



**Steering Committee for Accreditation by the  
North Central Association**

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**M E M O R A N D U M**

**TO:** President Wefald  
Provost Coffman  
Vice President Krause  
Vice President Rawson  
Vice Provost Trewyn  
Vice Provost Unger  
Deans

**FROM:** Bob Kruh and Ron Downey

**RECEIVED**  
**JUN 21 2001**  
**PRESIDENTS OFFICE**

Attached is a copy of the Self-Study Report for the North Central Association's site visit in October. Many of you have provided corrections and suggestions, and these have been incorporated. Many thanks for your help on this!

At the moment, we have gone as far as we can in preparing the report, but we want to give major administrators one more opportunity for reviewing this (final?) document. Changes and corrections can still be made.

**BUT**, if we do not hear from you by **Friday, July 13**, we will proceed with printing copies for transmittal to the North Central Association.

A FINAL NOTE – When John Taylor, our NCA Liaison Officer, visited the campus recently he indicated that, to the degree possible, all major administrators should **calendar the visit now** so that they would be available to visit with team members.

The team will arrive Sunday, October 21, and they will be anticipating visits with key university officers on Monday-Tuesday, October 22- 23, with Wednesday, October 24, for possible followups.

# KANSAS STATE UNIVERSITY

## SELF-STUDY REPORT



Submitted to the  
Higher Learning Commission  
of the  
North Central Association of  
Colleges and Schools

Institutional Report -- with Basic Institutional Data

Academic Year 2001-02

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Kansas State University  
July 2001

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**ACCREDITATION REVIEW 2001-2002  
NORTH CENTRAL ASSOCIATION**

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College of Veterinary Medicine	Assoc Dean Ronnie Elmore
Graduate School	Assoc Dean Jim Guikema
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Institutional Advancement	Asst Vice Pres Mike Lynch
Central Administration	Asst to the President Sue Peterson
Faculty Senate	Professor Brad Fenwick, Professor Jim Legg
Student Governing Association	Student Body President Kyle Barker
Classified Senate	Senate President Shawn Taylor

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Office of Planning and Analysis	Asst Director Kelline Cox
Office of Program and Review and Assessment	Coordinator Kurt Gunnell
Office of Planning and Analysis	Review Coordinator Robert Kruh
Office of the Provost	Assistant to the Provost Ruth Dyer



## USEFUL WEBSITES

### Board of Regents

Kansas Senate Bill 345 (describing new structure of the Kansas Board of Regents)	<a href="http://www.ink.org/public/legislative/get_supp_notes.cgi/SN0345.HTM">http://www.ink.org/public/legislative/get_supp_notes.cgi/SN0345.HTM</a>
Kansas Board of Regents	<a href="http://www.kansasregents.org">http://www.kansasregents.org</a>
Members, Board of Regents	<a href="http://www.kansasregents.org/board/members/index.html">http://www.kansasregents.org/board/members/index.html</a>
Policies and Procedures	<a href="http://www.cc.ukans.edu/~kbor/contents.html">http://www.cc.ukans.edu/~kbor/contents.html</a>
Intellectual Property	<a href="http://www.kansasregents.org/board_room/policies/index.html">http://www.kansasregents.org/board_room/policies/index.html</a>

### University Policies

General Policies	<a href="http://www.ksu.edu/policies/">http://www.ksu.edu/policies/</a>
Policies and Procedures Manual (PPM)	<a href="http://www.ksu.edu/policies/ppm/">http://www.ksu.edu/policies/ppm/</a>
Faculty Handbook	<a href="http://www.ksu.edu/uau/fhbook/">http://www.ksu.edu/uau/fhbook/</a>
Graduate School Handbook	<a href="http://www.ksu.edu/grad/handbook/">http://www.ksu.edu/grad/handbook/</a>
Affirmative Action Policy	<a href="http://www.ksu.edu/affact/">http://www.ksu.edu/affact/</a>
Nondiscrimination Policy	<a href="http://www.ksu.edu/affact/">http://www.ksu.edu/affact/</a>
Policy Prohibiting Sexual Violence	<a href="http://www.ksu.edu/studentlife/sexpolicy.html">http://www.ksu.edu/studentlife/sexpolicy.html</a>
Policy Prohibiting Racial and Ethnic Harassment	<a href="http://www.ksu.edu/affact/">http://www.ksu.edu/affact/</a>
Policy Prohibiting Sexual Harassment	<a href="http://www.ksu.edu/affact/">http://www.ksu.edu/affact/</a>
Undergraduate Honor System	<a href="http://www.ksu.edu/honor/">http://www.ksu.edu/honor/</a>
Patent Policy	<a href="http://www.ksu.edu/tech.transfer/handbook.htm">http://www.ksu.edu/tech.transfer/handbook.htm</a>
Intellectual Property Policy and Tutorial	<a href="http://www.ksu.edu/uau/intprop/">http://www.ksu.edu/uau/intprop/</a>

### University Planning

KSU Strategic Planning Documents	<a href="http://www.ksu.edu/provost/planning/">http://www.ksu.edu/provost/planning/</a>
University Mission	<a href="http://www.ksu.edu/provost/planning/mission.html">http://www.ksu.edu/provost/planning/mission.html</a>
Report to Provost re Strategic Planning	<a href="http://www.ksu.edu/provost/planning/strategi.htm">http://www.ksu.edu/provost/planning/strategi.htm</a>
KSU General Education Program	<a href="http://www.ksu.edu/catl/uge/">http://www.ksu.edu/catl/uge/</a>
Vision 2020 Information and Related Files/data	<a href="http://www.ukans.edu/~kbor/allvfa.html">http://www.ukans.edu/~kbor/allvfa.html</a>
Distance Learning Report	<a href="http://www.ksu.edu/provost/distance.htm">http://www.ksu.edu/provost/distance.htm</a>

Report on Issues Women Face	<a href="http://www.ksu.edu/provost/womensis.htm">http://www.ksu.edu/provost/womensis.htm</a>
Planning Themes	<a href="http://www.ksu.edu/provost/planning/vision1-99.htm">http://www.ksu.edu/provost/planning/vision1-99.htm</a>
University Aspirations	<a href="http://www.ksu.edu/provost/planning/role_aspirations/institutional.html">http://www.ksu.edu/provost/planning/role_aspirations/institutional.html</a>
University/Presidential Committees	<a href="http://www.ksu.edu/uau/univcomm/">http://www.ksu.edu/uau/univcomm/</a>

### **Catalogs and Directories**

Undergraduate catalogs	<a href="http://www.ksu.edu/uau/uncat/index.html">http://www.ksu.edu/uau/uncat/index.html</a>
Graduate catalog	<a href="http://www.ksu.edu/grad/catalog/index.html">http://www.ksu.edu/grad/catalog/index.html</a>
Directories of depts/colleges	<a href="http://www.ksu.edu/Directories/academic.html">http://www.ksu.edu/Directories/academic.html</a>

### **Governance Units**

Faculty Senate reports and policies	<a href="http://www.ksu.edu/facsen/">http://www.ksu.edu/facsen/</a>
Faculty Senate agendas and minutes	<a href="http://www.ksu.edu/facsen/facsenate/">http://www.ksu.edu/facsen/facsenate/</a>
Graduate Council agendas and minutes	<a href="http://www.ksu.edu/grad/gc/grcouncil.htm">http://www.ksu.edu/grad/gc/grcouncil.htm</a>
Classified Senate minutes	<a href="http://www.ksu.edu/class-senate/minutes.htm">http://www.ksu.edu/class-senate/minutes.htm</a>
Student Activities and Services Office	<a href="http://www.ksu.edu/osas/">http://www.ksu.edu/osas/</a>
Student Governing Association information	<a href="http://www.ksu.edu/osas/sga/">http://www.ksu.edu/osas/sga/</a>
Student Senate minutes and agendas	<a href="http://www.ksu.edu/osas/sga/legislative/agendas&amp;minutes.htm">http://www.ksu.edu/osas/sga/legislative/agendas&amp;minutes.htm</a>

### **Institutional Data/Information**

Faculty salaries and fringe benefits	<a href="http://www.ksu.edu/pa/salary99/TitlePage.htm">http://www.ksu.edu/pa/salary99/TitlePage.htm</a>
KSU extramural funding awards	<a href="http://www.ksu.edu/research/publications/index.html">http://www.ksu.edu/research/publications/index.html</a>
University achievements -- students/faculty	<a href="http://www.newss.ksu.edu/web/news/newsreleases/accomplishmentsindex.html">http://www.newss.ksu.edu/web/news/newsreleases/accomplishmentsindex.html</a>
Student services	<a href="http://www.ksu.edu/osas/stuservices.htm">http://www.ksu.edu/osas/stuservices.htm</a>
List of accredited units and status	<a href="http://www.ksu.edu/apr/relatedlinks/accreditation/accredited_programs.htm">http://www.ksu.edu/apr/relatedlinks/accreditation/accredited_programs.htm</a>

### **Services**

Comprehensive list of information sources	<a href="http://www.ksu.edu/sitemap.html">http://www.ksu.edu/sitemap.html</a>
Support services for distance education	<a href="http://online.ksu.edu/support/index_flash.html">http://online.ksu.edu/support/index_flash.html</a>
	<a href="http://www.dce.ksu.edu/distance.html">http://www.dce.ksu.edu/distance.html</a>
	<a href="http://online.ksu.edu/info/infopage.shtml?orq:/login/">http://online.ksu.edu/info/infopage.shtml?orq:/login/</a>
Faculty training for on-line applications	<a href="http://129.130.39.129/training/default.htm">http://129.130.39.129/training/default.htm</a>

### **Office of Assessment and Program Review (APR)**

Main site for APR

Major field assessment methods/results

Basic skills assessment methods/results

General education assessment methods/results

Results of senior surveys

Board of Regents reviews

Provost's Regents' review taskforce protocol

<http://www.ksu.edu/apr/>

<http://www.ksu.edu/apr/majorfield/majorfield.htm>

<http://www.ksu.edu/apr/basicskills/report.htm>

[http://www.ksu.edu/apr/generaled\\_assess/gened\\_assess.htm](http://www.ksu.edu/apr/generaled_assess/gened_assess.htm) (PDF)

<http://www.ksu.edu/apr/seniorsurvey/srsurvey.htm> (PDF)

<http://www.ksu.edu/apr/programreview/pr.htm>

<http://www.ksu.edu/provost/planning/program.htm>

### **Campus Newspaper – the *Kansas State Collegian***

<http://www.kstatecollegian.com>



## CHAPTER I – INTRODUCTION

**NOTE TO READER:** This Self-Study Report makes use of various Kansas State University websites to provide further, and, often, more detailed, information on topics dealt with in the following text as well as on pertinent reports, directories, university data, etc. A listing of useful website references follows the Table of Contents.

**University History.** Through an enactment of the Kansas Legislature on February 9, 1863, Kansas State University, then Bluemont Central College, became the first in the nation to meet all of the requirements for becoming a land-grant school under the historic Morrill Act of 1862, beginning its existence as Kansas State Agricultural College.

In 1931 the name was changed to Kansas State College of Agriculture and Applied Science so as to give more recognition to the significance of engineering in the institution's mission. Then, in 1959, the legislature unanimously approved university status in recognition of our having matured as a comprehensive, research institution. This action signaled the significant role of disciplines beyond the traditional areas of agriculture, home economics, engineering, and veterinary medicine. By then, the College of Arts and Sciences had become the largest of the colleges, playing a central role in the education of all students, so that, with its breadth and its research strength, Kansas State had truly become a university. In 1991, the legislature merged the Kansas College of Technology (in Salina) with Kansas State University, making it the ninth collegiate unit, now known as the College of Technology and Aviation.

**The University Today.** The university has broadened its scope far beyond the provisions of its original land-grant charter. Today, it stands as a leading institution where students may pursue a rich variety of choices in the professions, in many basic and applied disciplines, and in the fine and performing arts. University research has returned dividends to the state many times in excess of the support it provides. The greatest documentable impact on the economy comes from agriculture, but other sectors exert a large and growing influence. University-wide research expenditures are at an all-time high, with over \$71 million coming from the faculty's ability to gain competitive awards from federal and other agencies – a 22.5% increase over the preceding year. And with their key ties to business and industry, Engineering and Business Administration are making new, major contributions to state initiatives in economic development. Combined with the contributions of agricultural research, the benefit to the state exceeds \$2.5 billion annually.

The instructional program is a top priority, and K-State enrolls students from all of Kansas' counties, all of the other states, and more than 100 foreign countries. It is distinguished by a

concern for the individual and a caring, friendly atmosphere. With a broad range of offerings in its nine colleges and the Graduate School, the university's programs number over 200 at the bachelor's level, 65 for the master's, and 37 for the doctorate. About 4,000 degrees are awarded annually, including some 900 from the Graduate School.

As a mature land-grant school Kansas State provides a wide range of programs. The College of Arts and Sciences is the largest academic unit, with a mature spectrum of offerings in liberal studies and cutting-edge science. The university offers the state's broadest programs in architecture and engineering; the teacher education program is Kansas' largest; the business program leads in innovative instructional programs; and its major role in agriculture, veterinary medicine, and human ecology makes it unique among Kansas' institutions of higher education. With contemporary technology, K-State has broadened its outreach mission so that credit and non-credit work is extended to even greater numbers. These programs, together with major activities in the international sector and a unique responsibility for statewide cooperative extension, make Kansas State University an unparalleled asset for the state, the nation, and the world.

**Empowered Leadership.** Since the last review by the North Central Association the university has made dramatic advances that have emerged from the direction set by President Wefald following his appointment in 1986. Despite limited, and sometimes austere, state support, a pattern of excellence and growth now characterizes Kansas State University as it aspires to a leading role among the nation's land-grant institutions. In a distinctive administrative style, K-State has a leadership philosophy that:

- ▶ Empowers faculty members, department heads, and deans to make key decisions, with the freedom to innovate and to organize resources for maximum educational benefit,
- ▶ Limits the size of central administration and views it as a facilitator in gaining the support and resources needed for effective programs carried out by faculty and staff members,
- ▶ Depends on the creativity of the university community in defining purposes and directions through collaborative patterns involving faculty members, students, staff members, alumni, and administrators,
- ▶ Recognizes and fosters interrelationships among all sectors of the university, and
- ▶ Rewards excellence in those whose service advances the university's programs, the attainments of students, and their own professions.

Today, we can point to a number of achievements that have resulted from our adoption of this style – one that relies on the initiative of the individual, that operates with an atypically small central administration, and that cultivates a highly participatory approach to achieving university objectives:

- ▶ With a once declining enrollment, K-State has reversed the trend with a 50% growth in numbers of students. Beginning in the 1990s, we have regularly enrolled about 35% of the state's valedictorians and salutatorians, along with a high proportion of other top-ranked freshmen from every county.
- ▶ And with a concomitant concern about the university's future, the public's perception of the university has now been transformed with positive developments championed by President Wefald across all fronts – undergraduate teaching, graduate research, outreach programs with modern media, successes in athletics, and a large increase in the level of alumni giving.
- ▶ A recent campaign to increase the scholarship endowment managed by the Kansas State University Foundation exceed its goal by nearly 40%, and the university ranks second among the Big 12 institutions in alumni participation after Texas A&M. Since 1986, annual contributions to the Foundation have risen from \$5 million to over \$40 million.
- ▶ More than 1.2 million sq ft of new construction has been added to support teaching, research, and related activities, as well as another 400,000 sq ft for athletic programs.
- ▶ Extramural and sponsored research support has more than tripled, so that research expenditures in FY2000 exceeded \$100 million for the first time, with a \$15 million increase putting total expenditures at \$106 million, exceeding by far the level that existed in 1986, when there was only about \$18 million in funding through competitive awards.
- ▶ K-State students lead all other state institutions in the number of major scholarship awards made nationally – Rhodes, Marshalls, Trumans, Goldwaters, and Udalls. Since 1986, we have had 83 students with these scholarships, so that we rank first out of about 500 public universities, compared to the University of North Carolina in second place with 53 and Michigan and Arizona State next, tied at 49.
- ▶ National publications have recognized K-State for educational excellence in programs that are affordable to students and their families. Also cited are the quality of advising, career placement, and responsiveness to financial aid needs.

These are widely visible institutional outcomes, but there are countless individual advances made by the university's various units and their members, some of which are cited in Chapter IV. A talented faculty and staff are able to reflect a positive outlook and a high degree of satisfaction and pride in their work, despite chronic limitations and inevitable financial constraints. In fact, outside observers and peers have regularly commented on the high degree of collegiality and enthusiasm found on the campus in the face of limitations in legislative support. We believe that a leadership style originating with the president has created an open and participatory atmosphere in which community effort prospers. This spirit is sensed by students as well, who are the main beneficiaries of the campus' constructive outlook.

The current decennial review of Kansas State University by the North Central Association finds the institution in its 138th year as a land-grant university. With the significant developments cited above, we have seen major changes in size and strength, yet the goals of excellence and service in all that we do as a public institution remain constant. Still aware of our historic

traditions, we apply a sense of vision and a continuing practice of collegial university planning as we extend our successes into the first decade of the new millennium and beyond.

**The North Central Self-Study Report – an Accent on Outcomes Assessment.** Our report is intended to give a self-critical account of the university's current operations and structure, but its central and most meaningful content is a response to the North Central Association's current emphasis on achievement of mission, assessment of outcomes, and the program improvement cycle – particularly for our academic programs as described in Chapter V.

Predating that emphasis, the university had undertaken a series of program reviews in response to internal initiatives and to requirements of the Kansas Board of Regents. These somewhat scattered efforts have now evolved into a concerted process of evaluation that ensures accountability and serves to enhance programs. The former Office of Educational Resources has now been reconstituted as the Office of Planning and Analysis, incorporating a number of related planning and evaluation functions. In particular, we have regularized our reviews of achievement in general education, basic skills, and academic majors in the Office of Assessment and Program Review. These efforts are described further in Chapter V.

Because the university regularly carries out its own reviews as well as those required by the regents and professional accrediting agencies, this self-study is able to use certain existing documents for the current report. Thus, even though preparation of the self-study report has involved all sectors of the university, it has been possible to avoid imposing needless extra effort on various units. Bringing these efforts together has depended on an all-university steering committee representing each area, with detailed organization accomplished by an executive group.

The report is organized to provide the following:

- ▶ Introduction – an historical summary, a university overview, a brief description of the university's commitment to planning and assessment, this section on the self-study, responses to the 1992 site visit, a listing of changes in the last ten years, a list of accrediting agencies, and responses to the North Central Association's general institutional requirements.
- ▶ Response to Criterion One – information on the university's land-grant mission and its public role, including teaching, research, extension, and public service, together with background on overall planning and decision-making.
- ▶ Response to Criterion Two – an account of governance and organization, along with background on faculty members, students, facilities, support units, institutional resources, and services.
- ▶ Response to Criterion Three – two chapters (IV and V) on academic programs, reviewing the university's teaching units and giving an account of the processes, results, and applications of our outcomes assessment programs.

- ▶ Response to Criterion Four – recapitulation and projection of plans and conditions for ensuring continued institutional capability.
- ▶ Response to Criterion Five – policies and practices that demonstrate the university's compliance with applicable regulations, statutes, and guidelines, as well as its commitment to equity and due process.
- ▶ Self-Study Summary – includes affiliation request.
- ▶ Ancillary Material – including Basic Institutional Data forms and a list of exhibits on file for the site visitors' use.

As this report is based upon a continuing process, it is not conclusive. The agenda for improvement continues, and many issues remain to be resolved, but the reader is encouraged to gain a sense of the university's commitment to a corporate effort. Over time, much progress has been made, yet much more must be done.

**Responses to the 1992 Review.** The 1992 review noted the effectiveness of the university's organization and the strength of its programs in the face of daunting realities. These realities – concerns – are mostly financial and are still largely applicable even though there have been significant improvements in funding since 1992.

1. *Increasingly non-competitive faculty salaries as measured by comparisons with peer institutions.* This issue remains, as faculty salaries, on average, are still not at parity with those of either regents-designated peer institutions (Colorado State, Iowa State, North Carolina State, Oklahoma State, Oregon State) or other Big 12 schools. Regents' data (March 2000) show average faculty salaries at 88.4% of those for peers. This compares to a low of 88% in FY1998 and a high of 91.5% for FY1990.

Even so, there have been improvements, as the 1999 the Board of Regents endorsed a three-year plan designed to bring K-State faculty salaries to the peer average. Although we still need to make further progress, recent salary increases of 4.0% (FY1999), 4.9% (FY2000), and 5.9% (FY2001) are among the best in memory. The 2001 Kansas Legislature has continued, with approval of an average base faculty salary increase of 6.1% for FY2002 – 4.6% applicable beginning in July and an additional 1.5% the following March. Last year's reorganization of the regents' purview under Senate Bill 345 (see Section on Developments from 1992) anticipated a four-year faculty salary enrichment plan for FY2001-04, which is supposed to generate additional increases 2.5 - 3% beyond inflation. The governor and the legislature have continued their support of this enhancement.

2. *Level of the base budget for the university in relation to overall mission.* Kansas State University has historically been underfunded relative to virtually any benchmark. For example, during the past fifteen years the university's overall funding has ranged from 77% to 82% of the

average for our five peer institutions. These figures are based on a comprehensive unit cost analysis for each academic discipline and for the various support areas. Using a slightly different measure, we consistently rank about 44th in average faculty salaries among the nation's land-grant universities established under the Morrill Act of 1862.

In 1996 the Board of Regents, governor, and legislature recognized the chronic underfunding of K-State's operating budget and allowed the university to retain all growth-related tuition and to retain 25% of the additional tuition associated with the annual inflationary adjustment to tuition rates. Using the latter portion has enabled us to add \$1.15 million more to our permanent base operating budget than the old system would have allowed. Our budget request for 2001 included an additional \$268,000 in permanent base budget funding for this component, and this has been continued. These funds are available annually to address long-standing equipment needs and other one-time university needs.

More recently, the regents, the governor, and the legislature recognized the need to provide additional permanent base budget funding for academic equipment. In 1999 we received an allocation of about \$1.5 million for one-time equipment purchases. Then, for FY1999, FY2000, and FY2001 an equipment initiative was approved, to be financed by a special \$1 per credit hour tuition increase matched by a \$2 state contribution. This was preserved in the most recent legislative session so as to provide an additional \$1.5 million annually for academic equipment replacement using a 1:1 match with permanent state funds and further permission for the regents to continue the 2:1 program using budget refunding.

In 1999, the university developed a four-pronged strategy to address a chronic library funding issue. This approach involves a reallocation of sponsored research overhead monies, an earmarking of state-funded, inflation-based increases in operating expenses, a substantial increase in the allocation of private funds for library operating support, and a \$1 per credit hour tuition increase (effective Fall 2000) to support the library. These efforts will add about \$1.4 million to the library's annual base budget. The first three initiatives were implemented in 1999, and, although the tuition increase was to have been matched by the 2000 legislature, we sought approval for the expected supplement of \$500,000 in our requests to the 2001 session. The tuition increase remains in place on a permanent basis.

K-State, like many other public and private universities, has faced a significant challenge in maintaining its teaching and research facilities. In 1997 the regents, governor, and legislature recognized the importance of addressing this challenge when it funded a "crumbling classrooms" program. Under this program, K-State stood to receive \$35.3 million in additional one-time funds to address fire- and life-safety issues, ADA compliance issues, classroom and instructional

laboratory upgrades, and other facility maintenance needs. As a result we have established about 30 state-of-the-art electronic classrooms and renovated more than 75 traditional classrooms and instructional laboratories with improved lighting, repainting, new seating, improved HVAC, new floor covering, and window treatment. We have spent about three-quarters of the allocation and will have committed the remaining funds by about the time of the North Central visit in October 2001.

During the 1980s the university was subsidizing its research programs by maintaining an artificially low indirect cost rate. That problem was corrected after the university completed a thorough cost analysis and submitted a new proposal to the Department of Health and Human Services. As a result, our indirect cost rate was increased from 38.5% in 1989 to its current level of 45.5%. The current rate more accurately reflects costs associated with sponsored projects on the K-State campus.

In recent years, K-State has placed heavier reliance on outside funding to augment funds received from the state and its students. Although extramural funds do not replace state and student funding for the basic operating budget, they do provide resources to improve the overall quality of our programs. The impact of this funding strategy is most apparent in our campus building program. During the decade of the '90s, more than \$32 million in private gifts was used to fully fund or assist with the funding of the following academic building projects: Beach Museum of Art, the new Hale Library, Throckmorton Plant Sciences Addition, Fiedler Engineering Addition, Galichia Family Studies Center, Stonehouse Child Development Center Addition, Ackert Hall Addition, Calvin Hall renovation, and Harbin Residence Hall. The impact of private funding is also apparent in our student scholarship program, as the KSU Foundation initiated a \$50 million scholarship campaign in 1998, now successfully completed with nearly \$70 million.

Finally, in 1999 the legislature modified the way in which post-secondary education in Kansas is coordinated. A portion of the reorganization bill specifies a multi-year funding package to cover the 2001-04 time period. Under the provisions of the bill, K-State could qualify for a special allocation of as much as \$3 million beginning in FY2003 if there is agreement among the Board of Regents, governor, and legislature that we are making acceptable progress on specified performance measures. This funding could be available annually for one-time purposes such as equipment upgrades.

3. *A state budgeting process and management system that does not reward or facilitate desirable accomplishments (e.g., not funding enrollment growth).* In 1996 the Board of Regents, governor, and legislature adopted a new approach to finance growth-related costs at K-

State. This new approach included three components: i) Conversion of our traditional tuition structure to a totally linear tuition model with per-credit-hour fees, ii) authority for K-State to retain all growth-related tuition revenue, and iii) authority for K-State to retain 25% of all revenue associated with annual increases in tuition rates.

Prior to 1996, resident students taking seven or more credit hours per semester all paid at the same tuition rate (and non-residents enrolled in seven or more hours all paid the same out-of-state tuition). This structure was changed to a totally linear system with fixed charges per credit hour (depending on the student's residency status and level). The new approach provides more flexibility in dealing with off-campus/on-campus issues and mediated electronic delivery systems, and it creates more equity in the pricing of degree programs.

Also before 1996, the state had no consistent policy to address costs related to growth in enrollment. The legislature considered that tuition revenue belonged to the state's general fund, from which appropriations were then made, so that all budget additions to reflect university growth were subject to legislative action. Additionally, whenever growth funding was appropriated by the legislature, it only became available two years after the growth occurred. Under the new system, K-State is now able to retain all growth-related tuition during the year in which the growth occurs. This eliminates dependency upon legislative uncertainties and provides a dependable, timely revenue stream to address growth-related costs.

4. *Mixed signals regarding strategic planning and mission differentiation from the Board of Regents.* During the early 1980s, a time of shrinking enrollments at K-State, the Board of Regents pushed for an enrollment turnaround, especially in view of the state's enrollment-based funding formula. Initiatives taken by President Wefald upon his arrival in 1986 succeeded in regaining substantial student numbers that, under the legislature's own formula, led to significant increases in our appropriation. With an unusually large gain in enrollment during the 1988-92 period, however, the legislature departed from its formula, and K-State was forced to permanently absorb a shortfall of more than \$4.5 million in its base appropriation. This discrepancy was the most obvious source of what was then perceived as mixed signals.

Since then, subsequent boards have shifted emphasis to accountability and change-related initiatives. In the last several years, the Board of Regents has adopted a faculty salary agenda that has had some success. With the recent statutory change in board structure, there is a good possibility of its having the political potential for continued advances. The current board shows every evidence of being aggressive advocates as well as stewards who recognize differentiated institutional missions and funding priorities.

5. *Insufficient progress in both formulating and implementing a strengthened general education program.* When the North Central Association team visited in 1992, work was already underway to establish a general education program. Steps taken during the past several years have corrected the deficiency and enhanced the educational experience of our undergraduates.

In our Role and Aspirations Report to the regents in 1993 we reaffirmed a commitment to the comprehensive education of undergraduates for the future:

"The university is committed to providing all undergraduate students an excellent foundation in the arts, humanities, and sciences. In a world where effective career skills must include critical thinking, adaptability, tolerance, aesthetic judgment, and a capacity for lifelong learning, all colleges provide educational experiences that prepare students for an enriched life and professional competency."

University General Education (UGE) is a unique concept designed specifically by and for Kansas State University with targeted outcomes in specific courses and experiences. We envision graduates disposed to appreciate differing viewpoints, to consider openly new and divergent thinking, to weigh ideas with careful skepticism, to challenge conventional wisdom, and to explore for more accurate and more useful knowledge. We expect our graduates to exercise educated habits that include critical and analytical thinking, careful and thoughtful reading, writing, and speech, an inclination to wonder, a penchant for questioning, and a desire to solve puzzles and problems.

UGE does not prescribe a uniform set of courses/experiences from particular disciplines or fields of study. Rather, a set of guidelines and design criteria is used for learning. Further description is given in Chapter IV, and assessment of outcomes is cited in Chapter V.

6. *Continuing evidence in certain areas of problems of providing state-of-the-art equipment and computing resources for both academic and administrative purposes.* With additional funding Kansas State University has significantly expanded its technological infrastructure in the last six years, adding new laboratory facilities for teaching and research.

Information technology (computing, information, networking, media) has also received greatly increased emphasis. In the latter case the university has been ranked by Yahoo during two of the last three years as thirty-third among the 100 top, wired campuses. And, as a charter member of UCAID, we have gained a number of partnerships with industry. These partnerships have moved the university forward, especially in data and information resources and in teaching and learning environments.

Planning and organization have been restructured to integrate voice, video, and data services with networking and computing through two companion units with the resources to meet user

expectations. In addition, data and information administration has been designed to support the digital library and the teaching and learning information base.

Funding for equipment has allowed a major upgrade of teaching laboratories in the sciences and humanities including chemistry, physics, agriculture, and modern languages. Initiatives by the provost have provided over a half a million dollars for desktop computers, servers, and connectivity for the humanities and social science faculties. Other improvements have included laboratory upgrades and a \$2 million investment to create 17 high-tech classroom. The University Computing Laboratories (UCLs) have been upgraded as part of a continuing process. All buildings now are connected to the campus network, over 90% of the faculty and staff are served, and about 40% of the classrooms and teaching laboratories are wired for campus network access.

