Assurance Argument

Kansas State University - KS

5/5/2016

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1 The KSU Mission statement was originally developed by a representative group of faculty, administrators, and staff, and approved by all appropriate stakeholders in 2008, including the Kansas Board of Regents. This statement refers to the broad mission of Kansas State University as a land-grant university, with its tri-partite focus on research, teaching and outreach. In 2010, the university adopted the K-State 2025 strategic vision, which included a university wide planning framework based on common metrics and definitions, as well as a template for creating college/major unit/department level plans that align with the university framework. The development of the college/major unit/departmental plans involved hundreds of faculty and staff in all units, as well as external constituents such as advisory boards and alumni. President Kirk Schulz initially presented the strategic vision to the Kansas Board of Regents on August 18, 2010. Updates on progress have been provided to the university community each fall and to the Kansas Board of Regents by the president at their annual retreats in August and their December meetings.

1.A.2 Two key aspects of the land-grant mission are to serve the citizens of Kansas and provide access to the citizens of Kansas. K-State's programs, enrollment, and admissions standards reflect these aspects of our mission. Academic programs are directly related to the original land-grant mission (agriculture, science, engineering, human ecology, and veterinary medicine), with social science, humanities, technology, professional programs such as business and architecture, and aviation extending the mission over the years. The undergraduate catalog shows that the institution offers over 250 majors, over 60 minors, and over 20 certificate programs for students.

Enrollment data show that over 75% of our undergraduate students are in-state. In addition, based on the Common Data Set, we enroll an average of about 1,500 transfer students each fall, 62.5% of whom are from the state of Kansas. Through our Global Campus, we also offer a number of our programs in a 2+2 format, partnering with 24 Kansas community colleges (and five more with community colleges outside the state of Kansas). Clearly, we provide educational access to Kansas citizens.

Posted admissions standards support the mission of accessibility. To support students, a variety of

support services are offered for students, including financial aid, scholarships, advising, academic assistance, career assistance, and other support services. These programs help support the 33.6% of undergraduate students who are first-generation college students, as well as the nearly 41% who are transfer students. Support for high-achieving students is provided through the University Honors Program. For highly motivated students, the undergraduate research initiative offers opportunities to deepen learning and develop critical relationships with faculty mentors.

The mission challenges the university to also enhance the well-being of the nation. Online academic programs offered through K-State Global Campus, educate over 7,000 students of all ages from every state in the country, as well as around the globe (see annual report for 2014). The Global Campus offers a number of student services that focus on the specific needs of online students, from working adults to military personnel to traditional students seeking alternative means for attaining their degrees.

The K-State mission is also focused on enhancing the well-being of the international community. KSU Global Campus reaches students beyond the borders of the US. The number of international students has increased on the Manhattan and Salina campuses consistently each year (9% of total enrollment in 2013). To assist international students, a variety of academic and targeted services are offered, which include the English Language Program and International Student and Scholar Services.

1.A.3 The FY 2015 budget shows the top three items supported in the budget are instruction (37.5%), research (27.0%), and public service (9.8%). These three items are aligned with the tri-partite mission of the land grant university. Additional items that contribute to these areas of the mission are academic support, student service, and institutional support, which combine to make up 19.1% of the budget. Thus, 93.4% of the budget directly supports mission related activities.

As the university implements plans for the K-State 2025 vision, existing and new resources are utilized to advance specific programs that can have an impact on the eight key outcomes, and short or long-term goals across seven thematic areas.   For example, a number of strategies have been implemented to date that directly affect the goals of increasing retention rates and graduation rates of undergraduate students:

- Hired a Vice Provost for Undergraduate Studies in fall 2013. This office concentrates the broad university-wide efforts toward student success into one office. Using its own budget, it has enhanced a number of student success initiatives such as K-State First and the CAT Communities, as well as increasing the focus on advising through establishing the Academic Advising Institute and an Academic Advising Committee. The office spearheaded K-State's participation in a grant from the Suder Foundation's First Scholars program to enhance assistance and support for first generation students. More recently, K-State has joined the Educational Advisory Board's Student Success Collaborative to enhance our efforts in proactive advising using student level data.
- Established the Office of Undergraduate Research and Creative Inquiry to better track the university's efforts in facilitating undergraduate research.
- Increased funding for student scholarships and financial aid from the State General Fund from $12.3M (representing 3.38% of the total expenditures from the General Fund) in 2010 to $22.0M (5.59% of total expenditures) in 2014.

Other key outcomes of K-State 2025, beyond retention and graduation rates, have also received funding to initiate and sustain progress toward the stated goals. The K-State 2025 annual updates provide more complete lists of accomplishments by strategic area for each year.

There is additional discussion of the relationship between the strategic plan and the resource allocation process in Core Component 5.C.1.

