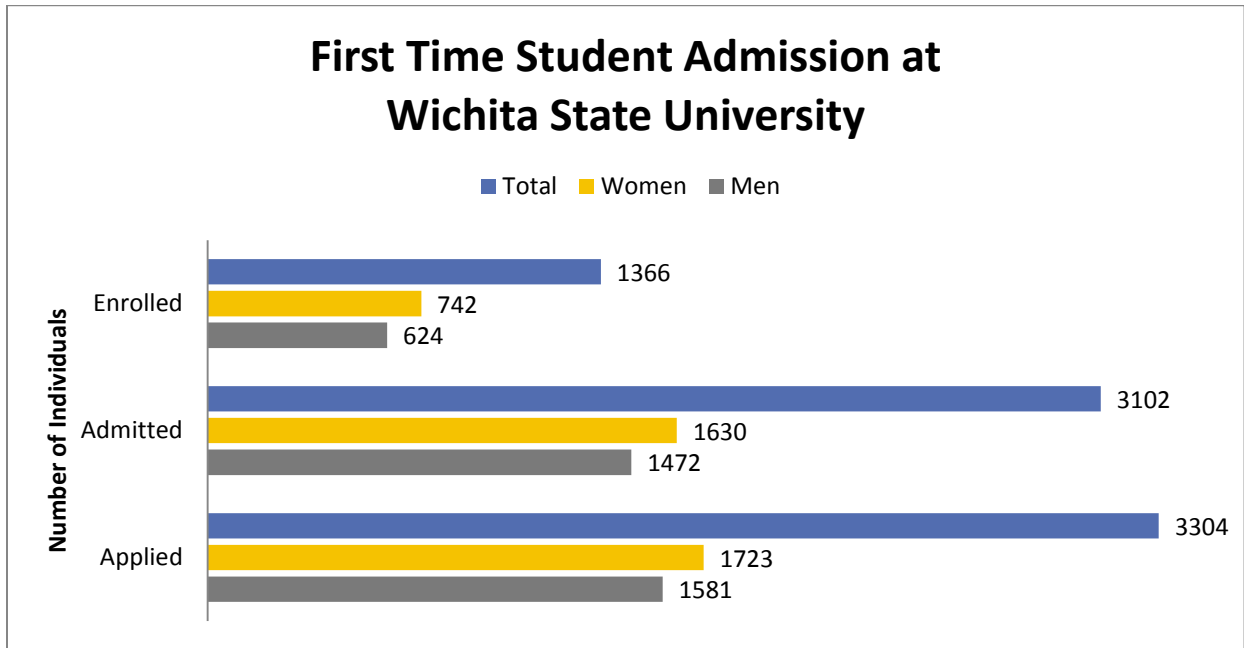


Figure 8: First Time Student Admission at Wichita State University

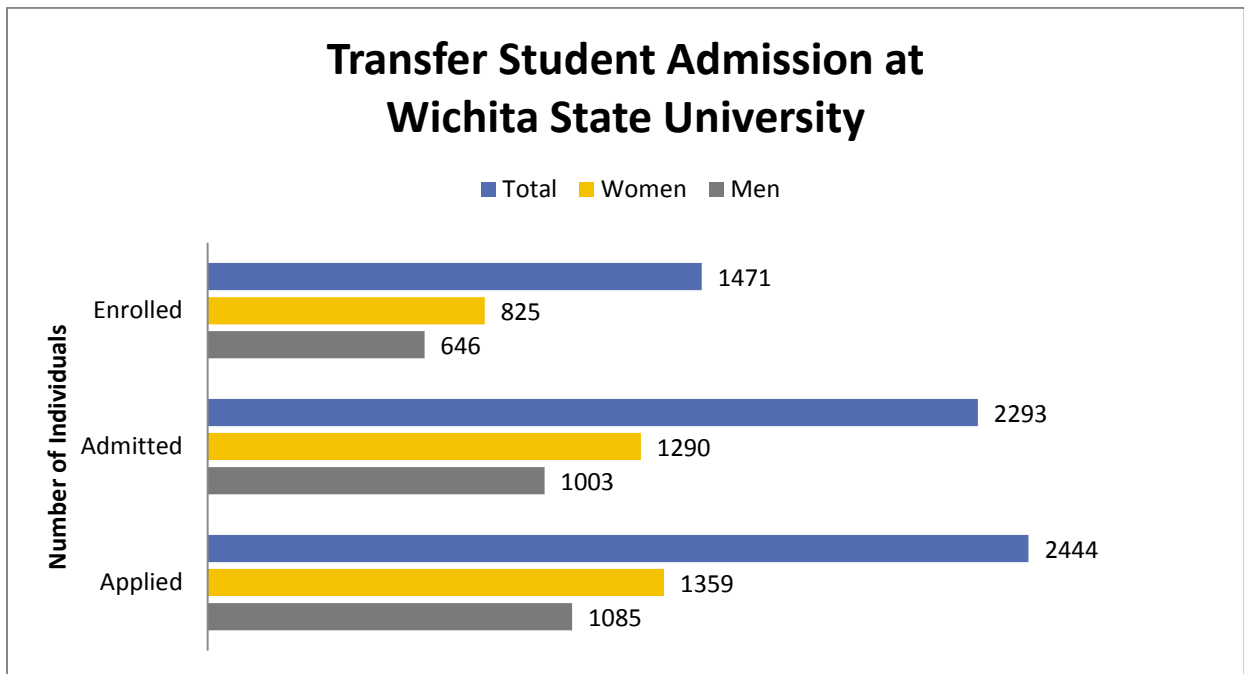


Figure 9: Transfer Student Admission at Wichita State University

The data below show select characteristics of Wichita State University students for first-time students and all undergraduate students. The percent of out-of-state students is small as are the percent that join fraternities or sororities. The majority of students, both first-time and all undergraduates, live off campus.

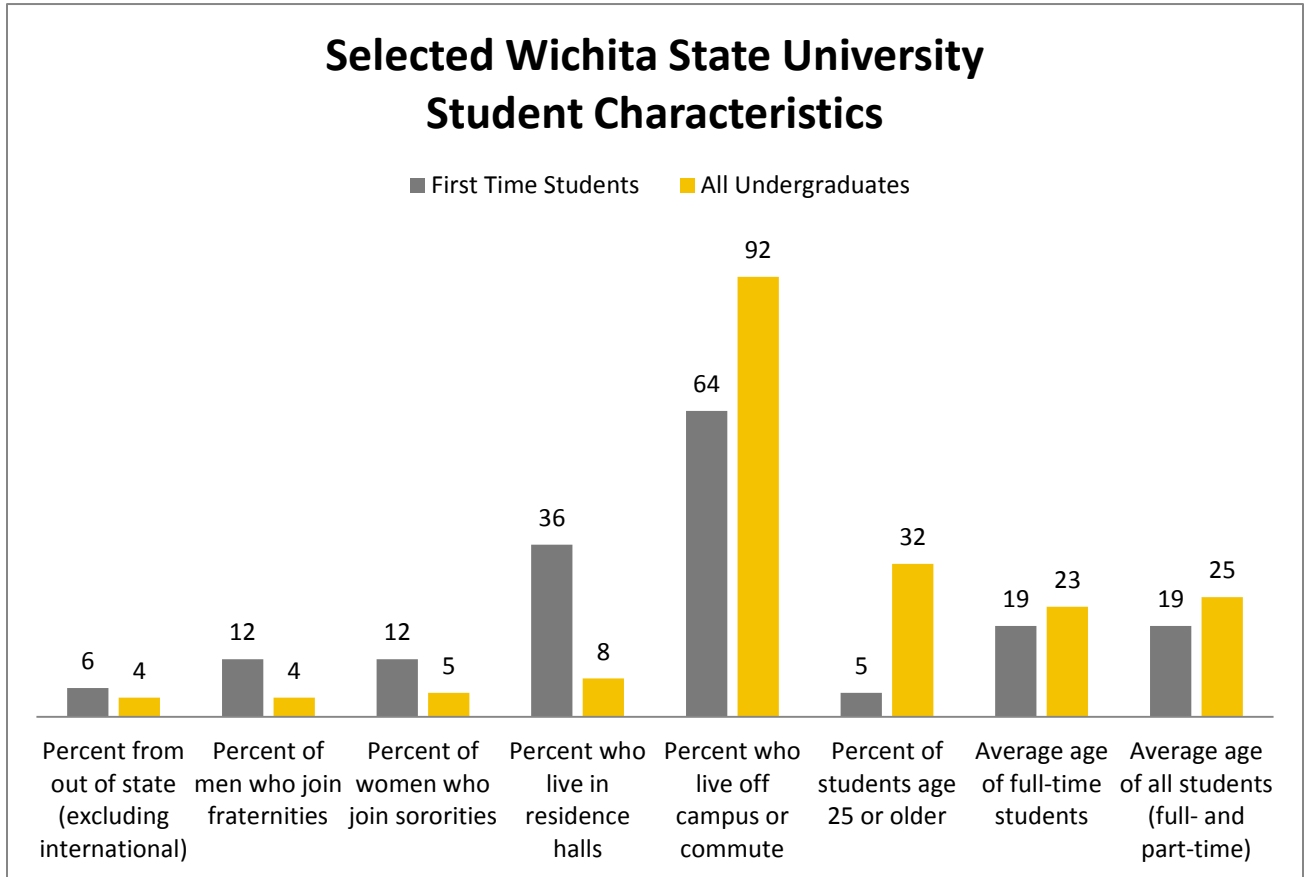


Figure 10: Selected Wichita State University Student Characteristics

WICHITA STATE UNIVERSITY ARTICULATION AGREEMENTS WITH COMMUNITY COLLEGES

Wichita State University has many programs with community colleges to ensure seamless enrollment when students transfer to Wichita State University. One of the academic initiatives of the Kansas Board of Regents is the Transfer Articulation Agreement between Kansas Public Community Colleges and Kansas Public Universities. This agreement assures that students graduating with an associate degree who have completed the Transfer Articulation Agreement curriculum at their community college will have met the general education requirements at the Kansas universities to which they are accepted.

Wichita State University has established a few 2+2 Articulation Arrangements between programs in nursing, engineering, and music at the university and Kansas community colleges. These 2+2 Articulation Arrangements are designed for the student to spend two years at a community college and then two years at Wichita State University and graduate in four years. These agreements provide information about courses at the community college that students must complete to be admitted into programs at Wichita State University, any special agreements such as professional coursework taken at

the community college that may be accepted as electives for the major requirements, and the requirements for the major at Wichita State University.

The Wichita State University registrar’s office annually publishes a *Transfer Guide* for each two-year college in Kansas which provides the academic standards and community college courses that are acceptable or required for entry into Wichita State University programs.

Dual advising for community college students who believe they might attend Wichita State University in the future is provided free of charge. Students do not need to be admitted to Wichita State University to use this program. The potential student submits the dual advising application request either online or the paper form in the *Transfer Guide*. Once the application request is received in the Wichita State University Office of Academic Affairs and Research, the student is assigned a Wichita State University advisor in the student’s area of interest.

Wichita State University advisors rotate to visit each public community college in the state at least every two years. Community College advisors, faculty, and administrators are invited to the Wichita State University campus to learn more about Wichita State University and to discuss any transfer concerns at an annual Community College Day. [2 pp. 198-199](#)

CURRENT AND FORMER STUDENT PERCEPTIONS OF WICHITA STATE UNIVERSITY

The National Study of Student Engagement (NSSE) and the Faculty Study of Student Engagement (FSSE) are national surveys that ask about student experiences and the faculty’s perception of the student experience based on their interaction in undergraduate classes. The 2011 results for Wichita State University revealed that students and faculty have different views on performance in several areas. Students reported having more and longer papers assigned in their classes than faculty reported. This is shown graphically below.