7. *Space needs for the library remain critical.* The long-standing need for adequate, modern library space was met with the completion of the Hale Library in 1997, a \$30 million renovation and expansion of the older Farrell Library. The programming consultant, director of libraries at MIT, projected that the addition of 153,000 sq ft, together with functional integration of 250,000 sq ft of totally remodeled space, would meet needs until 2020. This space has been enhanced with the addition of a new engineering library, which is primarily an electronic information resource.

The project meets all ADA requirements, provides for electronic information system requirements, creates an effective public traffic pattern with seating for 2,000 users, and offers a variety of services, including a study facility with food vending services on a 24-hour basis.

The new library is an architectural attraction, drawing visitors from many other institutions. More importantly, student and faculty needs are much more effectively met, and usage is at a high level. A client-server integrated library system has been installed to include all library technical operations as well as the online catalog. Conversion of KSU collections to electronic format was completed in 1998, and strategic planning has led to links between the library's resources and campus instructional technology.

The updated and expanded structure has proved to be as flexible and adaptable as planned. New functions, such as accommodating the rapidly-evolving electronic information needs of the library and students, are under development. An "information commons" is being implemented that will provide as many as 400 supported workstations in Hale Library in three phases by 2002. Faculty members and students support the concept, because they see the benefits of enriching information access by integrating electronic access systems with other formats. The first complement of 90 terminals was installed in October 2000. Other phases will include wireless con-

nections as an option to using laptop computers, either owned by the user or checked out by the Library.

**Developments since 1992.** Described below are many of the changes that have taken place since the last site visit.

Changes in Programs and Curriculum. In Agriculture, the college has added lower division service courses in Communication, Animal Sciences and Industry, and Agricultural Economics. Major changes have been made for curriculums in Golf Course Management, Bakery Science and Management, and Agribusiness. Twelve minors in Agriculture have been added, and four low-demand programs were dropped.

In Architecture, Planning, and Design, the college has integrated modern computing and digital technology into numerous courses, and it now provides an emphasis on geographic information systems in collaboration with other colleges.

In Arts and Sciences, Principles of Biology, a major service course, was completely revised, with inclusion of computer use. The requirement for Principles of Physical Education for all students was dropped. A new general education course was added for students interested in kinesiology. Major changes to English composition courses have been made. Also in English, minors have been added in traditional English and writing, and revisions in several courses have been made. The basic general service courses in statistics have been revised through computer-assisted innovation. Geography added a PhD program with a rural emphasis as well as a new course on geographic information systems. The Department of Philosophy is changing its service courses both to respond to the general education program and to define them more closely. The criminology concentration in the Department of Sociology, Anthropology, and Social Work has recently been streamlined. Finally, Psychology has introduced grade-point requirements for students wanting to become majors.

In Business Administration, the college's pre-professional program has been revised in response to feedback from a survey of employers and recent graduates. The survey identified competencies that students need to be successful: Computer skills, adaptability to change, teamwork, written and oral communications, disciplined thinking, and creative thinking. In addition to a "cornerstone course" for all majors that introduces these concepts, other responsive changes were made. Recently, the accounting curriculum was completely revised in response to input from the profession. Active learning, team work, and the development of writing skills are a major part of the new program. Management has made changes to its information system requirements, the human resources program, and the operations management curriculum. To

accommodate the breadth of the field and requests from industry, the Department of Finance has developed three tracks: Management, services, and controllership. The Department of Marketing has added internationally oriented courses and courses in sports marketing and e-commerce.

In Education, the college was reorganized with six departments. Five new undergraduate program levels were added, one undergraduate program (physical education) and one graduate certification program (library media) were discontinued, and all programs were reviewed and most modified. In addition, there is a new minor in leadership studies, which has become a highly popular program, now enrolling over 1,000 students. Also, technology is increasingly used in undergraduate and graduate courses, and all undergraduate programs were revised to meet the new University General Education requirements. In revised elementary and secondary education programs, integration of knowledge and skills in professional blocks of courses is a major outcome. There have been changes in the requirements for admission to teacher education programs and in admission standards for five MS programs. The college has also added a major statewide initiative to meet growing requires for English as a Second Language in order to meet service needs. Finally, increased attention to diversity is reflected in new courses for both undergraduate and graduate students.

In Engineering, the college has made many changes to specific courses, consistent with the requirements of its fully accredited program. These changes were driven by the ABET accreditation process, expectations of employers, and the need to be current, innovative, and effective. The majority of these changes were in the technology and computer areas. The addition of Fiedler Hall is a major advance in making state-of-the-art facilities available. Since 1992 the Manufacturing Learning Center at the Advanced Manufacturing Institute has played an important role in the college.

In Human Ecology, the Apparel and Textile Marketing and Apparel Design majors were combined into a new major, Apparel Marketing and Design. The Dietetics program was extended to include a nationally recognized degree completion program delivered by distance education. The college revised the competencies expected of all graduates as the foundation for professional practice and life-long learning. With a new emphasis, the Department of Foods and Nutrition has changed its emphasis to become Human Nutrition, with specialties in the nutritional sciences, public health nutrition, and nutrition education. Also, that department now houses the program in athletic training, formerly in Secondary Education.

In the College of Technology and Aviation the faculty underscore the importance of writing, and current courses have increased writing requirements. There is also a new initiative to improve quantitative skills. In addition, the college has introduced programs to improve aca-

demic advising. Finally, the departments continue to integrate instructional technology into their instructional programs.

Regents' Qualified Admissions. Kansas has had a long tradition in which any graduate of a Kansas high school was eligible for admission to a regents' university, although other, including out-of-state, students were selectively admitted based on their records.. Under a new Board of Regents' policy of qualified admissions begun in the Fall Term 2001, however, students of traditional college age seeking admission to any of its six institutions must have met the following requirements:

- ▶ Recent high school graduates must achieve an ACT composite score of 21 or above, or rank in the top one-third of their high school graduating class, or complete the Qualified Admissions (QA) curriculum with at least a 2.0/4.0 grade point average. The QA curriculum includes a combination of 14 units of English, natural science, mathematics, social sciences, and computer technology. Out-of-state students must achieve a GPA of at least 2.5 on the QA curriculum.
- ▶ Transfer students must have at least a 2.0 GPA on their transfer work.

The university is allowed to admit up to ten percent of its freshman class under an exceptions policy. The Office of Admissions began accepting applications for admission under the new policy in April 2000. Continuing a differential admission standard for non-residents reflects the earlier admissions history cited above.

Research Organization. Major attention to the university's graduate and research programs resulted in an administrative reconfiguration for that area, with the appointment of a Vice Provost for Research and Dean of the Graduate School, replacing the earlier office of the dean. With greater central emphasis, this office has enhanced achievements at the graduate level – both in program quality and in research support. Efforts in the latter area are served by a new Office of Research and Sponsored Programs. With resources for identifying funding sources, preparing grant proposals, developing transfer of technology, and complying with accounting requirements, the faculty has responded by gaining extramural funding now in excess of \$71 million. At this level, K-State now ranks twenty-ninth in research expenditures among institutions that do not have medical schools, according to the latest listing of the National Science Foundation.

Big 12 Conference. Since the last accreditation cycle, Kansas State University has become a member of the recently formed Big 12 Conference, comprising schools from the former Big 8 and Southwest Conference. This new association not only strengthens the varsity athletic program but it also offers expanded opportunities to share information, standards, and academic resources.

Education. As mentioned in the preceding section, general education has now become an integral part of the college's educational commitment. Specifics are contained in Chapters IV and V.

Assessment Assessment of academic outcomes has become the responsibility of the university's Office of Assessment and Program Review, with protocols established for undergraduate programs, including assessment of general education, basic skills, and majors. Although a number of local processes predated the current ones, including regents-specified reviews, they were not as consistent as is now the case. The current situation finds wide participation, along with a regularization of expectations and a more systematic use of findings for program improvement. As part of a more recent approach the Graduate School has also instituted a pattern of program reviews to assess needs and enhance curricula.

Teaching Emphasis, Rewards. In recent years excellence in teaching and learning has undergone major enhancements through recognition programs and professional development opportunities. Special university-wide awards have been added, the most prestigious being the University Distinguished Teaching Scholars Award, which emphasizes distinction in the scholarship of teaching. One of the recipients has since established the Faculty Exchange for Teaching Excellence in the Center for the Advancement of Teaching and Learning. In addition, the provost's lecture series often emphasizes issues related to teaching. Of particular importance is an increased emphasis on recognizing, assessing, and rewarding teaching excellence as part of annual faculty evaluations and reviews for tenure and promotion.

Instructional Technology. We put a high priority on making technology accessible to the faculty and to students through significant, continuing improvements. A campus-wide network system has been installed to which all faculty and staff offices are connected. In residence halls, individual room connections are in place, and additional steps have been taken to connect organized off-campus living units. All laboratories have been upgraded with an ongoing program of improvements. Internet 2 is functioning with 25 researchers and three classrooms connected. Further upgrades have also been made in the modern language laboratory. Major software upgrades have been installed on desktops and workstations. Site licenses have been obtained for major products including GIS.

Extension and Continuing Education. In 1992, Extension Services and Agricultural Research Programs was established to better serve the land-grant mission. The new, separately-budgeted organization, denoted as KSU Research and Extension, defines core areas for research and extension, and it allows for better coordination of on- and off-campus faculties as well as for constituency input. Outcomes assessment is an important criterion for the programs' successes in remedial concerns and improving programs.

Funds for Extension are relatively stable, but limitations have necessitated some reduction in staff, as salaries comprise the majority of budget.

In the Division of Continuing Education there has been a major expansion of instructional technology. TELENET, an audio-conferencing system that has served nearly 48,000 students in its first 25 years, has become TELENET 2, a state-of-the-art video system now reaching 28 statewide locations. Further expansion is projected to reach every county in the state. And K-State Online has been established to provide web-based instruction enhanced by audio/video streaming. Services for distance learners are provided through a facilitation center, and library access has been systematized. With an updated organizational structure, the Division has added a well-staffed information systems unit that supports instructional technology as well as its own in-house operations.

Facilities. Since the 1992 NCA visit the university has added 874,000 gross sq ft of new construction at a cost of \$114 million, including the Beach Art Museum (\$6.3 M), the Hale Library (\$28 M), the stadium expansion (\$18.8 M), the Fiedler engineering addition (\$11.5 M) and the addition to plant sciences (\$24 M). Recently planned additions account for 293,000 gross sq ft at an estimated cost of \$114 million, including additions to grain science facilities (\$2.1 M), a new building for biology (\$11.5 M), and a food safety and security center (\$82 M). Private funding (\$1.8 million) has underwritten the just-completed Stone House Early Childhood Education Center and Chandler Institute for Child and Family Studies.

Administration/Policy/Planning/Management. The strategic planning process, begun by President Wefald in 1986, has continued to be refined and adjusted as the president's staff and academic deans work closely with the Faculty Senate Committee on University Planning to develop new strategic themes as needed. Diligence and care in budgeting allow us to maximize the effectiveness of resources, and the university has been able to reduce institutional support costs to a level that is arguably among the lowest of any of the nations's state institutions – about 4.9¢ per dollar expended. In improved policies and services we have made changes related to academic advising, appeals and grievances, faculty evaluation, issues facing minority and women faculty members, training for department heads, educational technology for distance education programs, intellectual property, and an undergraduate honor system.

Board of Regents Organization. Under Senate Bill 345 of the 1999 Kansas Legislature the Kansas Board of Regents was reorganized effective July 1, 1999. Although the board was historically constituted to oversee the regents' institutions, it now has responsibility for those institutions plus the area vocational schools and the community and technical colleges. The statute provides for a tripartite board structure with three three-member advisory commissions to i) oversee the six traditional regents' institutions, ii) oversee the community and technical colleges, and iii) coordinate programs and planning for post-secondary education, including

Washburn University (Topeka) and the independent colleges and universities. The commissions make recommendations to the board for executive action. There is no change in the new board's authority to govern the regents' institutions. Funding is based on an institution's attainment of success and excellence on performance indicators established by the board.

Linear Fees, Legislative Funding Pattern. Since NCA's 1992 review, there have been changes in our fee structure as well as in the formula under which the state determines the university's annual appropriation. These changes are described in the preceding section, Responses to the 1992 Review.

KSU Foundation. A \$50 million scholarship campaign was completed June 30, 2000, with a final total of \$69 million. Since the last NCA visit, annual giving has doubled, with over \$40 million in receipts for FY2000; and Foundation assets have more than doubled, amounting to \$277 million through Spring 2001. The Foundation leads the Big 12 in the number of alumni contributing annually and ranks among the top 20% nationally in cost efficiency – which has remained constant at 8¢ per dollar of contribution.

**Program Accreditation.** Kansas State University was first accredited by the North Central Association in 1916. The most recent review and accreditation were in 1992.

Accreditation by other agencies applies to a number of specific disciplines and professional area:

<i>Agency</i>	<i>Next Review</i>
Accreditation Board for Engineering and Technology	2005
Accreditation Committee for Programs in Hospitality Admin	2002
Accrediting Council on Education in Journalism	2002
American Assembly of Collegiate Schools of Business	2006
American Association of Laboratory Diagnosticians	2001
American Council for Construction Education	2002
American Dietetic Association	2009
American Institute of Certified Planners	2005
American Speech Language Hearing Association	2002
American Veterinary Medical Association	2003
Certified Financial Planners Board of Standards	2003
Committee on Marriage and Family Therapy Education	2002
Council on Social Work Education	2002
Federal Aviation Agency	Indefinite
Foundation for Interior Design Education and Research	2003
Institute of Food Technologists	Indefinite
Landscape Architecture Accrediting Board	2002/2003
National Architectural Accrediting Board	2005
National Association of Schools of Art and Design	2004
National Association of Schools of Music	2009

National Association of Theater	2001
National Council for Accreditation of Teacher Education	2002
National Recreation and Parks Assn	2002

Copies of pertinent reports for the above are available in the team's resource room.

**General Institutional Requirements.** Tabulated below are the circumstances under which Kansas State University functions relative to the requirements of the North Central Association.

1. *It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.* Kansas State University's most recent mission statement was approved by the Board of Regents December 17, 1992. It is a public document (see Chapter II, p 23). [Ref: Kansas Board of Regents Policies and Procedures Manual, Section H, *Mission Role and Scope*]

2. *It is a degree-granting institution.* Kansas State University annually confers over 3,500 degrees at the bachelor's, master's, and doctoral levels. [Ref: *Degree and Certificate Program Inventory for Regents Institutions*]

3. *It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.* Authority for Kansas' institutions of higher education is granted by the Kansas Board of Regents established under the state Constitution, and the Board has legal authority to approve degree awards. [Ref: Kansas Constitution, Article 6, Sections 2b and 3b and Kansas Statutes Annotated 76-716 and 76-205 (College of Technology merger)]

4. *It has legal documents to confirm its status: Not-for-profit, for-profit, or public.* Kansas State University was established as a public institution under the legislature's acceptance of the provisions of the Morrill Act in 1863. [Ref: Kansas Statutes Annotated 76-408 and 409]

5. *It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.* The Kansas Board of Regents was established in 1925. It was reorganized in 1936, and in 1966 it was accorded constitutional status to supervise the operation of Kansas' universities. The board establishes policies for and oversees operations of the institutions. [Ref: Kansas Board of Regents Policies and Procedures Manual, p 1A, Appendices A and B. Note: The board has a new structure per Senate Bill 345 of the 1999 Legislature.]

6. *Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.* Comprising nine individuals appointed by the governor, the current board members represent the general public and

have a variety of professional pursuits and backgrounds, including business, education, the arts, government, and agriculture. [Ref: Kansas Board of Regents Policies and Procedures Manual, p 1A.]

7. *It has an executive officer designated by the governing board to provide administrative leadership for the institution.* The position of president is established by Kansas statute, and the president, named by the Board of Regents, is responsible for administering all university affairs, subject to pertinent statutes, regulations, and policies. [Ref: Kansas Statutes Annotated 76-714 and Kansas Board of Regents Policies and Procedures Manual, p 1F]

8. *Its governing board authorizes the institution's affiliation with the Commission.* The Kansas Board of Regents endorses the practice of regional institutional accreditation and authorizes affiliation with the Higher Learning Commission of the North Central Association. Final reports are submitted to the board for their record. [Ref: Kansas Board of Regents Policies and Procedures Manual, pp 5-6D]

9. *It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.* At Kansas State University, over 85% of the faculty have the terminal degree appropriate to their fields. They are appointed by the deans as a result of formal searches (usually on a national basis) followed by recommendation of the faculty to the cognizant administrators. [Ref: Faculty Handbook, Section C20]

10. *A sufficient number of the faculty are full-time employees of the institution.* The university has 1,140 full-time faculty members at the rank of instructor or above, 281 of whom have major assignments in research and public service. With 17,903 FTE students (Fall 2000), the average ratio of students to teaching faculty is about 20:1. [Ref: Office of Planning and Analysis]

11. *Its faculty has a significant role in developing and evaluating all of the institution's educational programs.* As indicated in the Constitution of the Faculty Senate, "the faculty has control of all matters dealing with courses and curriculum." They set curriculums, standards, and degree requirements, and they have the initiative in beginning or changing academic programs, subject to review under university and regents' policies. [Ref: Faculty Handbook, Section D1]

12. *It confers degrees.* The university confers associates's, bachelor's, master's, and doctoral degrees. In AY1999-2000 they numbered 85, 3015, 684, and 228, respectively. [Ref: Registrar]

13. *It has degree programs in operation, with students enrolled in them.* As of the beginning of AY2000-01, the university offered over 200 degree programs, with 21,929 students enrolled. [Ref: Registrar]

14. *Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.* As a land-grant institution, Kansas State University fulfills its mission “to improve society through the works of those it educates.” In addition, regular program reviews and assessments assure continued fidelity to the goals and objectives of its various units. [Ref: Degree and Certificate Program Inventory for Regents’ Institutions, 2000-01, Kansas Board of Regents]

15. *Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.* Degrees are consistent with the usages of the National Center for Educational Statistics and with the Classification of Instructional Programs (CIP). [Ref: University catalogs]

16. *Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.* The university's commitment to general education is set forth in its mission statement and in the University Bulletin, referring to the development of communications skills, critical faculties, and to understanding basic concepts in the natural and social sciences, and humanities. In addition, the university has completed a multi-year effort to design and effect a common core for all undergraduates (see also Chapter IV, p 48). At the graduate level, the Bulletin states that “applicants must have a bachelor's degree substantially the same as the ones granted by K-State. These degrees regularly contain a broad range of courses representing the academic disciplines.”

17. *It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.* Although the State of Kansas has had an open admissions policy for its high school graduates, the Board of Regents have a new qualified admissions requirement beginning in 2001. Admission of transfer and out-of-state students is also subject to standards, and applicants to the Graduate School and College of Veterinary Medicine must meet the standards of those faculties. Further, admission to upper division work in business, education, and certain other areas is selective. [Ref: University catalogs]

18. *It provides its students access to those learning resources and support services for its degree programs.* The university’s array of resources includes the libraries, laboratories, specialized equipment, computer stations, a language center, studios, and museums, as well as services in health, recreation, advising, study habits, counseling, and career planning. [Ref: University catalogs]

19. *It has an external financial audit by a certified public accountant or a public audit agency at least every two years.* In keeping with the requirements of the Kansas Legislature, the

state completes a compliance audit for each fiscal year carried out at least once every two years. Payments from state monies is audited by the Kansas Division of Accounts and Reports. [Ref: Kansas State University Annual Financial Report, Fiscal Year 2000]

20. *Its financial documents demonstrate the appropriate allocation and use of resources.* Resources are allocated in keeping with the missions of the university's several units, and expenditures are categorized and reviewed under the regulations of the state's Department of Administration. [Ref: Kansas State University Annual Budget 2000-01, Legislative Request for FY2002]

21. *Its financial practices, records, and reports demonstrate fiscal viability.* The university is constrained by state policies to operate within available funds. The historical record confirms its ability to maintain financial viability. Records are public. [Ref: Kansas State University Annual Financial Report, Fiscal Year 2000]

22. *Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendar; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.* The university's mission statement is in the Regents' Policies and Procedures Manual, while the catalogs and student handbook describe degree requirements, admissions policies, learning resources, student academic policies, fees and refund policies, and academic credentials of personnel. [Ref: Board of Regents PPM, University catalogs, Student Handbook]

23. *It accurately discloses its standing with accrediting bodies with which it is affiliated.* Accreditation by the North Central Association is cited in the university's catalogs. [Ref: University catalogs]

24. *It makes available upon request information that accurately describes its financial condition.* The university's annual budget and annual financial report are public documents.

## CHAPTER II – CRITERION ONE: MISSION/PURPOSE

“The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.”

**Public Statements.** Kansas State University offers clear statements of its educational objectives in its several catalogs. A public document (following) formulated by the Kansas Board of Regents, describes its structure, functions, and mission. The mission statement and other background information on mission are notably available as a website for those seeking information about the school (<http://www.ksu.edu/provost/planning/mission.html>). As an historic land-grant institution, K-State’s traditional mission places it among the ranks of the nation’s mature universities.

The key factor in executing our mission is ordered planning that involves the entire campus community. To fulfill our mission we have undertaken systematic processes of planning and assessment that ensure that goals are met and that functions are performed in keeping with contemporary needs. These processes result from our own initiative, but they are also responsive to the regents’ agenda for improving post-secondary education in Kansas. This self-study describes our planning efforts, identifies our objectives, and records our successes and limitations in realizing those objectives.

**Regents’ Mission Statement.** The following was adopted by the Kansas Board of Regents in December 1991:

“Kansas State University is a comprehensive, research, land-grant institution serving students and the people of Kansas, the nation, and the world.

“Since its founding in 1863, the university has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities that is unique among the regents’ institutions.

“Through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies

through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences that promote and value both excellence and cultural diversity. Kansas State University prepares its students to be informed, productive, and responsible citizens who participate actively in advancing cultural, educational, economic, scientific, and socio-political undertakings.

“Research and other creative endeavors comprise an essential component of Kansas State University's mission. All faculty members contribute to the discovery and dissemination of new knowledge. These efforts, supported by public and private resources, are conducted in an atmosphere of open inquiry and academic freedom. Basic to the pursuit of this mission is the university's commitment to broad-based programs in graduate education at both the master's and doctoral levels.

“Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning and to benefit from the results of research. The university addresses this charge through mutually supportive activities on its Manhattan and Salina campuses, research and extension sites at numerous locations, outreach programs offered throughout the state and nation, and international activities.

“The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated work force necessary to the economic well-being of Kansas, the nation, and the international community.”

**A Tradition of Planning – Themes Fulfilling Mission.** The university understands the need for prudence and selectivity in its use of human, physical, and financial resources. This sense has been sharpened by the president, who has guided a comprehensive strategic planning effort. Strategic planning has involved all units of the university, and it functions as an effective process, notwithstanding the chronic limitations in state funding. With a long-standing organization for planning, our cooperative approach involves faculty members, students, staff, and administration in order to set priorities and to create confidence that actions are constructive and positive.

Shortly after his appointment in 1986 the president led in establishing five major themes to concentrate efforts in program development and to refine our mission to:

- ▶ Strengthen and enhance the quality of graduate and research programs
- ▶ Ensure that all undergraduate curriculums rest upon a common intellectual foundation
- ▶ Contribute to the state's economic enrichment and environmental health
- ▶ Respond to the educational needs and circumstances of diverse groups
- ▶ Enhance international emphases

In late 1999 the University Strategic Planning Committee updated and augmented the planning themes. The committee involved all sectors of the university in this effort, with wide

participation by the colleges' planning groups. A surprising degree of unanimity emerged in the new themes listed below:

- Support recruitment, retention, and professional development of high quality faculty
- Strengthen the learning and teaching environment
- Enhance the quality of graduate and research programs
- Develop the library infrastructure
- Develop the information technology infrastructure
- Enhance a diverse and multicultural environment
- Enhance international emphases
- Define the university's role in mediated learning
- Contribute to the state's economic development and environmental health

A further description of the themes together with action items for each is in the following website: <http://www.ksu.edu/provost/planning/vision1-99.htm>. Continuing reviews are used to set priorities for specific actions.

Much of local planning is also stimulated by regents' initiatives, which include an agenda for improvement, Vision 2020, recently succeeded by the Institutional Improvement Plan (IPP). Particulars of Vision 2020 and the IIP are summarized in Chapter VI, Criterion Four – Continued Accomplishment of Purposes.

**Participation in Planning.** The university's administrative style involves wide participation in defining the goals that advance its mission. Its overall Strategic Planning Committee has broad representation as it reviews and helps formulate program direction. In addition to the Deans' Council, the Faculty Senate and the Faculty Senate Committee on University Planning (FSCOUP) are closely involved, as are the college committees on planning (CCOPs). In addition, the Student Governing Association plays an important role in responding to major issues through their members' representatives in university committees.

Public involvement and understanding are a major factor in defining mission, as most units have outside advisory councils of alumni and professionals. This is especially important as we continue to meet our land-grant responsibility for supporting programs related to agriculture and agribusiness. With Cooperative Extension offices in each of Kansas' 105 counties there is a strong historic awareness of our role as a major educational institution for the state.



### CHAPTER III – CRITERION TWO: ORGANIZATION OF RESOURCES

<p>“The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”</p>
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This chapter includes information on organization, starting with the Kansas Board of Regents. It then proceeds with the university’s structure and the resources that support its academic operations.

**Kansas Board of Regents.** Under the Kansas Higher Education Coordination Act adopted by the 1999 legislature, the nine-member Board of Regents was reconfigured and given new responsibilities. The board is the governing authority for Kansas State University and appoints its president. With its members named by the governor, the board is now charged with coordinating post-secondary education, but it retains authority over the six “regents’ institutions” as before. It comprises three commissions of three regents each, one of which deals with those six in an advisory role, reporting to the full board. The other two commissions deal with community colleges and with overall coordination.

The board establishes policies, develops budgets and budget priorities, reviews and approves programs, carries out systemwide planning, and provides liaison with the Kansas Legislature.

To assist in its deliberations the board has designated the following constituent groups: The Council of Presidents, the Council of Chief Academic Officers, the Council of Business Officers, the Council of Student Affairs Officers, the Council of Public Relations Officers, the Council of Faculty Senate Presidents, and the Students’ Advisory Committee.

**University Organizational Structure.** The university’s chief executive is the president, who serves at the pleasure of the Board of Regents. With a high degree of delegated authority, the president designates only three officers with direct reporting – the vice president for institutional advancement, the vice president for administration and finance, and the provost. Reporting to the provost are two vice provosts and the deans of the nine colleges, continuing education, the Graduate School, and libraries.

K-State’s organization is consistent with its land-grant tradition. In addition to the collegiate units and the Division of Continuing Education, we maintain a strong historic program in state-wide cooperative extension administered under KSU Research and Extension. There are interactions among all units, and each has missions in teaching, research, and service. Budgetarily,

the legislature makes distinct appropriations for the main campus, extension systems and agricultural research programs, and veterinary medicine

The overall structure is shown in the organizational chart on the next page.

**University Governance.** With a variety of mechanisms, the university uses a highly participatory form of governance that involves the faculty, staff, and students, with ultimate responsibility and authority falling to the president and the regents. Following is a brief account of a more detailed description in Section B of the Faculty Handbook.

While overall responsibility for operation, plans, and policies resides with the president, certain powers to formulate policy have been delegated to the provost, the deans' council, and the Faculty Senate. The Senate acts on behalf of the general faculty, which approves the Senate's constitution and any changes made in that document.

The colleges and departments have their own structures for faculty participation. The concept of a community of scholars – relating to each other as equals – applies to Kansas State University more accurately than does the concept of hierarchy.

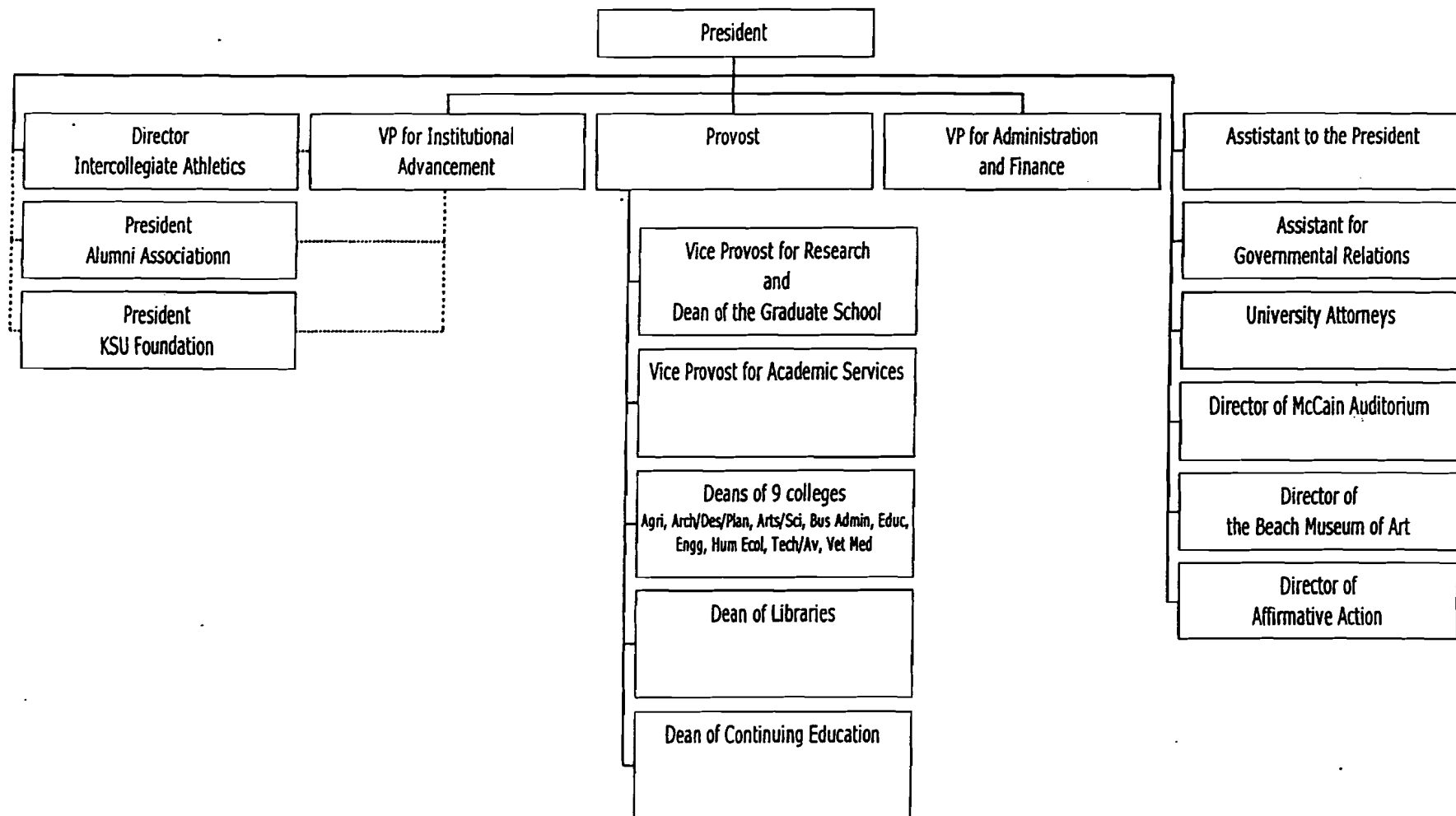
The Faculty Senate. Members are chosen by faculty election. The constituent units are the colleges, extension, the Libraries, and general administration. The permanent committees are: the Executive Committee, Committee on Academic Affairs, Committee on Faculty Affairs, Committee on University Planning (FSCOUP), and the recently formed Committee on Technology.

