IMPORTANT DATES:

Report available on website: Week of November 8
Dates of NCA visit: January 31, 2005 to February 2, 2005

NCA Self Study Chair:
Barbara Romzek, Chair, Associate Dean, College of Liberal Arts and Sciences

NCA Steering Committee:
Maurice Bryan, Graduate Student, American Studies
Perri Cagle, Assistant Professor, Allied Health, Physical Therapy, Rehabilitative Services – KUMC
Diana Carlin, Dean, Graduate School and International Programs
Bill Carswell, Associate Dean, Architecture and Urban Design
Helen Connors, Associate Dean, Nursing – KUMC
Ed Dismuke, Dean, School of Medicine – Wichita
Sandra Gautt, Vice Provost for Faculty Development
Diane Goddard, Comptroller, Office of Comptroller
Jim Hartman, Professor, English
Kathleen McCluskey-Fawcett, Senior Vice Provost for Academic Affairs
Kathryn Nemeth Tuttle, Associate Vice Provost for Student Success
Dallas Rakestraw, Law Student
Allen Rawitch, Vice Chancellor and Dean, Academic Affairs/Graduate Studies – KUMC
Mary Ryan, Associate Dean, Edwards Campus
Catherine Schwoerer, Associate Professor, Business
Lloyd Sponholtz, Associate Professor, History
Val Stella, Distinguished Professor, Pharmaceutical Chemistry
Paul Stevens, Assistant Professor, Music and Dance
Susan Twombly, Professor, Teaching and Leadership
Steve Warren, Director, Institute for Life Span Studies
Kim Wilcox, Dean and Vice Provost, College of Liberal Arts and Sciences/General Education

NCA Working Group:
Susan Twombly, Professor, Teaching and Leadership
Deb Teeter, University Director, Institutional Research and Planning
John Schott, Assistant Director, Institutional Research and Planning
Christine Keller, Senior Policy Analyst, Institutional Research and Planning

WORKING OUTLINE FOR NCA REPORT

I. INTRODUCTION/BACKGROUND
   A. Self Study Process/Report Organization
   B. University Profile
• KU Story
• Structures (organizational, administrative, governance)

C. Future Directions


E. Responses to 1994 Concerns

F. Federal Compliance

G. Distance Education

II. CRITERIA FOR ACCREDITATION

A. Criterion 1: Mission and Integrity

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Core Component 1c: Understanding of and support for the mission pervade the organization.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Core Component 1e: The organization upholds and protects its integrity.

Policies, Processes, and Structures that Illustrate Institutional Mission and Integrity

Equal Opportunity (EO)
Faculty Salary Equity: Gender and Race/Ethnicity
Institutional Control of Intercollegiate Athletics
Faculty Evaluation (Post-tenure Review)
Conflict of Interest/Time and Consulting Policies
Intellectual Property Policy
Grievance Structure Revisions

Institutional Response to Integrity Challenges

Academic and Intellectual Integrity
The Integrity of Science Education in Kansas

B. Criterion 2 Preparing for the Future

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.
Strategic Planning  
Campus Master Plan – Lawrence Campus  
Operational Planning and Budgeting Decisions  
Academic Program Planning  
Tuition Enhancement Planning  
Student Involvement in Planning

**Core Component 2a:** The organization realistically prepares for a future shaped by multiple societal and economic trends.  
Institutional/Management Flexibility  
Changing Student Populations  
   Racial/Ethnic Diversity  
   International Students  
   Older and Non-Traditional Students  
   Student Support Programs  
Changing External Environments  
   Changes in Student Recruitment  
   Changes in Academic Programming  
   Opportunities for Expansion  
The Impact of Technology  
KU Leadership in Responding to Change

**Core Component 2b:** The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.  
Financial Resources  
   State Appropriations  
   Tuition Revenue  
   External Research Funding  
   KU Endowment Association  
Development of Human Resources  
   Leadership and Professional Development  
   Faculty Development and Support  
   Graduate Student Development and Support  
   Technology Training  
   Alternatives for Classified Staff  
Physical Assets and Infrastructure  
   Addressing Future Needs  
   Space Management

**Core Component 2c:** The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.  
Data Systems Supporting Planning and Decision-Making  
Evaluation and Improvement: Department Level  
Evaluation and Improvement: University-wide  
   Evaluation and Reorganization of KU’s Approach to Research  
   External Evaluation of International Programs  
Evaluation and Improvement: External Constituent Groups  
   KU’s Response to Regents and Legislative Initiatives
C. **Criterion 3 Student Learning and Effective Teaching**

Core Component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

General Education Goals and Assessment
- Goals and Process
- Results and How They Are Used
- Evaluating General Education Goals and Process

Assessment in the Major (Undergraduate)
- Goals and Process
- Results and How They Are Used
- Evaluating the Process

Graduate Assessment
- Departmental Self Studies (Graduate Program Review)
- Other Types of Graduate Assessment
- Assessing the “Culture of Assessment”

Core Component 3b. The organization values and supports effective teaching.

A Culture of Teaching:
- Center for Teaching Excellence
- KU Summit
- New GTA Conference
- Recognition of Effective Teaching
- Outside Corroboration of Effective Teaching

Core Component 3c. The organization creates effective learning environments.

Core Component 3d. The organization’s learning resources support student learning and effective teaching.

D. **Criterion 4 Acquisition, Discovery, and Application of Knowledge**

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning

Culture of Support
Organization Structures that Facilitates Research

Research Centers
  Major Multidisciplinary Research Centers on the Lawrence Campus
  Major Multidisciplinary Research Centers at the Medical Center
  State Surveys
  National Research Centers
  Additional Research Centers

Major Areas of Research and Scholarship
  Arts and Humanities
  Education
  Environment and Natural Sciences
  Homeland Security
  Human Health
  Information Technology and Informatics
  Natural Resources and Infrastructure
  Societal Organization and Public Policy
  Quality of Life

Research Support for Investigators
  Service Laboratories and Equipment
  Technology Transfer and Intellectual Property
  Research Dissemination
  Library Resources and Collections
  Financial Support

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
  The Importance of General Education
    Selected Assessment Results
  General Education Task Force
  Intellectual Inquiry through Research and Scholarship

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
  Kansas Board of Regents Program Review
  Professional Accreditation
  Annual Reports to Provost
  Other External Assessment Activities
  Outcomes: Curricular Innovations and Enhancements
    International Experiences
    Rural Healthcare Experience
    Service Learning Experiences
    Specialized Academic Programming
    Adaptations by Academic Units

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
E. Contents of Criterion 5 Engagement and Service

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations

Assessing the Need in the Region and Beyond
   Medical Center
   Edwards Campus
   KU Continuing Education

Communicating with Constituencies
   Office of University Relations
   KU Integrated Marketing
   Wheat State Whirlwind Tour
   Kansas Alumni Association

Academic Unit Interaction with Constituencies

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Engaging the Community in Life-Long Learning

Engaging the Community through Research and Scholarship
   Outreach Activities by Research Centers/State Surveys
   Outreach in Academic Units
   Other KU Organizations Engaged in Outreach

Connecting the Community and the Curriculum
   Service Learning
   Internships
   Student Based Services

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Transfer and Articulation Policies.

Educational Partnerships

Research Collaborations

Economic Development Partnerships

Community Partnerships

Core Component 5d. Internal and external constituencies value the services the organization provides.

Life-Long Learning

Contributions to Cultural Enrichment and Education

Quality of Life, Health and Wellness

Economic Development

III. ACADEMIC UNIT PROFILES

(Brief descriptions and data profiles of each School and the College)