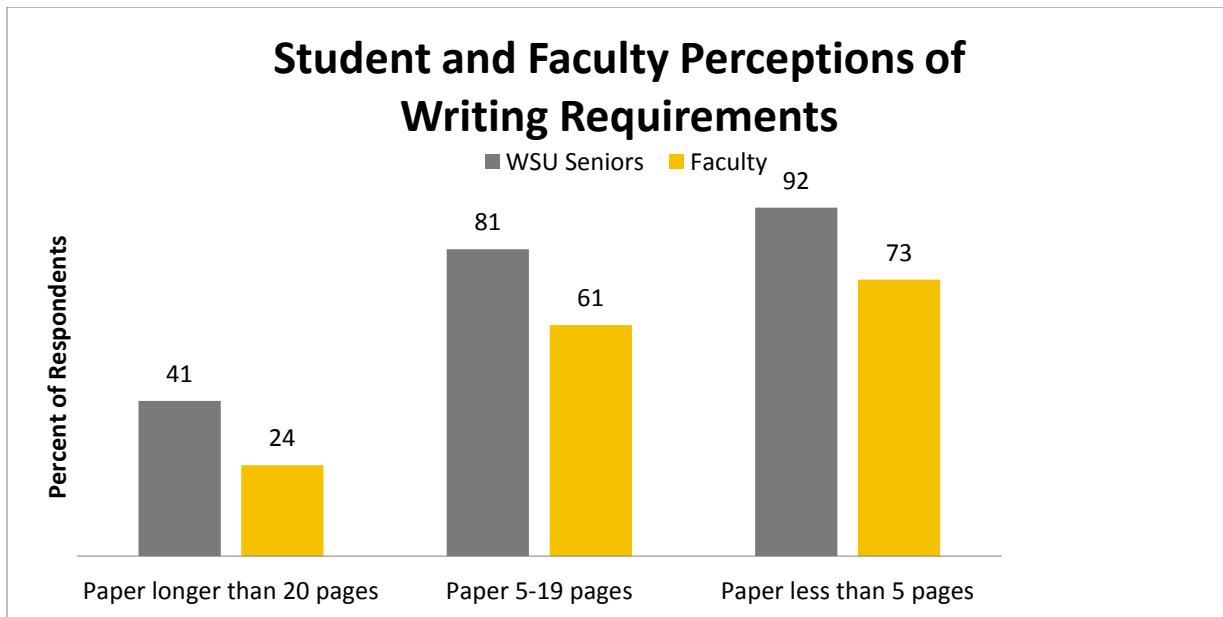


Figure 11: Student and Faculty Perceptions of Writing Requirements

Students and faculty reported similar focus on academic skill emphases within their course work on all but one variable. Sixty-six percent of students reported they spend quite a bit or very much time “memorizing facts, ideas, and methods,” and faculty reported that percentage to be only 25 percent. This is shown graphically below. Students also perceived that they worked harder and spent more time studying than faculty perceived that they did.⁷

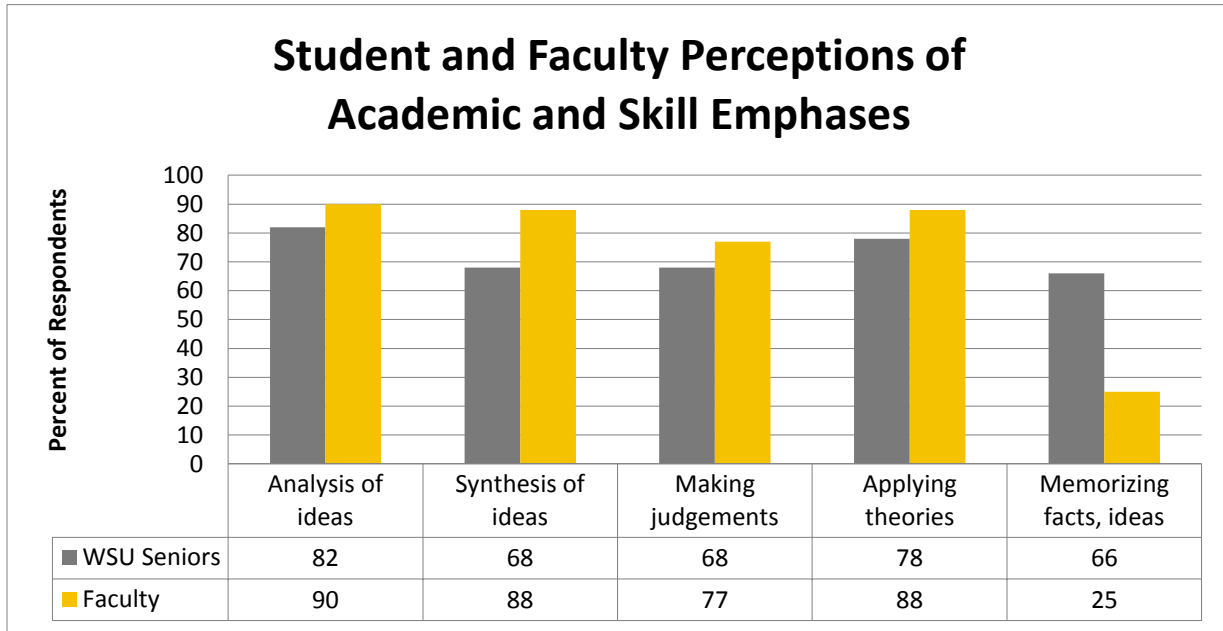


Figure 12: Student and Faculty Perceptions of Academic and Skill Emphases

The Wichita State University Exit Survey is required for all students when they are submitting an online application for degree so they can provide feedback on their academic program. For all University academic programs, nearly 80 percent or higher were satisfied or very satisfied with their degree program, faculty instruction, and feedback provided by faculty.

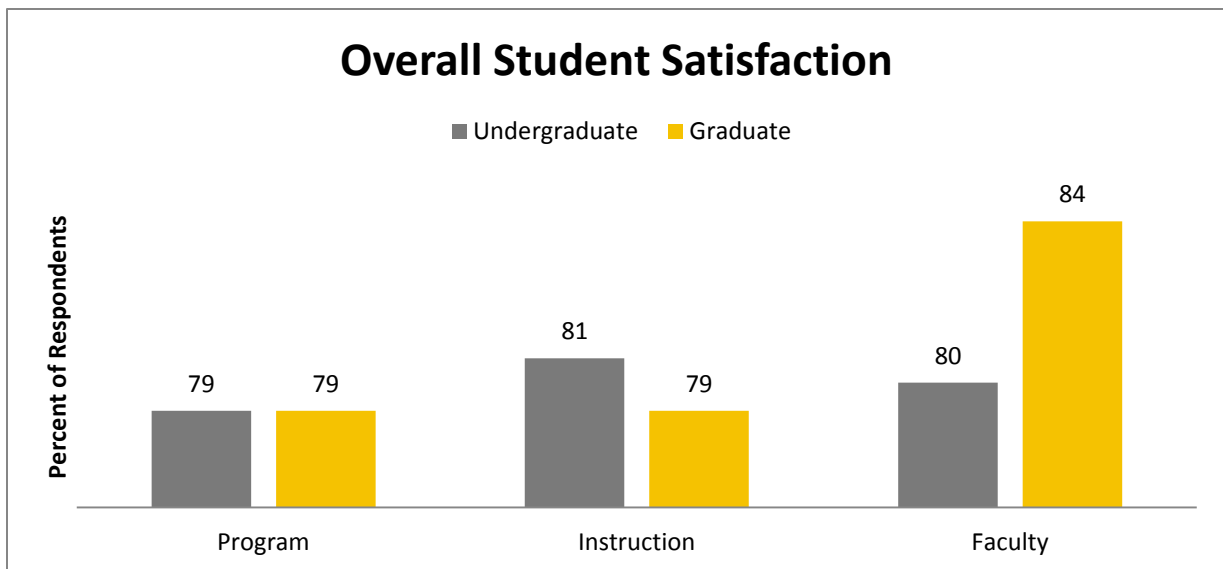


Figure 13: Overall Student Satisfaction

Close to 90 percent of undergraduates were satisfied or very satisfied with their competence levels on the content in their major as well as critical thinking, problem solving, oral and written communication, and collaboration and team work skills.

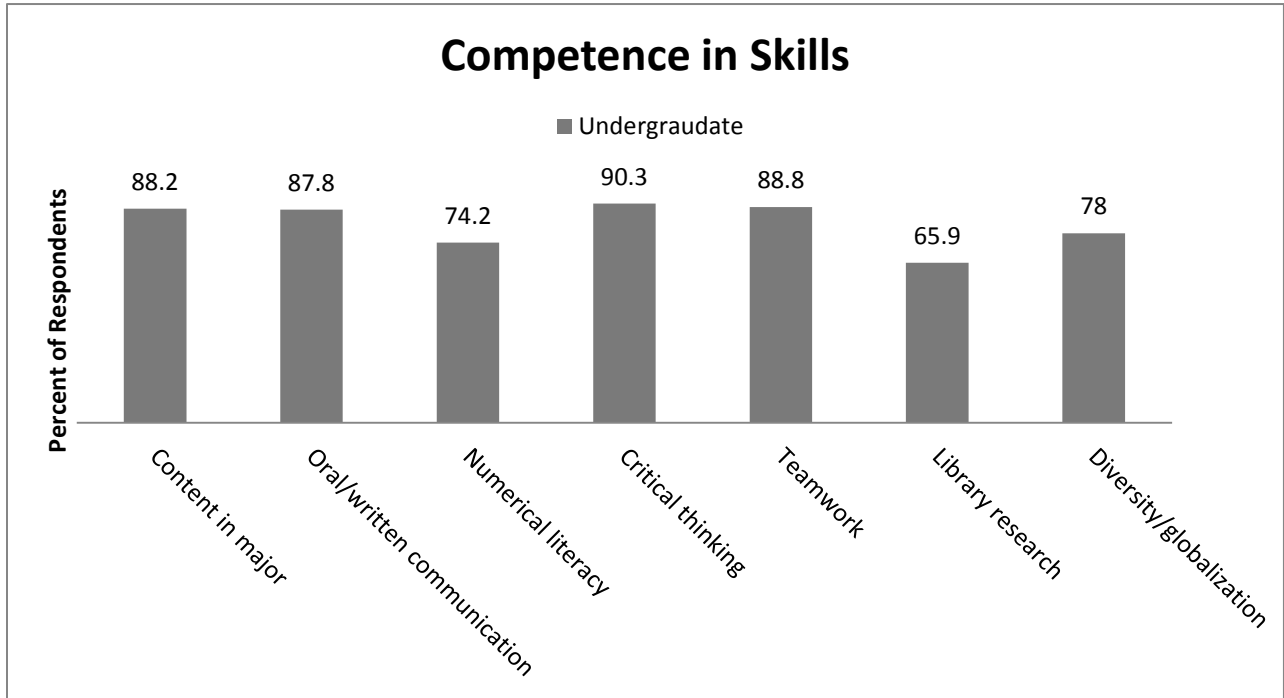


Figure 14: Competence in Skills

For students who had a job upon graduation, 74 percent of undergraduates and 83 percent of graduate students reported their job was directly related to their field of study. When asked about the usefulness of their chosen degree, 88 percent of undergraduates and 83 percent of graduate students reported it was or would be useful to them in their chosen career. In the 2012 survey, students who had jobs with pay at graduation reported median annual salaries of \$40,000 for undergraduates and \$50,000 for graduates.⁸

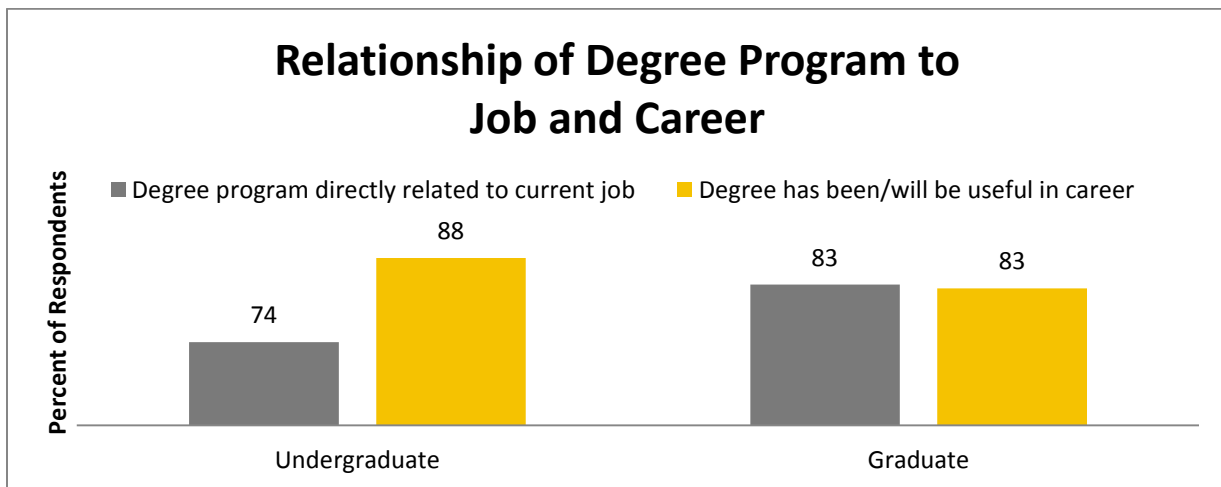


Figure 15: Relationship of Degree Program to Job and Career

PERCEPTIONS OF WICHITA STATE UNIVERSITY AND UNIVERSITY SELECTION CONSIDERATIONS

In 2009 and 2012, focus groups were conducted to find community perceptions of Wichita State University and key competitors. The focus groups included Wichita high school students and their parents. In 2007 and 2009, research was conducted through a telephone survey measuring the same perceptions. The sample for the surveys included residents of Sedgwick County and the surrounding counties. Since these individuals live near Wichita State University, the university may have been more top of mind in their answers, creating a sample bias.

In both telephone surveys, respondents were asked to respond which Kansas college or university they would recommend for each of the following categories. The items in bold below represent the items where Wichita State University received the highest percentage of responses of all specific schools named in that area in the 2009 survey. Wichita State University did not receive the highest percentage of responses for best overall faculty in 2007, but was the top pick on the remainder of the bold categories in 2007 as well as 2009.

- best overall academic program
- **best overall faculty**
- **best value for the money**
- **best engineering school**
- best school for health professionals other than physicians
- **best fine arts school**
- **best liberal arts and sciences school**
- **best business school**
- best education and teacher training school
- **best general college degree**

According to The Research Partnership Inc. who conducted the research, “what the results of this question suggest is that Wichita State University is ‘holding on to its own’ in this time of intensified competition in the market for higher education.”

The importance of “work based learning” was highlighted throughout the studies. More than 90 percent of respondents in the 2009 survey reported that it was an important criterion in the selection of a college or university. The same trend was seen in the 2007 survey results. The state of the economy probably intensifies the desire for this type of experience, and the trend is a positive one for Wichita State University since it is uniquely located in an urban area where there are abundant opportunities for students. However, in the 2012 focus group, high school students think experience based learning is important, but they do not consider it when evaluating college, meaning the availability of experience based learning is not a reason students choose a university, but is important for them once they are at a university.

According to the survey results, the next most important criterion in the selection of a college or university was the accomplishments of previous students. According to The Research Partnership Inc., “what this may suggest is that a promotional campaign focusing on the accomplishments of recent Wichita State University graduates would be valuable in the recruiting process.”

In both the 2007 and 2009 surveys, a high level of respondents recalled seeing advertising for Wichita State University. The most frequently recalled advertising campaign featured WuShock in different jobs around the Wichita community.^{9 10}

In the focus groups of 2009 and 2012, high school students revealed that cost was the most important factor for selecting a university or college. To evaluate cost, students looked at scholarships, cost of living, and tuition. The academic programs available at the university were the second most important factor when choosing a program.