University Planning. The Faculty Senate is the principal forum for faculty participation in governance. On matters related to university planning, the president, president-elect, and past-president of the Faculty Senate, and others chosen by the Executive Committee, represent the faculty on university-wide planning groups. The Provost consults with the Faculty Senate leadership on matters related to university planning.

FSCOUP is charged by the Faculty Senate to advocate needs in comprehensive institutional planning and to monitor planning activities, evaluate their effectiveness, and make recommendations for improvement in the planning process. FSCOUP responds to faculty concerns about planning and, if necessary, develops recommendations for consideration by the Faculty Senate.

The college deans or unit administrators establish their own planning committees that advise on matters such as college/unit planning, college/unit reorganization, strategic planning, program discontinuance, and financial exigency.

The Student Senate. The Student Senate has a major role in responding to academic and student financial issues. It has a distinctive authority in the allocation of special student fees.



**The Classified Senate.** The Classified Senate provides a forum for considering issues related to staff responsibilities and policies.

**Presidential and Advisory Committees.** In the general university administration approximately 30 committees advise the president. These committees are supplemented by subcommittees, with membership selected from the faculty, students, staff, and others according to interests and needs. A full listing is at the website: <http://www.ksu.edu/uauuc/univcomm/>.

**Deans' Council.** The deans of the colleges, continuing education, the libraries, and the Graduate School meet regularly with the provost to develop and review policies and goals regarding instruction, research, and extension programs.

**Population Distribution.** Characteristics of the university community are shown below:

Ethnicity/Race	Fall Semester				
	1996	1997	1998	1999	2000
<b>Faculty/Unclassified Professionals</b>					
Non-Resident Alien	n/a	79	87	109	131
Black	n/a	59	67	76	80
American Indian	n/a	14	13	16	23
Asian	n/a	117	120	118	114
Hispanic	n/a	39	40	43	47
White	n/a	2,539	2,665	2,786	2,832
Other	n/a	9	7	8	7
<b>Total</b>		<b>2,856</b>	<b>2,999</b>	<b>3,156</b>	<b>3,234</b>
<b>Classified Staff</b>					
Non-Resident Alien	n/a	1	1	6	8
Black	n/a	100	86	77	78
American Indian	n/a	8	9	10	12
Asian	n/a	35	34	35	41
Hispanic	n/a	33	39	37	38
White	n/a	1,139	1,113	1,051	1,021
Other	n/a	2	3	3	2
<b>Total</b>		<b>1,318</b>	<b>1,285</b>	<b>1,219</b>	<b>1,200</b>
<b>Students</b>					
Non-Resident Alien	936	871	919	937	1,004
Black	680	637	312	610	622
American Indian	132	140	148	153	133
Asian	324	307	285	301	284
Hispanic	447	452	475	487	538
White	17,806	17,805	18,218	18,699	18,881
Other	n/a	94	228	356	467
<b>Total</b>	<b>20,325</b>	<b>20,306</b>	<b>20,885</b>	<b>21,543</b>	<b>21,929</b>

**Faculty Characteristics.** Of the faculty members who have 50% or more of their appointments in instruction, 730 (85%) have earned doctoral degrees or appropriate terminal degrees. Of the 167 whose highest degree is a master's, 68 are either in Architecture Planning and Design or in one of the visual and performing arts, where the master's is traditionally considered to be the terminal degree.

Of the full-time faculty, 62% were tenured in the fall of 2000, while 25% were working toward tenure and 13% were in non-tenurable (temporary) positions. Males constitute 72% of the total faculty (80% of the tenured faculty, 62% of those working toward tenure, and 51% of those in non-tenurable positions).

In the fall of 2000, faculty members were predominantly (86%) white. Of the ethnic-racial minorities, the Asian group had the highest representation (82, or 7% of the total); there were 18 Hispanics, 20 Blacks, and 4 American Indians.

The average full-time, ranked faculty member was responsible for 300 student credit hours in the fall 1999 semester. This was one of the highest among the universities in the regents' system, whose averages ranged from 269 (Fort Hays State University) to 305 (Pittsburg State University).

Regular faculty members at the rank of assistant professor or above are all expected to be involved in instruction, research, and service, whether or not they are officially budgeted to each of these activities. For those budgeted exclusively to instruction, no rigid distribution of effort is prescribed. On the average, about 60% of the total effort is devoted to instruction, 28% to research, and 12% to service; for senior ranks, the research effort tends to be somewhat higher and the instructional emphasis somewhat lower. There are large individual differences, however, both among individuals and among departments.

**Student Characteristics.** About 82% of K-State's students are enrolled in undergraduate degree programs, while 13% are pursuing a first professional or graduate degree. Only 29% are under 20 years of age, and about 20% are 25 or older. Although most of the recognized ethnic minority groups are present, they constitute only 12% of the total. About one in five is a part-time student, and 15% are non-residents. For first-time graduate students, non-residents constitute over half of the total. Undergraduates come from all 105 Kansas counties, 16 different countries, and 35 different states. New freshmen are well above both national and state ACT-Composite (academic ability) averages for college-bound students, and they display better backgrounds in natural sciences and social sciences than in English and mathematics. In the fall of 2000, the international student enrollment was 1,016 from 103 different countries. Of the total, 782 were at the graduate level.

**Student Services.** We have an unusually large number of programs to support students in achieving their goals, for, at Kansas State University, there is a tradition of student-centered interest and caring. We recognize that attending to students' individual circumstances can frequently be a key factor in ensuring academic success, starting with relationships that involve parents and high school.

Once a student has enrolled, many special services become available to ensure a smooth transition into the collegiate environment. Both the residence halls and the fraternity-sorority system have extensive programs to foster academic success as well as social and leadership skills. Maintaining personal health are programs involving medical care as well as counseling and extensive facilities for fitness and sports. Our Academic Assistance Center helps as needed with the development of academic skills, including tutoring laboratories and individual academic counseling. At the other end of the spectrum, our Career and Employment Services Center arranges interview training and a host of interview possibilities with potential employers.

Specialized services assist sub-populations such as those with physical and learning disabilities as well as low-income, first generation, and ethnic minority students, international students, and women.

Student services are a central priority of the Vice President for Institutional Advancement, who is assisted by the Associate Vice President for Institutional Advancement/Dean of Student Life and the Associate Vice President for Educational and Personal Development (see organizational chart on next page). Under the former are Admissions, Registrar, Student Financial Assistance, Greek Affairs, Housing and Dining Services, K-State Student Union, New Student Programs, Recreational Services, Registrar, and the Office of Student Life. The latter oversees the Academic Assistance Center, Career and Employment Services, University Counseling Services, Lafene Student Health Center, and Disabled Student Services. This section continues with more detail on the wide range of services available to our students.

**Admissions Office.** The Admissions Office handles traditional responsibilities and ensures that the student tracking system is managed to give applicants timely information. Its activities are closely coordinated with New Student Services, which works with prospective students and their families, providing information about programs through high school visits, college planning conferences, and special events. It offers a telecounseling program in which current students contact prospective students by phone to follow-up on campus visits.

**Student Financial Assistance.** In addition to traditional aid programs, the office deals with veterans' benefits and emergency loans, providing a total of over \$85 million in financial assistance annually.

Registrar. To carry out the traditional functions of the office, it added the K-State Access Technology System (KATS) in 1998, an on-line, interactive system that enables students to conduct transactions such as enrollments, drop-add transactions, and address changes. A Degree Audit Reporting System (DARS) began in Spring 2000, allowing students and advisors immediate access to transcript information.

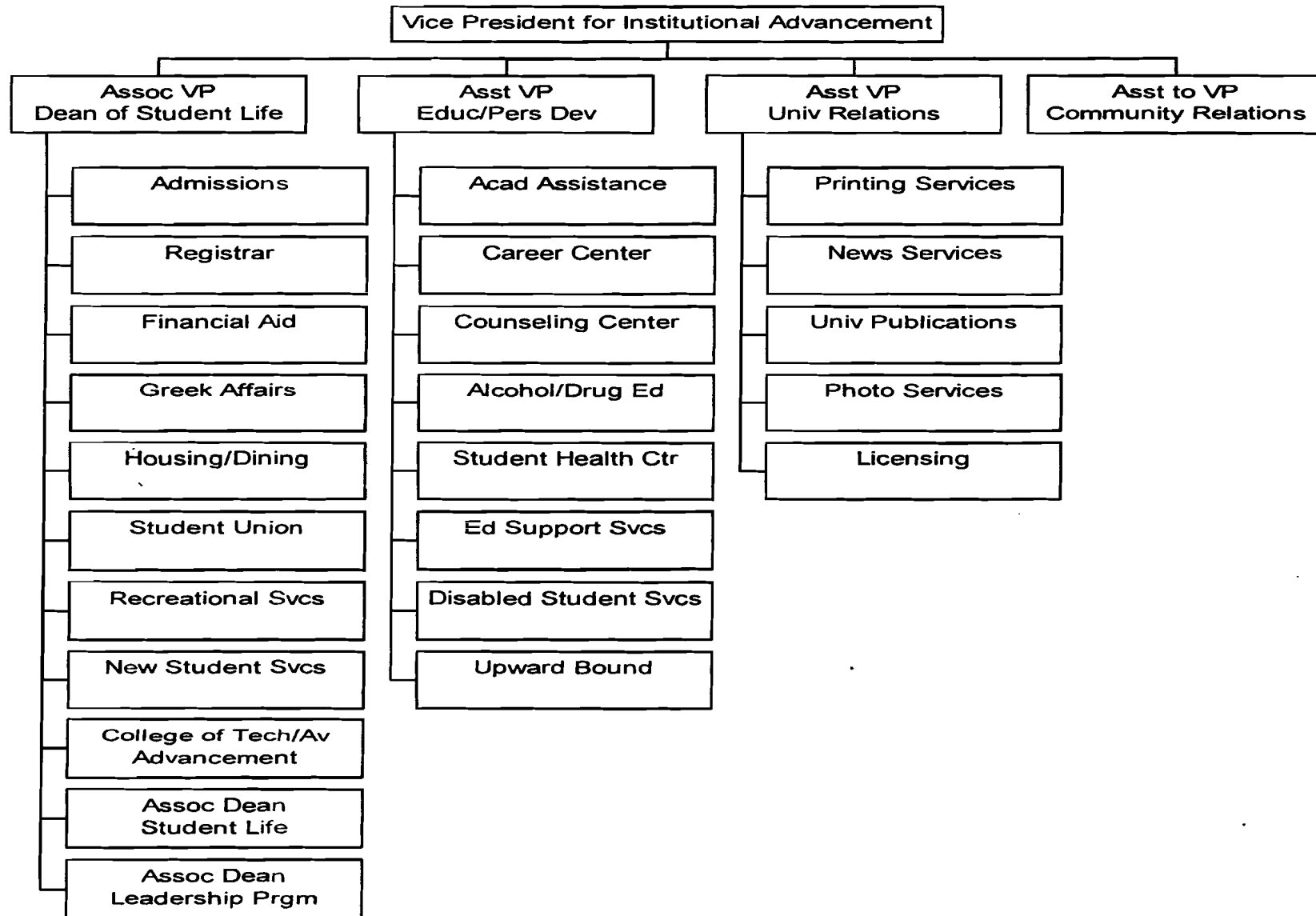
Academic Assistance Center. The Academic Assistance Center provides math placement testing, developmental math courses, orientation courses, tutorial services, counseling, mentoring, credit by examination, and admissions and professional qualifying examinations. It offers a course on academic skills enhancement, with approximately 700 new students each year. The PILOTS program combines small class size, increased faculty involvement, peer tutoring and mentoring, and a communications skills lab to assist over 150 at-risk students each year. The tutoring center provides services to more than 750 students per semester.

Academic and Career Information Center. The ACIC helps students explore academic majors, career options, and graduate/professional school choices. It teaches a course on decision-making strategies, personal assessment, and academic and career exploration. In conjunction with the College of Arts and Science it sponsors an annual academic fair at which college representatives meet with students to discuss areas of study.

Career and Employment Services. CES offers state-of-the-art, on-line services including assistance in finding part-time employment, a summer job, a curriculum-related internship, an experience in cooperative education, or a full-time career position. It also offers advising and training to develop job search skills, an on-campus interview program, vacancy referrals, résumé referrals, a career library, mock interview clinics, and employment fairs. The office maintains an employer relations program with approximately 14,000 companies.

Lafene Student Health Center. The center is an accredited health-care facility providing cost-effective health care to students. It employs seven full-time physicians and a clinical support staff. Services include an outpatient general medical clinic, laboratory, x-ray, physical therapy, pharmacy, nutrition and diet counseling, and specialty clinics for allergies and immunization, sports-related injuries, and gynecology.

University Counseling Services. University Counseling Services provides short-term individual personal/career/academic counseling, group psychotherapy, biofeedback/stress management training, psycho-educational workshops, alcohol/drug prevention services, couples counseling, psychiatric (medication) consults, crisis intervention, trauma debriefing, faculty/staff psychological consultation, educational outreach programs, vocational testing, psychological testing, and learning problem assessment.



K-State Student Union. The K-State Student Union is a campus center for social, cultural, and recreational activities. Funded by student fees, including an \$11.5 million enhancement completed in 2000, the Union features a food court, 576- and 280-seat auditoriums, a bookstore, copy center, computing center, hair salon, recreational facilities, art gallery, bank, and a postal center. The Union Program Council, a student organization, provides nearly 500 programs annually.

Recreational Services. Recreational Services offers a variety of intramural/recreational sports and fitness programs. Nearly 90% of the students on campus participate in these programs, centered in the Chester E. Peters Recreation Complex, that opened in 1980 and expanded by double in 1995. It houses 10 basketball courts, 14 racquetball and two squash courts, two tracks, two weight training areas, a large cardiovascular area, locker rooms, a wellness resource area, a combatives area, and a multi-purpose exercise area.

Adult Student Services. Adult Student Services assists those who meet one of the following criteria: Married, with children, re-entering the education system after several years, or 25 years of age or older. Staff members assist students with admission and enrollment and provide information for housing, child care, refresher and study skills courses, tutoring, financial aid, scholarships, insurance, public school enrollment, community family programs, emergency locator, and commuter information.

International Student Center. The center provides a comfortable, relaxed atmosphere where people can increase their international perspective and find new friends. The three-building complex has been funded by private gifts. The main building opened in 1978, and in 1998 a \$350,000 construction/renovation project was completed, including a Korean Room, and a new Taiwan Wing that provides space for the center's office staff.

Women's Center. Since 1973 the center has worked with university and local communities to promote the well-being of K-State students and make KSU a safe and equitable learning environment. Staff members work with individual women in crisis, provide free self-defense classes, facilitate presentations with campus and community, support students who are undertaking justice- or gender-related projects or programs, and provide a variety of ad hoc assistance.

Disabled Student Services. The office accommodates students with a physical, learning or psychological disability, or attention deficit disorder. Help includes sign-language interpreters, taped texts, notetakers or taped lectures, preferential seating, and test-taking assistance. A shuttle van provides on-campus transportation to students with disabilities.

Greek Affairs. The Panhellenic Council consists of 11 national sororities, and the Interfraternity Council has 24 national fraternities. All have housing, with a total membership of approximately 3,200. The National Pan-Hellenic Council represents four African-American sororities,

three African-American fraternities, one Latina sorority and one Latino fraternity. None of these is housed, and total membership is about 70.

Office of Student Life. The office is responsible for the Student Governing Association, judicial programs for non-academic misconduct, religious activities, adult student services, the international student center, the women's center, and crisis response. Retention, student advocacy, and diversity issues are included.

Housing and Dining Services. Approximately 4,000 students live in nine residence halls. A variety of living options is available, including single rooms as well as two- and three-person suites. In addition, apartments are available for upperclass undergraduate and graduate students as well for families.

Other Programs/Services. Also maintained are Leadership Studies and Programs, student governance offices, alcohol and drug awareness programs, a federal TRIO program, Upward Bound programs, an early academic awareness program, the Earl Woods National Youth Golf Academy, and an Office of Diversity that works to foster understanding among diverse groups and to provide support for students of color.

**Physical Plant.** When Kansas State opened its doors in 1863, it had acquired from the trustees of Bluemont Central College one three-story building approximately 40 feet by 60 feet, one hundred acres of land, a small library and a few tools, all valued at about \$20,000.

Today, the main campus has 660 acres of land with 79 academic/ administrative buildings, three veterinary medicine buildings, and 50 housing units, for a total of over six million gross sq ft valued at over \$900 million. The College of Technology and Aviation operates in 19 buildings with over 300,000 gross sq ft valued at \$42 million.

As mentioned in the section on recent developments, since the last North Central review the university has added 874,000 gross sq ft at a cost of \$114 million. Recently planned and/or completed additions account for 373,000 gross sq ft at a cost of \$126 million.

Funding of general maintenance remains below peer institutions' levels. However, personnel and operating funds are budgeted and expended according to a plan designed to accomplish as many priority and on-going projects as possible. In 1997 the legislature recognized the extent of deferred maintenance in the regents' schools and directed funding to make improvements under the "crumbling classrooms" program. With about \$35 million in additional one-time funding, we have made significant improvements to address fire- and life-safety issues, ADA compliance issues, classroom and instructional laboratory upgrades, and other facility maintenance needs. As a result we have established about 30 state-of-the-art electronic classrooms and renovated

more than 75 traditional classrooms and instructional laboratories with improved lighting, repainting, new seating, improved HVAC, new floor covering, and window treatment. Much progress has been made, but more improvements are continuing in keeping with current planning and funding.

**Libraries.** The mission of the KSU Libraries is to assist the students, faculty, state, community, and cooperating library users with their information needs. The Libraries (Editor's note: The term Libraries is used as a singular noun to denote a total university resource) supports the teaching, research, extension, service, and international programs of Kansas State University by providing collections, access systems, services, and instruction.

In the 1992 NCA assessment of KSU Libraries several deficiencies were identified in collections and facilities. Since then, the Libraries has addressed these concerns through a \$30 million renovation of the main library, and through concerted efforts to enhance its budget.

The new building, renamed Hale Library, integrates three older building phases and adds 153,000 sq ft. With 2,000 seats, it provides nearly double the previous seating capacity.

Hale Library houses approximately 2 million items, organized into science and social sciences/ humanities collections. The former Chemistry/Biochemistry Library was incorporated into the science library; and Archives, Special Collections and Rare Books, and Government Publications are also part of Hale. An off-site annex of 20,000 sq ft holds more than 400,000 older and infrequently used volumes. These materials may be requested, and deliveries are made to Hale Library each day.

Weigel Library of Architecture, Planning, and Design, in Seaton Hall, houses approximately 40,000 volumes and maintains 200 journal subscriptions. The Veterinary Medical Library, in Trotter Hall, contains approximately 40,000 items.

The Math/Physics branch library is in Cardwell Hall. Fiedler Library, which supports the research needs of the students and faculty in engineering, was completed in the summer of 2000. The College of Technology and Aviation maintains a local library collection but has access to all of the Libraries' resources.

**Budget and Finance.** Serials hyperinflation has proven particularly challenging for the Libraries. From 1986-1998, we canceled 32% of serial titles while increasing serials expenditures by 85% and decreasing expenditures of all other materials by 8%.

In light of these problems, the provost established the Task Force for Financing the Library of the Twenty-First Century. They recommended that increased funding be identified from three sources: State funding, a student fee, and support from the Kansas State University Foundation.

A beginning was made in 1998 with a legislative addition of \$328,000 to the funding base. One-time money of \$150,000 was also provided. The funds were earmarked for acquisitions but could be applied to access technology. As this annual base accumulates, the Libraries' acquisitions funds will be strengthened, but no state funding will be available to cover the expected inflationary increase of \$350,000 for FY2001.

A student tuition-based fee of \$1 per credit hour was recommended by the Student Senate in the spring of 1999 and approved by the regents, adding \$504,000 annually to acquisitions. Recent legislative sessions have not responded to our request for matching funds to bring the total to \$1.01 million, and the regents do not intend to resubmit the proposal for FY2003.

The Libraries is working with the K-State Foundation, university administration, and internal development personnel to acquire non-state resources and in-kind gifts. The ten-year goal is to complete fund-raising for the building debt and to increase endowments by \$10 million. By late 1999, \$6 million of that amount had been identified – and confirmed in part, but the K-State Foundation will provide funding to close the gap between the current corpus' yield and the income of about \$500,000 expected annually from the eventual \$10 million.

K-State recently signed an exclusive contract with the PepsiCola Company, revenues from which are expected to build a \$5 million endowment to support library acquisitions.

With recent and prospective increases, the Libraries is expected to have added \$1.8 million to its acquisitions budget by FY2003, which, in FY1998 was \$3 million.

Collections and Access. KSU Libraries includes a number of strong collections, particularly in the sciences. Most notable are the collections in agriculture, the biological sciences, veterinary medicine, architectural history, Linneana, and cookery. Other significant collections include those in US and Kansas history, English and American literature, and historic costumes and textiles.

Throughout the 1990s the Libraries struggled to sustain core print journal collections in the face of skyrocketing inflation. Tactics included increasing budgets for journals, strategic cancellation of lesser-used titles, the addition of electronic journal packages, and enhanced end-user document delivery. Electronic information sources have initiated a major shift – from an emphasis on ownership to one of access. Online journals and articles, data files, and most recently, monographs, are increasingly linked, bringing closer the ideal of desktop delivery of all types of information. By 1999, the Libraries held subscriptions to approximately 450 full-text electronic journals and article access to another 9,000 titles, with numbers increasing constantly. For FY2000, \$407,000 was budgeted for electronic resources, including bibliographic databases,

electronic journals, article and information delivery to the desktop, and electronic reference sources.

An automated interlibrary loan request system is available on the Libraries' website that enables patrons to submit requests from off-campus locations. Innovative services include UnCover, a service that delivers articles by fax, and a commercial courier system to expedite delivery among Big 12 Plus libraries.

Reference, Instruction, and Special Services. Reference services are available in all library locations. Librarians assigned to specialized subject areas provide in-depth consultations at the branches and at service points in Hale. Reference subject specialists work in partnership with academic departments to build the collections, to design course-related assignments, and to keep faculty members informed of services and policies. All librarians respond to telephone and email reference queries. Users may access the catalog, other databases, and electronic journals remotely and at work stations in the Libraries. Access to DIALOG and STN is available, although the advent of CD-ROM and user-friendly online databases has lowered the demand for mediated online searching. Subject specialists and other library staff provide course-integrated instruction, workshops, and tours.

The Libraries seeks to provide access to users with special needs. Hale Library's new furniture is accessible to people in wheelchairs. Many services, including specialized software and equipment, are provided for users with visual or hearing impairments. Assistance is also provided to retrieve items from shelves and other locations upon request.

Cooperation and Outreach. Multiple-library purchase arrangements are in place for electronic databases with the Big 12 Plus consortium, regents' institutions, Kansas State Library, and the Bibliographical Center for Research (BCR). The Libraries' membership in the Center for Research Libraries (CRL) makes available a collection of esoteric research materials. CRL's online catalog is accessible from the Libraries' website.

The Libraries has established a mutually beneficial relationship with the Athletic Department. This partnership has provided 24 new work stations in the Libraries' electronic classrooms. These are used regularly by K-State's athletes in the evenings and are available for library instruction at other times.

In 1998 Kansas State University became a founding member of the Scholarly Publishing and Academic Resources Coalition, an alliance of libraries that strives to drive journal prices down, expand access, and create an effective, balanced system of access to scholarly information by fostering competition in scholarly communication.

The Libraries has one FTE position devoted to marketing and public relations.

The Friends of the Libraries was organized in 1984, and its relatively short existence has made it a flagship organization. The Friends' accomplishments include the purchase of much-needed equipment, several publications, and the production of the annual gala fund raiser. The group contributed \$150,000 to the National Endowment for the Humanities Challenge Grant, \$7,400 toward journals, \$50,000 to the Love Book Endowment, and \$5,000 toward the acquisition of a research collection in the history of American farming. The Friends earned national recognition in 1998 when it was awarded the prestigious Baker and Taylor Award for Outstanding Academic Library Friends.

Information Support Services for Agriculture was established jointly by the College of Agriculture and the Libraries to gain timely access to specialized information for agriculture. It maintains collections and has databases on a variety of international agricultural topics and collaborates with researchers, consultants and extension specialists to design and implement databases and special information collections.

The Community Online Resource Exchange is a partnership with the Manhattan Public Library, providing access to networked public information. It is physically located within the Manhattan Public Library and is connected electronically to the Libraries.

Information Technology. By 1995 the integrated library system evolved from a mainframe environment using NOTIS to a client-server mode using Endeavor's Voyager. The renovation of Hale Library offered the opportunity to install state-of-the-art connections throughout the building and to lay the groundwork for new high-end public scholars' work stations with a consolidated interface for Voyager, databases, and Internet resources. The Libraries is currently developing local databases and digital resources, both independently and in partnership with other Kansas libraries.

Most recently, 99 new computers and 95 computer terminals have been added along with the installation of the Infocommons, a powerful new utility linking all of the databases and software.

Along with technical changes, the Libraries has created a staff of programmers, network administrators, and skilled interns for hardware and software support. A computer operations support team was established for front-line technology support within each unit. Currently the Libraries is creating partnerships with K-State's Computing and Network Services for LAN administration, thus providing the university with greater efficiencies and allowing library personnel to focus on applications and development.

Staff. The Libraries' staff currently comprises a faculty of 34, over 55 FTE paraprofessionals, and eight professional/administrative/technical personnel. Since 1992, 8.25 FTE positions have been added, primarily in the areas of reference and technology. Compared with its

peer institutions, K-State ranks near the bottom in numbers of staff and in faculty salaries. These realities pose a recruiting challenge that is overcome by the enthusiasm and professionalism of the staff at all levels throughout the Libraries.

Because of the Libraries' emphases on participatory management and active partnerships with academic faculty, the roles of the staff have changed greatly during the decade. Staff members from all units of the Libraries are involved in teams that shape the direction and functions of the organization. Library faculty members, in both public and technical services, work directly with K-State's academic faculty in the areas of research, publication, and instruction.

KSU Libraries' faculty members are active professionally at state, national, and international levels, including research, publication of numerous journal articles, editing books and newsletters, proposal-writing, presentations at professional conferences, and leadership positions in state and national organizations.

Outlook. The KSU Libraries is a progressive organization that strives to leverage its resources to greatest advantage. Through strategic planning the Libraries maintains a focus on collections, partnerships, technology, and training. The result is an organization that has formed strong liaisons, both within the university and throughout the region, to acquire resources and technologies to serve the students and faculty. Traditionally the Libraries' greatest weaknesses have been the size of its collection and its acquisitions budget, and these areas continue to pose major challenges. This circumstance, however, has led to an aggressive approach to making innovative, strategic changes. By providing access to resources electronically, providing on-demand document delivery services, and creating specialized webpages for access to information on the Internet, the Libraries is making a concerted effort to meet patrons' information needs in non-traditional ways. Cooperative purchase arrangements within the Big 12 Plus, with BCR, and within Kansas have helped make this possible. The need still exists, however, to purchase core journals and monographs, and the Libraries continues to pursue additional funding within the university, with the Kansas Legislature, and from extramural sources.

Concerns. Technology has proven to be both the Libraries' major asset and its Achilles' heel. Thus, it is crucial that we maintain a strategic balance among print holdings, cooperative holdings, and electronic sources. As more resources become electronic, and as staff become ever more reliant upon networked information, system upgrades and reliability become essential. System stability remains an issue and technical development lags behind expectations. Both have been identified as critical in the latest planning process.

The following are also being addressed through the strategic plan for 2000-05:

- ▶ providing service to distance-learning students

- ▶ the changing demographics of the student population and demands made on traditional approaches to library services
- ▶ training students and the faculty to adapt to information technologies
- ▶ hiring competent technology personnel for development of library databases systems and the digital library
- ▶ the computer technology infrastructure, differentiating management of information responsibilities from technology responsibilities
- ▶ communicating the Libraries' capabilities to the faculty and to students
- ▶ distinguishing student wants from student needs
- ▶ the stability and rate of change of technology
- ▶ support for professional development for faculty and staff members
- ▶ difficulties in hiring a more diverse faculty and staff.