When asked about their preferred method of communication, students reported direct mail from schools with a personalized letter, offer to meet with advisors, photos of residence halls, campus and classrooms, information on financial aid, and schedule of senior days/campus visits as their top choice. They did not like being contacted through social media.

Beyond cost and academic programs, the criteria (in no particular order) high school students stated they use to evaluate a college or university's environment and student life are listed below. The bold items were reported as important by the parent group as well.

- **variety of clubs, organizations, activities, and sports**
- **calm student life, not a party school**
- variety of classes and majors offered
- recognition—school name known
- not too big and overwhelming first year
- pretty campus and good dorms
- **not too far from family but chance to be independent**
- current student opinions
- school spirit
- diversity of students
- good nightlife options
- crime rate

In contrast to the students, the parent focus groups revealed that academic programs were the most important factor in choosing a university. Cost and helpful faculty were also important to parents. Beyond these items, the criteria (in no particular order) used to evaluate a college or university for parents are listed below. The bold items were reported as important by the student group as well.¹¹

- how the school ranks academically
- **variety of clubs, organizations, activities, and sports**
- **calm student life, not a party school**
- true/well balanced undergraduate programs
- internships offered in their field of study
- scholarships and financial aid
- **location—desire for the child to stay close to home**

Based on the focus group information where both students and parents reported the importance of available activities as a reason to select a university, the department of Student Involvement in the Rhatigan Student Center could be advertised to prospective students. They coordinate Civic Engagement, Greek Life, Leadership, Service Learning, the Student Activities Council and Student Organizations to provide opportunities to be in a student organization, develop leadership skills, participate in community service, plan campus events or join a Greek organization.¹²

The studies also discussed the importance of former student success when evaluating a university. The rate of employment of Wichita State University graduates versus other state universities could be used to highlight the success of former students. The graph below shows this information. Many students are having a difficult time finding employment after graduation, therefore a high employment rate would be an enticing factor for potential students.¹³

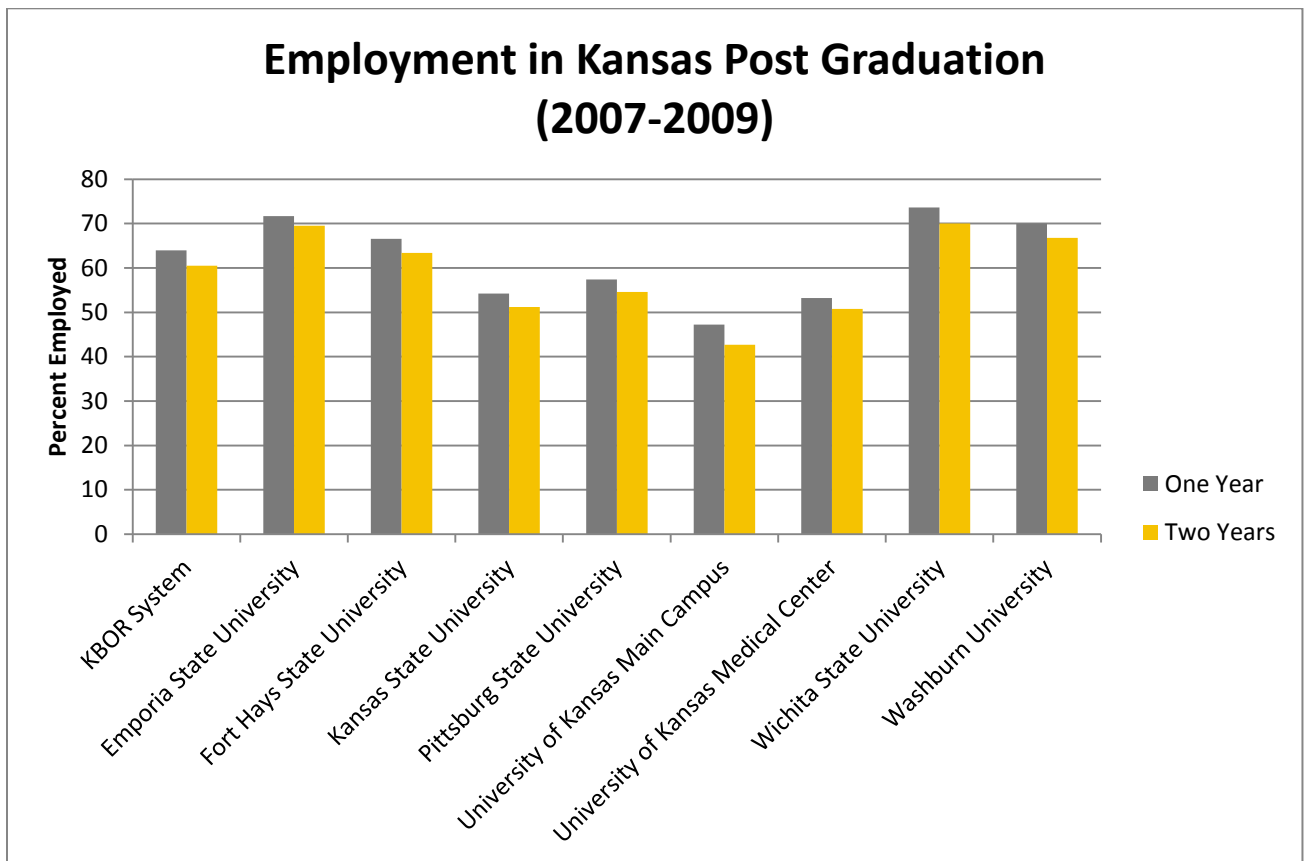


Figure 16: Employment in Kansas Post Graduation

Note: The information presented above about considerations of students and parents when selecting a university was conducted locally by The Research Partnership Inc. specifically for Wichita State University but not specifically for the Wichita State University Strategic Planning Initiative. The following information presented on student considerations when choosing a postsecondary institution comes from a study conducted by the National Center for Education Statistics, a department of the United States Department of Education.

The National Center for Education Statistics study includes information on public 2-year, public 4-year, and private not-for-profit 4-year colleges, but the information presented here only includes public 4-year institutions. The study shows considerations reported by recent high school graduates (those who had graduated within the last two years) and non-recent high school graduates separately. The graphs below show what students considered before enrolling and why they selected a given institution.¹⁴

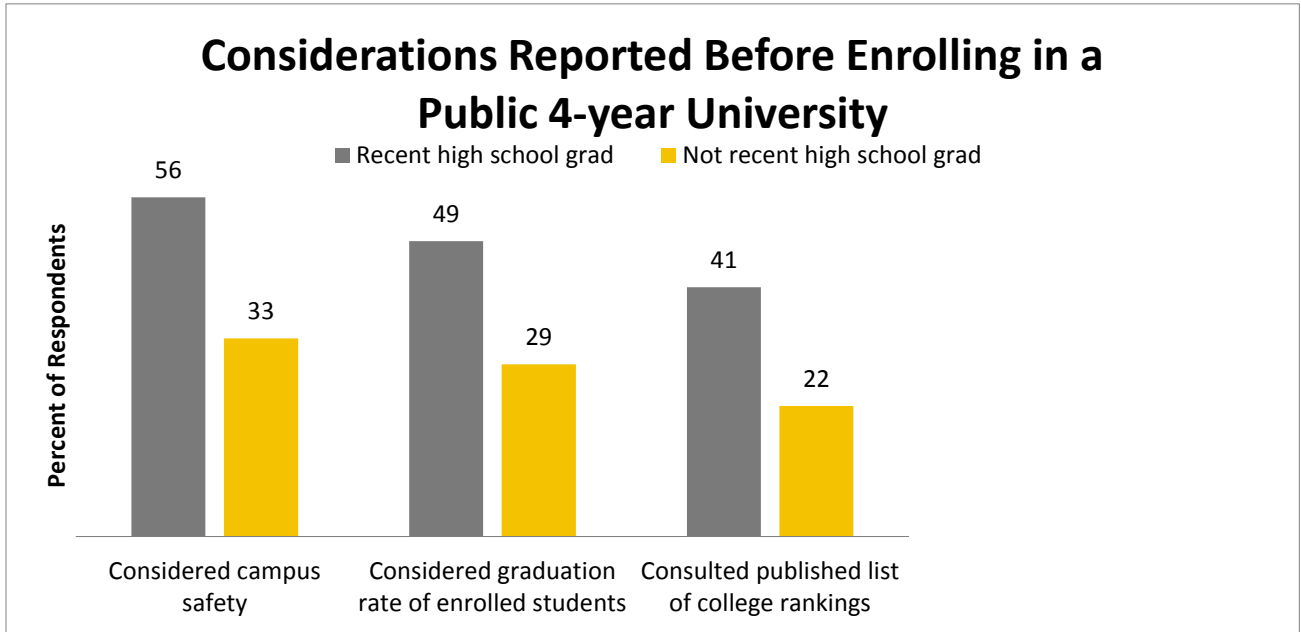


Figure 17: Considerations Reported Before Enrolling

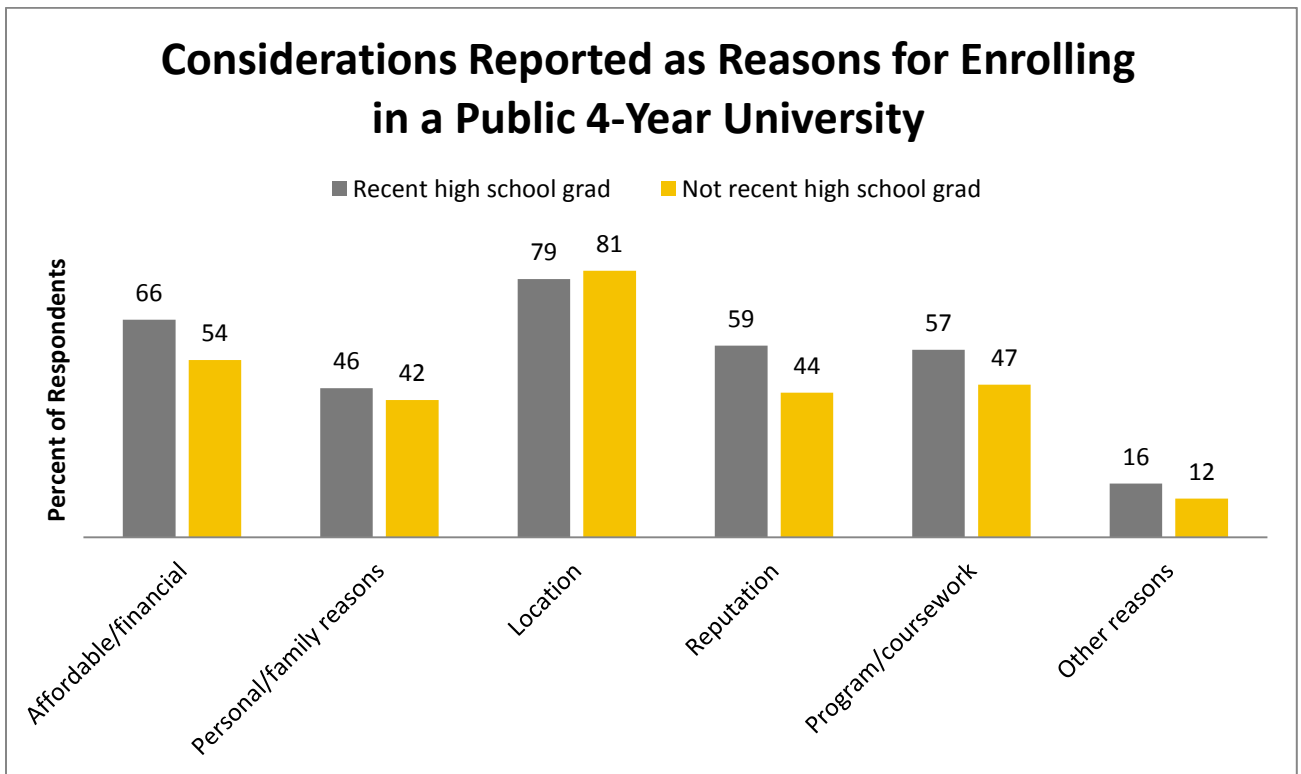


Figure 18: Considerations Reported as Reasons for Enrolling

TUITION ELASTICITY AND COST COMPARISON

As shown in the studies above, the affordability of education is an important factor for students and parents when selecting a university. In 2012, a study conducted by Hanover Research found that students are responsive to changes in tuition and financial aid, but they are more insensitive to changes in price for higher education than changes to the price of other goods, representing an inelastic demand in economic terms. In other words, when tuition increases, enrollment decreases, but it decreases at a lower rate than the increase in tuition.¹⁵

In a study from Reed College, the authors agree that demand for higher education is relatively inelastic. However, this study also looked at the impact of tuition increases accompanied by financial aid increases. Results showed that if a tuition increase was accompanied by an equal increase in financial aid, demand still decreased. This suggests that “net tuition” (tuition minus financial aid) is not the only important factor for universities to consider when looking at cost changes.

When looking at specific financial aid information, the study finds that a \$1,000 increase in grants raises the probability of enrolling by about 11 percent, and an extra \$1,000 in loans increases enrollment probability by about 7 percent. Also, offering more grant money in the freshman year relative to later years significantly increases enrollment probability.¹⁶

With the information on tuition elasticity in mind, the differences in costs for Wichita State University and key competitors were examined. Of the Kansas Board of Regents universities, only Pittsburg State University and Fort Hays State University have lower total cost of attendance. Compared with other Wichita area colleges and universities and a selection of Coalition of Urban Serving Universities, Wichita State University has the lowest total cost. Wichita State University is more expensive than all of the community colleges that were examined. The detail of this information can be found in the graphs below.¹⁷ (A full list of cost comparison data is available in the appendix.)

Total Cost of Attendance of Kansas Board of Regents Universities

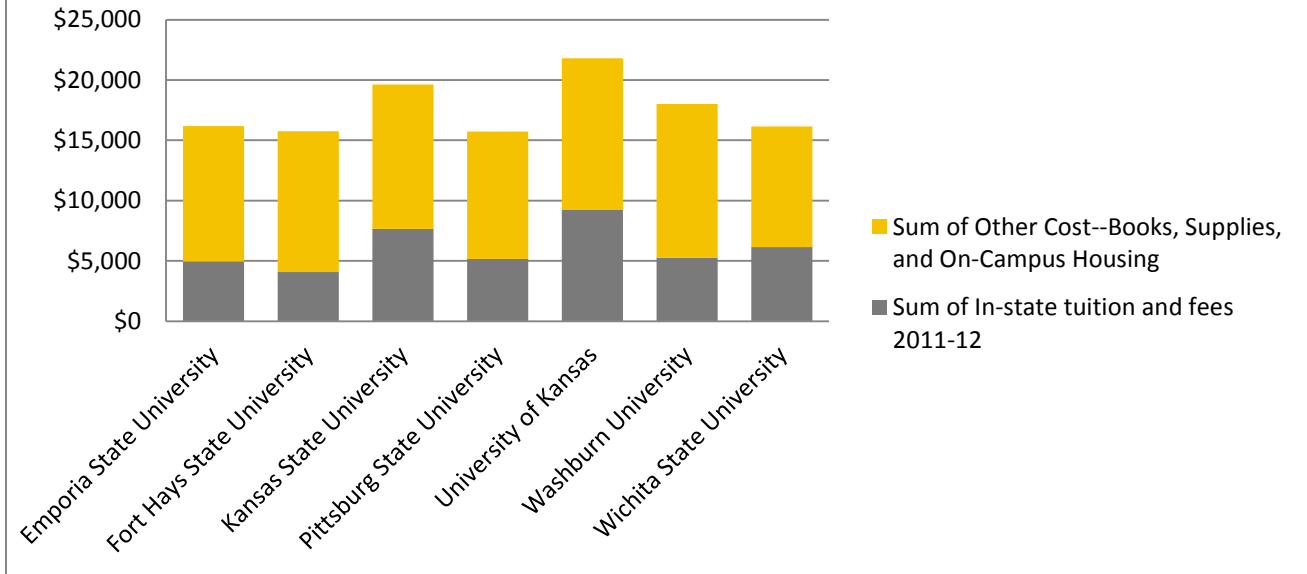


Figure 19: Total Cost of Kansas Board of Regents Universities

Total Cost of Attendance of Community Colleges

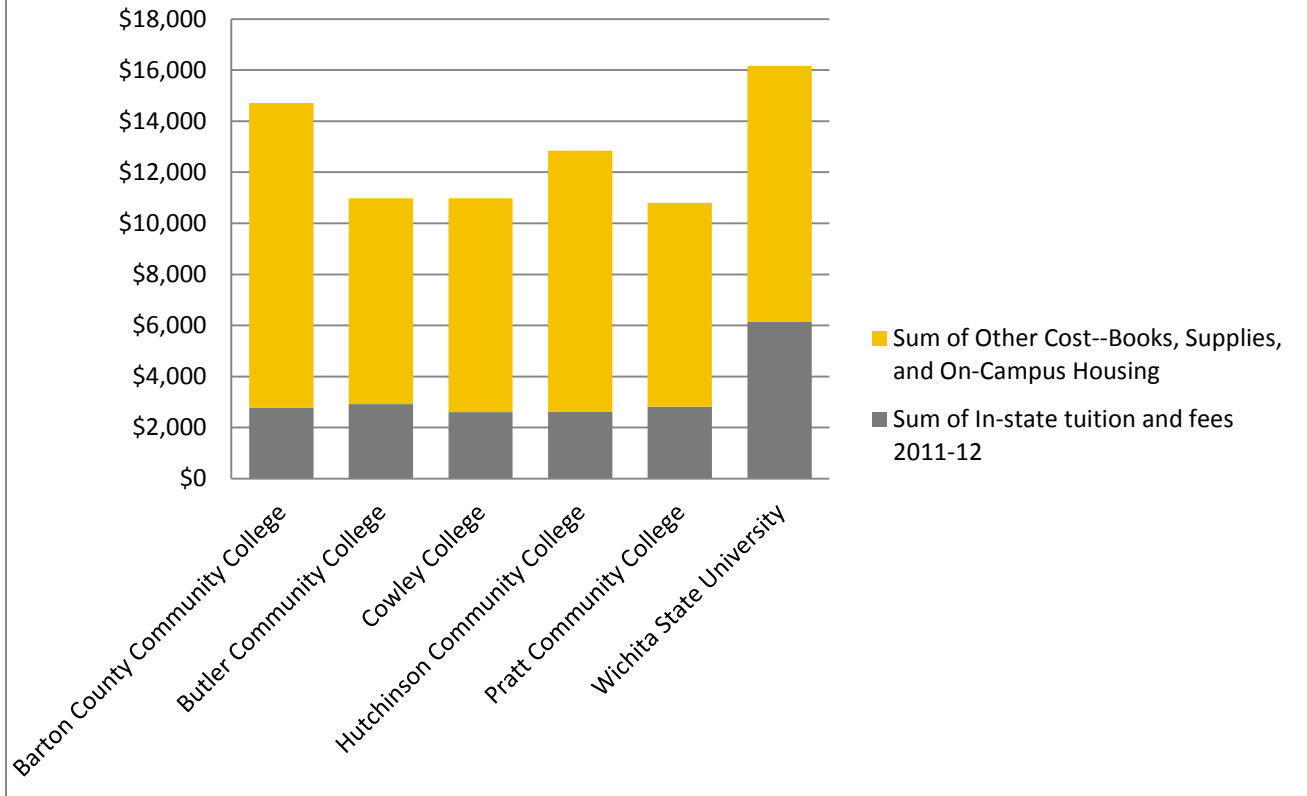


Figure 20: Total Cost of Community Colleges

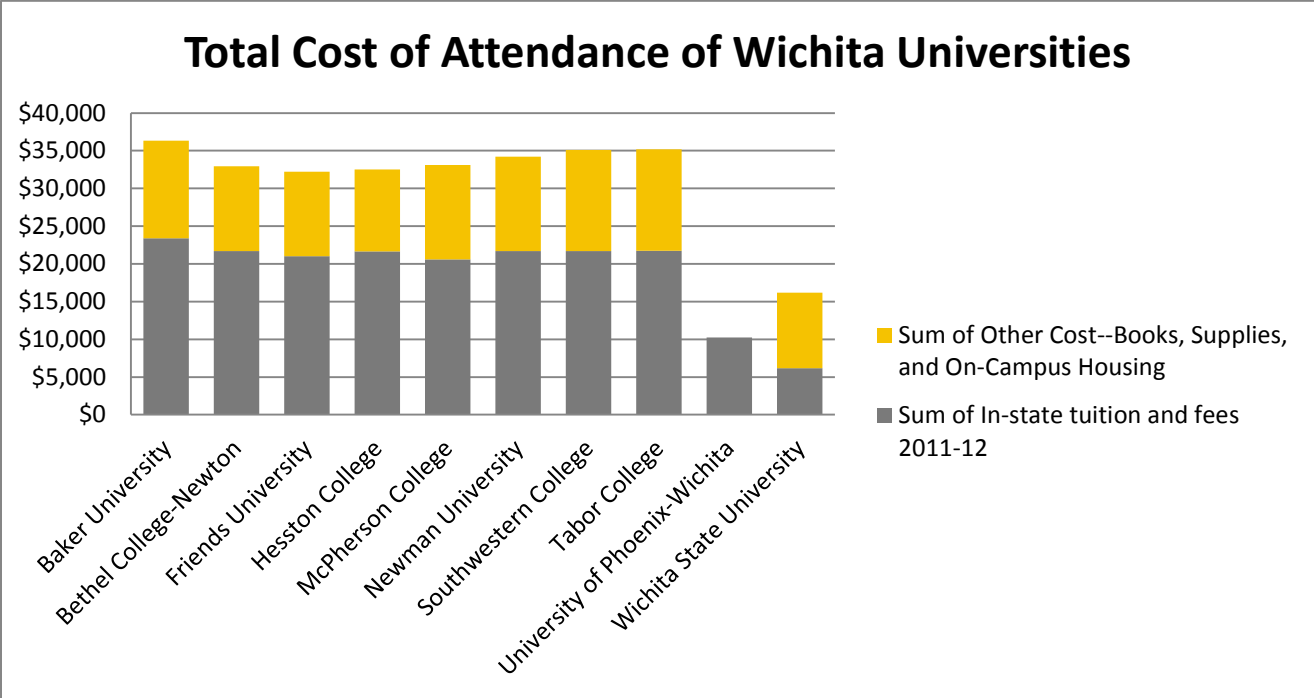


Figure 21: Total Cost of Wichita Universities

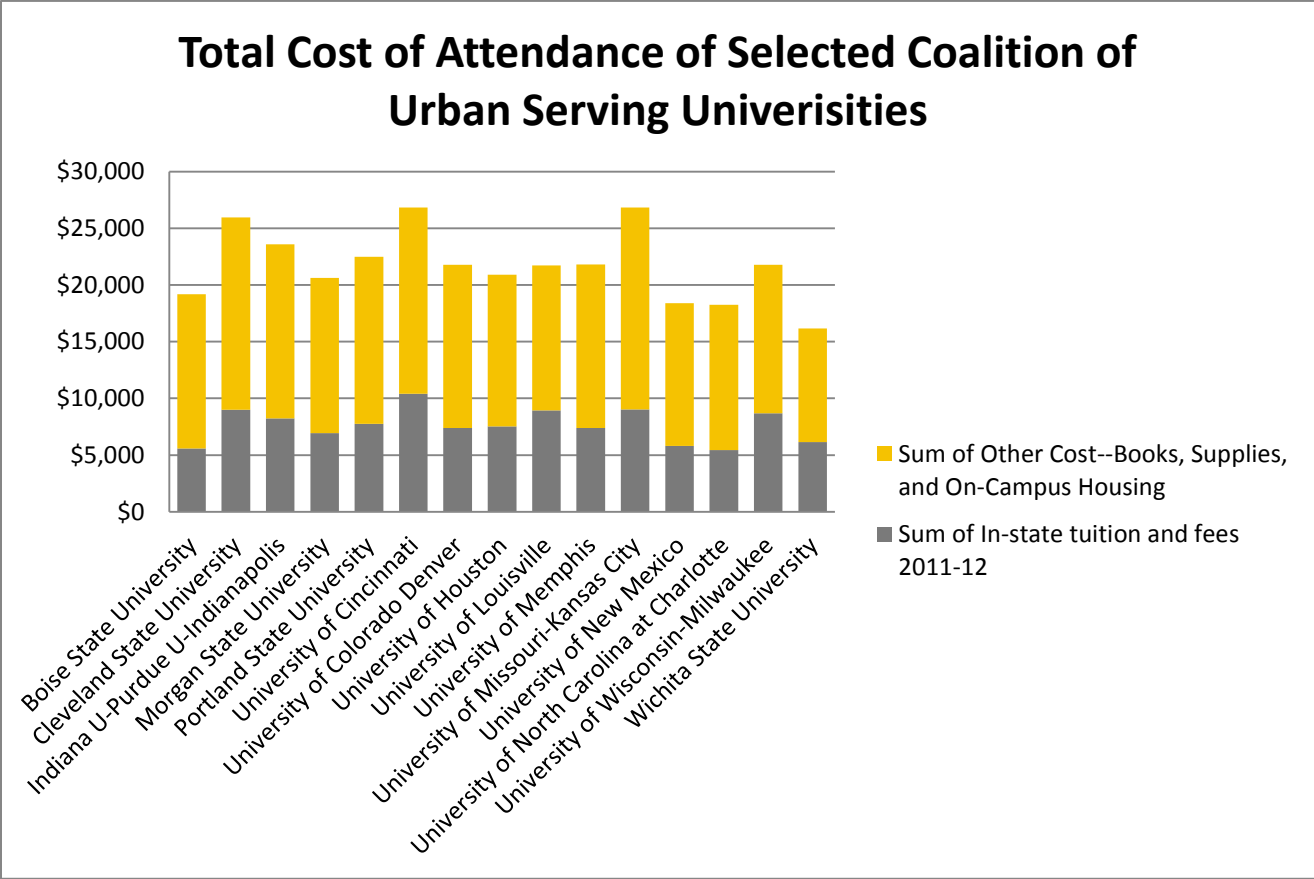


Figure 22: Total Cost of Urban Serving Universities

NATIONAL FOCUS ON HIGHER EDUCATION

President Obama has stated that earning a post-secondary degree or credential is now a prerequisite for the jobs of the new economy rather than an opportunity for a talented few. The importance of individuals earning a post-secondary degree or credential over the next decade is explained by the following statistics.

- Employment in jobs requiring education beyond a high school diploma will grow more rapidly than employment in jobs that do not.
- Of the 30 fastest growing occupations, more than half require postsecondary education.
- To enter the middle class a college degree will be needed because the average earnings of college graduates are twice as high as that of workers with only a high school diploma.
- In higher education, the United States has been outpaced internationally in post-secondary degree attainment.
- The United States ranks ninth in the world in the proportion of young adults enrolled in college.
- The United States has fallen to 16th in the world in share of certificates and degrees awarded to adults ages 25-34.
- Nationally, more than half of college students graduate within six years; however, the completion rate for low-income students is around 25 percent.

To improve the level of attainment in higher education and close the gap between the United States and other countries, President Obama has identified four areas of concentration listed below.