**Computing and Information Technology Facilities.** Kansas State University has moved in the last eight years to develop an extensible technological infrastructure capable of meeting the institutional mission. Information technology (computing, information, networking, media) has come to the fore with the creation of centralized and federated planning and management through core units that provide services in transmission, networking, information, and user assistance.

The university has adopted a horizontal architecture for the delivery of central information technology services to support administrative computing, high performance computing, mediated instruction, campus television, extension outreach, as well as a customary user base for faculty members, staff, and students. It has also encouraged colleges and departments to create specialized computing facilities for teaching and research.

The basic transmission layer provides telephone, data, television, video, and ISP service. Computing and networking are rapidly moving from the vertical model and provide administrative computing support and most of the LAN activity on campus. User assistance is provided through the information Technology Assistance Center (iTAC) using helpdesk software. We support teaching and learning, research, outreach, technology transfer, and service, including laboratory facilities.

Organizational Structure. The structure for Information Technology (IT) provides for university-wide planning and policy making. Central IT units are organized horizontally to provide the transmission of all voice, video, and data on the campus through one unit; networking and computing (including the student laboratories) are provided by a second unit. Data and information administration is under development to support the digital library and the teaching and learning information base. User assistance is also centralized in a unit organized late in the spring semester of 1998. Teaching and learning evaluation is provided through the university's IDEA Center. A proposal-writing team has been established to assist faculty members in securing

IT grants. Committees and teams with broad university representation develop strategy, propose policy, select software and hardware systems, and implement solutions.

New Developments. There have been very significant improvements since 1992:

- ▶ The campus networking structure is now a gigabit network that is moving to ring architecture. A campus television system has been acquired and is being installed. We are a charter member of Internet 2.
- ▶ The computing environment was enhanced with the establishment of 17 centrally supported LANs and the installation of an IBM Enterprise server. There are 23 high technology classrooms, supported centrally, and 16 departmental laboratories and classrooms have been added or improved.
- ▶ Videoconferencing facilities now exist in three locations, and a desktop video delivery system has been established with over 120 sites.
- ▶ Software environment is improved with the establishment of an Oracle database management system and site licenses for Oracle, Novell, virus detection, GIS, and many other products. A course management system was established, and a student services delivery system has been implemented.
- ▶ User assistance is being centralized to provide better service, now including a help desk, instructional assistance, electronic grading and testing, web support of syllabi and other material, and electronic chat rooms and listserves.
- ▶ A sophisticated, user-friendly system, Tegrity, has just been installed in 15 classrooms, enabling faculty to capture teaching presentations for use in developing courseware.
- ▶ As of the 2001 spring term, the 802.11b communications standard now makes it possible for us to provide wireless web use and email in library, classroom, and auditorium sites that would otherwise be difficult or expensive to wire.

These changes have resulted in the university's being named by Yahoo as one of the 100 top wired campuses; the university web page was judged second in the nation for universities in 1999; and the IT units won "best in show" for the Kansas technology exposition that year. Partnerships with business and industry have been established for data systems, course development, training of users, and technology transfer. Such partnerships have moved the university forward, especially in data and information access and in teaching and learning environments.

Additional funding allowed a major upgrade of teaching laboratories in chemistry, physics, agriculture, and modern languages. In the past several years the provost provided over a half million dollars to install desktop computers, servers, and connectivity for the humanities and social science faculties. State support for classrooms provided 23 high tech classrooms, including studio environments (English composition, introductory biology, introductory statistics, and physics) with \$2 million in equipment, renovation, support, and furnishings. About 250 faculty members from 66 departments annually serve over 42,000 student-contacts in these classrooms.

The University Computing Laboratories (UCLs) were upgraded several years ago, and another upgrade is underway, with over 200 machines available. Two additional UCLs will have

been established, one of about 20 stations in the Union and another of about 80 stations in Hale Library. Semi-private laboratories for students exist in all colleges.

All buildings are now connected to the campus network. Over 90% of the faculty and staff have access at their desk, and about 40% of the classrooms and teaching laboratories are adequately wired for campus network access. The residence halls are connected to the campus backbone with a port-to-pillow capacity. The university is an ISP, providing a pool of 532 V.90 modems for off-campus access. Students in architecture, veterinary medicine, and agricultural economics are required to bring a computer to campus.

The iTAC, Division of Continuing Education, and the Educational Communications Center all provide skilled technology development staff, including instructional designers, web page developers, video and audio production specialists, and graphics and animation artists to the faculty. Many of these services are free. Workshops, training, and technology demonstrations are available, and a lecture series in innovations in information technology has been established.

Overall, the university is providing an array of technology and services that furthers the teaching agenda. Technology tools include dial-in service, electronic mail, access to the web and to Internet 2, multimedia, site licenses, and videoconferencing. Support is provided through a technical service center, local area networks, the Regents Educational Communications Center, IT classrooms, telecommunications, and computing laboratories. Help is also provided for educational projects by skilled personnel who assist in program design as well as in preparing proposals for outside funding.

Distance Learning. Over 700 faculty members now use the Internet to enhance the learning and student services on campus, and about 200 use the campus course management system called K-State Online. There are 66 full World Wide Web courses, and many of the 700 faculty members use K-State Online for course enhancement modules. K-State, the University of Nebraska, and Oregon State University offered an Internet 2 course – perhaps the first in the nation – in Fall 1999. A desktop video system with 29 permanent locations across the state is being expanded through an RUS grant to include another 80 locations. Courses can be delivered among colleges at K-State and also across the state. At least three classes in the future will be delivered using Internet 2 high bandwidth capability. We believe that such course-sharing in esoteric fields at the doctoral level will become increasingly important.

There are two associate degrees, four bachelor's degrees, and seven master's degrees available at a distance. The number of distance students interested in earning a degree has double in the last four years. There are currently over 100 students who have earned a degree in this way. Also, there are approximately 2,000 off-campus students currently in distance learning, and

several hundred on-campus students take distance learning courses to increase flexibility in their programs.

Student Utilities. A student services system called KATS (K-State Access to Technology System) provides online access to grades, transcripts, degree audit capability, and many other services for all students. The library provides local access to electronic materials. An authentication and authorization system is being developed to allow access to the library on and off campus.

Recommendations are made to students as to the appropriate computing equipment to purchase for their major. All students are introduced to IT before or as they enroll. Each has an email address and the privilege of creating a personal web page.

The modern language laboratory underwent a major upgrade in the last four years. Television feeds from international sources are delivered to Modern Language and soon will be available across the campus. Major software upgrades were installed on desktops and workstations. Campus site licenses were obtained for major products including GIS. All students wishing to use GIS can do so. Some students also have access to ArchInfo products for architectural and engineering design projects.

The computing science department has recently upgraded two teaching laboratories, and since 1992 the robot program was established. The teams have consistently placed in or won national contests competing against schools such as MIT and Cal Tech.

Serving Research Needs. Research computing is supported centrally, although many departments have specialized computing systems. The high performance computing environment includes a Beowulf cluster of 24 central processors, an NCR 5100 and a Convex system. Currently, 26 researchers are using Internet 2 capability.

Research and Extension has an electronic presence in all 105 Kansas counties and a digital document library containing all publications from extension. Digital camera technology is used by county agents to transfer images for on-campus examination and consulting. Voice over the Internet is used by Research and Extension and in courses offered at a distance.

Funding. Funding IT continues to be a challenge. Central expenditures on IT exceed \$11 million annually, with another \$3-4 million for distributed units. Recent success in grants is bringing in nearly \$5 million.

Outlook. The role of the information technology units is to establish and maintain the basic services, to empower all to use this technology, and to provide leadership when technology can assist. Current goals include the establishment of universal access to a utility level of network and computing services featuring wireless networks, the development of a comprehensive,

integrated data model for the campus, the provision of a course management facility to teaching faculty members, and the enhancement of network access to all students.

Future and continuing goals are to provide world-class educational programs that can be accessed at a distance and to provide the technology to support new roles for the land-grant institution. These programs will include credit courses and degrees, digital library experiences, professional digital information and continued learning opportunities, and digital editorial capability. The new roles will be to establish global subspecialty faculties, consulting databases, networking of researcher teams worldwide, and digital technology transfer.

## CHAPTER IV – CRITERION THREE: ORGANIZATIONAL UNITS

“The institution is accomplishing its  
educational and other purposes.”

This chapter responds to Criterion Three with an account of the university’s programs and the resources for carrying out its educational mission. Continuing with Criterion Three in Chapter V, we present an account of the university’s long-standing commitment to, processes for, and results of program assessments designed to gauge and improve the effectiveness of our instructional programs. Together, Chapters IV and V present convincing evidence that Kansas State University is fulfilling its mission and accomplishing its educational and other purposes.

**Overview.** The university maintains a range of programs characteristic of a major land-grant institution. It strongly emphasizes its teaching programs and the interrelationships between its instructional, research, and extension missions. Among its nine colleges and Graduate School are numerous joint activities, many supported by KSU Research and Extension. Other joint activities involve interdisciplinary structures with extramural funding. Although the colleges provide the administrative base for faculty members and for program denotation, the university encourages a spirit of cooperation that addresses learning and research free of traditional disciplinary limits.

We offer programs leading to four associate degrees, 43 bachelor’s degrees, 13 master’s degrees, and three doctoral degrees, with a large variety of majors in each – 117 at the bachelor’s level, 70 at the master’s, and 44 at the doctoral. In concert with these programs, faculty leadership has created a pattern of general education that applies to undergraduate study. In addition, the university now offers a growing spectrum of coursework and degree programs through instructional technology, both on campus and through distance learning. See the website <http://www.dce.ksu.edu/degrees.html>.

The following sections give details about the way in which the university’s academic units perform the functions expected in meeting in Criterion Three. Accomplishments of students and faculty members are significant. Highlights for each of the colleges appear in the website: <http://www.newss.ksu.edu/WEB/News/NewsReleases/accomplishmentsindex.html>

**General Education.** As mentioned in Item 5 of our Responses to the 1992 Review, we reaffirmed the precepts of a comprehensive education in our 1993 Role and Aspirations Report to

the regents. In 1994 the Faculty Senate approved the University General Education (UGE) Program, "Educational Expectations for the Undergraduate Experience." Central to UGE are three major goals:

- ▶ the ability to think critically and analytically;
- ▶ the ability to read, write, and speak so as to enhance accurate and thoughtful communication; and
- ▶ a commitment to intellectual curiosity, to lifelong learning, and to acquiring a broad range of knowledge.

Achieving UGE goals requires each undergraduate student to complete at least 18 credit hours of approved UGE coursework that ensure breadth, with at least one-third of the credits at the 300-level or above. Rather than having the conventional prescription of specific courses, however, the faculty have designed a program requiring each department to identify or to develop courses for non-majors that support the UGE goals and precepts. These UGE courses are then subject to an overall university review and approval process. Those approved for general education are not intended to add to degree requirements, since they replace current electives or other non-major requirements. Special provisions are made for transfers.

Full implementation of the General Education program occurred in the Fall of 1997. The array of UGE courses from which students meet the 18 credit hour requirement is designed primarily for non-majors and must incorporate an active learning environment, an experiential context, and an opportunity for students to connect ideas. The general education requirements are over and above the required basic skills (core) courses (English, public speaking, and mathematics) and the courses required in the majors.

The UGE courses in each department must be submitted to and approved by the UGE Implementation Task Force, the Academic Affairs Committee, and the Faculty Senate. When faculty members design courses for UGE, they describe content as well as learning processes and outcomes, and they must indicate the performance expected of students and the means of evaluating student learning.

General education courses have been developed and are being offered for every undergraduate student. The Center for the Advancement of Teaching and Learning provides support to departments in developing programs and encouraging active learning.

Governance for UGE involves the UGE Implementation Task Force – with two members named from each college – that formulates policy and monitors program quality. In addition, they review and recommend courses for UGE credit and UGE college programs as a condition for approval by the Faculty Senate. There is also an Intercollege Coordination Panel of associate deans who provide for intercollege communication on program development and assessment,

resource allocation, and course scheduling. Finally, the provost has delegated a member of his staff to provide central administrative leadership and advocacy for UGE.

To assess student achievement of the UGE goals, an outline for assessment was presented in the Report of the General Education Assessment Task Force on January 15, 1997. This document defines specific student behaviors expected for the UGE outcomes, and recommended assessment activities. With our novel approach to general education, we insist on all-university oversight in the assessment of outcomes. Thus, the new Office of Assessment and Program Review has a major responsibility to coordinate program evaluation and improvement of UGE in the individual departments. A depth of experience has yet to be gained in these newly instituted structures, but to prepare for comprehensive assessment we conducted pilot interviews of seniors in 1995 and 1998 – and most recently in Spring 2000. Results from these events (see Chapter V) are the basis of further planning for an expanded process, a major effort that continues to evolve.

Thus, to move ahead with the Faculty Senate's intention to use portfolio assessment, we have a phased development to examine feasibility and implementation as well as to review all of the processes used in UGE. These measures are guided by the senate's document, "Feasibility Study and Implementation Proposal for a Portfolio Assessment: Student Achievement of Critical Thinking, Communication Skills, and Educated Habits (adopted April 1999)." Further determinations have yet to be made by the Faculty Senate; but the university continues its commitment to UGE, with special attention to evaluation of the program's structure and the effectiveness of the its courses.

Extensive documentation of planning, objectives, policies, and content can be found on the web pages: <http://www.ksu.edu/catl/uge/> and <http://www.ksu.edu/apr/>. Included are expectations of courses and programs, mechanism of governance and implementation, assessment reports, and detailed program descriptions for each college.

**College of Agriculture – Instruction.** The instructional program in agriculture was an initial outcome of Kansas' acceptance of the provisions of the first Morrill Act in February 1863. Agricultural research and cooperative extension (see next section) were added under the Hatch Act of 1887 and the Smith-Lever Act of 1914. These three interrelated components continue to guide the university's response to the land-grant mission, and the dean of the college is the chief administrator for all three – instruction, research, and extension. The college is the state's only comprehensive unit offering degrees in agriculture. In 1996 research and extension were combined into a single unit, K-State Research and Extension.

Mission/Objectives/Priorities. In instruction, the college's undergraduate and graduate programs support agriculture, agriculturally related industries, natural resources management, education, and research. The college provides a solid science base as well as business and management skills with a priority on quality teaching and effective advising.

Our programs recognize the global context for teaching and research, providing opportunities for international experiences for faculty members and students through 21 agreements with foreign research institutions.

In addition to traditional graduate and undergraduate programs, there are additional offerings through a distance education program, particularly for nontraditional students. Thirty-five courses, two bachelor's degrees, and a master's in agribusiness were delivered in the last academic year through Web, CD-ROM, and Internet 2.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	1,898	1,976	2,074	2,022	2,004
Undergrad enrollment FTE	1,809	1,876	1,942	1,897	1,878
Graduate enrollment	382	402	398	401	402
	FY96	FY97	FY98	FY99	FY00
Bachelor's degree awards	1	0	1	N/A	N/A
Master's degree awards	396	434	434	494	439
Doctoral degree awards	67	65	72	71	76
Faculty members*	42	53	42	31	23
Instructional FTE	55	54	56	54	57
Tenured faculty	38	37	33	29	33
Tenure-track faculty	7	9	10	14	11
% terminal degree	100%	100%	100%	98%	94%

\*Instructor and above (FTE)

Achievement of Mission. The college has a continuous assessment program to ensure constant improvement. It conducts comprehensive reviews through taskforces in undergraduate education, graduate education, and distance education. Data are gathered from senior and alumni assessment reports, exit interviews of graduating seniors, and Board of Regents' program reviews. A feedback process uses the results to develop and improve programs.

Strengths/Concerns. The following illustrate program achievements and strengths:

- Teaching, research, and extension faculty members in the college have been nationally recognized for their performance. Since 1990 they have received 258 national or international honors.

- ▶ Student leadership qualities are emphasized, with resultant national championships in judging teams (i.e., five consecutive national livestock judging team championships) and national offices held. And, in the last eleven years, eight of the student body presidents have been agriculture students.
- ▶ The college has had remarkable success in the competitive USDA Higher Education Programs (HEP) Challenge Grants Program, receiving maximum funding five out of the last ten years.
- ▶ Over the last ten years nearly all of the teaching faculty have the PhD (see table). Their close ties to leaders in the agricultural economy maintain strong, up-to-date programs.
- ▶ The college provides effective academic advising along with internships, international experiences, and leadership development.

Concerns include the following:

- ▶ Obsolete, worn-out equipment is a continuing and significant problem, as is the cost of replacement.
- ▶ Even with the infusion of federal and private monies, recent state appropriations have failed to offset the high costs of academic programs. Operating dollars need to be increased in order to continue offering programs of excellence in instruction.
- ▶ In the recent past the only way to manage has been to reduce faculty positions in research and extension to provide funds for increased operating and benefit costs. Although this change has been wise and necessary, it will result in serious long-term weaknesses, because critical representation in important disciplines may be jeopardized. To attract quality faculty members, salaries need to be improved substantially.
- ▶ The favorable job market in agriculture demands that there be a larger number of graduates in selected fields. Recruitment of a larger number of students, including minorities and women, will help eliminate this problem.

**College of Architecture, Planning, and Design.** In 1903, a formally organized four-year curriculum in architecture was initiated. By 1922, the Department of Architecture and Allied Arts, had developed strength in theory, design, art, and technology, becoming one of the first in the nation to earn professional accreditation. The College of Architecture and Design was formally established in 1963. In the early 1970s the Department of Environmental Design was formed to provide a common two-year, introductory undergraduate program that combines both general academic education and environmental design studies. In 1992 an undergraduate enrollment cap of 725 was established with selective admission. Today, the college continues as a comprehensive, interdisciplinary environmental design school with accredited professional programs in architecture, interior architecture, landscape architecture, and regional and community planning.

**Mission/Objectives/Priorities.** The college's mission is to provide an international intellectual learning community of educators and students who are committed to discovering, developing, and

disseminating their knowledge and creative skills to the various disciplines related to the built environment. The faculty aspire to:

- ▶ Contribute through teaching, learning, scholarship, community service, and a variety of creative endeavors, to an ever-increasing understanding of the relationships between people and the physical environment.
- ▶ Integrate an understanding of natural processes, human needs, and societal vision into the planning, designing, and managing of the physical environment.
- ▶ Encourage the development of the intellectual potential of each student, faculty member, and staff member through sustained scholarly effort and inquiry.
- ▶ Play a leading role in the interdisciplinary community by sharing activities involving education, community service, applied research, and creative endeavor that expands the knowledge base of the physical design professions.
- ▶ Instill within individuals the need to develop intellectual and ethical positions that encourage the physical design professions to pursue a sustainable future through environmental planning, design, and management.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	717	751	726	721	737
Undergrad enrollment FTE	706	718	688	705	715
Graduate enrollment	70	61	69	69	73
	FY96	FY97	FY98	FY99	FY00
Bachelor's degree awards	97	112	103	87	107
Master's degree awards	31	21	16	18	16
Faculty members*	52	54	53	53	54
Instructional FT	47	49	50	53	55
Tenured faculty	39	43	44	42	44
Tenure track faculty	11	10	6	6	5
% terminal degree	98%	98%	94%	94%	94%

\*Instructor and above (FT)

Achievement of Mission. The following characterize the college's efforts:

- ▶ Accreditation. On-going program accreditation is evidence of fulfilling missions and goals. Extensive evidence of the learning outcomes, in the form of projects, papers and exercises, is included in these reviews. Departments regularly use accreditation reports to monitor and reassess their programs. The programs in the college are fully accredited by the following:
  - The National Architectural Accrediting Board
  - The Landscape Architecture Accrediting Board
  - The Foundation for Interior Design Educational and Research
  - The Planning Accreditation Board
  - National Association of Schools of Art and Design

- ▶ **Student Awards.** Another external measure of success is the number of students who win design competitions. Each department in the college has the distinction of repeatedly receiving the most prestigious awards in its field.
- ▶ **Placement.** The college has an excellent professional reputation, and employers report that students have an amazing capacity to enter the professions and immediately contribute to solving problems. The placement of graduates is another demonstration of the strength of students' academic preparation. Systematic surveys of employers also provide feedback on the preparation of graduates.
- ▶ **Senior and Alumni Assessment Report.** Since 1988-89, there have been surveys of seniors and one- and four-year alumni, with results reported to the respective departments.
- ▶ **Baccalaureate Capstone Project.** The undergraduate programs require fifth-year students to complete a comprehensive semester-long project demonstrating their ability to solve a complex design problem. Several formal mid-semester reviews, conducted by the faculty and outside jurors, and a final review form the basis for each student's grade. The student must pass this course to graduate.
- ▶ **Faculty Development/Evaluation.** Each department has developed procedures, guidelines, and criteria for the evaluation of the faculty for annual merit salary increases, reappointment, tenure, and promotion. This material reflects each department's mission within the larger context of the college's mission as it relates to teaching, research, scholarships, creative endeavors and service. Faculty members win national and university teaching awards, participate in grant proposal writing, produce scholarly/creative works, and serve in a variety of service capacities.
- ▶ **Advisory Boards.** Each of the degree-granting programs has an advisory board of persons from the professional discipline. Recommendations from the advisory boards are considered as the college and departments make program changes.
- ▶ **Self-Studies/Surveys.** The college and departments engage in studies/surveys designed to provide feedback to the faculty and to administrators. Recent examples include a survey of employers, a survey of students regarding internship and foreign study options, and a focus group study of successful women students. The outcome of the studies and surveys goes to standing faculty committees, where policies and procedures are developed and refined.
- ▶ **Student Advisory Boards.** Architecture and Landscape Architecture/Regional Community Planning have student advisory boards. In Architecture, the student advisory board has been directly involved in preparing for accreditation.
- ▶ **Community Service Projects.** All of the departments have extensive involvement in community-based projects. The communities provide faculty members and students with valuable feedback on projects as well as on communication techniques.

**Strengths and Concerns.** The following illustrate program achievements and strengths:

- ▶ The college arranges student internships in private professional firms, governmental agencies, and research and specialized manufacturing organizations in the US and abroad, and it emphasizes exposure to professional practice and to the built and natural environment.
- ▶ Elective, semester-long international study programs are offered in Italy, Germany, and the Czech Republic, as well as work opportunities in multidisciplinary teams in significant community-based projects.

- ▶ Faculty members are motivated and dedicated teachers and scholars whose diversity in background, education, and professional experience provides students with a rich academic environment.
- ▶ Graduate programs attract students from the US and abroad, enhancing the undergraduate programs and providing a strong intellectual foundation for students seeking a career in professional practice or teaching.

Concerns about the program include:

- ▶ Chronic underfunding of faculty salaries (well below all norms for peer groups), operating funds, equipment, physical facilities, and maintenance – particularly from a long-term perspective.
- ▶ The need to provide competitive financial support for graduate students.

**College of Arts and Sciences.** The college is the university's largest, with about 450 faculty members in 25 units. These include two ROTC units and the Women's Studies and American Ethnic Studies Programs. The college also sponsors secondary majors in International Studies and Latin American Studies, and it participates in the Gerontology Program as well as the Natural Resources and Environmental Studies Program. The college offers sixty undergraduate degree programs. In addition, there are 22 master's degrees and 13 PhD's. The annual operating budget is more than \$33 million, and the college received an additional \$17.9 million in extramural funds in the last fiscal year.

Mission/Objectives/Priorities. As expressed in a university-wide mission review in November 1992, "The College of Arts and Sciences houses the core undergraduate disciplines and provides an excellent liberal arts education for all Kansas State University students. The college will continue to promote graduate education, scholarly/research activities, and service in the sciences, humanities, fine arts, and social sciences and will continue in the aggressive pursuit of extramural funding in support of these activities. Further, the college will maintain all the basic disciplinary undergraduate areas; enhance understanding and support for cultural and gender diversity among the faculty and students; and work to ensure that faculty and staff salaries are competitive with peer institutions."

The college's acknowledged goal is excellence. The faculty's view is that "we do not attempt to do everything, but what we do, we attempt to do very well."

Achievement of Mission. Each department is reviewed every seven years through the Kansas Board of Regents. As Biochemistry, Biology, and Statistics have faculty appointments shared with the Kansas Agricultural Experiment Station, they are reviewed by USDA-CSREES; and other programs are reviewed by professional accreditation groups (see Chapter I). The dean reviews each department head's performance every five years.

In response to an initiative of the Kansas Board of Regents, each undergraduate degree program is assessed on an on-going basis.

Teaching of individual classes is analyzed with standardized student-survey instruments as a part of merit salary, promotion, and tenure processes.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	5,939	5,684	5,890	6,048	5,990
Undergrad enrollment FTE	4,917	4,787	4,818	5,5059	5,056
Graduate enrollment	762	752	751	776	739
	FY96	FY97	FY98	FY99	FY00
Associate's degree awards	33	28	22	8	3
Bachelor's degree awards	955	1,092	971	1,014	1,014
Master's degree awards	170	164	128	131	124
Doctoral degree awards	48	59	44	38	52
Faculty members*	397	369	383	378	391
Instructional FT	340	325	352	367	378
Tenured faculty	284	265	270	251	262
Tenure track faculty	89	88	70	84	88
% terminal degree	94%	95%	92%	91%	90%

\*Instructor and above (FT)

**Strengths/Concerns.** Achievements and strengths include the following:

- ▶ As part of the state's "crumbling classrooms" initiative, nearly \$13 million has been allocated to the college for 49 different projects to improve instructional space, including replacement of fume hoods for chemistry laboratories, renovation of the dance studios, and classroom renovation in eleven different buildings.
- ▶ In addition, the college has received \$1.35 million to enhance instructional equipment. Included are equipment for undergraduate science laboratories, portable high technology teaching platforms, computers for graphic design and visual communications, equipment for theater lighting, and electronic synthesizers for music composition.
- ▶ Diversity is viewed as very important. A college committee works on diversity issues in concert with other committees on campus, and a number of faculty members make significant contributions to the university's entire diversity effort. Initiatives where the college plays a prominent role include the program in American Ethnic Studies, the Pilots Program, the Developing Scholars Program, and the Women in Science and Engineering Program.
- ▶ One index of student achievement is the award of major scholarships, as mentioned in Chapter I. Since President Wefald's advent K-State has led public universities in major awards, and, among all universities, it is topped only by Harvard, Princeton, Yale, and Stanford. Over 90% of the recipients have been majors in the college. Details are con-

tained in the List of Useful Websites (following the Table of Contents) under Institutional Data/Information.

- ▶ Our students enjoy a high rate of acceptance into professional schools – especially in law and the health professions.
- ▶ The college's faculty have received 25 of the 30 recent university-wide teaching and advising awards and four of the five Distinguished Teaching Scholar awards. College faculty members have been prominent among the university-wide awards for service to minority students and faculty members.

Challenges facing the college include the following:

- ▶ Improving the library's collections, both for research and instructional purposes, is crucial to the faculty of this college.
- ▶ There is also concern about the need to continue strengthening the learning and teaching environment at the university, enhancing the quality of graduate education and research programs, improving a diverse and multicultural environment, advancing an international emphases, defining the university's role in mediated learning, and contributing to the state's economic development and environmental health.
- ▶ The college remains concerned about fiscal issues – both operating expenses and salaries remain low by comparison to peer institutions.

**College of Business Administration.** The idea of a commercial school to offer instruction in the “science of bookkeeping” was advanced in September 1863. The first business course, Commercial Law, was offered in 1865 with an enrollment of twelve students.

The organizational roots of the College of Business Administration were established when the Department of Agricultural Economics, begun in 1904, taught the first sequence of courses in 1922 – accounting, business law, economics, and general education courses. The curriculum was moved in 1938 to the newly established Department of Economics in the then School of Arts and Sciences. At that time, the degree title was changed to Business Administration. The Kansas Board of Regents created the School of Commerce in 1962. The regents upgraded the school to the College of Commerce in 1963 and renamed it the College of Business Administration in 1969.

The college comprises four departments: Accounting, Finance, Management, and Marketing. The Small Business Development Center, established in 1974, offers outreach programs to small businesses in the surrounding region. The college has a faculty of 55.

Three degree programs are offered: Bachelor of Science in Business Administration, the Master of Business Administration, and the Master of Accountancy. In the undergraduate program, there are majors available in accounting, marketing, financial management, financial services, controllership, general management, human resource management, operations management, management information systems, and a general business major offered through distance

learning. Recent enrollments number over 2,900 undergraduates and more than 140 graduate students.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	2,286	2,477	2,625	2,807	2,948
Undergrad enrollment FTE	2,068	2,217	2,335	2,504	2,633
Graduate enrollment	109	112	123	121	138
	FY96	FY97	FY98	FY99	FY00
Associate's degree awards	1	4	3	2	3
Bachelor's degree awards	437	468	532	519	593
Master's degree awards	56	62	58	69	57
Faculty members*	43	40	41	45	46
Instructional FT	39	36	39	45	46
Tenured faculty	16	18	18	16	15
Tenure track faculty	21	16	13	14	19
% terminal degree	79%	78%	78%	78%	78%

\*Instructor and above (FT)

Mission/Objectives/Priorities. The college's mission is "excellence in the advancement and dissemination of knowledge consistent with the needs of students, business, the faculty, and society." Each of the departments has its own mission statement and objectives. The faculty are guided by the following principles:

- ▶ Intellectual and professional activities support teaching and hence are inseparable from it. The college places approximately equal emphasis on intellectual contributions and teaching.
- ▶ In intellectual contributions, a balance is sought between basic scholarship, applied scholarship, and instructional development, including the scholarship of teaching.
- ▶ Faculty members help students develop a sense of values, an appreciation of the diversity of their world, an ability to work with others and to communicate effectively, the skill to solve complex and ambiguous problems, and a belief in lifelong learning.
- ▶ The faculty and administration continuously review and improve academic programs in accordance with the principles above.

The following represent some of the college's current priorities:

- ▶ Student Recruitment. Student recruitment concentrates on those with ACT scores of 23 or higher. One goal is to exceed the proportion of under-represented groups relative to the percentage of those groups in the college-bound population in Kansas.
- ▶ Distance Learning Programs. A software agreement is being developed to offer courses supporting the BS in general business. In the near future, courses will also be offered to

- support the Graduate Certificate in Business Administration and the Master's in Agribusiness.
- ▶ New Program Opportunities. Currently, Accounting is investigating the development of an oil and gas tax and accounting emphasis, an agricultural or farm tax and accounting emphasis, and a stronger emphasis on assurance accounting and information systems. Marketing has developed courses in the e-commerce and sports marketing areas.
- ▶ Research. The faculty will continue to produce high quality scholarly work, supported by college-sponsored summer research awards. Extramural support is encouraged, and scholarly research leading to competitive journal publications continues as a high priority.
- ▶ University General Education. Undergraduates must have at least 50% of their credits in non-business courses to promote a general education background, regardless of major.
- ▶ Partnerships with Business. Partnerships provide scholarships, internships, discretionary funding, executive-in-the-classroom opportunities, faculty fellowships, research opportunities, and specialized training.

Achievement of Mission. The quality of the college's seven bachelor's programs in business administration is affirmed through accreditation by the International Association for Management Education (AACSB) in Fall 1998. These programs have been AACSB-accredited since 1973, with the graduate programs following in 1980. Separate accreditation of the undergraduate and graduate programs in accounting was achieved in 1988 and reaffirmed in 1998.

To improve programs, the college seeks evaluative feedback from students, parents, employers, alumni, and college and departmental advisory council members. Short-term assessment of instruction, research, and service is performed annually by department heads. Long-term faculty assessment is carried out at mid-tenure, tenure, and promotion events. The college reviews its undergraduate programs using multiple measures. The undergraduate curriculums have been redesigned to help students develop seven specific competencies. The college's assessment committee evaluates the effectiveness of the programs for these competencies, how well the college is meeting the needs of the employers, and the extent to which the college meets the expectations of society.

Strengths/Concerns. Strengths and achievements include the following:

- ▶ Calvin Hall, built in 1908, has recently been improved with a \$2 million renovation, adding many modern features while retaining its historic charm.
- ▶ Accounting received one of the first Accounting Education Change Commission Grants of \$250,000 to completely revise its curriculum in 1990, now a nationwide model.
- ▶ An internship program has been developed to place students in international, regional, and local public accounting firms and in companies, such as Koch Industries, Boeing, Cessna, Conoco, Sprint, Phillips Petroleum, State Farm Insurance, and IBM.
- ▶ Over 95% of graduates have either obtained employment or have continued in graduate programs. Over the period 1989 to 1998, 28% obtained employment in corporations, 18% in banks and financial institutions, 20% in financial services, 11% in accounting and related firms, 5% each in government and regulatory agencies and in investment banking/consulting., and 14% in other organizations.

- ▶ A major strength is the provision of personal computers and network services, connecting all faculty members, graduate assistants, and office staff. Six classrooms are equipped with multimedia capability, and there is a computer classroom for 40 with hardware for instructor monitoring and communication. Current computer resources include a wide variety of software for business applications, available in a well-equipped learning center.

Some of the college's concerns are as follows:

- ▶ There is a borderline student-to-faculty ratio, already identified by the AACSB. With increasing student demand for courses, more faculty resources must be forthcoming to continue to provide a high quality instructional environment. Further diversification of the faculty is needed in future recruiting activities. And although nine faculty positions were added in the period from FY1998 through FY2000 the faculty:student ratio needs attention.
- ▶ Secondly, faculty salaries need to be reviewed and brought to the level of peer institutions.
- ▶ Thirdly, development of a formal mentoring plan would assist in the success of new faculty members.
- ▶ Finally, it would be desirable to develop additional financial incentives to enhance the research productivity of the faculty.
- ▶ Other opportunities for improvement include additional funding for graduate assistants to further develop a diverse student body and upgrade incoming student quality, broadening of a business constituent base, and creating an information technology plan to keep up with new applications.

**College of Education.** The college has six departments – Counseling and Educational Psychology; Educational Administration and Leadership; Elementary Education; Foundations and Adult Education; Secondary Education; and Special Education. There are two undergraduate degrees, one undergraduate minor, six Master of Science degrees, five Doctor of Education degrees, two Doctor of Philosophy degrees, and 56 Kansas State Department of Education-approved teacher education certification programs. Administrative leadership for the college is provided by the dean, one associate dean, three half-time assistant deans, a half-time coordinator of teacher education, and six department chairs. The college has a governance structure that provides for both faculty and student participation in setting policy.

**Mission/Objectives/Priorities.** The college's mission is to prepare educators to be knowledgeable, ethical, caring decision-makers through excellence in the delivery of exemplary instruction to students at the undergraduate and graduate levels; production, interpretation, and dissemination of sound and useful research and scholarship; and provision of leadership, collaboration, and service within the profession.

The college's priorities include the following:

- ▶ Ensure that all teacher education programs continue to meet NCATE and Kansas State Board of Education standards.

- ▶ Increase diversity among students and the faculty.
- ▶ Improve the probability that graduates understand, experience, and value diversity.
- ▶ Promote the newly established undergraduate minor in leadership.
- ▶ Utilize technology to ensure that graduates understand and experience its varied uses for improving learning across all grade levels.
- ▶ Expand individualized instruction to deliver basic content instruction.
- ▶ Provide development and mentoring opportunities to assist faculty members in securing extramural funding for their research and scholarly work.
- ▶ Increase the college's external funding base for research, development, and technical assistance.
- ▶ Expand collaborative work on Professional Development School policies, procedures, and relationships with elementary, middle-level, and high school personnel.
- ▶ Capitalize on the reputation the college has developed across the state and nation for using clinical experiences in the preparation of new teaching professionals.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	1,687	1,591	1,579	1,581	1,688
Undergrad enrollment FTE	1,518	1,445	1,413	1,428	1,521
Graduate enrollment	703	644	672	684	734
	FY96	FY97	FY98	FY99	FY00
Bachelor's degree awards	384	369	333	348	266
Master's degree awards	176	174	147	165	189
Doctoral degree awards	51	33	33	35	28
Faculty members*	59	53	54	58	55
Instructional FT	53	47	51	57	55
Tenured faculty	47	43	44	43	41
Tenure track faculty	8	9	8	10	12
% terminal degree	97%	98%	94%	95%	91%

\*Instructor and above (FT)

**Achievement of Mission.** The college is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Department of Education. Fulfillment of missions, goals, and priorities is a basic requirement for continued accreditation. Continued accreditation was achieved in 1997 with the next site visit scheduled for 2002.

The college utilizes a continuous improvement model involving students and the faculty within the college, university faculty members outside the college, alumni, and professional educators outside the university. A Program Coordinating Committee (PCC) serves as the steering committee for ongoing comprehensive program reviews. All programs utilize advisory

committees to review and revise programs. Surveys of students, alumni, and employers are used to assess whether the college is fulfilling the mission, goals, and priorities.

**Strengths/Concerns.** Among the college's strengths are the following:

- ▶ The college has nationally recognized collaborative partnerships with local school districts, the Kansas State Board of Education, and professional organizations.
- ▶ Over the last decade the college procured more than \$25 million in grants for program development and applied research.
- ▶ Faculty members have access to the latest audio, video, and technology editing equipment as well as to resources for technology support and development.
- ▶ Faculty members provide campus-wide leadership through faculty governance and instructional expertise. In addition, many have leadership roles in professional organizations at the national, regional, and state levels.
- ▶ The college's professional development school model serves as a national and statewide pattern for field-based clinical preparation of prospective teachers and for site-based professional practice research.

Some of the college's concerns include the following:

- ▶ The recruitment of a more diverse undergraduate student body is needed in order to supply the professional education needs of schools throughout the state and nation.
- ▶ An increase in the recruitment of a more diverse faculty and a faculty with experiences in diverse educational settings is needed to enhance professional education programs.
- ▶ Additional space is needed for grant-related personnel.

**College of Engineering.** When the university's engineering program was established, the developers wanted to create an educational experience to meet the needs of the citizens of Kansas. Over the past century, the college has developed both traditional and interdisciplinary areas. Graduates currently have a significant influence on the application of engineering and technology, not only at the state level, but in the national and international arenas as well.

Through the mid-20th century Seaton Hall housed the major portion of the programs. Then, the first phase of Durland Hall was completed in 1976, and the second phase, recently named Rathbone Hall, was completed in 1983. Undergraduate enrollment more than doubled from the early 1970s to the early 1980s, and graduate programs expanded with the influx of new faculty members and graduate students. Fiedler Hall, an addition to the engineering complex, was completed in 2000.

K-State now offers the most comprehensive engineering programs in the region, with an enrollment of approximately 2,750 undergraduate students and 480 graduate students. There are twelve BS degree programs in over 50 areas, along with five formal options approved by the regents.

The dean and department heads administer a traditional organization comprising eight departments – Biological and Agricultural, Architectural Engineering and Construction Science, Chemical, Civil, Computing and Information Sciences, Electrical and Computer, Industrial and Manufacturing Systems, and Mechanical and Nuclear.

There are four additional offices involved in instruction:

- ▶ Engineering Extension and Outreach. Assistance and training are provided to industry, mainly on energy and environmental matters. Also provided are nontraditional and distance learning programs making use of media for distribution of educational materials and for presentations.
- ▶ Student Services. The office is responsible for assisting prospective and new students as well as for records and both academic and career advising at the college and departmental levels.
- ▶ Multicultural Engineering Program. Through a variety of programs the college aggressively recruits and supports the needs of minority students.
- ▶ Women in Engineering and Science. In this new program, the college works to develop career interest from the middle school level and beyond.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	2,463	2,557	2,570	2,668	2,751
Undergrad enrollment FTE	2,279	2,317	2,318	2,426	2,491
Graduate enrollment	334	320	311	338	356
	FY96	FY97	FY98	FY99	FY00
Bachelor's degree awards	384	342	380	391	381
Master's degree awards	111	114	114	134	117
Doctoral degree awards	21	13	26	11	9
Faculty members*	112	107	105	109	112
Instructional FT	96	89	96	101	104
Tenured faculty	76	76	77	69	78
Tenure track faculty	32	26	22	28	24
% terminal degree	93%	93%	91%	92%	92%

\*Instructor and above (FT)

Mission/Objectives/Priorities. The mission of the college is to provide:

- ▶ An educational environment where students can reach their full potential in the study of engineering and as persons.
- ▶ A world-class research and scholarly environment where the talents of the faculty and students are developed and used to generate new knowledge and technology for the benefit of society.
- ▶ An effective engineering outreach program in technology transfer and continuing education for Kansas and the nation.

Within the university's educational objectives, the college expects that graduates will:

- ▶ Be proficient in the use of the basic sciences and engineering sciences, and be able to formulate problems, analyze, synthesize, and develop appropriate engineering solutions.
- ▶ Recognize and appreciate the importance of intensive laboratory and experimental environments that focus on problem-solving and engineering design.
- ▶ Be able to work in a team environment with interdisciplinary (lateral) and disciplinary (vertical) depth.
- ▶ Be able to communicate effectively among peers as well as with diverse groups, including non-engineers.
- ▶ Be able to integrate engineering practice into the social, economic, and political arenas.
- ▶ Be sensitive in interpersonal relationships and multicultural understandings, and have ability to interact on a professional/ethical basis at the national and international levels.
- ▶ Be motivated to continue increasing their knowledge base through career-long learning.

With input from a variety of local and national organizations the college developed a new document, "Engineering Education for the Twenty-First Century," to set the pace for rapidly changing needs in engineering education. The college's programs are therefore designed to be i) practice-oriented while firmly rooted in fundamentals, ii) learning-based, and iii) integrative and holistic. They are detailed at <http://www.engg.ksu.edu/administration/21stcentury.html>.

Achievement of Mission. Earlier, academic program reviews were limited to specific – and sometimes unrelated – efforts or, in some departments, to visits by federal agencies. Although evaluations of individual courses were commonplace, systematic assessments of program outcomes other than those mandated by external agencies were rare. Later on, surveys were developed for graduating seniors and for one- and four-year alumni. Now the university's Office of Planning and Analysis oversees a systematic assessment outcomes, a process that has wide support. Useful data come from the surveys, peer reviews, senior exit interviews, employer feedback, industrial advisory councils, and professional licensure. With the use of multiple measures, each of the college's programs has made modifications in recent years.

Assessment feedback has led to new options in Civil, Biological and Agricultural, and Industrial and Manufacturing Systems Engineering. New courses have been added, such as Written Communications for Engineers, Microcontrollers, Mechanical Engineering Design, and Software Engineering Projects. In addition, Chemical Engineering now gives more attention to statistical methods and to safety procedures, and more applications experience is offered in Architectural Engineering.

The value of the survey activities has increased over time. By comparing their results to those for the total university, departments have been able to diagnose shortcomings or weaknesses in their programs and instigate changes. The survey assessment activity is now well received, and the process continues to improve, with results earnestly anticipated and constructively used. With repeated surveys, departments can determine whether changes have had the desired effect. The

nine engineering programs in the college completed a very successful ABET Engineering Criteria 2000 review in Fall 1999.

Strengths/Concerns. Strengths and achievements include the following:

- ▶ An outstanding faculty has regularly received major research and professional awards, with many serving as officers in their professional organizations.
- ▶ Students consistently win top honors in state, regional, and national competitions.
- ▶ Graduates are extremely successful in their professional careers.
- ▶ Fiedler Hall (75,000 sq ft, newly opened Fall 2000) includes a state-of-the-art electronic library, multimedia lecture hall, computer and advanced-technology labs, student study rooms, plus space for much of Civil Engineering.
- ▶ Excellent facilities for other departmental programs exist in Seaton, Durland, Rathbone, Nichols, and Ward Halls.
- ▶ All undergraduate academic programs are accredited, and Architectural Engineering is one of only thirteen ABET-accredited programs in the nation.
- ▶ Undergraduate programs serve constituents well and offer a balance between theory and practice, with nearly 90% of students having professional experiences prior to graduation.
- ▶ Both Power Systems and Bioengineering are one of only a small number of such programs nationwide, and Biological and Agricultural Engineering is the state's only such program.
- ▶ Support of students and numerous student opportunities are provided in the Multicultural Engineering Program and the Women in Engineering and Science Program.
- ▶ There are aggressive and responsive programs in Engineering Extension and Outreach.
- ▶ Faculty members use student outcomes assessment to create "value-added" inputs for curricular and program reform.

Some of the college's concerns include the following:

- ▶ Improving faculty salaries is essential. Not only is there a large disparity between academic and industrial salaries, but also between local salaries and salaries at comparable institutions. Moreover, salary compression between ranks is serious.
- ▶ Increased support for technicians is needed to accommodate ever-changing technologies.
- ▶ Improvement is needed in the operating budget and graduate teaching assistant support.
- ▶ More faculty positions are necessary in areas of rapid growth in student population and in programs supporting information technologies.

**College of Human Ecology.** The college is organized into three departments (Human Nutrition; Hotel Restaurant, Institution Management and Dietetics; and Apparel, Textiles, and Interior Design) and one school (Family Studies and Human Services), each of which offers undergraduate and graduate programs, fosters the discovery of new knowledge through research, and makes research findings available through extension programs. In addition to the degrees offered through the departments and school, the college also offers bachelor's degrees in general human ecology and in human ecology and mass communications.

Mission/Objectives/Priorities. The college discovers, disseminates, and applies knowledge to meet basic human needs and to improve the human condition, thereby advancing professions, public policies, human services, and business and industry. Each degree offered by the college provides graduates with a foundation for professional practice and lifelong learning. Graduates of the college are expected to:

- ▶ Understand the interaction of people with their environments.
- ▶ Understand the roles of and dynamics within family and other human systems.
- ▶ Recognize and value diversity through human experience.
- ▶ Access, analyze, and interpret data to make informed decisions.
- ▶ Articulate informed points of view on issues that affect individuals, families, and professional practice.
- ▶ Apply professional knowledge to improve the lives of people.
- ▶ Demonstrate standards of ethical conduct.
- ▶ Assume the responsibilities of citizenship.

The college's goals are to:

- ▶ Promote excellence in graduate and undergraduate education, with programs ensuring that students develop their ability to think critically and articulate informed points of view, to advance in their fields of expertise, and to understand how human systems function.
- ▶ Strengthen the academic environment with high quality faculty members along with the support and developmental opportunities needed for their scholarly work.
- ▶ Develop information technology that supports and strengthens the already widely-used distance learning programs, allows cooperation with other institutions, and facilitates contemporary research programs.
- ▶ Cultivate a community of scholars for students and faculty members through mentoring and advising programs, applying critical thinking skills in all courses, appreciating international emphases and diverse cultures, and providing research opportunities for undergraduates.
- ▶ Continue to develop the linkage between research and the extension process so as to promote the state's economic viability and quality of life.
- ▶ Position the college as an international and national leader in providing instruction, research, extension, and service.

Current college planning is designed to:

- ▶ Expand financial resources and refine financial management.
- ▶ Recruit and retain qualified faculty members.
- ▶ Support expansion of distance education programming.
- ▶ Integrate and support diversity within all curriculums.
- ▶ Improve the infrastructure supporting scholarship, instruction, and working environments.
- ▶ Build collaborative relationships with business, industry, agencies, and institutional partners.
- ▶ Strengthen instruction through comprehensive, challenging, and competitive curriculums.

Achievement of Mission. The college uses various measures to assess how well it is fulfilling its missions, goals, and priorities. In addition, the college is developing a more systematic assess-

ment plan. Graduating seniors and first- and fourth-year alumni provide feedback through university surveys. Student recruitment and retention are measured quantitatively, with tracking of ACT scores, grade point averages, and graduation rates. Other measures of programs include certification scores, admission to graduate programs, and continuous, formal and informal feedback from graduates and current students.

Annual budgets include analyses of fiscal needs in relationship to program priorities. Assessment measures for faculty and program issues include annual reviews, progress toward tenure and promotion, faculty work loads, diversity composition, and student evaluations. Research productivity is measured through external funding, publications, patents, and alliances with external partners.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	1,244	1,285	1,318	1,268	1,331
Undergrad enrollment FTE	1,102	1,140	1,109	1,081	1,130
Graduate enrollment	200	207	200	198	197
	FY96	FY97	FY98	FY99	FY00
Bachelor's degree awards	242	241	318	290	308
Master's degree awards	50	44	63	56	49
Doctoral degree awards	14	12	11	9	14
Faculty members*	58	58	58	61	61
Instructional FT	49	49	54	58	57
Tenured faculty	33	31	30	29	30
Tenure track faculty	21	21	20	20	20
% terminal degree	81%	74%	78%	75%	80%

\*Instructor and above (FT)

Strengths/Concerns. Among the college's strengths are the following:

- ▶ All programs use an interdisciplinary approach that focuses on the interaction of people in their environments in order to develop students' problem-solving, critical thinking, ethical practice skills, and technical knowledge.
- ▶ Undergraduate and graduate programs are enhanced through internships. Clinics, centers, institutes and laboratories, as well as national and international internships. Faculty members use a student-centered approach.
- ▶ Eleven programs hold accreditation by national accrediting agencies. A significant part of the college's research is conducted with funding from the Kansas Research and Extension's Agricultural Experiment Station in areas central to the land-grant mission. Instructional and research faculty members work together to integrate research findings into

courses and extension publications. The Sensory Analysis Center in the college is internationally recognized.

- ▶ Faculty members are actively involved internationally and nationally, holding major offices in organizations, speaking at conferences, disseminating research results in major publications, reviewing federal grant proposals, creating patented properties, gaining research grants, and winning awards as leaders in their fields.
- ▶ Students regularly receive top awards in national competitions, work as summer interns in major companies, earn prestigious graduate fellowships, gain admission to medical school, coauthor papers presented at national meetings and in refereed publications, and move into appropriate professional positions or continue with advanced education.
- ▶ National recognition is shown in the strength of extramural funding, including significant growth in working with business and industry and other constituents.

Among the college's concerns are needs to:

- ▶ Improve inclusion of diversity in the curricula, with innovative pedagogy providing meaningful learning experiences for all students.
- ▶ Recruit and retain faculty members to support changing program needs and to provide a balance of tenured and untenured faculty members.
- ▶ Enhance funding for graduate assistantships in both teaching and research so as to attract the "best and the brightest."
- ▶ Enhance facilities, instructional technology, research laboratories, and equipment and furnishings by implementing a master plan for Justin Hall, the Stone House, and the Campus Creek Galichia Institute.

**College of Technology and Aviation.** The college was created in 1965 by an act of the Kansas Legislature as a state technical institute offering two-year programs in science and engineering technology. Later renamed as the Kansas Technical Institute, it came under the Kansas Board of Regents. On April 12, 1988, Kansas Governor Mike Hayden signed into law a bill changing the name to the Kansas College of Technology, later adding specific identification of Aviation.

In 1991 the institution, in nearby Salina, was merged with Kansas State University to form our ninth collegiate unit, in all respects coequal with the other colleges. The college offers programs in two distinct areas: Engineering Technology and Aviation with associate and baccalaureate degrees in each. The aviation department offers associate degrees in Aviation Maintenance, Avionics Technology and Professional Pilot as well as FAA-approved certification in Airframe and Powerplant. In addition, Airway Science-Aviation Maintenance and Airway Science-Professional Pilot are offered as baccalaureate degrees.

Engineering Technology offers associate degrees in the following areas: Civil Engineering Technology, Surveying Technology, Computer Information Systems Technology, Computer Science Technology, Computer Engineering Technology, Electronic Engineering Technology,

and Mechanical Engineering Technology. The department also offers baccalaureate degrees with majors in Land Information Technology, Electronic Engineering Technology and Mechanical Engineering Technology.

The Arts, Science, and Business Department offers business and general education courses to support the other programs and to provide a BS in Technology Management.

The Continuing Education Department offers both credit and non-credit courses to serve the educational needs of business and industry in the Salina and Wichita areas. The delivery of certified programs is within this department's functional area; for example, one program is the KDOT Certified Inspector. The Continuing Education Department offers a review program for the FAA Airframe and Powerplant Examination at McConnell Air Force Base in Wichita.

Mission/Objectives/Priorities. The college's mission is to provide quality educational opportunities that meet the needs of students and provide knowledge of lasting value to students, industry, the academic community, and society. There is a commitment to providing the individual attention and resources to achieve the highest standards of excellence and to providing the opportunity for students to excel. We strive to prepare graduates for successful lifelong careers and to be leaders in their professions.

The college's mission is realized by seeking excellent students and faculty members, providing superior facilities and programs, and engaging in productive partnerships with industry.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
Undergrad enrollment (head count)	701	615	750	788	803
Undergrad enrollment FTE	509	480	570	605	628
Total enrollment (includes non-degree seeking)	767	720	878	923	926
	FY96	FY97	FY98	FY99	FY00
Associate degree awards	61	69	87	85	93
Bachelor's degree awards	22	20	33	35	46
Faculty members*	41	38	42	41	38
Instructional FT	41	38	40	41	38
Tenured faculty	23	23	23	20	19
Tenure track faculty	9	9	6	17	11
% terminal degree	56%	55%	68%	73%	79%

\*Instructor and above (FT)

Achievement of Mission. The systematic methods used by the college include program advisory committees, program reviews, program accreditation, and surveys to collect data to

revise programs and keep them viable and technically current. Advisory committees are the link between the academic programs and business and industry, as they typically make recommendations on curriculum revisions, laboratory enhancements, recruitment and placement activities, facilities, cooperative programs, and industrial needs. The advisory committees' recommendations are essential in providing feedback to improve academic programs.

The regents' reviews evaluate academic programs, comparing program statistics to established criteria. The college also depends on the professional reviews of the Technology Accreditation Commission of Accreditation Board of Engineering and Technology, and most of the programs are TAC/ABET accredited. In addition, several surveys are widely used for course evaluation, instructor evaluation, student needs assessment, and gauging student and postgraduate satisfaction.

Strengths/Concerns. Notable strengths include:

- ▶ A highly qualified faculty that maintains strong connections with their professions and associated industries.
- ▶ Excellent community support, including industry partnerships and funding for a student resident facility.
- ▶ Strong support by the university's central administration in upgrading facilities and developing additional scholarship funding.
- ▶ A sound curriculum and well-equipped facilities.

Concerns include:

- ▶ A less-than-optimal enrollment in Engineering Technology, that is nevertheless being addressed by enhanced recruitment and cooperative agreements with other schools.
- ▶ The need to maintain and upgrade faculty salaries in the face of strong competition from technical industry.
- ▶ The continuing necessity for keeping equipment at current, state-of-the-art levels, while technology advances create rapid change.

**College of Veterinary Medicine.** The curriculum leading to the Doctor of Veterinary Medicine was established in 1905. First known as the Department of Veterinary Medicine, it became the Division of Veterinary Medicine in 1919 when it was separated from the School of Agriculture. In 1963, the Veterinary Medicine Program was designated as a college, now continuing as one of the nation's 27 veterinary colleges.

The four-year DVM curriculum consists of 164 semester hours (75% pre-clinical and 25% clinical). The college is fully accredited by the American Veterinary Medical Association (AVMA) Council on Education (last evaluated in 1996). Its 90 faculty members are organized into three departments: Anatomy and Physiology, Diagnostic Medicine/Pathobiology, and Clinical Sciences.

The college is located on an 80-acre tract. Coles Hall, completed in 1972, contains approximately 130,000 sq ft and houses a majority of the basic science faculty. Trotter Hall, completed in 1973, contains 125,000 sq ft and houses teaching, the library, and administrative offices. Mosier Hall, housing the hospital and diagnostic laboratory, contains about 264,000 sq ft.

Through 2000, there have been 5,259 veterinarians graduated from the college. There are currently 401 professional students (101 first year, 100 second year, 100 third year, and 100 fourth year) and 29 and 36 students pursuing MS degrees and PhD degrees, respectively. An additional 22 post-doctoral appointees are engaged in internship and residency training programs.

The Animal Resource Facility is fully accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care. A training program for animal caretakers has been initiated to meet the requirements of the NIH Guide and AAALAC.

The college maintains the Food Animal Health and Management Center, established by the regents in 1995. With six full-time tenure-track faculty members, the Center's mission is to conduct applied animal-agriculture research in animal health and management.

The Instructional Technology Center develops and produces audiovisual materials used by the faculty and staff. Services include graphic design, computer graphics, medical illustration, medical photography, word processing, document duplication, book binding, videotaping/telecommunication facilities, electronics service, and audiovisual equipment.

	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00
DVM enrollment	373	384	395	396	400
Graduate (MS/ PhD) enrollment	48	42	43	46	46
	FY96	FY97	FY98	FY99	FY00
DVM awards	89	83	79	100	97
Master's degree awards	5	5	6	5	5
PhD awards	5	4	6	4	6
Faculty members*	63	48	60	64	59
Instructional FT	66	44	50	61	57
Tenured faculty	43	29	41	36	36
Tenure track faculty	18	16	12	20	18
% terminal degree	98%	90%	97%	92%	85%

\*Instructor and above (FT)

Mission/Objectives/Priorities The college is dedicated to scholarship through innovation and excellence in teaching, research, and service to promote animal and human health for the public

good; and it is committed to creating a fulfilling and rewarding environment and to being recognized for good communication, productive collaboration, mutual respect, diversity, integrity, and honesty.

**Strengths/Concerns.** College strengths include the following:

- ▶ During the last several years, research programs have achieved international recognition, and funding efforts are being increased to support research in cardiovascular physiology, immunophysiology, pharmacology, and neuroscience.
- ▶ There are diverse opportunities for graduate studies leading to both the MS and PhD with specialties in molecular genetics, neuroendocrinology, exercise physiology, cardiovascular cell biology, immunophysiology, neuroscience, and pharmacology.
- ▶ The college has a long tradition of providing preparation for the professional degree in veterinary medicine, the DVM, and the tradition continues as a major priority.

Concerns include:

- ▶ Inadequacy of state funding. Faculty numbers need to be increased, and line-item funding for graduate teaching assistants needs to be established. Programmatic development, faculty commitment, and physical resources necessary for state-of-the-art educational and research programs are in place, but additional funding is needed to fully implement programs.
- ▶ The need for salary improvement. Resources have not been available to adequately reward the achievements of the faculty, and a reversal of this circumstance appears remote. Salary compression at the full and associate professor ranks is a major problem in faculty retention and recruitment.
- ▶ The need for infectious disease/P3 facilities that can be shared by researchers. Research in infectious diseases and in certain genetic applications will be increasingly difficult to support without secure biocontainment.

**Graduate Education and Research.** To acknowledge the intrinsic relationship between graduate education and research, the university created in 1991 a newly combined position designated as the Dean of the Graduate School and Vice Provost for Research. The former role is traditional, while the latter provides needed central direction of and emphasis on the university's research mission. Having both functions held by one appointee, however, has allowed for the intrinsic relationship between graduate education and research to be strengthened. The Graduate School has an all-university structure for graduate education, working with a graduate council of members elected from the graduate faculty, whose academic appointments are in the nine collegiate units. Three policy committees were established in 1998 to implement the work of the council – Graduate Student Affairs, Graduate Academic Affairs, and Planning. There are now 65 master's programs, 43 doctoral programs, and a growing number (currently eight) of graduate certificate programs.

To assess the needs of graduate education in the information age, the council has been modifying policies to allow for greater flexibility and innovation. Thus, more rights and responsibilities have been delegated to the individual programs. With a regular system of program review it is therefore possible to ensure that the obligations for maintaining high standards are being met. The council's Graduate Academic Affairs Committee has assumed this responsibility with the intent of encouraging strategies to enhance learning, to improve quality, to facilitate planning and budgeting, and to advance faculty development. Factors considered in program review are the program's mission statement and its centrality to the institution's mission, the faculty's involvement in setting goals, the means of assessing progress toward goals, indices of program quality and learning outcomes, and appropriateness of the program's aspirations relative to the university's mission and available resources.

**Research Needs and Priorities.** Despite striking growth in research funding, laboratory space has increased by only 10% during the 1990s, and about 70% of the existing research space is in need of renovation. There is also a need for biocontainment laboratory space to carry out advanced biological research. Computing and technology infrastructure need constant upgrading, including addition of broad bandwidth connectivity to other institutions, to maintain a competitive position.