- Helping middle class families afford college. (Obama plans to do this by doubling investments in Pell Grants, helping students manage student loan debt, expanding education tax credits, and keeping student loan interest rates low.)
- Keeping costs down.
- Strengthening community colleges.
- Improving transparency and accountability.¹⁸

The following information is from a report entitled *A Stronger Nation through Higher Education* published by the Lumina Foundation. The Lumina Foundation is an independent, private foundation focused on increasing the number of Americans with a degree or certificate. This organization's goals are aligned with President Obama's goal to increase the number of educated individuals in our country. Their "Big Goal" is to increase the percent of Americans with a degree or certificate to 60 percent by 2025.

According to this study for the state of Kansas, "40.5 percent of the state's 1.5 million working-age adults (25-64 years old) hold at least a two-year degree, according to 2010 Census data." If Kansas is going to meet the "Big Goal" of 60 percent by 2025, attainment rates will have to increase from the current rate. If it does not, about 48 percent of Kansas' adult population, 671,000 people, will hold a college degree in 2025. To reach 60 percent attainment, Kansas will need to add approximately 168,000 degrees to that total. According to the Lumina Foundation's analysis of occupation data and workforce trends, 64 percent of Kansas' jobs will require a degree or certificate by 2018.

There are several ways Kansas can produce more graduates according to the study. In 2010, 25 percent of the Kansas adult population, nearly 365,000, had attended some college classes but did not complete either a two- or four-year college degree. Helping this group attain a degree would help close the gap to the goal significantly. Other areas of focus should be on increasing college success among the minority groups that account for a growing proportion of the state’s population, including working adults, low-income and first-generation students, and students of color.¹⁹

KANSAS BOARD OF REGENTS (KBOR)

Kansas has six state universities governed by the Kansas Board of Regents (KBOR). The KBOR also serves as the coordinating board for all of the state’s 32 public higher education institutions (seven public universities—six state universities and Washburn—19 community colleges, and six technical colleges, refer to the appendix for a full list of institutions).

In addition, the Board administers the state’s student financial aid, adult education, GED, career and technical education programs, and the state university retirement plans.

In fiscal year 2010, over \$20 million in state funding was provided for student financial assistance. The 16 program types and number of students helped by each are detailed in the table below.²⁰

Student Financial Assistance Programs By Type	Programs	Recipients	Dollars Awarded
Grants	1	10,682	\$15.2 million
Scholarships	4	1,547	\$1.8 million
Service Scholarships*	7	983	\$3.7 million
Waivers	2	14	\$42,638
Other**	2	419	\$1.3 million
Total	16	13,645	\$22.0 million

Figure 23: KBOR Student Financial Assistance Programs by Type

*Service Scholarships include the Kansas Teacher Service Scholarship, Kansas Nursing Service scholarship, Kansas ROTC Scholarship, Kansas Military Services Scholarship, and Kansas National Guard Educational Assistance Scholarship.

**Includes loan, work study, and fellowship programs.

KANSAS BOARD OF REGENTS FORESIGHT 2020

In 2010, the Kansas Board of Regents approved a ten-year strategic plan called Foresight 2020 for the Kansas public higher education system. Long-term goals that will ensure the higher education system meets the needs of the state have been set and are measurable and reportable. The three strategic goals of Foresight 2020 are:

1. Increase Higher Education Attainment Among Kansans
2. Improve Alignment of the State's Higher Education System with the Needs of the Economy
3. Ensure State University Excellence²¹

WICHITA STATE UNIVERSITY PERFORMANCE TO KBOR FORESIGHT 2020 GOALS

The Kansas Board of Regents set five strategic goals for Wichita State University as subsets of the three strategic goals of KBOR. Each goal has several Indicators of performance to determine if the goals are being met. Details on these strategic goals can be found below.

Strategic Goal #1

Achieve alignment between the state’s preK-12 and higher education systems and continue to enhance alignment between higher education institutions. There are three indicators of performance for this goal, and all require cooperation with preK-12 schools to meet them. Wichita State University is meeting required performance of these indicators.

Strategic Goal #2

Achieve participation in the state’s higher education system that better reflects the state’s demography and more fully engages adult learners. The first two indicators for this goal and their numbers are in the table below.

Indicator	2009 Performance	2010 Performance	2011 Performance	2012 Performance	2012 Target Performance	Goal Met?
Percent of under-represented minority undergraduate students	13.6%	14.5%	15.4%	15.6%	20.0%	No
Percent of low income undergraduate students who have filed a Free Application for Federal Student Aid (FAFSA)	17.9%	19.6%	21.2%	21.0%	13.5%	Yes

Figure 24: Strategic Goal Two

As the table above illustrates, Wichita State University does not have enough under-represented minority students to meet their goal. Kansas Board of Regents also reports that the student population in the system is diverse but does not mirror the state’s minority population. Demographics for the state universities and Washburn University are below. Wichita State University is the most diverse, but the population still does not mirror the state’s population.

Race by Kansas Board of Regents University								
	2010				2011			
	White	Black	Hispanic	Other*	White	Black	Hispanic	Other*
State of Kansas	78%	6%	11%	6%	78%	6%	11%	6%
KBOR System	86%	5%	5%	5%	84%	5%	5%	6%
Emporia State University	88%	5%	5%	3%	86%	5%	5%	3%
Fort Hays State University	88%	4%	6%	2%	87%	5%	6%	2%
Kansas State University	89%	5%	4%	3%	86%	5%	5%	4%
Pittsburg State University	89%	3%	2%	5%	89%	3%	3%	5%
University of Kansas	85%	4%	4%	7%	83%	4%	5%	8%
Wichita State University	78%	7%	6%	9%	76%	7%	7%	10%
Washburn University	82%	7%	7%	5%	81%	7%	7%	5%

*Other includes Asian, American Indian, Pacific Islander, and Two or More Races.

Figure 25: Race by Kansas Board of Regents University

There are five other indicators for strategic goal two. The number of non-traditional undergraduate students (age 25 to 39 and age 40 to 64) with no previous college degree enrolled at Wichita State University is lower than required to meet two of the indicators. Wichita State University is meeting the remaining three indicators with the number of undergraduate students 24 or younger, the number of out-of-state undergraduate and graduate students, and the number of online students exceeding the required number.

Strategic Goal #3

Achieve measurable improvement in persistence and completion rates for higher education institutions across the state. There are four indicators for strategic goal three. Wichita State University is exceeding the indicator for the number of undergraduate and graduate students who have earned an associate degree or higher. The chart below shows the other three indicators and Wichita State University’s performance to those goals.

Indicator	2009 Performance	2010 Performance	2011 Performance	2012 Performance	2012 Target Performance	Goal Met?
Number of undergraduate students returning or transferring after at least two year absence	111	154	222	228	240	No
Percent first-time, full-time freshmen cohort advancing to fall term	70.0%	69.7%	72.6%	70.2%	71.0%	No
Six-year graduation rate of first-time, full-time freshmen	41.2%	41.7%	43.4%	41.2%	44.3%	No

Figure 26: Strategic Goal Three

Strategic Goal #4

Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work/life. There are many indicators of performance for strategic goal four that can be grouped in the six categories. The categories and the details on indicators that are being missed are listed below.

Category	Improvement Needed	Improvement Needed
Critical thinkers and problem solvers	Increase the seniors score on the Collegiate Learning Assessment (CLA)	Improve undergraduate perception of numerical literacy competency on exit survey
Effective communicators	All indicators being met	
Prepared for lifelong learning	Improve undergraduate perception of library literacy competency on exit survey	
Prepared for career in chosen field	Improve the percent of undergraduates employed within six months of graduation	
Global minded and forward thinking	Improve student perception of enriching educational experiences and diversity/globalization competency	Increase percent of undergraduate students participating in study abroad
Collaborative and service oriented	Increase percent of undergraduates who participate in volunteer service	

Figure 27: Strategic Goal Four

Strategic Goal #5

Enhance alignment between the work of the state’s higher education system and the needs of the Kansas economy. The amount of expended salary and other operating expenditures for research initiatives is below the goal level. The university is also not producing as many Science, Engineering, Technology, and Mathematics (STEM) graduates as required to meet the goals.²²

In addition to strategic goals related to the diversity of the students and the student learning performance, KBOR also challenged the universities to develop a distance learning plan. Wichita State University has increased online course offerings from 4,494 credit hours in 2007 to 10,000 in 2010. Currently, Gerontology, Criminal Justice, RN-BSN completion, and Curriculum and Instruction are within a course or two of being offered fully online. These are the only such programs at Wichita State University.

To improve faculty proficiency in conducting online courses and encourage them to teach an online course, the Media Resource Center and the Office for Faculty Development and Student Success offer a program called Reboot Camp twice a year. Reboot Camp teaches faculty how to effectively transition their classes from a classroom setting to an online setting. The university recognizes the importance of increasing the number of online courses to provide more flexibility and accessibility to undergraduate and graduate students.

Finally, a comparison of federal research dollars received and private giving at KBOR institutions with state and national averages can be found below. State universities have continued to increase the amount of federal research dollars received. Private giving has continued to increase at state universities as well. [23 pp. 24-28](#)

	Amount and Proportion of Federal Research Dollars			
	2010		2011	
	Federal R&D Money	Percent Total University R&D	Federal R&D Money	Percent Total University R&D
United States	34,475,292,000	-	40,764,823,000	-
Kansas	230,908,000	-	260,587,000	-
Emporia State University	-	-	304,000	56%
Kansas State University	68,560,000	43%	76,953,000	45%
Pittsburg State University	999,000	57%	1,280,000	76%
University of Kansas	147,598,000	55%	162,550,000	54%
Wichita State University	13,751,000	27%	12,972,000	26%

Figure 28: Amount and Proportion of Federal Research Dollars

	Private Giving			
	2010		2011	
	Market Value	Percent Change from 2009	Market Value	Percent Change from 2010
Emporia State University	62,795,000	9.8	74,166,000	18.1
Fort Hays State University	47,464,000	17.2	50,624,000	6.7
Kansas State University	277,584,000	6.8	377,460,000	21.6
Pittsburg State University	48,101,000	20.5	59,333,000	23.4
University of Kansas	1,054,739,000	10.4	1,250,433,000	16.6
Wichita State University	177,017,000	20.1	193,039,000	9.1

Figure 29: Private Giving

WICHITA STATE UNIVERSITY OUTREACH PROGRAMS

As mentioned above, one major goal for Foresight 2020 is to increase the number of minorities that graduate. Wichita State University has two outreach programs, TRIO and GEAR UP, which focus on minority student success. The university pursues federal funding for these programs to be able to reach high-risk and economically disadvantaged students and prepare them for postsecondary education. Wichita State University is not allowed to actively recruit these students, but often they choose to attend Wichita State University later because the programs create a good profile for the university in these communities. These programs also create a far-reaching and long-range positive impact on the city of Wichita and the state of Kansas.

Wichita State University hosts eight federally funded programs—seven TRIO Programs and a GEAR UP program. GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs, and is targeted to prepare first generation students to enter higher education.

TRIO is not an acronym, but rather represents that the program is really a series of programs to help low-income Americans enter college, graduate, and contribute to the American economy. The programs reach students from middle school age to graduate school. For example, one program is the McNair Scholars Program, which is fully funded by the U.S. Department of Education. This program helps undergraduate juniors and seniors who are first-generation college students from lower income families or who are from a traditionally underrepresented demographic in graduate education (African American, Hispanic/Latino American, and Native American/Alaskan Native). The program offers a stipend for research with a professor, assistance in locating financial aid for graduate school programs, and seminars presented by faculty for graduate study preparation. There are also opportunities for tutoring, mentoring, individualized counseling, and personal support as students prepare for graduate school. [24 2 pp. 166, 186-187](#)

According to a study published by the National Conference of State Legislatures in July 2011, the younger Latino population in K-12 schools has been growing at a rapid rate, but Latino enrollment in postsecondary education has not been growing at the same rate. For high school graduates, 71 percent of white students immediately enroll in college, compared to 59 percent of Latino students.

One reason for the disparity between white and Latino enrollment in higher education is that almost 50 percent of Latino undergraduates' parents never enrolled in college, so the process is difficult for them. Additionally, Latinos cited affordability, family and work obligations, and lack of information about financial aid and college life as barriers to completing a degree. Among those students who do enroll in college, only 36 percent of Latino students complete a degree compared to 49 percent of white students. See the graph below.

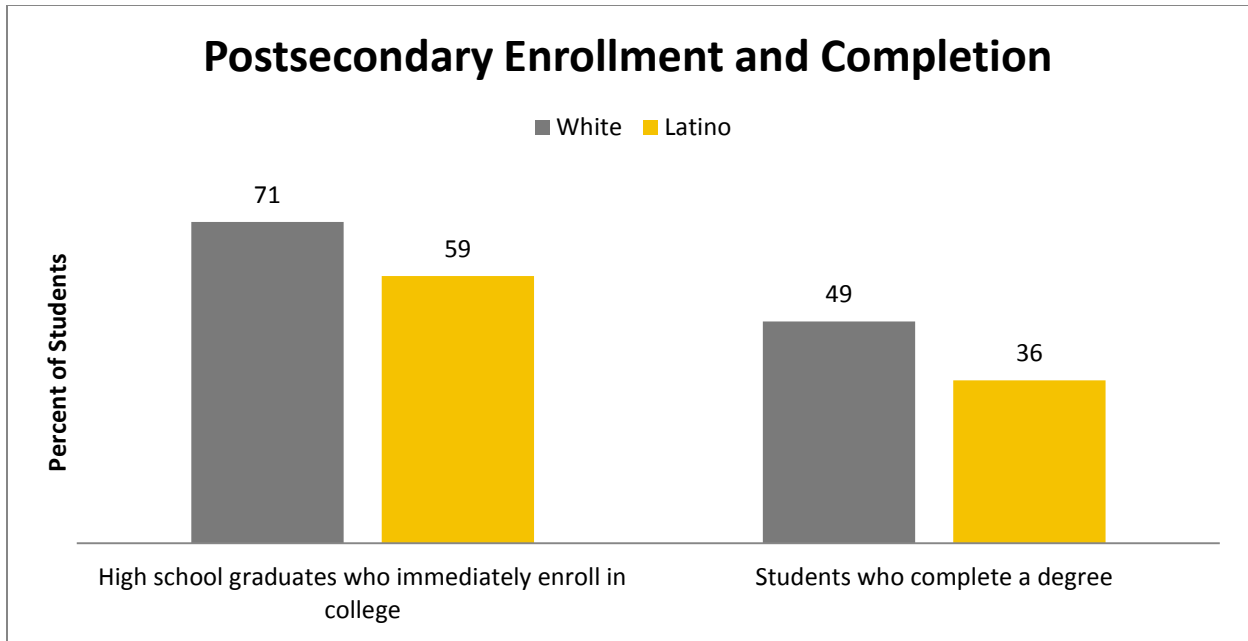


Figure 30: Postsecondary Enrollment and Completion

Ideas that the National Conference of State Legislatures study article presented to help improve Latino student success are listed below. These ideas may be able to be employed with a number of different demographics of students.