There is a newly added emphasis on agricultural biotechnology as a major research theme involving specialists in a broad range of disciplines to deal with food safety and security, cereal genomics, and proteomics. In addition, materials science and engineering (nanotechnology), environmental remediation, and advanced manufacturing technology are key specialties.

**Research Facilities and Centers.** A variety of centers and institutes have been established to serve the specialized needs of the graduate faculty:

Accelerated Testing Laboratory	Center for Leadership
Advanced Manufacturing Institute	Center for Materials Research
BioServe Space Technologies	Center for Planning and Design Innovation
Biotechnology Core Facility	Center for Rural Education and Small Schools
Center for Aging	Center for Science Education
Center for Basic Cancer Research	Center for Scientific Supercomputing
Center for Complex Fluid Flow	Computer-Assisted Telephone Interviewing
Center for Economic Education	Laboratory
Center for Energy Studies	Cooperative Fish and Wildlife Research Unit
Center for Extended Services and Studies	Dole Educational Communications Center
Center for Gravitational Studies in Cellular	Early Childhood Laboratory
and Developmental Biology	Electron Microscopy Facility

Electronics Design Laboratory  
 Evapotranspiration Laboratory  
 Family Center  
 Food and Feed Grains Institute  
 Food Animal Health and Management Center  
 Galichia Institute  
 Hazardous Substance Research Center  
 High Energy Physics Group  
 High Field Protein NMR Facility  
 Hills National Center for Veterinary Practice  
     Management  
 Hoeflin Stone House Child Care Center  
 Huck Boyd National Center for Community  
     Media  
 Institute for Computational Research  
 Institute for Environmental Research  
 Institute for Social and Behavioral Research  
 Institute for Systems Design and Optimization  
 International Meat and Livestock Program  
 International Grains Program  
 International Trade Institute  
 Kansas Center for Agricultural Resources  
     and Environment (KCARE)  
 Kansas Center for Rural Initiatives  
 Kansas Rural Enterprise Institute  
 Kansas Water Resources Research Institute  
 Konza Prairie Biological Station  
 Macdonald Accelerator Laboratory  
 Manufacturing Learning Center  
 Marriage and Family Therapy Clinic

Midwest Regional Processing Center for the  
     Stock Market Game  
 Midwest Desegregation Assistance Center  
 NASA Space Life Science Centers  
 National Gas Machinery Laboratory  
 National Inst for Land Mgmt and Training  
 National Wheat Genetics Research Center  
 Office of Community Health  
 Office of Local Government  
 Plant Biotechnology Center  
 Pollution Prevention Institute  
 Population and Demographic Laboratory  
 Product Development Center  
 The Rural Clearinghouse for Lifelong  
     Education and Development  
 Rural Enterprise Institute  
 Sensory Analysis Center  
 Small Business Development Center  
 Small Business Institute  
 South Asia Center  
 Speech and Hearing Center  
 Statistical Laboratory  
 Technology Assistance Center  
 Technology Center for Aeronautics  
 Textile Chemistry Laboratory  
 Textile Conservation Laboratory  
 Transportation Research Center  
 Electronic Design Laboratory  
 Wheat Genetics Resource Center  
 Wind Erosion Research Unit

The mission in graduate education and research is to:

- ▶ Strengthen and enhance the quality of the university's graduate and research programs, in keeping with one of the university's key guiding themes.
- ▶ Promote excellence in and support for graduate education and research.
- ▶ Provide effective advocacy for graduate education and scholarship of the highest caliber.
- ▶ Promote excellence in faculty scholarship while recognizing and appreciating the divergent approaches inherent within the different disciplines.
- ▶ Facilitate the efforts of departments and programs in recruitment, retention, and review.
- ▶ Assist programs in their attempts to foster and to balance scholarship, research, and professional development in their graduate students.
- ▶ Enhance the state's varied interests in economic, cultural, and social enrichment through graduate education and research consistent with the overall mission of a land-grant institution.

Achievement of Mission. The Graduate School works with the Graduate Council, each of the graduate programs, the graduate faculty, and the student clientele to monitor the quality of

graduate education, the degree to which graduate programs meet students' expectation, the extent of student learning in graduate programs, and the impact of programs on students' professional development.

- ▶ Departmental and graduate program review. A seven-year cycle of program review was implemented in 1998 to examine the research, education, and service missions of each academic unit. Each graduate program was asked to submit a Graduate Program Self-Study that was partly an evaluation document and partly a plan for the future. Benchmarks for student learning have been established. The self-study serves two purposes – first, it is an evaluation/planning document for review, and, second, it is a baseline for recurring review. Early in the review phase, the collegiate dean and the graduate dean confer about the information requested from the department/program. Evaluation of the graduate program is the purview of the Graduate Council Academic Affairs Committee. The end of the review process is a dialogue between collegiate dean, provost, graduate dean, and the members of the department/program as a feedback loop to encourage strategies that enhance student learning, to facilitate operational planning and budgeting, and to provide input on faculty professional development.
- ▶ Graduate School representation at doctoral defense examinations. When a graduate student successfully completes his/her preliminary examination and is admitted to candidacy for the doctoral degree, a Graduate School representative outside the student's program is added to his/her supervisory committee. The representative communicates to the Graduate School a sense of the rigor and the quality of the scholarship expected of the student by the supervisory committee. This information is used in discussions of information to be requested in subsequent program reviews.
- ▶ Master's and doctoral exit surveys. Each student receiving an advanced degree is asked to complete an exit survey. Students are asked to comment on the extent to which the graduate program fulfilled their expectations as well as on their career plans.
- ▶ Participation in the National Science Foundation's *Survey of Earned Doctorates*. The NSF Doctorate Data Project permits institutions to compare themselves with other institutions having similar missions nationwide. The metrics that are gathered by this project show Kansas State to be well in line with national figures.

Strengths/Concerns. Strengths include the following:

- ▶ An improved administrative structure for developing, coordinating, and supporting the work of faculty members and students in research and graduate study.
- ▶ A faculty with the competence and energy to create a record of extramural support for their research and scholarly work that has increased 150% over the last ten years.
- ▶ A wide range of programs and research capability with national and international eminence.

Concerns include:

- ▶ Although significant new efforts have been undertaken, more needs to be done to enhance recruitment, both to gain domestic students and to expand the diversity of backgrounds of those admitted to graduate study.
- ▶ Because the university's funding pattern directs major resources to collegiate units, it is difficult to generate resources for programs that span disciplines and colleges. Additional

funding would assist the dean/vice provost in supporting current interdisciplinary initiatives as well as new ones.

- ▶ Additionally, increased funding would help the dean/vice provost to develop advanced programs for specific constituencies related to Kansas' economic and social needs, including opportunities related to technology.
- ▶ State funding for research seems to have a relatively low priority, driven only by short-term economic needs, thus largely ignoring the substantial contributions made to the state's broader needs and goals.
- ▶ If research activities are to grow at current rates, space is a critical issue.
- ▶ Our Office of Research and Sponsored Programs needs to consider additional ways to assist related work in units dealing with technology transfer and development.

**K -State Research and Extension.** The paragraphs on developments since 1992 (Chapter I) mention Kansas State University's Agricultural Experiment Station and Cooperative Extension Service, which were merged in 1996 to form a comprehensive unit known as K-State Research and Extension. The unit employs approximately 300 research scientists, 180 faculty specialists and program leaders, 170 county and area specialists, and 400 support staff in 22 departments in five different colleges. Personnel are located on the main campus, in 105 county offices, nine experimental fields, five area offices, three research centers, and three research and extension centers. Responsibilities lie in four core areas which integrate research, analysis, and education:

- ▶ Agricultural industry competitiveness
- ▶ Natural resources and environmental management
- ▶ Food, nutrition, health, and safety
- ▶ Youth, family and community development

**Mission and Vision.** K-State Research and Extension is committed to expanding human capacity by delivering educational programs and technical information that result in improved leadership skills in communication, group dynamics, conflict resolution, issue analysis, and strategic planning that can enhance the economic viability and quality of life in communities.

Notable strengths in research and extension are that:

- ▶ The programs are nationally and internationally known for research in plant breeding, host plant resistance, cereal grain utilization, animal nutrition and management, food safety, environmental management, textile science, nutritional science, and sensory analysis. Through extension, the benefits of research are made available to producers and processors and, ultimately, to consumers.
- ▶ Research-based improvements in agriculture add more than \$2 billion to the state's economy that otherwise would not be realized.
- ▶ A synergistic relationship allows research and extension resources to enhance the instructional program.

Concern continues, however, that funding shortfalls may still create problems in maintaining the highest levels of technical excellence. Also, we face a challenge in having to reduce the

number of positions in research and extension positions in order to fund increases in the cost of operations and benefits.

**Continuing Education – Off-Campus and Distance Learning.** To serve particular professional constituencies, the university offers several degree programs off-campus. These include master's degrees in adult and continuing education in Kansas City and Wichita, elementary education and secondary education with a multicultural emphasis in Kansas City, and environmental planning and management within the state. At the associate level, programs in arts and sciences and in business administration are offered at neighboring Fort Riley. These offerings are described in the website: <http://www.dce.ksu.edu/dce/degrees.html>.

The Division of Continuing Education (DCE) also has a long-standing series of distance education programs. Distance education includes courses taken for academic credit, not-for-credit courses, certification programs, bachelor's degree programs, and master's degree programs. New technology has led to the development of enhanced distance education courses using an array of resources such as audiotape, videotape, the World Wide Web, multimedia, guided study, and TELENET 2. In the last academic year, the on-line system offered over 200 distance education courses involving six colleges, nearly 3,700 users, and 257 faculty members.

Vision and Mission. The vision statement and mission statements for distance education at Kansas State University include the principle that we will be an active participant in the use of new and evolving distance education technologies and instructional approaches to provide access to high-quality education for students, regardless of their time and location constraints, and to expand the availability of educational opportunities to Kansas residents and students throughout the world. Through the integrated use of distance education and information technology, KSU will provide high-quality and cost-effective educational experiences that emphasize institutional strengths and are responsive to the needs of both on- and off-campus learners. To this end, the provost has established a task force to guide and assure program quality, including the addition of a full array of student and faculty services.

Principles. The guiding principles for distance education include: 1) Adherence to KSU's educational quality standards, 2) access to student services, 3) institutional commitment to distance education, 4) affordability to students, 5) use of current educational technology and approaches, 6) enhanced student access to higher education, (7) complementarity with on-campus programs, 8) focus on areas of institutional comparative advantage, 9) appropriate interaction among students and with faculty members, 10) cost-effectiveness of development and delivery, 11) care in recognizing copyright and compensation requirements, 12) provision of

faculty technical support, 13) adequate financial support for distance education, and 14) use of evaluative feedback in program improvement. In detail, the foregoing allow us to apply the conventions of the *Best Practices* protocol for courses delivered through technology.

In its distance offerings the university maintains the same oversight and responsibility as apply to resident work, as all programs and courses are subject to the same review processes, including approval by the Faculty Senate. The resources of the Division of Continuing Education ensure that a full array of student services and faculty support is provided. Finally, the university's policies on intellectual property establish ownership of intellectual property related to distance courses.

Course Formats. Distance education courses are offered in the following formats:

- ▶ **Audiotaped Courses.** Students listen to taped lectures, complete reading and writing assignments, take tests, and perform other activities outlined in the course syllabus from their home location. Tests are supervised at the student's location.
- ▶ **Videotaped Courses.** Students watch taped lectures, complete reading and writing assignments, take tests, and perform other activities outlined in the course syllabus. Again, tests are supervised at the student's location.
- ▶ **World Wide Web Courses.** Students access course materials and lectures via the World Wide Web. Some lecture presentations include video or audio streaming accompanied by visual aids and instructor created web pages. Interaction with instructors and students occurs through e-mail and web-based conferencing tools such as chat rooms and message boards.
- ▶ **Multimedia Courses.** These courses use a variety of delivery methods to emphasize interaction and collaborative learning between faculty members and students. Multimedia courses may use any of the following modes of delivery: Audiotapes, videotapes, computer conferencing, TELENET 2, teleconferencing, World Wide Web, listservs, e-mail, and print material.
- ▶ **Guided Study Courses.** Guided studies are usually print-based courses offered during the regular semester. Students study independently and set their deadlines for completing assignments with guidance from the instructor.
- ▶ **TELENET 2 Courses.** TELENET 2 is a statewide videoconferencing network that includes live videoconferencing and other instructional technology tools. The classrooms are located throughout Kansas and are equipped with a high-powered personal computer, video camera, speaker phone, and state-of-the-art software -- all linked together via Integrated Services Digital Network (ISDN) circuits.

Programs. Development of programs is selective, as opposed to trying to attain an unwieldy breadth. Bachelor's degree completion programs offered through distance education include those in Animal Science and Industry, Dietetics, Interdisciplinary Social Science, Early Childhood Education, and General Business.

Certificate endorsement and specialty programs include English as a Second Language and Food Science.

Master's degrees offered through media include Educational Administration, Agribusiness, Adult and Continuing Education, Electrical Engineering, Civil Engineering, Software Engineering, Computing and Information Sciences, Chemical Engineering, Industrial and Organizational Psychology, and Family and Financial Planning.

Course/Program Approval Process. For courses and programs that currently exist on campus, no additional academic approval beyond the final endorsement of the Faculty Senate is required. However, new courses and programs are subject to all of the university's regular approval procedures as well as to those of the Board of Regents

Course Quality. Evidence indicates that distance education courses and programs administered through the DCE have been of high quality and are well received by students. A review by an ad hoc distance learning evaluation committee of the Faculty Senate Academic Affairs Committee shows how well distance education courses meet the regents' "Eleven Principles of Undergraduate Education." In particular, the master's program in agribusiness has been recognized with one regional and four national awards from continuing and distance education organizations.

Course and instructor evaluation are an integral part of distance education. Summaries of evaluations show, for example, that, in distance courses taught in the Food Industry program, mean responses to most questions concerning course delivery, course content, and student services are at 2.0 or below (on a 1-5 scale, with a response of "1" being most favorable). More than 70% of the students "strongly agree" or "agree" with most positive statements concerning course delivery, course content, and student services, the notable exception referring to access to the instructor, with only 50% rating such access as "sufficient."

In a recent survey of 17 courses offered on the web, respondents are very positive on the use of the technology in instruction and favorably compared the web-based courses to traditional classroom courses. Eight-five percent of the respondents agree with the statement "overall, this was an excellent course," and 96% indicate that they learned a great deal in the course.

Clearly, the motivation of those using distance learning is high, and as a more mature population, they may have a natural predisposition toward distance learning. For example, 90% of the students completing the survey of web-based courses indicate that the web-based experience is well suited to the way they learn. Moreover, the faculty members teaching distance courses are highly motivated in this area and are technologically literate. It is therefore gratifying to know that these offerings are able to serve well those who are unable to make use of regular resident instruction.

In recognition of its facile and innovative access to distance learning technology, K-State was the only institution to receive the Creative Use of Technology Award presented by the Association for Continuing Higher Education, Inc, for 2000.

Course Evaluation Procedures. Most courses taken via distance education are assessed with a written evaluation instrument. The DCE administers a written evaluation of the course and instruction; however, many instructors and departments opt to administer their own evaluations.

The instrument currently employed by the DCE does not provide an opportunity to collect discipline-specific information or questions that address course-specific objectives. The DCE is currently working with KSU's Instructional Development and Effectiveness Assessment (IDEA) Center to tailor a new evaluation instrument for distance education.

Library Resources. Municipal and college libraries throughout the state are helping to serve distance education students. Financial requirements, however, make cooperation between the DCE and KSU Libraries difficult at times, but their continuing efforts ensure that resource materials and services are available to remote learners.

KSU Libraries has invested significantly in electronic resources, several of which are actively used by distance education students. The Libraries has allocated over \$800,000 to these electronic holdings. Most of these resources, however, tend to be popular databases and periodicals that are used mainly by undergraduate students.

Technical Support Services. Technical support services for students enrolled through the DCE take three forms: Telephone technical support, technical support through the DCE web-page, and email. Based upon the survey of students completing web-based courses, very few completing the web-based courses used the technical support services. Each of the three services were "frequently" or "occasionally" used by less than 30 percent of the students.

Faculty Support. A number of professional development opportunities related to distance education are offered through the provost's office. Workshops and seminars have involved nationally recognized figures addressing administrative issues related to distance education, technological innovations, pedagogy, and faculty development. Technical assistance for webcourse development is provided by DCE.

Although several different resources are available to faculty members developing distance education courses, the general conclusion of the task force is that some are not always as knowledgeable as others about what is available. Faculty members can obtain technical assistance, however, from support units such as the Information Technology Assistance Center (iTAC), the IDEA Center, the Regents Education Communications Center (RECC), or directly from the DCE.

Distance education and multimedia support units are also present in the Cooperative Extension Service and several colleges.

**Physical Facilities.** The two principal facilities for developing distance education courses are the DCE and the RECC. The former offers a wide array of information technologies, including instructional web servers and software systems, a streaming media server for live and on-demand audio and video delivery, a 50-unit CD-ROM burner, and 3-D modeling facilities. A team of programmers assists the faculty in publishing mediated content online for distance education.

The RECC produces high-end, video products. Facilities include three videoconferencing rooms and TELENET 2, which currently utilizes PictureTel software for desktop videoconferencing, and desktop data/video conferencing. Distribution systems include satellite, compressed video, desktop video, multimedia, low-power broadcast television, and videotape.

Kansas State University has made a significant investment in telecommunications infrastructure with the early installation of fiber optic cable serving all campus sectors. The network consists of a collapsed ethernet backbone of routed subnets connecting buildings at 10 and 100 Mbps. The recent upgrade to a gigabit ethernet permits all buildings to send/receive at the rate of 1Gbps.

**Women's Studies.** The Women's Studies Program celebrated its twentieth anniversary in 1998 and now offers a minor, secondary major, and graduate certificate. There are now 59 students taking the minor, 39 in the secondary major, and 15 in the certificate program. The introductory course enrolls about 600 students annually.

With a core of 2.5 FTE professorial positions and a director, the program now involves 38 affiliated faculty members holding appointments in related departments. The director serves on both the President's Commission on the Status of Women and the University Women's Caucus as well as on the Equity Issues Committee convened in response to the Board of Regents' call for an examination of salaries. Other faculty members provide leadership and support through their service on a variety of taskforces and groups related to women's issues.

**American Ethnic Studies.** This program is offered as a secondary major, concentrating on the cultures, histories, and issues related to African Americans, Asian Americans, Hispanic Americans, and Native Americans as well as other US ethnic groups. Courses are intended to meet the educational and career needs of students by preparing them for living and working in a multiethnic, multicultural nation and world. Students are encouraged to enroll in the program's courses whether or not they select the option of a secondary major.

**International Education.** Inaugurated in 1991, the Office of International Programs (OIP) advances the university's Theme Five, which is to enhance international emphasis. The office has strengthened university-wide coordination of international programs; expanded opportunities for, participation in, and support of study abroad; enhanced services to international students; and helped with curricular and faculty support programs.

Key areas recently addressed by a strategic planning group include coordinating the university's many international programs, increasing recruitment of international students, improving service to international students and scholars, enhancing study-abroad opportunities, increasing the international content of various curriculums, assisting colleges with their international studies programs, opening new opportunities for language study such as Czech, Japanese, and Chinese, adding outside grant support, and expanding faculty exchange programs.

Led by the associate provost for international programs and staffed with three other professionals as well as clerical personnel, the OIP has broadened college participation, added new services to faculty members and students, and has assumed responsibility for the university's English language program for international students. A \$300,000 fundraising effort led to an expansion of the International Center that was dedicated in the spring of 1999.

With a significant track record of recent initiatives, the OIP continues to support and develop the university's response to its theme in international education.



## CHAPTER V – CRITERION THREE: ACCOMPLISHMENT OF PURPOSES

“The institution is accomplishing its  
educational and other purposes.”

Kansas State University has a long history of program review and program assessment. This chapter deals with the means by which the university gauges its fulfillment of the academic mission through a comprehensive process for assessing program outcomes. Feedback from assessment is the essential element that guides the improvement cycle for program development and enhancement. While much of the initiative has been and still is internal, the Kansas Board of Regents began a review process in 1988 to maintain institutional accountability, details of which are also included in the latter part of this chapter.

**Assessment and Evaluation.** With its mission’s strong emphasis on teaching programs, Kansas State University has been committed to enhancing instruction through a variety of means – including assessments of courses and programs. Even before reviews were required by the Kansas Regents, we used such evaluations as a basis for improvement. Now, more than ever, assessment of student outcomes is a major part of the university’s culture. The table following this page summarizes the university’s assessments and the interrelationships among them.

The university’s assessment efforts have multiple objectives. A principal motive is to provide the background needed for continual improvement so that we can better serve our students and other constituencies. In addition, general public accountability as well as the provision the 1992 Amendments to the Higher Education Act make it increasingly necessary to evaluate our performance and justify the confidence and investment extended by those constituencies. Finally, we respond to the processes of various accrediting agencies to assist in maintaining standards and identifying areas of concern for needed correction.

In the past, however, assessment efforts were not as systematic as they are now. They included accreditation reviews, evaluations of certain courses, evaluations undertaken by the Graduate School, and, in some departments, reviews by federal agencies. Given the heavy workloads that most departments assume and the fiscal restraints under which the university has traditionally operated, there had been relatively little enthusiasm for adding more large-scale formal program assessments. This finding influenced Kansas State’s subsequent design of an assessment program that has now successfully taken account of departmental realities while at the same time complementing the regents’ mandate for program review.

As the university's assessment pattern evolved, the provost formulated the following guidelines for departmental use:

- Are the program's goals, purposes, aims, objectives that you identified [earlier] ones you want to maintain, or do you want to modify them?
- Are the program's goals clearly understood by all faculty?
- Have you included goals important to your curriculum, even if they are difficult to assess?
- Have you identified appropriate criteria and standards of performance?
- Have you created a plan that is systematic in the way information is collected?
- Can you document how you have used assessment information to improve the program?
- Can you demonstrate that your program provides the experiences necessary to develop the knowledge, skills, and dispositions important to your field of study?
- Can you provide convincing evidence to numerous constituencies that your program is of high quality?
- Specifically, are you gathering information that is important to faculty involved in your program?

In refining courses and programs, the faculty find it very useful to apply surveys of graduating seniors and of one- and four-year alumni. By now, every college's seniors and alumni have been surveyed at least twice. Comparisons over time make it possible to evaluate the effectiveness of program changes.

Departmental faculties are responsible for the development of their major field assessment plans. They have developed additional measures from multiple sources (at least two measures in addition to the centrally administered surveys) and are extensively involved in the process.

As experience with assessment activities has grown, and as recommendations from organizations such as the North Central Association and the National Association of State Universities and Land-Grant Colleges have become known, campus resistance to assessment has sharply decreased. In fact, faculty involvement in developing assessment plans for majors has produced a number of assessment advocates whose enthusiasm and "ownership" helps ensure constructive use of assessment results.

Current reports demonstrate that assessment information is not only collected at Kansas State University, but it is used! In contrast to 1985, formal, systematic major field assessment programs are not only the rule but are now perceived positively.

The Board of Regents' assessment mandate provided a needed catalyst, and we are convinced that the evolution of the assessment program at Kansas State has been constructive. The patience of the Board in allowing the assessment program to develop gradually has not only prevented the process from becoming oppressive but has encouraged creativity, autonomy, and acceptance. As a result, what might have been a pro forma bureaucratic exercise has now become a valuable utility.

## OVERVIEW OF EVALUATIVE PROCESSES CONDUCTED BY KANSAS STATE UNIVERSITY

DOMAIN→ RESPONDING TO↓	Program and system efficiency	Student achievement in basic skills, major fields, and general education		Faculty teaching effectiveness -- undergraduate	Teaching and program quality -- graduate	Faculty overall performance and productivity	Other
<b>Kansas State Univ (self-studies)</b>	•Operating and cost studies by the Office of Planning and Analysis	•Regular assessment of outcomes in majors	•Regular assessment of general education outcomes •Assessment of basic skills	•TEVAL, student evaluations •IDEA, student evaluations •Post-tenure review •Teaching portfolios (in some depart- ments)	•Graduate Council pro- gram reviews •Post-tenure review	•Provost's regular departmental reviews •Post-tenure review	•Review of distance education •Review of student proficiency •Review of writing skills
<b>Kansas Board of Regents</b>	•Mandated seven-year cycle of program reviews for centrality, demand, cost effectiveness	•Mandated program assessment, including university-wide senior, one-year, and four-year graduate surveys; required supplemental sources of evidence provided by the department; general education interviews; general education portfolios; and basic skills performance monitoring		•Required reports on faculty effectiveness		•Required reports on faculty evalua- tion and development	
<b>North Central Assn</b>	•Criterion Three: The institution is accomplishing its educational and other purposes. [Qualitative implications for programs, faculty qualifications, student outcomes, resources]						
<b>Professional Accrediting Assns</b>	•Varying requirements of disciplinary/professional agencies such as the National Council for Accreditation of Teacher Education, Accreditation Board for Engineering and Technology, Accrediting Council on Education in Journalism and Mass Communications, etc						

**Improvement – an Institutional Priority.** In a memorandum to departments and colleges dated November 3, 1997, the provost emphasized that “while we must satisfy the regents’ requirements, assessment efforts are essential to curricular improvement. Such local applications require that they address faculty concerns and interests. We need to translate those concerns and interests into assessment activities that will guide curriculum development.”

Not only is assessment carried out to provide feedback to the academic departments, the university has a “major concern that faculty members and administrators understand the ways in which the undergraduate programs have been successful (or unsuccessful) and that information be provided that will identify fruitful targets for improvement.” In our efforts to sustain quality, we recognize the inextricable connection between the content of the curriculum and the manner in which it is taught.

Evidence of the university’s commitment to improved instruction is reflected in many practices, including faculty evaluations, faculty development programs, assistance to faculty and students through technology for instruction and learning, faculty sabbatical programs, student help programs, student counseling and advising, faculty awards for teaching excellence, and grant programs for development of research and scholarship. And, more specifically, the Center for the Advancement of Teaching and Learning provides direct consultation to the faculty in improved teaching techniques and program development. Some specifics are in the next section.

With full faculty participation, the university is gradually maturing a comprehensive program of outcomes assessment using the resources of the University Office of Assessment and Program Review. The office is staffed by professionals who have wide national experience with procedures and standards for gauging the value added through the university’s educational programs.

Together, the university’s program reviews for the regents and its assessment of academic outcomes provide a rich source of direction for program improvement and development. The frequent references to feedback in Chapter IV demonstrate the use of assessment of the teaching programs as the driving force in the improvement cycle.

**Teaching Enhancement.** Kansas State University has a longstanding commitment to excellence in undergraduate teaching and learning. This emphasis gained new prominence in our recent restatement of university themes, and the undergraduate instructional program is a major emphasis in the definition of our role as a major institution. Our traditional mission statement (see Chapter II) contains the principle that “through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding,

and skills characteristic of an educated person. . . .” Improvement of instruction is a corollary to assessment of outcomes, and we have a number of programs, some recently added, that assist and reward the faculty as they achieve greater excellence.

With the support of the Faculty Senate and the encouragement of the university’s administration, teaching receives major emphasis in the evaluation of programs and faculty performance. Award programs are tangible reflections of this emphasis – for example, the Undergraduate Outstanding Teaching Awards (established in 1968; four \$2,500 awards annually), the Presidential Faculty and Staff Award for Distinguished Services to Minority Students (1978; one \$1,000 annual award), the Presidential Awards for Excellence in Undergraduate Teaching (1996; four \$2,500 awards to senior faculty each year), and the Presidential Awards for Excellence in Undergraduate Advising (1999; one \$2,500 award annually).

Then, in 1995, the University Chair for Distinguished Teaching Scholars was created. Each year, a faculty member acknowledged as a leading teacher-scholar is appointed to the chair with half-time support to work with other faculty members in advancing undergraduate teaching and learning. Earlier (1993), we established the Center for the Advancement of Teaching and Learning to help faculty members who seek to enhance their teaching abilities. In addition, the Information Technology Assistance Center now assists faculty members in the use of technology for their classes, and the Faculty Exchange for Teaching Excellence provides a forum for them to share information on teaching enhancements. Finally, "Principles of College Teaching," a graduate-level course for graduate students and faculty members taught by the CATL director, is scheduled each semester.

**Expectations for Accreditation.** Aside from the intrinsic priority of maintaining educational quality in its programs, Kansas State University continues to review the specific accreditation requirements of various agencies in order to ensure compliance. As part of this agenda, we also emphasize the importance of general education, noting that various fields share that emphasis:

- ▶ The University’s Miller School of Journalism and Mass Communications meets the requirements of the Accrediting Council on Education in Journalism and Mass Communications, viz., that all students shall have completed “no fewer than 65 semester hours in the liberal arts and sciences, not including any course taught in journalism and mass communication.”
- ▶ The guidelines of the Accreditation Board for Engineering and Technology (Section IV.C.3.) emphasize the necessity for general education including humanities and social science courses that “provide both breadth and depth and not be limited to a selection of unrelated introductory courses” and the faculty of the College of Engineering expects its

students to take a selection of upper division (except for modern language) courses for letter grades in the humanities, social sciences, and physical sciences to provide “an integrated educational experience.”

- ▶ The American Assembly of Collegiate Schools of Business maintains standards for a general education component that seeks “to produce graduates with a broad education in the arts, sciences, and humanities. . . [along with] the proven ability to think creatively and analytically . . . ” In particular, AACSB’s Criterion C.1.2 states that “each undergraduate curriculum should have a general education component that normally comprises at least fifty percent of the student’s four-year program.”
- ▶ Finally, the North Central Association’s expectation is contained in General Institutional Requirement 16, that includes not only a reference to general education content but also to the necessity of enunciating the institution’s emphasis on general education.