- Use funding or other incentives to encourage and reward Latino’s and other minority students’ successful graduation.
- Provide better consumer information targeted to Latino students and families.
- Provide options for students to receive career and workforce training as part of their high school and college experience.
- Encourage institutions to measure and report the comparative effectiveness of their programs.
- Simplify transfer between colleges and universities.
- Consider funding or incentives to help institutions expand student support services that help students progress from first year to graduation.
- Fully leverage federal funding—such as the TRIO programs—that awards grants to institutions for student support.
- Ensure that Latino students have evening, weekend, and online options for taking courses and obtaining a degree.
- Help reduce remediation of Latino students by improving high school standards and better linking K-12 exit standards with college entrance requirements.²⁵

BARDO'S FIVE

Similar to the Kansas Board of Regents' Foresight 2020 program, Wichita State University's new president, John Bardo, has stated his top five priorities. They are listed below.

1. **Improve overall quality:** Every corner of the university has to focus on being the best it can be so that students know they are buying excellence with their education dollars. Wichita State University should assure that students have a global-class education taught by world-class faculty.
2. **Increase enrollment:** Wichita State University is the third-largest university in Kansas but it has room to grow, in part by emphasizing its urban-serving mission but also by attracting other key constituencies—adult learners, transfer students from community colleges, former military personnel, distance learners, and international students.
3. **Enhance basic research:** Across the campus, faculty is engaged in research projects that have the potential to improve our social and economic well-being. Their efforts need to be supported, accelerated, and broadened to enhance Wichita State University's reputation, attract funding, advance knowledge and, in many cases, lead to new products, systems, and services that will benefit society.
4. **Pursue technology transfer:** Tied to the importance of basic research is the quest to see that research results in new inventions, innovations, and technologies that can be marketed, usually in collaboration with industry and private-sector enterprises. The intellectual property that results from university research can produce much-needed income for schools coping with ever-dwindling state dollars.
5. **Improve the quality of student life:** Making campus life more attractive, collegial, and convenient for students also would help recruit and retain them. Key to achieving this goal is building a new residence hall in the heart of campus, and plan for additional residential facilities. Also important to this holistic approach is providing a one-stop center for registration and advising, and promoting student involvement, and engagement.²⁶

POLITICAL TRENDS IN HIGHER EDUCATION

FUNDING FOR HIGHER EDUCATION

In 2008, the average state and local funding provided to public higher education was \$7,106 per full-time student nationally. In Kansas, the total was less than the national average at \$6,252 per full-time student. By 2011, the national average of state and local support had dropped to \$6,290, and Kansas had dropped to \$5,531, remaining below the national average. These numbers are shown in lighter colors on the graph below compared with the other Big 12 state averages.²⁷

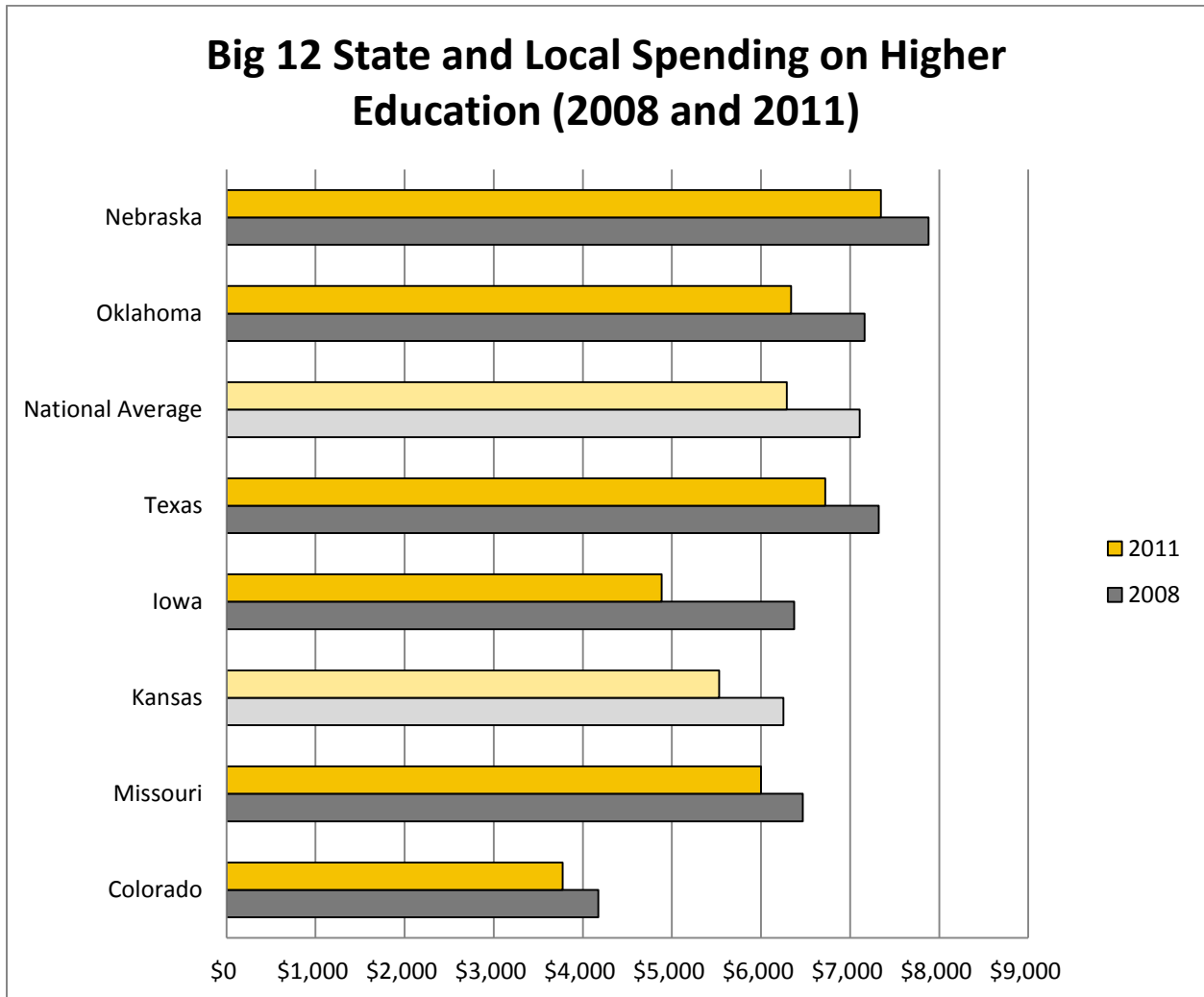


Figure 31: Big 12 State and Local Spending on Higher Education

As the 2008 recession set in, states made large cuts in funding for public higher education. For fiscal year 2013, collectively, states are spending 10.8 percent less than they were five years ago in 2008, when the recession began. According to a study by Illinois State University, 38 states cut costs over this time period while 12 states increased funding. While Kansas has decreased funding, highlighted in yellow, it is on the lower end of the cuts. The graphs below detail the spending cuts and increases by state from 2008 to 2013.²⁸

State Cuts to Higher Education Funding FY08-FY13

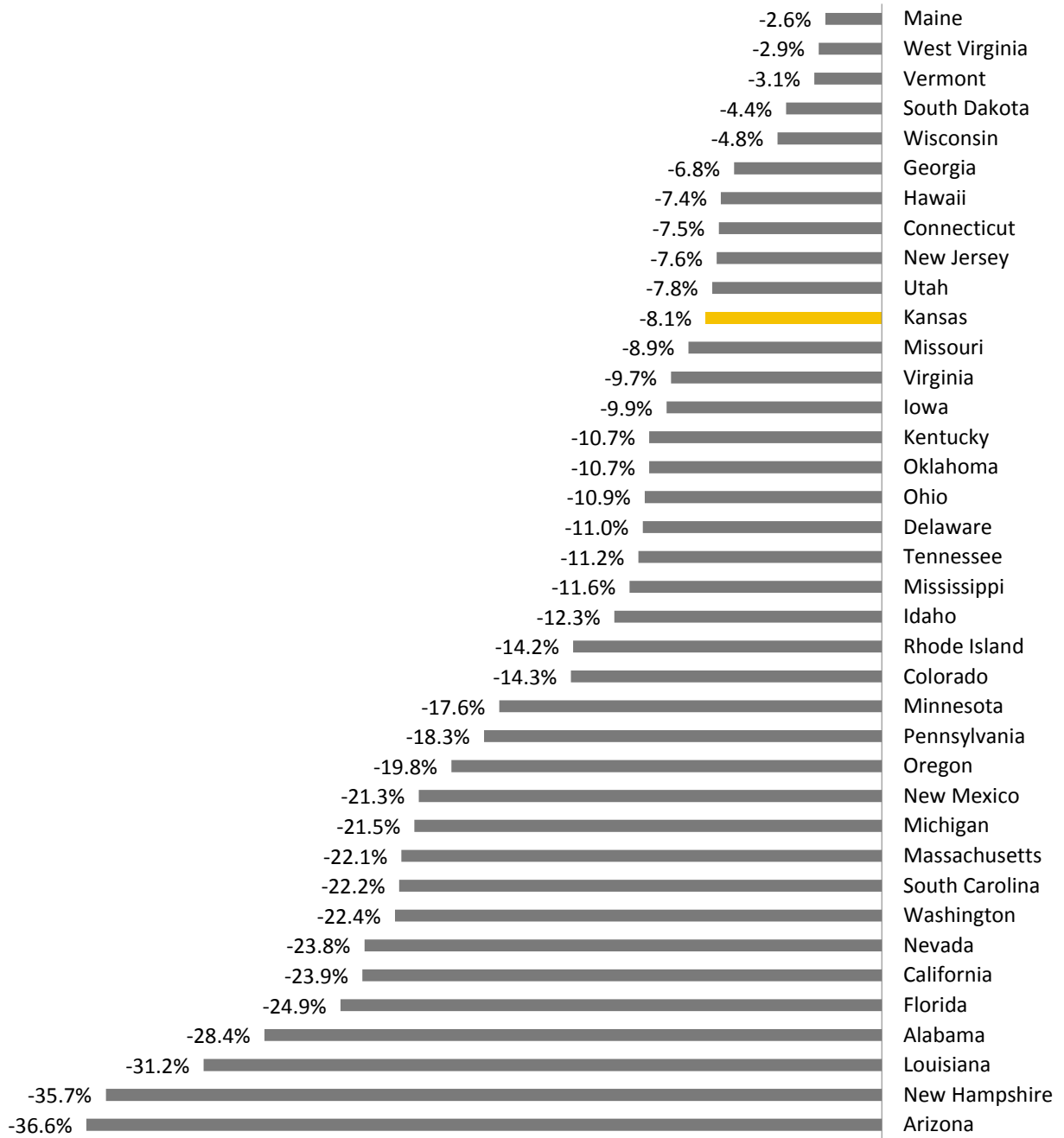


Figure 32: State Cuts to Higher Education Funding

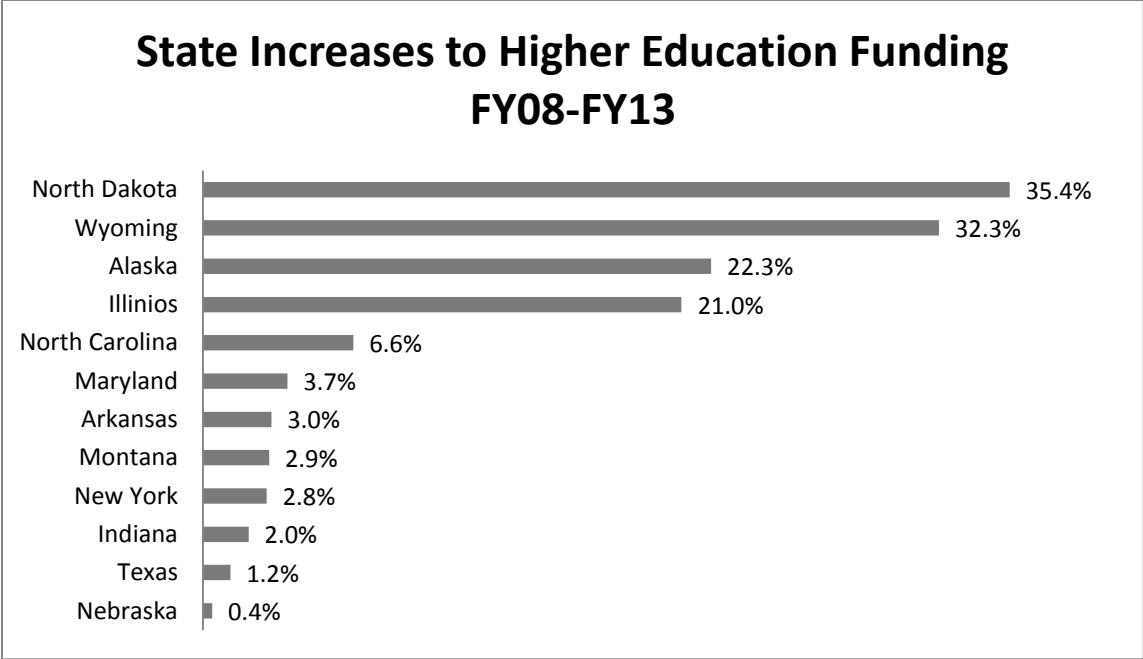


Figure 33: State Increases to Higher Education Funding

According to information published by the National Science Foundation in 2012, enrollment at public research universities has been on the rise, increasing by nearly 13 percent between 2002 and 2010, and enrollment among all higher education institutions is projected to increase an additional 16 percent by 2019. In all but seven states, appropriations have either declined or have not kept pace with enrollment and inflation, and state funding per student dropped an average of 20 percent nationally at public research universities between 2002 and 2010. In Kansas, funding per enrolled student declined 23 percent during this period. Among all 50 states in 2010, Kansas ranked number 42 in per-student funding. If state appropriations continue to decline, tuition prices likely will increase in order to maintain the education, research, and service missions of public research universities. While the numbers in this study by the National Science Foundation are slightly different from the Illinois State University study above, the trends are similar. Ongoing tuition increases to offset declining state appropriations are likely to negatively impact the ability of students from lower- and middle-income families to access an affordable education.²⁹