**Expectations of Public Constituencies.** Although, in many cases, neither students nor their families are aware of the significance or even the existence of accreditation, the issue comes up in various contexts – especially, for example, in providing federal financial aid and in making applications to professional and graduate programs. In addition, firms conducting employment interviews regularly take for granted that schools like Kansas State University have the widest range of accreditation. Given the importance of credentials in our society, the Kansas Regents expect that graduates of their institutions be provided with evidence of authentic, accepted educational achievement. In particular, Kansas State University meets its obligation to serve its constituents with recognized, peer-reviewed programs.

**Assessment of University General Education.** As we gain experience with our recently inaugurated UGE program, the process of assessment continues to evolve. At the same time we are taking steps to evaluate UGE’s processes. The former effort includes student writing samples, senior student interviews, the Collegiate Assessment of Academic Proficiency (CAAP) examination, senior/ alumni surveys, student transcripts, and UGE course surveys. As mentioned in Chapter IV, an electronic portfolio-based assessment system is being developed to collect, manage, and evaluate student achievement measures. The further evolution of UGE review processes relies on the Faculty Senate’s considerations dating from Spring 2001.

In particular, the Senate has recently charged its Academic Affairs Committee with perfecting methodologies for evaluating skills in critical thinking, communications, and educated habits. As part of this effort funding was provided in the summer of 2001 for a faculty team to evaluate the writing of freshmen and seniors. Of particular interest is the measurement of differences attributable to the academic experience. At this writing it is too early to report new results, but further work is expected to lead to a regularized scheme of review for UGE outcomes

in all three areas. As in other assessment undertakings, the feedback process will serve to revise and enhance the program.

Meanwhile, there have been useful studies that include interviews of seniors as well as analyses of senior writing samples. The interviews examine students' breadth of knowledge, critical thinking skills, and oral communication skills; a faculty committee evaluates and rates papers submitted by students.

Four rounds of senior interviews have taken place, the most recent of which came in Spring 2000. Detailed information is accessible through the website: [www.ksu.edu/apr/](http://www.ksu.edu/apr/).

Through structured interviews, students are rated on breadth of interest, critical thinking skills, and oral communication skills. Of interest are findings that, on average:

- ▶ Students' breadth of interests ranges well beyond the content of their major areas.
- ▶ In communications skills, 60% of the students receive scores of 4 or 5 (on a five-point scale), with no significant difference when considered by college.
- ▶ In critical thinking, most average ratings are slightly above the midpoint of the scale, indicating that students have achieved some level of critical thinking skills but may not have mastered them. Their strength lies in the ability to clearly present their point of view, to reach consistent conclusions, and to sort relevant from irrelevant information. They show some difficulty in using arguments to counter opposing viewpoints as well as in having knowledge to support counter-arguments.
- ▶ Ratings are not strongly correlated with grade-point averages or ACT scores, and skills seem to be distinct from those required to achieve good grades.
- ▶ UGE outcomes seem to be relatively independent of achievement in the major field.
- ▶ Students are highly positive about the interview process used to determine these outcomes.

It is also found that the living environment (residence halls, fraternities, sororities, off-campus) is influential in creating social skills and understandings of societal diversity. Other factors creating differences are involvements in campus activities, internships, volunteer work, and choices of courses – particularly in English, speech, and the social sciences.

**Assessment of Academic Skills.** Our recent studies of student experience and satisfaction have involved seniors as well as first- and fourth-year alumni. It turns out that alumni exhibit a strong loyalty to the institution, as, were they to choose again, over 90% indicate they would enroll at K-State (with 73% saying definitely and 20% probably).

Seniors rated their progress in six academic skills – writing, computer familiarity, quantitative thinking, critical thinking, problem solving, and independent learning ability.

Both seniors and graduates credit the university with contributing to the development of their skills – particularly in quantitative thinking and problem solving. Responses are graded from extremely low through a scale ending in extremely high, with average ratings from seniors lying

in the high or very high category. About 68% of responses in quantitative thinking are either very high or extremely high, and 93% were in those two highest categories for problem solving.

**Assessment of Majors.** Evaluation of outcomes in major fields began systematically under a mandate of the Board of Regents dating back to the 1980s. The regents' expectations and review protocol are in the website <http://www.ksu.edu/provost/planning/program.htm>. This site was created by the provost's office to summarize the review requirements. Initially, these reviews had an administrative emphasis, concentrating on program efficiency and prospects for unnecessary duplication among the several regents' institutions, but they are now a key part of the improvement cycle.

In some fields accreditation requirements augment the regents' reviews – most notably in engineering and in business – while in others the reviews have been viewed as unnecessary. But as part of a broadened agenda that includes reviews of major fields, we administered a number of standardized tests from the Educational Testing Service and, at the same time, asked students for self-evaluations. Rigorous analysis confirms that outcomes assessments are essentially identical in both methodologies. This finding has since been substantiated in other states and has allowed us to develop internal assessments that are reliable and yet avoid costly mass testing with standardized instruments.

Expanding the Process. Surveys of graduating seniors, and one- and four-year alumni have been administered to approximately half the seniors and graduates, so that by the end of 1998-99 each college's seniors and alumni had been reviewed two times. Results have been used to diagnose shortcomings or weaknesses and to create remedies where needed. After a slow start the assessment process is proceeding and is now well received across the campus.

Departmental faculties have been made responsible for the development and maintenance of their major field assessment plans, and in many cases they use multiple measures. Thus, the program is evolving into one that is beneficial to both departmental planning as well as to university-wide assessment and program review. Our centrally administered survey addresses all-university concerns and supplements the departments' assessment efforts in the major fields.

Each university unit has developed an assessment plan that includes increased faculty participation and multiple measures. Examples include the faculty's involvement in senior exit interviews, student advising, student reviews, and creating capstone experiences. Assessment includes senior surveys, student evaluations, student competitions and portfolios, and professional examinations. For some colleges, assessment plans now overlap and judiciously mesh with external accreditation reviews. As the faculty now have more responsibility and continue

to play a greater role in assessment, earlier apathy and even resistance have subsided, as they have “bought into” the merit of the effort.

Assessment as Feedback. The current emphasis is to make assessment a tool for program improvement, with results folded back into the curriculum. Coupled with newly modified mission statements for colleges and departments, the assessment process now gauges each unit’s achievement of goals and objectives. Thus, each cycle can lead to further improvement.

Information on college and departmental reviews and on distance education programs is now being assembled in a website maintained by the Office of Assessment and Program Review – including mission statements, faculty contacts, assessment plans, and demonstration projects. See <http://www.ksu.edu/apr/majorfield/majorfield.htm>. In addition to the website, the Office can make available additional materials on major field assessments. Furthermore, the Office has established a mini-grant program as well as a faculty advisory committee to help refine the assessment agenda, assist in the collection of information, serve as liaison with the colleges, and work with the faculty to “cultivate a culture of assessment” across the campus. These plans are now being driven by faculty members who understand and are committed to the value of assessment. We believe that our assessment program has become a valuable and informative process rather than just another bureaucratic exercise.

Illustrative Results. Our assessment of majors depends on educational experience and experience in either employment or advanced study. In recent surveys, about 70% of alumni say they would choose the same major if they were to begin again.

Asked to rate the degree to which the university contributed i) to knowledge of their major field and ii) to career-related knowledge and skill, they put the former largely in the extremely high range, while the latter is viewed as very high by both one- and four-year alumni. Of those rating their preparation for an advanced degree, a majority (76% for one-year and 87% for four-year) report their preparation to be good or excellent.

Other findings among seniors include the result that:

- They view their classmates with considerable esteem.
- About 90% think that faculty members are authoritative in their subjects.
- Over three-fourths see the faculty as good teachers who are accessible and interested in students.
- About 61% regard advising as effective – with large differences among departments, however. This finding led to an improvement effort initiated by the provost.

To guide departments, alumni are helpful in rating educational goals that contribute to career success. While graduates regard the university’s contribution to their specialization more favorably than the contribution to either basic skills or general education, the results vary widely

among curricula. Departments are therefore advised to review their results with the overall data for the university and to gauge their relative emphases on these areas.

**Evaluation of Graduate Programs.** Guided by the policy of the graduate faculty, the Graduate School carries out a cycle of programmatic reviews intended to assess the effectiveness of and outlook for its graduate programs. These are systematic processes designed to assist in program improvement, and reports are submitted to a graduate review committee, a body subsidiary to the graduate council. Specific issues addressed include a program's mission statement and its centrality to the university's mission, graduate faculty involvement in setting goals and aspirations, articulation of goals along with measures of progress, quantitative and qualitative assessment of program quality and learning outcomes, appropriateness of program aspirations relative to mission and available resources, and degree of compliance with the policies of the graduate council. Results of the reviews are displayed in the resource room for the NCA site visitors.

**Use of Assessment Results for Program Change/Improvement.** The faculty are habitually engaged in reviewing and improving their programs, but we are now in the early stages of further regularization of the assessment of majors through the Office of Assessment and Program Review. Part of this latest effort involves each department's presentation of illustrative instances of their use of student feedback as part of the improvement cycle for program planning and development.

In Biological and Agricultural Engineering, for example, a total program redirection has been accomplished on the basis of its internal evaluations. The department has an increasingly able group of majors, now entering with an average ACT composite score of 27; and it is highly recognized by peers, with a record of 12 out of the 25 first-place design awards by the national professional organization over the last 25 years.

In the College of Business Administration outcomes assessments have led to a revision of the entire program in accounting. The outcome, developed with the help of a grant from the Accounting Change Commission, has become a model for many other institutions. The faculty have a record of invitations to share their curricular expertise with schools and departments of accounting across the nation.

In another assessment effort, the Accounting Advisory Board's review suggested reducing the number of classes in which group work occurred, and it only occurs now in classes where it

is most appropriate. In addition, the need for and the benefit of increasing the use of technology in the program is clearly documented.

Again, based on the results of surveys of alumni and firms employing our graduates, the College of Business Administration revised its pre-professional program to concentrate on the skills the reference groups identified. Consultation with these groups continues to be helpful. And the use of focus groups has assisted the marketing program, where two new courses have been added to meet current professional needs.

As a result of student input the difficult sequence in Biochemistry I and II is now preceded by a required introductory seminar, which has evoked comments from undergraduates about the useful help it provides. Additionally, the physical chemistry courses for biochemistry majors have been changed to better anticipate their special needs.

In response to a need identified by students, the Department of Psychology now offers a workshop for juniors and seniors in order to prepare and inform them about applications to and continuation in graduate programs, including orientation on the GRE advanced test.

Many more examples of evolving systematization in the use of assessment feedback are recorded, with varying degrees of responsiveness, on the previously cited website:

<http://www.ksu.edu/apr/majorfield/majorfield.htm>.

To summarize overall progress in our evolving program of outcomes assessment, the table below represents our judgment of the university's status in Spring 2001 relative to the matrix in the NCA Accreditation Handbook Addendum.

### **K-State's Levels of Assessment Implementation as of the Spring Term 2001**

Ref: p 17 et seq, Addendum to the NCA Handbook of Accreditation – Second Edition

	Level 1		Level 2		Level 3	
	Low	High	Low	High	Low	High
Institutional Culture	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx		
Shared Responsibility – faculty	xxxxxxx	xxxxxxx				
Shared Responsibility – admin, regents	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx		
Institutional Support – resources	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx		
Institutional Support – structures	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx		
Efficacy of Assessment	xxxxxxx	xxxxxxx				

**Board of Regents' Reviews.** An important adjunct to our local assessment and improvement efforts is the systematic program review process begun by the Kansas Board of Regents in 1988. Graduate programs are included in the process. The following criteria were adopted by the regents:

- ▶ Centrality of the program to fulfilling the mission and role of the institution.
- ▶ The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.
- ▶ The quality of the program as assessed by its curriculum and impact on students.
- ▶ Demonstrated student need and employer demand for the program.
- ▶ The program's service provided to the discipline, the university, and beyond.
- ▶ The program's cost-effectiveness.

In the early 1990s all undergraduate programs offering a major or secondary major were required to provide a "Major Field Assessment Report" to the Board of Regents. A summary, along with the individual departmental assessment reports, was reviewed by the deans and the provost before being forwarded to the regents. With a continuing interest in assessment reports, the board had set a schedule for followup responses. They ask that programs be reviewed on a seven-year cycle and that all assessment plans collect information systematically using multiple sources.

The regents also wisely insist that assessment be integrated with planning activities and that assessment information be used to make improvements in program quality.

## CHAPTER VI – CRITERION FOUR: CONTINUED ACCOMPLISHMENT OF PURPOSES

<p>“The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”</p>
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**Continuing the Record.** The underlying context for this chapter and for meeting Criterion Four lies in the capabilities and achievements documented in Chapters IV and V. The institutional strengths described there are the foundation for building on the record as the people of Kansas and our many constituents have known it. Our ability to sustain and enhance that record depends on many factors, the most critical of which lie in our financial prospects.

With a declining fraction of the state’s budget devoted to higher education, and with various financial stringencies related to the state’s economy, legislative support continues to be a concern. On the other hand, recent changes in governance provide flexibility for the use of student fees, and, in most recent years, we have had extraordinary success in securing outside funding for research and service programs. Although the future holds challenges, we are confident that prudence, imagination, and sound planning will allow us to build on current strengths and to maintain the ability to accomplish our purposes and enhance educational effectiveness.

**University Planning.** As outlined in Chapter II, the university’s planning process involves wide communication and participation by all sectors of the campus. Units within colleges, the colleges themselves, and major support units all have planning groups that coordinate with the all-university Strategic Planning Committee. Students and classified employees are coequal contributors as well, participating through regular structures integrated with the process. In addition to local plans and objectives identified through the president’s leadership, planning also includes responses to the regents’ mandate for setting goals and priorities. Vision 2020 (see below) was their initiative designed to position state institutions for effective education in the new century, now replaced by the Institutional Improvement Plan. The university takes much pride in maintaining an open and highly participatory structure for setting objectives and plans.

**The Regents’ Planning – Vision 2020.** Although Vision 2020 has now given way to the IIP, the Board of Regents had instituted a planning and evaluation/reporting agenda, Vision 2020, intended to guide the six state universities into the twenty-first century, a time of changing expectations and “continued resource constraints.” This effort coupled assessment with institutional planning. Areas that we have addressed included:

- ▶ Improvement of educational programs. The provost led a study of current curriculums designed to enhance educational effectiveness and to make prudent use of resources. Included have been specific instructional initiatives as well as more broadly based curricular changes. In addition to changes within college curriculums, the following steps are under way:
  - Intensive Writing Initiative – designed to correct deficiencies in writing and other communication skills.
  - Student Proficiency Initiative – a program for students with an ACT score lower than 18.
  - Instructional Technology – to improve faculty members’ use of instructional technology.
- ▶ Faculty Time and Talent. Faculty assignments must provide effective support and rewards. The approach included four mutually supportive activities:
  - Reconceptualizing Faculty Work. Differences in expectations among the disciplines are taken into account as criteria are set for evaluating faculty work, promotion, and tenure.
  - Individualization of Goals and Expectations for Faculty Members. We are moving from a norm-based view, in which each person is compared to everyone else, to evaluations based on goals and expectations for specific individuals.
  - Supporting and Training Department Heads. The provost's office sponsors seminars on special topics for department heads and provides advisory groups on common concerns.
  - A Cost-Based Context for Decision Making. The provost established a university-wide system for reviewing faculty teaching loads by tracking courses taught, contact time, and SCH produced.
- ▶ Faculty development, support, and rewards. Faculty development, support, and reward systems form the cornerstone of efforts to improve faculty performance and to make effective use of faculty time and talent in teaching, research, and service.
- ▶ Improvement in administrative operations and support processes. Kansas State University has the lowest overall percentage of its costs going to academic and central administration among the regents’ schools, and we are also the lowest among peer institutions, but new methods are improving the management of fiscal resources.
- ▶ Public accountability – a number of performance indicators have been developed to gauge institutional productivity and effectiveness such as retention and graduation rates, undergraduate hours taught by ranked faculty members, expenditures for instruction, student placement, student satisfaction, use of space, and research outcomes and funding.

**Responding to Vision 2020.** Integration of the university’s undergraduate and graduate programs formed the cornerstone of our planning for Vision 2020. We therefore recognized that improving the quality of prioritized graduate programs required careful management of the large proportion of funds going to undergraduate programs. And as part of the effort to strengthen undergraduate education, the faculty were open to curricular innovation.

The university’s Strategic Planning Committee (SPC) identified the following key factors affecting university operations and planning:

- ▶ Undergraduate Education. Common current issues include graduation rate, retention, senior faculty in the classroom, general education, and remedial education. The regents have placed a top priority on undergraduate teaching and learning, and the largest part of campus resources is in undergraduate teaching and learning. In addition, the public will largely judge the university by the quality and productivity of its undergraduate programs.
- ▶ Research and Graduate Education. While emphasizing undergraduate education, our role as a research university requires us to be increasingly competitive in research. The interaction between research and graduate education is emphasized in a structure that combines the administration of these areas.
- ▶ Enrollment Growth. Demographic changes indicate that undergraduate enrollment will experience modest growth in the next decade.
- ▶ Funding Higher Education. Changes in the political and fiscal climate at both the state and federal levels must be carefully anticipated, as they have a major effect on realizing plans.
- ▶ Accountability. There is an increasing level of concern from the public, legislatures, and governing boards about higher education and its priorities. We expect to be responsive in a constructive way to these concerns within the context of the values of higher education and society.
- ▶ Maintaining Direction. As in the past, our planning will continue to be guided by the university's major themes.

**The Institutional Improvement Plan (IIP).** With the restructuring of the Kansas Board of Regents it was decided (May 2001) to suspend the Vision 2020 process and to pursue an Institutional Improvement Plan (IIP) based on four traditional missions of research institutions: Teaching and Learning, Research and Development, Service and Outreach, and Institutional Leadership and Management. We consider that the steps and goals outlined in the following will contribute significantly to our ability to continue accomplishing the university's purposes.

**IIP for Teaching and Learning.** Because assessment is critical to the improvement of academic programs K-State will:

- ▶ Improve its methods for collecting periodic assessment information from students, alumni, and advisory boards, and
- ▶ Strengthen the means by which assessment data affects program improvements.

And because a high level of student achievement is central to our teaching and learning mission, we will:

- ▶ Institute a campus-wide standard of quality for academic advising and a means of assessing its effectiveness,
- ▶ Strive to improve and increase programs that involve undergraduate students in faculty research programs and other forms of engagement, and
- ▶ Continue to be a national leader in the number of national awards, honors, and competitive scholarships received by our undergraduate students.

As high performing faculty members gain tenure, we will continue to provide for their further professional development by:

- Evaluating our current professional development programs,
- Creating improvements in these programs, and
- Adding new ones based on the needs of faculty and staff.

Then, to become a more representative and inclusive environment we will:

- Increase the effectiveness of programs, activities, and services that promote an understanding of and appreciation for diversity, and
- Evaluate and improve current programs and, where necessary, create new ones for recruiting and retaining international students and increasing and improving student and faculty international exchange programs.

As new learning patterns and new learning populations are identified, we strive to strengthen and diversify the environment for all students. Because of the growing needs of place-bound on other non-traditional students, teaching efforts must not only use traditional methods and approaches, but new and emerging asynchronous learning techniques as well. Thus, K-State will:

- Intensify its efforts under the guidance and direction of the faculty to evaluate and strengthen the University General Education program and courses that promote student learning by improving students' critical thinking skills through innovative approaches to learning, and
- Expand its role in mediated instructional systems by creating courses and academic degrees as well as certificate and non-credit programs that are delivered to learners on- and off-campus.

**IIP for Research and Development.** It is critical that the university continues its recruitment of diverse, top quality scholars. The university must then ensure that programs and resources are in place to retain these faculty members and further their professional development. To accomplish these goals, we will:

- Endeavor to increase faculty salaries,
- Evaluate and enhance its current mentoring programs for new faculty,
- Develop and expand the mentoring of faculty members at all levels in their careers, and
- Expand and improve the cooperative efforts with minority institutions to help foster diversity.

Infrastructural needs must be addressed, including the modernization of facilities and instrumentation as well as the addition of space, more high-performance computing, and library resources. Thus, we will:

- Expand and modernize the available research space and facilities;
- Leverage limited state funding to obtain state-of-the-art research equipment; and
- Increase high-performance computing, data recovery resources, connectivity, and the campus-wide utilization of information technology.

The further development of research strength will require that we concentrate on identifying and supporting programs that have the potential to raise public and private sector sponsored support. The university must increase the enrollments in top-quality graduate degree and graduate certificate programs, and expand the number of innovative interdisciplinary programs. We must also support initiatives that link scholarly activity to technology transfer. To meet these ends, we will:

- Identify and invest in the most promising and competitive research programs,
- Increase the number of interdisciplinary research proposals submitted and awards received,
- Increase the number of mediated graduate courses to fulfill growing student demands,
- Increase the number of graduate certificate programs addressing contemporary societal needs, and
- Broaden faculty involvement in technology transfer, commercialization of intellectual property, and economic development activities.

**IIP for Service and Outreach.** As a land-grant institution we have a special responsibility to make the benefits of learning available to our various constituencies. At Kansas State University there are specific units with a service mission, such as the Cooperative Extension Service and the Veterinary Medical Teaching Hospital and Diagnostic Laboratory. More generally, the faculty take responsibility to provide service to their professions, to various community elements, and to sectors of university governance. The following considerations are important in fulfilling our service and outreach missions:

- Each unit must have effective means of placing value on these activities, with account taken of the differences in its specific activities and objectives as apart from those of other units.
- There need to be policies and procedures in place that recognize and reward these activities.
- Especial care is needed to identify service in shared governance and in the professions, as performance criteria in the past may not always have taken these efforts into account.
- Collaborative and interdisciplinary teams are desirable in outreach activities.

Extension, outreach, and service learning activities address social and economic issues identified by citizens. Therefore we will:

- Utilize program evaluations to assess the effectiveness of interdisciplinary outreach and instruction efforts in these areas, and
- Provide specific feedback to appropriate program leaders and to the director of Cooperative Extension Services on areas and programs that require improvement.

**IIP for Leadership and Management.** Kansas State University has taken major steps to enhance the leadership and management skills of its administrators, especially for department

heads. Through the Provost's Lecture Series and Department Head Workshops, we have provided many excellent opportunities for professional development. Effective management of resources, 90% of which are invested in people, requires the development of administrative potential. To do this, K-State will:

- ▶ Continue and enhance its comprehensive professional development program for all departmental administrators,
- ▶ Refine its procedures for evaluating administrative performance,
- ▶ Continue and improve regular, systematic evaluation programs for all administrators, including feedback from those whom they supervise, and
- ▶ Develop an innovative program for evaluating administrators' contributions to the development of diversity in their areas.

With the rapidly changing environment in digital technology, the university must extend its capabilities in the high-performance computing and technology that supports teaching and learning, research, the library, and outreach. We will:

- ▶ Monitor our inventory of assets and needs on an annual basis and develop a plan to ensure the system has the resources to support adequate growth,
- ▶ Increase our capability in computing technology, and
- ▶ Develop a comprehensive short- and long-term plan for an integrated database that will modernize the student information system and improve the fiscal and personnel information systems.

**Role and Aspirations.** In fulfilling its educational mission the university has identified specific goals that guide development of its nine major themes (listed in Chapter II). The goals help define our role and aspirations in meeting two principal challenges. First, education must be extended to more fully include members of our increasingly diverse society. Second, there is an increasing student and employer demand for advanced degrees.

The faculty continually evaluate directions for academic programs, taking into account areas of immediate interest as well as likely specialties needed for the future. Goals that Kansas State University pursues to achieve this vision include:

(see [http://www.ksu.edu/provost/planning/role\\_aspirations/institutional.html](http://www.ksu.edu/provost/planning/role_aspirations/institutional.html))

- ▶ Providing quality education and strong research programs for our students. Implied in this goal is a continued effort to make faculty salaries more competitive.
- ▶ Enhancing the infrastructure of Kansas State University, including distributed computing, the library, equipment, and laboratory, teaching, and research space.
- ▶ Establishing for each college a goal of monitoring the impact of their students on courses taught within the College of Arts and Sciences.
- ▶ Establishing a method for analyzing how new programs have cross-college effects, such as impact on the missions and purposes of the college and university, expected quality of the programs, proposed staffing and methods of finance, impact on other departments or colleges, and expected demand or demonstrated need for the programs.

- ▶ Developing innovative techniques, including new technology, as well as incentives for teaching and learning processes in large audience or group settings both for lecture/recitation and laboratory-oriented courses.
- ▶ Utilizing available and potential resources in the development of graduate education and research programs.
- ▶ Increasing the number of African-American, Native American, Hispanic, and Asian-American tenure-track faculty members. Similar efforts are needed to increase the number of students from under-represented racial and ethnic groups.
- ▶ Increasing the multicultural diversity of the university experience.
- ▶ Enhancing the quality of the undergraduate educational experience at Kansas State University.
- ▶ Increasing the efficiency of administration and support services.
- ▶ Optimizing the use of all instructional resources, including strategies for enrollment management that link facilities, faculty, staff, and support resources to enrollment levels.

**Program Continuity and Development.** As already outlined in this report, planning at KSU is a process involving all sectors of the university. The three key groups charged with planning are the Strategic Planning Committee (SPC), the Deans' Council, and the Faculty Senate Committee on University Planning (FSCOUP). Planning guides our decisions about programs, services, and resources and also gives direction to the professional development of personnel. The process ensures the continuity and integrity of the university's programs. One of the major roles of these groups involves the use of funds, and hard choices have been made when it comes to reallocation of monies (especially in times of budgetary shortfalls), the use of enrichment monies such as KSU Foundation support or enrollment income adjustments, and fund recoveries from program consolidation and discontinuance.

Following the appointment of Jon Wefald as president, strategic planning became a serious business. A number of intentions were identified, four of which have received sustained attention: Academic equipment, library funding, funding of computing for academic and student services, and enhancement of university research programs. Of the remaining intentions, some continue to receive attention, and others have been met: Increasing faculty salaries (still needed), reversing the decline in enrollments, gaining more scholarship support for students, adding distinguished professorships, strengthening economic development programs – and improving lower-division instruction, educational services off-campus, services to non-traditional students, graduate assistantship support, student and faculty retention, and financial flexibility.

Following initial efforts, some of the enthusiasm for the planning process had declined – particularly in view of shortfalls in the level of legislative support relative to our peer institutions. To some degree, planning was seen as detrimental, since it tends to highlight problems

without mechanisms available to solve them. Despite inevitable concerns, however, the planning process has become an essential and accepted part of the university's culture.

At the outset, we defined five strategic planning themes, subsequently expanded to nine (see Chapter II). Then, in ensuing years, the structure of the planning organization evolved, and we retain the Strategic Planning Committee, now reporting to the provost, who, in turn, makes recommendations to the president. The process involves many constituent parties and remains highly participatory, with provisions for gaining the views of the entire campus community.

As recently as the Fall of 2000 the provost redefined the SPC and charged it with i) conducting a thorough review of the action plans provided under the nine strategic themes, ii) proposing changes as needed, iii) identifying plans within and across themes that are complementary, and iv) identifying the budgetary implications of the plans. The committee is still engaged in this assignment, and strategic planning at K-State continues to provide direction and focus to its programs and activities. For detailed background, see the List of Useful Websites (p vii).

**Financial Outlook.** We continue to manage financial resources carefully. Budget requests are submitted annually to the Kansas Legislature, which determines our allocation as part of a total appropriation to the regents' universities. Results have been mixed in recent years, tempered by economic circumstances and competing priorities within the state. The recent "crumbling classrooms" program, for example, has supported much-needed facilities maintenance items, including fire and life safety measures as well as ADA improvements. And the 2000 and 2001 legislative sessions met a commitment for increasing faculty salaries by averages of 5.9% and 6.1%, respectively. Finally, with fees a major part of total revenues, the regents have approved a succession of modest increases in tuition in recent years while keeping the cost to students favorable relative to those in other states. An essential part of these measures is the endorsement by the legislature and the governor of both block funding and tuition ownership for the regents' institutions. The latter, which allows the universities to retain fees, departs from the history of depositing those monies in the state treasury for appropriation to the institutions – with no necessary connection between actual receipts and the final allocation.

Despite salary increases, the university still lags behind its peers by an average of about 12% when adjusted for mix of faculty ranks. See <http://www.ksu.edu/pa/salary99/TitlePage.htm> for current comparisons. With aggressive programs of faculty development and a range of faculty awards, however, much is being done to provide a positive environment with specific recognition for exemplary service. There is a recent problem, however, resulting from the 2000 legislature's differential funding of salary increases for ranked faculty members and for unclassified

personnel such as administrative and support staff. The regents' universities work cooperatively in representing to both the regents and the legislature the need for restoring parity.

The excellence of the faculty is signaled by the stature many have achieved in their disciplines and in the growing number of competitive research awards. And, as previously mentioned, extramural research funding has grown dramatically in the last ten years, now amounting to over \$71 million annually. Combined with other funding (principally state and federal money for the Agricultural Experiment Station), the university has received more than \$106 million for its research programs in FY 2000, with the prospect of increases in successive years.

Problems continue to be dealt with, but others remain. The 2001 legislature did correct a serious potential lapse of \$2.1 million in base funding created in an early part of the budgeting process. But the FY2002 allocation for operating expenses was only increased by 1% – this in the face of no additional funding for recent increases in utility costs. As a result, we have had to rebudget about \$1.5 million for FY2001 and will likely do the same in FY2002.

**Educational Resources.** As a student-centered research university with a land-grant mission, we constantly seek synergy through the interrelationships among our various goals and objectives. The research environment creates a learning atmosphere enriched by habits of inquiry and discovery as well as by concerns for societal benefit. The intent is to emphasize educational strengths and to enhance needed programs through interactions between related areas as we continue to serve the needs of our constituents in both traditional and innovative ways. Through technology the campus' resources are now widely available to learners throughout the region, and distance programs extend those resources to new populations.