PRIVATIZATION OF HIGHER EDUCATION

According to a study published by the Center for the Study of Higher Education at Pennsylvania State University, “since 1990, privatization has been the dominant trend in American higher education.” Previously, partnership with private industry was taboo, but now is viewed as a duty and a source of revenue. Universities “eagerly sponsor cooperative programs for education and research with corporations, and engage in commercial activities via research parks, patenting, start-up companies, and venture capital funds.” Another example of privatization is private for-profit universities that have entered the market, representing the fastest growing segment of the industry.

At the individual level, privatization has changed the way Americans pay for higher education. The immense growth of student financial aid in all its forms has transformed the American higher education market. For prestigious private colleges and universities the privatization era has brought prosperity. With the state funding cuts in the public sector of higher education, privatization has meant increased tuition revenue to replace funding previously provided by state governments. Market forces have become more noticeable for both private and public universities.

From 1980 to 2008, tuition “prices in public 4-year institutions grew the fastest, a total of 235 percent over the 29-year period, followed by private 4-year colleges and universities (179 percent) and community colleges (150 percent). During the same period, the income of the median family in the country increased only 15 percent. Thus, college has become proportionately more expensive in relation to the ability of students and their families to pay for it.” The figure below shows this trend graphically.

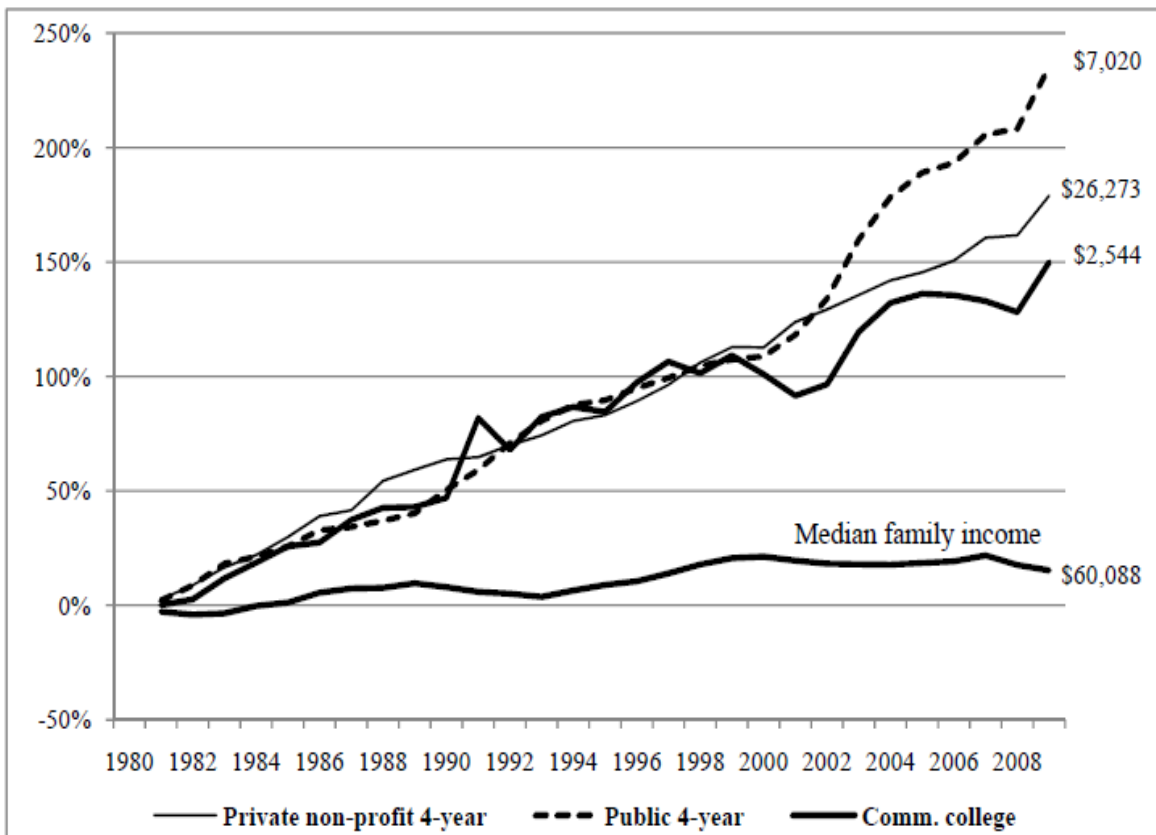


Figure 34: Cumulative increase in average tuition prices and median family income (constant dollars), 1980 to 2009

Using constant dollars, the figure below shows the dollars of financial aid in each category since 1980. In the early 80's, grants were the largest form of financial aid, but soon loan dollars began to grow. Loans are now the most common form of financial aid available for students.³⁰

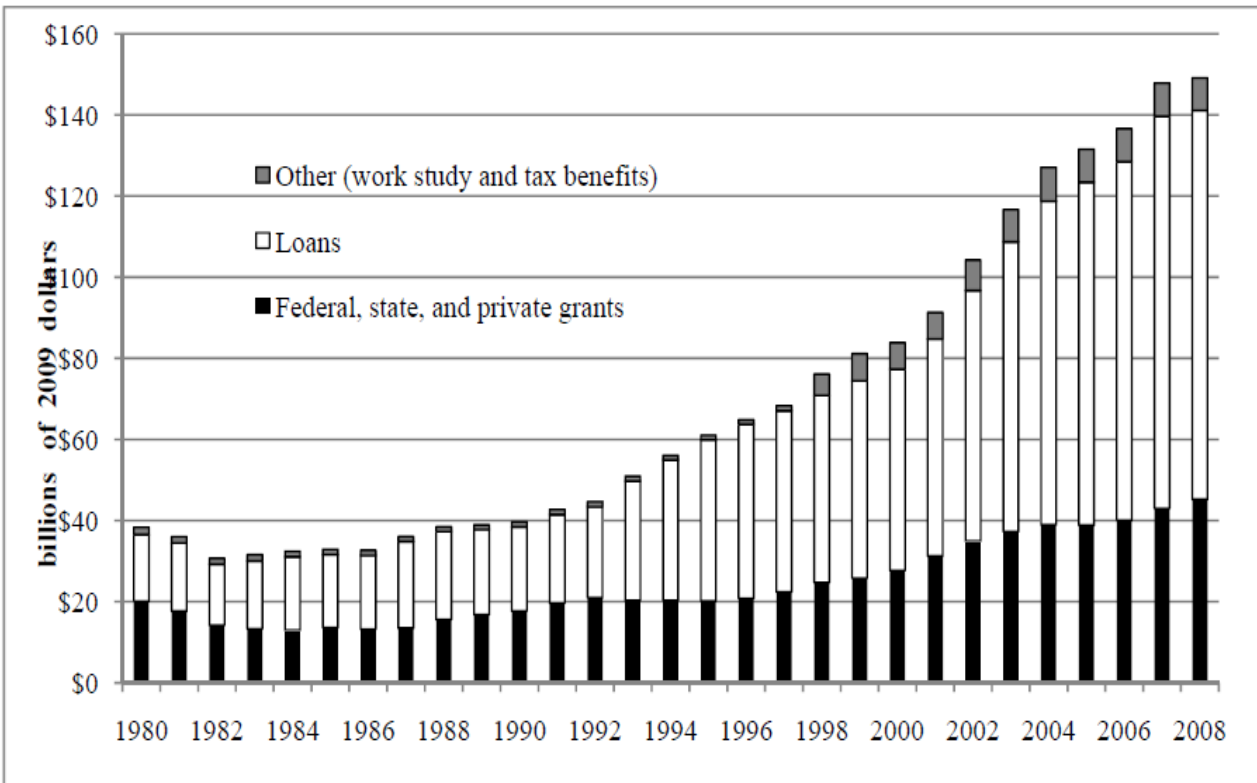


Figure 35: Financial aid by category in constant dollars, 1980 to 2009

STATE POLICY ISSUES FOR HIGHER EDUCATION

The American Association of State Colleges and Universities published an article entitled *The Top 10 Higher Education State Policy Issues for 2012* detailing the legislation issues that will be important to those in higher education. The theme throughout the article reflects the one overarching issue that is most dominant: college affordability. A second pervasive theme is a shift from just focusing on college access to focus on both access and completion. To meet U.S. educational attainment goals that will ensure economic competitiveness, universities need to get a larger proportion of students from start to degree completion. The top ten issues identified in the article are listed below.

1. *State Operating Support for Public Higher Education*—the impact of reductions in taxpayer appropriations for colleges and universities.
2. *Productivity (The Cost of Providing a College Education)*—the need to boost student outcomes without lowering academic quality.
3. *Governance, Restructuring, and Regulatory Reform*—consolidation to boost efficiency, cost savings, and productivity. Lawmakers are holding universities accountable with measures of performance.
4. *College Completion*—collaboration between states and universities to increase the completion of degrees and certificates to meet workforce needs.

5. *Performance-based Funding*—greater efficiency and productivity within academic institutions.
6. *Tuition Policy*—institutions have been granted more discretion in tuition policy provided they meet productivity- and accountability-related measures.
7. *State Student Grant Program Funding and Reform*—discussions regarding the appropriate balance between need-based and merit-based aid.
8. *College Readiness*—implementation of the Common Core State Standards (CCSS), clear goals for students at every grade level to prepare them for the future, and effective collaboration between the K-12 and postsecondary institutions.
9. *Veterans Education*—the number of veterans using education benefits is anticipated to grow further.
10. *Immigration Policy*—bills will either expand or restrict the educational opportunities of undocumented college students.³¹

GENERAL TRENDS IN HIGHER EDUCATION

The Society for College and University Planning published an article on the trends in higher education in 2011 that summarized ideas from many different sources. The following is an overview of five of these ideas.

1. *Effects of the Economy on Universities*—The economy will continue to be a dominant factor in higher education as no sustained recovery is expected until at least mid-decade. Universities will likely feel the effects of the recession until at least 2020. In the face of the recession, students flocked to higher education with the promise of better paying jobs, but instead they are graduating unemployed and with record amounts of student debt. A 2010 Pew Research report indicates that the unemployment rate for 18–24-year olds is 37 percent, which is the largest in 50 years. The Society for College and University Planning believes that universities will likely feel the effects of low employment among their graduates for twenty years to come because graduates may be less likely to contribute to endowments due to a weaker affinity for their college.
2. *Government Regulations and University Budgets*—Higher education is experiencing an increase in federal and state regulations regarding student loan processes and year-round distribution of financial aid that has led to a labor-intensive process and a need to hire more administrators to keep up with the demands. This combined with the decrease in public funding is adding to the strain on university budgets.

This strain has caused universities to find creative ways to increase cost savings. Universities are looking for more sustainable ways to run their campuses as a measure of cost saving which is also leading to the development of new in-demand programs at some universities. Another area of innovation and savings is the outsourcing of information technology (IT) infrastructure, particularly servers. Many universities are finding not only cost savings, but increased capacity through cloud storage; however this strategy does have security concerns since it is such new technology.

3. *International Students*—A source of increased revenue for universities through higher tuition rates is out of state and international students. The United States continues to have the largest number of international enrollments of all countries, but a fall 2009 online survey by the Institute of International Education indicated that undergraduate enrollment increases were unevenly distributed across universities. Those institutions that already had a significant international student population, particularly Chinese students, were more likely to increase their international population than those with a small international population.
4. *Student Success*—For domestic students, the federal and state governments and universities have placed new focus and support on student retention and completion. Nationally, only about half of students who begin a four-year degree finish it within six years and less than 30 percent of students working toward a two-year degree finish it within three years. Research on how to improve these rates has revealed that students are significantly less likely to drop out or transfer when they indicate they feel positively about their university. If a student fails even one course in the first semester they are more likely to drop out, so helping students early is a key to their success. Finally, low-income students who received help in person on how to fill out financial aid forms were 29 percent more likely to attend college than those who only received a pamphlet explaining how to apply.
5. *Technology and Learning Habits*—One final trend that the Society for College and University Planning article discussed was how technology is changing our world in general and in higher education. The article says, “our interaction with it appears to be influencing how our brains are wired. The power to increase learning comes with the reality of our evolving nervous system.” For example, math software developed by the University of California-Irvine increased the passing rate on a state examination in 64 of the lowest performing elementary schools in the state. Visual-spatial reasoning has improved as a result of informal learning through television, video games, and the Internet and must be considered in how classrooms are structured. Technology is also influencing the way learning has been traditionally delivered to students. For example, traditional textbooks and journals can now be delivered electronically which can help reduce costs for students. Professors also have more flexibility in the material they present to students because they can now make “flexbooks” that can incorporate text and video from a number of different sources.³²

TECHNOLOGY AND TEACHING METHODS

An article in *Forbes Magazine* in December 2012 further discussed the impact of technology on higher education. The author Chris Proulx is the president and CEO of eCornell, a subsidiary of Cornell University that provides online professional development. He made five predictions for what will be coming in higher education in 2013.