**State Support of Higher Education.** With the recent reorganization of the Board of Regents' authority and purview, it is plain that Kansas puts a high premium on sustaining a system of higher education that is efficient and successful. Over the last decade the regents have developed a series of indices that attempt to maximize return on the state's investment by gauging program quality and ensuring unnecessary duplication of offerings. The recent economy has provided the necessary revenue flows to support state services, but higher education does have an increasingly competitive position, given the needs of other contending agencies. As a result, the fraction of the state's general fund allocated to the six regents' schools has declined from about 18% in the mid '80s to about 13% currently.

It should be noted that, even with Kansas' long-standing strengths in agriculture, the state is moving to greater urbanization and to an economy that is increasingly directed to manufacture,

high technology, and corporate services. At the same time, the demographic outlook requires that more attention will have to be directed to social service needs as the population of retirees and seniors grows. It is predicted, for example, that the fraction of Kansans over 65 will advance from a current 15% to about 20% by 2030, a development that has major implications for the legislative budgetary agenda.

Central to creating a strategy for the future is recognizing the worrisome need for sustainability. Although much has been achieved, with the university representing today what most Kansans want it to be, it is not clear that these achievements can be sustained and continued without substantially greater investment. The compounding of inflation-based annual salary increases on a relatively smaller budgetary base threatens our ability to close the salary gap relative to our peer comparison institutions (Colorado State, Iowa State, North Carolina State, Oklahoma State, Oregon State) and the other Big 12 schools.

**Outlook for the Future.** As we assess our ability to comply with Criterion Four, we find that many elements of the current situation augur well for the future despite various challenges:

- ▶ A strong commitment to instructional quality. In recent years we have created a new emphasis on teaching, improvement of teaching, and rewarding excellence in teaching. This trend is especially noteworthy in a research university, where peer recognition in the disciplines is the traditional measure of faculty merit. But we believe we have succeeded in creating a culture in which the signal importance of undergraduate instruction is embraced by the faculty.
- ▶ Stable, effective leadership. Over the years since President Wefald's appointment, the university has undergone dramatic change – an earlier decline has been reversed, and Kansas State University has advanced significantly in student numbers and quality, faculty achievement, physical improvements, and extramural support. The stability of his administration, backed by an enduring, knowledgeable, and effective cadre of deans and central staff, ensures the continuation of direction and accomplishment.
- ▶ Faculty excellence. The academic advances K-State has made are largely attributable to the effectiveness, dedication, and excellence of its faculty. They are deeply committed to teaching and scholarship, and, frequently assuming extra burdens, they continue to distinguish themselves in all aspects of their profession. Most importantly, they take an active role in shaping the programs which preserve and enhance the institution's quality.
- ▶ Student excellence. The record of student success is impressive, with a leading position among public institutions in the award of major fellowships – Rhodes, Marshalls, Trumans, Goldwaters, and so forth. And over a recent ten-year period, the average score reported by ACT for new admissions increased from 22.6 to 23.5. Moreover, students continue to excel in national competitions in venues involving debate, engineering design, architecture and planning, livestock judging, and teacher preparation. One outcome of this record lies in our ability to attract the greatest number of valedictorians and salutatorians from Kansas high schools, and we number students from all of the high schools in the state – as well as from every state in the nation.

- ▶ University services and staff. The academic programs are supported by a staff of accomplished professionals and a wealth of services which enhance the ability of faculty members and students to achieve their goals. In addition, there is a wide range of support available to students, faculty members, and staff, including technological resources and developmental programs to help them with daily operations to upgrade their skills.

With clear a sense of direction, and with current and prospective resources, it is plain that Kansas State University has the elements that preserve its ability to continue serving Kansas, the nation, and beyond. A number of aspirations have been realized, and more remain to be achieved. As we continue into the new millennium, we will need to continue giving attention to the following:

- ▶ The necessity to constantly assess resources relative to our agenda, making adjustments where needed and gaining additional support where it conforms to our mission.
- ▶ Scholarship support must be continued and increased, both to attract able students and also to assist them with the increasing costs of securing an education.
- ▶ Diversity is among our highest priorities, and, although considerable progress has been made, additional efforts are needed to optimize the benefits to individuals and to programs.
- ▶ Maintaining leadership in educational technology, computing services, and library resources is a target that must be reached to properly conduct the affairs of a modern university.
- ▶ Continuing to eliminate a backlog of deferred maintenance will ensure that facilities can serve educational expectations well.
- ▶ Extending the university's talents to learners at locations, particularly in Kansas, is now a way of life, and we expect to strengthen our capability to deliver quality education at a distance.
- ▶ In a complex society filled with conflicting values, we continue to identify the responsibility to prepare graduates to deal effectively with both their career roles and also their lives as citizens.

In conclusion, the record to date and our review of factors that will influence our future give more than ample evidence of the ability of Kansas State University to comply with the requirements of Criterion Four.



## CHAPTER VII – CRITERION FIVE: INTEGRITY

<p>“The institution demonstrates integrity in its practices and relationships.”</p>
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**Policies and Procedures.** As the nation’s pattern of social policies and equity awareness evolved in the latter part of the Twentieth Century, K-State codified its until-then unstated outlook of fairness applied to the university community. Diversity, equal opportunity, due process, academic freedom in teaching and learning, and accountability are among the explicit driving forces of our institutional culture. Relationships with alumni, extramural agencies, governmental bodies, public constituencies, the community and beyond have importance along with the traditional transactions in teaching and research, faculty affairs, student life, staff activities, athletics, safety, and fiscal matters.

Openness and participation are imperatives as the university develops and applies its policies. In addition, we make special efforts to document policies carefully and to inform groups – students, staff, faculty members, the public at large – of the policies that might apply to them.

With its business a matter of public record, the university is subject to scrutiny in a number of arenas – by not only the regents, the legislature, and the media, but also by the citizenry at large, faculty and student bodies, and special interest groups.

The following are among the many conventions that we use to ensure an atmosphere of integrity:

- ▶ A pervasive commitment to ensuring respect for and the success of each individual
- ▶ An undergraduate honor system administered by a student-faculty honors council (see website <http://ksu.edu/honor/>)
- ▶ Adherence to statutory requirements of affirmative action, Title IX, and the ADA
- ▶ Sound policies on human subjects, animal care, research integrity, environmental safety
- ▶ Publication of university policies in handbooks for students, faculty members, and staff
- ▶ Specific programs for non-traditional students, handicapped, minorities, and women
- ▶ Attention to harassment and discrimination, with processes for remedial action
- ▶ Grievance procedures that ensure due process
- ▶ Careful administration of programs for scholarships and other student aid
- ▶ Clear understandings about the importance of the ROTC and AFROTC programs
- ▶ Systematic forums in which students, faculty members, and staff consider policies in their areas

**Campus Climate – Equity and Diversity.** Strategic planning has had a direct effect on the campus climate for our students, faculty members, and staff, particularly in providing equity and

diversity. We have taken note of remaining barriers to equal opportunity, especially for minorities and women. Progress on women's issues reflects leadership by the President's Commission on the Status of Women in the following:

- ▶ Policy Prohibiting Sexual Violence – to provide a safe and secure environment
- ▶ Policy on Gender – a statement of support recognized as a model for others
- ▶ Child Care – serving faculty members and students
- ▶ Women in Professional Positions – an affirmative program
- ▶ Professional Services to Women – meeting special needs
- ▶ Sexual Harassment – policy accompanied by an educational program
- ▶ Women's Programming and Advocacy Board – dating from 1989
- ▶ Women's Studies – an interdisciplinary program
- ▶ Grievance Procedure for Civil Service Employees – an improved version
- ▶ Continuing Appointments – special attention to women as part-time instructors

Efforts to increase access and opportunities for minority faculty members and students include:

- ▶ Undergraduate Recruitment – scholarship support from university sources for minority students has increased by 300% over the past several years, and a legislative scholarship program for minority students was initiated in FY1989. A record undergraduate minority enrollment occurred for 1999, reflecting a 14% increase in minority enrollment since 1994. The university has a cooperative program with Donnelly College (in Kansas City, Kansas) to improve minority recruitment and retention. Externally supported minority programs have been established in the Colleges of Engineering and Business Administration.
- ▶ Graduate Enrollment – In an advancing national economy the recruitment of domestic students is difficult. Notwithstanding, the Graduate School assists departments in their efforts to attract students, including a program that brings minority undergraduates to the campus for summer research and a special effort to supplement assistantship stipends for those who have traditionally not had the advantages of graduate education. In the College of Education, there has been extramural funding to assist minorities, supplemented with a small amount of matching funds. Over the past five years, the number of minority graduate students (Black, American Indian, Asian, Hispanic) has remained at slightly less than 200 out of a total of about 3,000.
- ▶ Faculty/Staff Recruitment – In FY1990 Kansas State University employed 105 persons of color in faculty and staff positions. As we enter the new millennium, the number of persons of color in faculty and staff positions has increased 120% to 231. Included are 154 faculty members of color at the rank of instructor, assistant professor, associate professor, or professor. This gain is attributable to the university's executive leadership and also to support for greater diversity by the deans, department heads, and faculty members. Following consultation with the faculty and staff, university executives established a vision that created a sense of enthusiasm and urgency about bringing the vision to fruition: Created were a renewed sense of accountability for results, a position of associate provost with responsibility for diversity and multiculturalism, funds for target-of-opportunity hires, and more innovative recruitment strategies. Then, as affirmative action came under attack on other university campuses, the president reaffirmed that K-State would, in his words, "stay the course."

Steps taken by the administration to enhance representation of minorities and sensitivity to issues related to access, equal opportunity, and fairness include:

- ▶ Task Force on Minority Student Retention
- ▶ Presidential Commission on Multicultural Affairs
- ▶ Harassment Policy – revised in 1998 (see Faculty Handbook, Appendix J)
- ▶ Coordinator of Multicultural Student Organizations
- ▶ Martin Luther King Week – special programs and observances in January
- ▶ Professional Development – a minority program for secretarial/clerical staff
- ▶ Other Programs and Services for People of Color – President’s Commission on Multicultural Affairs, the Affirmative Action Office, Diversity and Dual Career Development Program, Multicultural Programs and Services Office, Black Faculty Staff Alliance, Hispanic Faculty Alliance, American Ethnic Studies Program, Multicultural Research and Resource Center, Multicultural Student Organizations, American Indians in Science and Engineering, National Society of Black Engineers, Society of Hispanic Professional Engineers, Academic Assistance Center, Educational Support Services, Health Careers Pathways Program, McNair’s Scholars’ Program, Minority Engineering Program, PILOTS Program, and Upward Bound.

With the president’s leadership, the campus has become increasingly sensitive to and committed to diversity, and although the university has more to do in building community, it was selected as one of the top universities by African-American students.

**Monitoring Practices.** The Provost maintains an Office of Unclassified Affairs and University Compliance that has broad oversight of many policy requirements. Included are grievances and employment-related matters, university policy, statutory mandates, and regents’ policies. The office also assists with faculty evaluation procedures, contract renewals, conflict of interest questions, Title IX and ADA applications, and compliance issues related to information technology.

**From Compliance to Engagement.** While cases of harassment and discrimination still occur, the number of complaints, especially those of sexual harassment, seems to have decreased significantly in recent years. In any event, the last two to three years have seen a gradual but perceptible movement from “compliance” and guideline-based approaches to diversity (which have led to significant advances) toward an appreciation of the perspectives that minorities and women bring to the work of the university. Central to this engagement is the realization that mutual respect and civility are essential elements that must find greater emphasis within our university and our society. In medical parlance, K-State is moving from treatment of illness to a concern for holistic wellness.

**Academic Freedom.** Supported by the Board of Regents, the university subscribes to the 1940 Statement of the American Association of University Professors relative to academic freedom, and its overall commitment to both the faculty and the learning community is documented in Appendix C of the Faculty Handbook: “Academic freedom is essential to these purposes [of serving the common good] and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.”

**Notice of Non-Discrimination.** The university regularly uses the following notice in its publications and in recruitment information for staff, faculty, and students:

Kansas State University is committed to a policy of nondiscrimination on the basis of race, sex, national origin, disability, religion, age, sexual orientation, or other non-merit reasons, in admissions, educational programs or activities, and employment (including employment of disabled veterans and veterans of the Vietnam Era), all as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, has been delegated to Jane D. Rowlett, PhD, Director of Unclassified Affairs and University Compliance, Kansas State University, 225 Anderson Hall, Manhattan, KS 66506-0124 (785-532-4392).

**Student Complaints.** To comply with the federal and the North Central Association's requirements, the university has designated the Office of Planning and Analysis (OPA) to receive and take appropriate action on student complaints. Complaints are made in writing and addressed to the appropriate administrative office. OPA sends monthly requests to the offices of the president, provost, the vice presidents, and the dean of student affairs, with responses (including no activity) logged in computerized form. Records are available in OPA, including the nature of the complaints and their disposition.

**Federal Compliance.** Today's institutions of higher education are subject to a number of federal policies, and Kansas State University has been a early leader in supporting and implementing needed practices. Specific areas are highlighted below:

- Research on Human Subjects – our Institutional Review Board handles all matters mandated by laws and regulations, including research oversight and training of personnel.
- Animal Care – the Care and Use Committee sees to the provision of responsible and humane conditions for the conduct of research, and we are in full compliance with the Animal Welfare Act, as amended, and the Health Research Extension Act of 1985. Our

standards meet or exceed those required, and we not only file an assurance statement with the NIH but are also registered with USDA as an approved research facility. Facilities in both the Colleges of Veterinary Medicine and Human Ecology are accredited by AAALAC.

- ▶ Biosafety – we maintain an Institutional Biosafety Committee with responsibility for overseeing research with microbiological agents as well as for education of staff using infectious agents or recombinant DNA.
- ▶ Research Compliance – in 1998 the university appointed a highly qualified scientist as research compliance officer to ensure adherence to all pertinent regulations, laws, and agency policies related to biological research.
- ▶ Federal Funding – K-State maintains the financial practices contained in OMB Circulars A21, A110, and A133, as required for institutions receiving federal funds. Applicable policies are documented, and training is provided to personnel involved in their use.
- ▶ Higher Education Act of 1965 (as amended) – Students receive approximately \$85 million per year in assistance from the federal government, State of Kansas, the university itself, and private sources. About \$75 million is administered by our Office of Student Financial Assistance. To ensure compliance with the requirements of the HEA we award and disburse aid through the Financial Aid Management System (FAMS). We also follow the standards of “good and ethical practices” outlined by the National Association of Student Financial Aid Administrators.
- ▶ Environmental Health and Safety – the university’s health and safety program predates current regulations and is subject to regulation by the Kansas Department of Human Resources, Industrial Safety, and Health. All units are held to OSHA standards, and our Department of Environmental Health and Safety inspects, oversees, and monitors campus worksites for compliance. Special attention is given to the regulations of the EPA and to the provisions of the Clean Air Act. In addition, the operation of our Mark II Triga reactor is under license by and in compliance with the rules of the federal Nuclear Regulatory Commission.
- ▶ Conflict of Interest Policies – all principal investigators and program directors in extramurally funded activities are required to disclose possible conflicts of interest. Our policies and procedures are summarized in the university’s Procedures and Policy Manual (see <http://www.ksu.edu/policies/ppm/7010.html#.090>). The current version of the policy is in Section D39 of the Faculty Handbook. Finally, the State of Kansas regulates possible conflicts of interest according to the State Government Ethics Act (KSA 46-215).
- ▶ Integrity in Research – the university has a comprehensive policy setting forth the principles for responsible conduct in research and scholarly activity. It is contained in the Faculty Handbook’s Appendix O (<http://www.ksu.edu/uauc/fhbook/fhxo.html>), which defines academic misconduct and describes the procedures applicable to alleged violations. The Integrity in Research and Scholarly Activity Committee, whose twelve members serve three-year terms, hears and decides all cases.
- ▶ Title IX – with women comprising 46% of the undergraduate enrollment, their participation rate in NCAA-sanctioned sports is approximately 47%. Two new women’s varsity sports have been added recently, with nine now available to women and seven to men. The program meets the thirteen prescribed Title IX requirements – financial assistance, accommodation of interest and abilities, equipment and supplies, scheduling of games

and facilities for practice, travel and per diem allowances, coaching and coaching compensation, tutoring, locker rooms and facilities, medical resources, housing and dining, publicity, recruitment, and support services. Budgets for women's athletics have been increased significantly, both for coaches' and staff salaries and for operations. We still want to do more, however, for equivalent locker room space in basketball and for financial guarantees that help attract well-rated teams in women's sports.

- ▶ Varsity Athletics – through the Compliance Department of K-State's Intercollegiate Athletic Department practices have been carefully developed paralleling NCAA certification procedures. These ensure adherence to rules and regulations governing Division I intercollegiate sports. Implementation involves monthly compliance seminars for administrators, coaches, and academic counselors as well as compliance seminars for student athletes and for the leadership and staff of university-related groups.
- ▶ ADA – in recent years significant expenditures have been made to upgrade existing buildings and to add new space, all with nearly complete access for those with disabilities. For example, Seaton Hall, a large teaching building once only 15% accessible, now allows full access. Elevators and ramps have been added to make older structures compliant. In residence halls, many options are now provided, and food services accommodate workers as well as diners. Provision has been made for ease in parking, and security and fire alarms have been expanded and upgraded with special attention to protecting the disabled. Finally, many services are provided for students with disabilities such as those with head injuries, or with hearing, visual, or mobility impairment, among others. These include specialized instruction, a range of physical accommodations, and assistive equipment. Details are included in the website <http://www.ksu.edu/dss/>.
- ▶ Sexual Harassment – university policy prohibits sexual harassment against all employees, students, prospective students, and visitors. Reports of alleged harassment are dealt with by an administrative team, which decides on sanctions and remedies as indicated.
- ▶ Anti-discrimination – Kansas State University is committed to a policy of non-discrimination on the basis of race, sex, national origin, disability, religion, age, sexual orientation, or other non-merit reason, in admissions, educational programs or activities, and employment (including employment of disabled veterans and veterans of the Vietnam Era), all as required by applicable laws and regulations, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. As such, the university has a long-term record as an Equal Opportunity Employer. Specifically designated university officers have responsibility for information on and oversight of compliance.

**Third Party Comment.** Pursuant to the provisions of the 1998 amendments to the Higher Education Act of 1965, we have placed the following notice in the media listed below inviting the submission of comments to the NCA's Higher Learning Commission.

REQUEST FOR COMMENT – Kansas State University invites comments from the public about the university in preparation for evaluation by its regional accrediting agency, the North Central Association (NCA). The University will undergo a comprehensive evaluation visit October 21-24, 2001, by a team representing the NCA. The team will review the institution's ability to remain in accredited status by continuing to meet the NCA's Criteria for Accreditation and as well as its General Institutional Requirements.

Comments should be sent directly to the NCA at the address below. They should address substantive matters related to the quality of the institution or its academic programs, and they must be in writing, signed, and include the name, address, and telephone number of the person providing the comments. Comments cannot be treated as confidential.

Kansas State University -- Comment  
Higher Learning Commission  
North Central Association of Colleges and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

Paid notices appeared in the *Topeka Capitol Journal*, the *Manhattan Mercury*, the *Salina Journal*, and the *K-State Collegian* (student newspaper).

Additional notices were placed in the alumni magazine, *The K-Stater*, and the campus news bulletin, *InView*, as well as on the K-State website.



## CHAPTER VIII – CONCLUSION/SUMMARY

**Summary.** The preparation of this document has been guided by the General Institutional Requirements of the North Central Association as well as by its five Criteria for Accreditation.

In the former case, legal and administrative expectations have been documented, and it is plain that Kansas State University, the first to meet all of the requirements of the Morrill Act of 1862, has the stature and competency to function as one of the nation's key land-grant institutions. From its statutory definition, its structure, and its resources, to its practices, programs, and mechanisms for accountability, the university maintains a confident standing, respected by its constituents and its peers.

Relative to the Criteria, our self-study presents an account of this major university, describing its mission and purposes, its resources for excellence in education, its indices of achievement, and its aspirations and plans for an even stronger institution. With a qualitative and critical eye, we report current strengths and successes, but we also note issues and obstacles to be dealt with. As is often the case when institutions are preoccupied with improvement, it is easy to let a concern for solving problems obscure the larger context of success and achievement. In retrospect, we believe that, in spite of some daunting and chronic challenges, the self-study clearly demonstrates a fidelity to the North Central Association's Criteria for Accreditation. We briefly summarize our conclusions below:

**Criterion 1:** *The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.* The university is guided by a Board of Regents that has formulated a well-understood role and mission to which we adhere. Our mission and purposes are elaborated in a number of public documents, including, most recently, websites that are now available to the general population. In addition, there is a general public understanding about the university's purposes deriving from a steady flow of publicity and programs directed toward a broad constituency. Our degree programs and our efforts in research and extension conform to the nation's rich land-grant tradition as well as to the precepts of contemporary higher education.

**Criterion 2:** *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.* K-State's conventional organization, with a crisp administrative structure characterized by broad participation and empowerment, its excel-

lent faculty and staff, its modern physical facilities, and its abundant support services, assures that it amply meets the expectations of those whom it is destined to serve. K-State has a long-standing and credible record of responding to the needs of the state and its people and to anticipating and preparing for changing trends in our society.

Collegiate units and the Graduate School are responsible for the instructional programs, which are integrated with the programs of specific units charged to carry out responsibilities in research (Agricultural and Engineering Experiment Stations) and extension (Cooperative Extension Service and the Division of Continuing Education).

Each unit has assigned leadership, and accountability is established in a traditional line relationship leading through the faculty, the department, the college or equivalent unit, to the provost and president. The faculty have cognizance of all academic programs and policies, and it is characteristic that the institution has developed effective communications mechanisms that engage faculty leadership in regular consultation with central administration.

This participatory model extends to the regular involvement of students and staff in the university's consideration of major issues. In addition, the university is aggressive in support of equity and diversity in all sectors, with long-standing policies dealing with affirmative action, equal opportunity, sexual and racial harassment, and gender sensitivity.

The sections on the academic units confirm their ability to carry out expected roles in fulfilling the university's overall mission. As indicated throughout the review, the faculty are well-qualified, and many are internationally recognized. Further, student ability is remarkably good. In the various academic programs, we offer a wide range of opportunities for students to meet their educational objectives, whether in conventional degree sequences, interdisciplinary curricula, or off-campus offerings for those seeking professional upgrading or advanced degrees.

Numerous, effective support services are overseen by the university's two vice presidents. Beyond their resources for institutional development, student assistance, physical facilities, and fiscal affairs, provision is made for key infrastructural functions in library, computing facilities, and equipment. Also noteworthy is the university's attention to improved research administration under the Vice Provost for Research and to the integration of instructional technologies under the Vice Provost for Academic Services and Technology.

In fiscal matters, where the state's circumstances have led to shortfalls in support, one can point to our strategic planning effort as a guide to optimizing the use of resources. A number of comparative deficiencies are acknowledged, but the planning structure allows for a coherent, integrated approach to resource allocation based on priorities arrived at in collegial fashion.

Some activities have been curtailed, and choices have been made within research and extension programs as well as in maintenance functions. In instruction, although limited funding has necessitated adjustments, careful management has been applied so as to ensure students' ability to complete their expected programs.

Of particular importance to Criterion 2, the university has created a climate of participation in the assessment of outcomes as a feedback mechanism for programmatic refinement and improvement.

**Criterion 3:** *The institution is accomplishing its educational and other purposes.* With a now well-established and rigorous process of assessing educational outcomes, we can give explicit testimony to the effectiveness of our programs. Especially in the case of undergraduate education, we place a high priority on preparing the next generation of citizens and professionals, who can deal with problems, use language and numerical information with precision, and bring a degree of skepticism to examining public affairs. As always, we continue to identify problems and areas in which improvements can be made, using assessment results to improve programs and to shape new initiatives. Success in achieving our objectives is emphatically demonstrated in both program survey results and in the manifold achievements of graduates in their careers and in their lives as citizens.

**Criterion 4:** *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.* With an established record of 138 years of academic achievement, there is every indication that Kansas State University will continue to accomplish its purposes and that it has a clear grasp of where its strengths lie and how they relate to the needs of Kansans. We believe that the oft-cited dictum applies: Past performance is the best indicator of future performance. Even despite chronic limitations in state financing, the review makes it abundantly clear that the university is well-organized and responsive to current circumstances and that it has the ability to augment revenues and resources with innovative approaches. Reasonable enhancement of resources will allow us to reach still higher levels of achievement.

Above all, the strategic planning process set in motion by President Wefald now serves as the vehicle for sound decision-making and effective adjustment to changing conditions.

The record in recent years shows much to be optimistic about – an uncommonly dedicated faculty with eminence in their fields, an able student body with many high academic achievements, a record of service and productivity that extends throughout the world, a highly successful

endowment organization, and an imaginative, collegial approach to the continuing leadership of the institution's affairs. All of these factors create confidence in K-State's ability to prevail and prosper. Choices must be made, and the planning process has created clear benefits in establishing viable pathways for continued productivity and accomplishment.

The university, together with its faculty, students, and staff, continues to gain recognition and distinction in many arenas. As already noted, perhaps the most telling testimony for future achievement is the vigor and success of its graduates. Their contributions in a variety of callings attest to the university's capabilities to advance its record of accomplishment. In addition, they represent a group who can be counted on, with many other friends and supporters, as advocates for the continuation of a major institution for which they have justifiably great pride and high hopes.

**Criterion 5:** *The institution demonstrates integrity in its practices and relationships.* Even before the contemporary emphasis on social, environmental, and administrative policies was publicly formalized, Kansas State University recognized the imperatives for equity, diversity, accountability, and due process. As statutory and regulatory mandates in these areas became more clearly defined we codified practices in the key areas enumerated in Chapter VII.

We maintain documents and policies related to academic honesty, research integrity, access, diversity, non-discrimination, harassment, environmental safety, conflict of interest, use of human and animal subjects, and intercollegiate athletics. In most instances, each area has a corresponding governmental guideline or agency regulation that shapes our policy statements and activities. Policies are announced in publications and are made known to those affected, and the university makes required reports to cognizant agencies. As a public entity, we maintain open records documenting compliance with established practices.

In addition, there are communication and participation mechanisms to ensure that students, faculty, and staff are informed of and involved in affairs that affect their areas of interest and activity. Campus publications, an open administrative structure, mechanisms for due process and grievance resolution, and governance forums provide for effective relationships with all sectors.

We recognize the necessity for both accountability and integrity, but they are different. Accountability is kept in our adherence to and support of public conventions. But, the university's integrity as a state-funded institution is attested to by the quality of its programs, its emphasis on the total student experience and on student success, its emphasis on academic honesty, and its evolving and intense commitment to diversity.

**Request for Continued Accreditation.** Kansas State University continues its strong commitment to the purposes and goals of the North Central Association. Having presented evidence of our ability to meet the General Institutional Requirements and the Criteria for Accreditation, we hereby request continuation of fully accredited status. With the exception of updates on headcounts and minor changes in course locations, we believe the current Record of Status and Scope remains applicable. (See following page.)



# RECORD OF STATUS AND SCOPE

## KANSAS STATE UNIVERSITY

Anderson Hall 110

Manhattan, KS 66506

### *Statement of Affiliation Status*

*Status:* Accredited (1916- )

*Highest degree awarded:* Doctor's

*Most recent action:* TBA

*Stipulations on affiliation status:* None

*New degree sites:* Prior Commission approval required

*Progress reports required:* None

*Monitoring reports required:* None

*Contingency reports required:* None

*Other visits required:* None

*Last comprehensive evaluation:* 2001-02

*Next comprehensive evaluation:* 2010-12

### *Statement of Institutional Scope and Activities*

**Legal status:** Public institution

**H/00 undergraduate enrollment:** 17,903

**H/00 graduate enrollment:** 3,640

**Number of degree programs:** Associate's (12); Bachelor's (117); Master's (70); Doctor's (44)

**Full service degree sites other than home campus:** None

**Other degree sites:**

-- **In state:** Kansas City, Topeka, two military sites (Ft Riley, Ft Leavenworth), and locations using the Kansas State University website

**Course sites:**

-- **In state:** 29 TELENET 2 sites and other locations using the Kansas State University website

-- **In other states:** Locations using the Kansas State University website

-- **Outside United States:** Locations using the Kansas State University website

**Distance education:** Degrees are offered through audiotapes, videotapes, computer conferencing, TELENET 2, teleconferencing, the Kansas State University website on the Worldwide Web, listservs, e-mail, and print material.



## LIST OF EXHIBITS – in NCA Team's resource room

### **Publications, Directories**

- University Directory – offices, telephones
- Faculty Handbook
- Student Handbook – undergraduate
- Student Handbook – graduate
- Recruiting Handbook – Department of Athletics
- University Catalogs
- University Viewbooks
- KSU Factbook 2000

### **Minutes**

- Board of Regents
- Faculty Senate
- Graduate Council
- Classified Senate

### **Administrative Documents**

- Legislative Budget Requests
- University Budget
- Business Procedures Manual
- University Committees
- Facilities Master Plan
- Capital Improvement Request
- Building Inventory Utilization Report
- Information Technology Progress and Plans

### **Internal Academic Review/Assessment Documents**

- Regents Reviews
- Graduate Program Reviews
- Assessment of Majors
- Assessment of University General Education
- Assessment of Basic Skills

### **External Accreditation Documents**

- Accreditation Board for Engineering and Technology
- Accreditation Committee for Programs in Hospitality Administration
- Accrediting Council on Education in Journalism
- American Association of Collegiate Schools of Business
- American Association of Laboratory Diagnosticians
- American Council for Construction Education
- American Dietetics Association
- American Institute of Certified Planners
- American Speech Language Hearing Association
- Certified Financial Planners Board of Standards

Committee on Marriage and Family Therapy Education  
Council on Social Work Education  
Federal Aviation Agency  
Foundation for Interior Design Education and Research  
Institute of Food Technologists  
Landscape Architecture Accrediting Board  
National Architectural Accrediting Board  
National Association of Schools of Art and Design  
National Association of Schools of Music  
National Association of Theater  
National Council for Accreditation of Teacher Education  
National Recreation and Parks Association

NOTE – As a conservation measure,  
the Basic Institutional Data Forms  
have not been included.  
If you would like a copy, however,  
we can send you one.