1. *Growth in Online Education will be particularly strong in the Top Tier Universities.* For-profit universities have seen a decrease in enrollment over the last two years. During the same time frame, the number of top-tier universities with at least some online courses has more than doubled, in large part due to Massive Open Online Course (MOOC) offerings but also for-credit classes are increasing. The Massive Open Online Courses are free online classes offered by the nation’s most prestigious universities for no credit without any enrollment caps.³³

2. *Expect to See More Innovation Around “Flipping the Classroom,”* meaning that the traditional methods of instruction will be changed. Students will no longer need to pile into a lecture hall to receive information because core content could now be delivered through online lectures, and then class time can be spent interacting and applying the core content. Online platforms also provide teachers with information on how students are learning best allowing them to re-invent the way they spend time in the classroom.
3. *Next Year’s Buzz Words are “Hybrid Program.”* A hybrid program is where part of the class is taught online and part in person. This form offers student and faculty interaction while allowing greater flexibility for the schedule of busy students. It also allows universities to hone their online programming in an environment where feedback can easily be attained.
4. *The Race Will Be On For A New Instructional Model in 2013.* As more instruction is moved online, there will need to be a new model for peer and faculty interaction. With the opportunity of creating a new model, there may be new ideas to allow more personalization or more in-depth learning through discussions or interactions with industry experts. The possibilities are enormous.
5. *Higher Ed Costs May Start to Decrease...But Not Quite Yet.* Faculty is one of the greatest costs of higher education, and if they are able to teach more students per class then the cost of education can decrease. Online learning must be proven to be as effective as classroom learning before costs will begin to decrease though.³⁴

STUDENT FOCUS IN UNIVERSITIES

Another author with similar views to Proulx is Georgia Tech professor Richard DeMillo. He says that for many years universities have been able to offer a product to the faculty liking, but it has not been very student friendly. University classes that are lecture-focused with rigid rules do not cater to student learning models. Now that competition has been introduced, universities will need to change to the student’s preferences in order to survive. He believes that before long students will be able to piece together their own degrees from online courses through MOOCs, iTunesU, and MIT’s open courseware. He suggests universities do three main things to stay relevant:

1. Focus on value: deliver what students want based on their skills and aspirations.
2. Focus on costs: compete to minimize costs.
3. Establish reputation: develop an earned reputation for quality education that is continually validated by the market, rather than merely occupying a place in the hierarchy of higher education.³⁵

CONCLUSION

The information presented in this document covers topics ranging from Wichita State University policies and procedures to Kansas Board of Regents’ goals and concludes with trends in higher education. The changes in the higher education landscape are sure to affect the future direction of Wichita State University.

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APPENDIX

LIST OF KANSAS BOARD OF REGENTS' INSTITUTIONS³⁶

Institution Name	Institution Location
Emporia State University	Emporia
Fort Hays State University	Hays
Kansas State University	Manhattan
Pittsburg State University	Pittsburg
University of Kansas	Lawrence
Wichita State University	Wichita
Washburn University	Topeka
Allen County Community College	Iola
Barton County Community College	Great Bend
Butler Community College	El Dorado
Cloud County Community College	Concordia
Coffeyville Community College	Coffeyville
Colby Community College	Colby
Cowley College	Arkansas City
Dodge City Community College	Dodge City
Flint Hills Technical College	Emporia
Fort Scott Community College	Fort Scott
Garden City Community College	Garden City
Highland Community College	Highland
Hutchinson Community College	Hutchinson
Independence Community College	Independence
Johnson County Community College	Overland Park
Kansas City Kansas Community College	Kansas City
Labette Community College	Parsons
Manhattan Area Technical College	Manhattan
Neosho County Community College	Chanute
North Central Kansas Technical College	Beloit
Northwest Kansas Technical College	Goodland
Pratt Community College	Pratt
Salina Area Technical College	Salina
Seward County Community College/Area Technical School	Liberal
Wichita Area Technical College	Wichita

Figure 36: List of Kansas Board of Regents' Institutions

COST COMPARISON DATA¹⁷

Figure 37: Cost Comparison Data

Institution Name	In-state tuition and fees 2011-12	Total Cost--In-State Tuition, Books, Supplies, and On-Campus Housing	Out-of-state tuition and fees 2011-12	Total Cost--Out-of-State Tuition, Books, Supplies, and On-Campus Housing
Wichita Area Technical College	\$5,895	\$6,833	\$6,773	\$7,711
University of Phoenix-Wichita Campus	\$10,234	\$10,234	\$10,234	\$10,234
Pratt Community College	\$2,820	\$10,798	\$3,112	\$11,090
Butler Community College	\$2,922	\$10,972	\$4,542	\$12,592
Cowley County Community College	\$2,604	\$10,979	\$4,061	\$12,436
Hutchinson Community College	\$2,624	\$12,844	\$3,616	\$13,836
Vatterott College-Wichita	\$11,629	\$12,900	\$11,629	\$12,900
National American University-Wichita	\$12,792	\$14,142	\$12,792	\$14,142
Barton County Community College	\$2,784	\$14,708	\$3,776	\$15,700
Pittsburg State University	\$5,162	\$15,718	\$14,166	\$24,722
Fort Hays State University	\$4,082	\$15,767	\$12,357	\$24,042
Wichita State University	\$6,155	\$16,166	\$14,190	\$24,201
Emporia State University	\$4,952	\$16,182	\$15,332	\$26,562
Washburn University	\$5,270	\$18,020	\$11,822	\$24,572
ITT Technical Institute-Wichita	\$18,048	\$18,048	\$18,048	\$18,048
University of North Carolina at Charlotte	\$5,440	\$18,260	\$17,205	\$30,025
University of New Mexico-Main Campus	\$5,809	\$18,407	\$19,919	\$32,517
University of Central Florida	\$5,584	\$19,158	\$21,064	\$34,638
Boise State University	\$5,566	\$19,192	\$15,966	\$29,592
Kansas State University	\$7,657	\$19,629	\$19,123	\$31,095
Stony Brook University	\$6,994	\$20,336	\$16,444	\$29,786
Morgan State University	\$6,928	\$20,623	\$16,134	\$29,829
Texas Tech University	\$7,380	\$20,753	\$14,892	\$28,265
University of Houston	\$7,513	\$20,905	\$15,025	\$28,417
California State University-Fresno	\$6,263	\$21,069	\$17,423	\$32,229
University at Buffalo	\$7,482	\$21,151	\$16,932	\$30,601
Wayne State University	\$9,809	\$21,495	\$20,921	\$32,607

University of Louisville	\$8,930	\$21,726	\$21,650	\$34,446
University of Colorado Denver	\$7,394	\$21,774	\$20,570	\$34,950
University of Wisconsin-Milwaukee	\$8,675	\$21,785	\$18,404	\$31,514
University of Kansas	\$9,222	\$21,802	\$22,608	\$35,188
University of Memphis	\$7,390	\$21,816	\$22,102	\$36,528
California State University-Fullerton	\$6,120	\$22,220	\$17,280	\$33,380
Florida International University	\$5,678	\$22,420	\$18,077	\$34,819
Portland State University	\$7,764	\$22,485	\$22,983	\$37,704
University of Akron Main Campus	\$9,545	\$22,551	\$17,468	\$30,474
California State University-Long Beach	\$6,240	\$23,008	\$17,400	\$34,168
Indiana University-Purdue University-Indianapolis	\$8,243	\$23,579	\$26,606	\$41,942
San Jose State University	\$6,828	\$23,671	\$17,988	\$34,831
San Francisco State University	\$6,276	\$23,700	\$17,436	\$34,860
California State University-East Bay	\$6,414	\$23,772	\$17,574	\$34,932
University of Minnesota-Twin Cities	\$13,022	\$24,050	\$18,022	\$29,050
University of Washington-Tacoma Campus	\$10,343	\$24,056	\$27,827	\$41,540
Georgia State University	\$9,410	\$24,198	\$27,620	\$42,408
Virginia Commonwealth University	\$9,517	\$24,635	\$22,949	\$38,067
Cleveland State University	\$9,002	\$25,944	\$12,024	\$28,966
University of Cincinnati-Main Campus	\$10,419	\$26,828	\$24,942	\$41,351
University of Missouri-Kansas City	\$9,029	\$26,846	\$21,197	\$39,014
Ohio State University-Main Campus	\$9,735	\$26,871	\$24,630	\$41,766
University of Illinois at Chicago	\$12,656	\$27,878	\$25,046	\$40,268
Friends University	\$21,030	\$32,208	\$21,030	\$32,208
Hesston College	\$21,652	\$32,518	\$21,652	\$32,518
Bethel College-North Newton	\$21,700	\$32,950	\$21,700	\$32,950
McPherson College	\$20,600	\$33,118	\$20,600	\$33,118
Newman University	\$21,716	\$34,203	\$21,716	\$34,203
Southwestern College	\$21,680	\$35,092	\$21,680	\$35,092
Tabor College	\$21,740	\$35,200	\$21,740	\$35,200
Baker University	\$23,390	\$36,348	\$23,390	\$36,348

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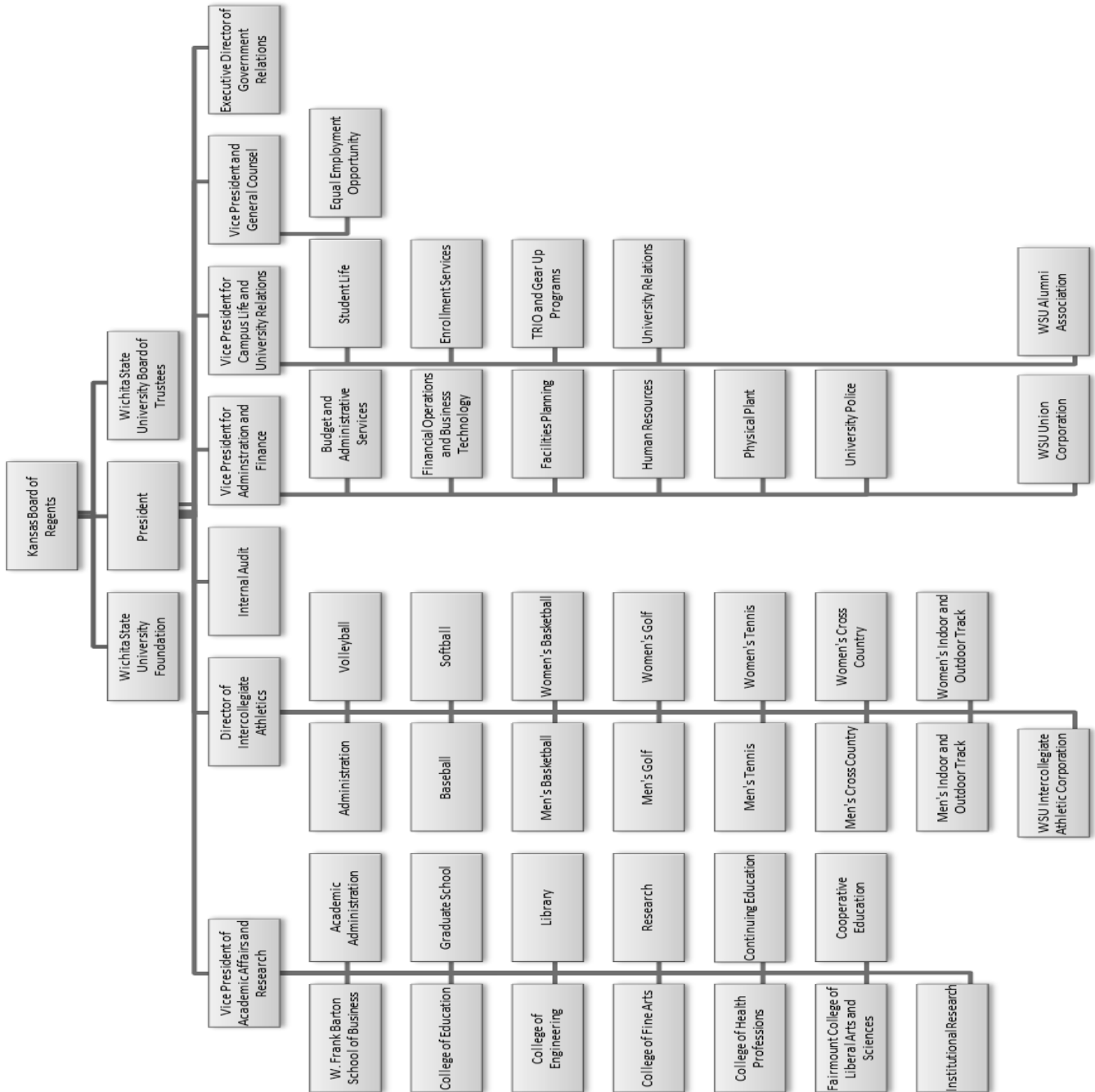


Figure 38: Wichita State University Hierarchy