Sources

- 2025 2013-14 Progress Report
- 2025 Alignment Checklist
- 2025 Alignment Framework
- 2025 Alignment Template
- 2025 Metrics and Definitions
- 2025 Metrics and Outcomes
- 2025 Planning Framework
- 2025 President's Initial Regents Presentation
- 2025 Progress Report to Regents
- 2025 Strategic Vision
- 2025 Thematic Goals
- 2025-Annual-Report-2015
- 2025-visionary-plan
- Academic Advising
- Academic Advising Committee
- Academic Advising Institute
- Academic Support
- Admission Requirements
- Budget Fact Card FY2015
- Career and Employment Services
- Cat Communities
- Common Data Set 2014-15
- Common Data Set 2014-15 (page number 2)
- Common Data Set 2014-15 (page number 10)
- Dandenau Letter about joining EAB SSC
- English Language Program
- Financial Aid
- First_Scholars
- Global Campus 2014 Annual Report
- Global Campus 2x2 Partnerships
- Global Campus Student Services
- Honors Program
- In_State_Demographics
- In_State_Demographics (page number 3)
- In_State_Demographics (page number 4)
- International Student Services
- K-State First
- KSU Mission Statement
- Online Programs
- Other Student Support Services
- Scholarships
- Student Success Collaborative About
- Undergraduate Research

- Vice Provost for Undergraduate Studies

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 See Core Component 1.A. for websites to university mission and K-State 2025 vision, plans, and updates. President Schulz also posts monthly letters to campus (ex. August 2015 letter to campus) via K-State Today, the daily news feed for the university that reaches faculty, staff, students, alumni, and local and state community members. His letters communicate information on current activities, such as progress toward the K-State 2025 visionary goal, current construction projects, state legislature news, and many others. He is also very active on social media, rating among the top 25 college presidents who use Twitter. His tweets promote progress on K-State 2025, alumni and donor visits, achievements of faculty and staff, university news, sporting events and social activities on campus, as well as direct responses to student or alumni questions. He also presents updates to the Manhattan City Commission regarding university progress, projects, and issues that affect city-university relations.

In addition to messages from the president, mission-related information is also promoted by deans and other administrators via Twitter, by colleges and departments via alumni publications and newsletters:

- College of Agriculture
- College of Architecture, Planning and Design
- College of Arts and Sciences
- College of Business Administration
- College of Education
- College of Engineering
- College of Human Ecology
- K-State Polytechnic (formerly College of Technology and Aviation)
- College of Veterinary Medicine

Other entities who communicate with the public and alumni include the K-State Alumni Association, Kansas State University Foundation, and the Division of Communications and Marketing.

1.B.2 The university mission statement was updated in December 2008. It clearly states the university's tri-partite emphases on teaching, research, and outreach/service. The **teaching mission** is: "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."

The **research mission** is defined as: "All faculty members contribute to the discovery and dissemination of new knowledge, applications and products. 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."

The **outreach/service** mission is: "Faculty, staff, and administrators share their expertise through service to the university and disciplinary organizations via outreach, engagement and extension-related activities. Their work provides support to numerous projects related to the goals, missions or aspirations of the departments, colleges of the university, and to the members of the professional community. Through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs."

Within the K-State 2025 vision, the university community has developed strategic action plans for the seven themes. These plans provide long and short-term goals for each area:

- Research, Scholarly and Creative Activity, and Discovery
- Undergraduate Educational Experience
- Graduate Scholarly Experience
- Engagement, Outreach, Extension, and Service
- Faculty and Staff
- Facilities and Infrastructure
- Athletics

1.B.3 The nature and scope of disciplines at Kansas State were noted in Core Component 1.A.2., from original land-grant areas of agriculture, engineering, veterinary medicine, and human ecology, to the arts, humanities, social and physical sciences, and professional programs in architecture, planning, design, and business, education, technology, and aviation. These programs constitute the mission to "develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community."

The scope of academic programs extends to undergraduate and graduate levels. The number of undergraduate majors, minors, and certificates are noted in Core Component 1.A.2. There are 71 master's and 43 doctoral programs offered through the Graduate School, along with 39 graduate certificate programs. K-State Olathe focuses on graduate programs related to animal health and nutrition, food safety and security, and scientific and business skills that complement those industries.

Regarding intended constituents of K-State's programs, the mission indicates that the programs serve "students and the people of Kansas, the nation, and the world." This encompasses students of all types: traditional and non-traditional, on campus and online, Kansas citizens and those beyond the Kansas borders, including international students, for all races and ethnicities. K-State enrollments include a high percentage of first-generation college students, as well as a significant percentage of transfer students, as many high school graduates in Kansas choose to attend one of the 19 community colleges in the state before applying to enroll in a 4-year institution (See Common Data Set for more information on enrolled students)

The K-State land grant mission, first and foremost, implies accessibility to all possible types students, no matter the race, socioeconomic class, or background of the student. Traditionally, K-State admissions standards for new freshmen were not very selective (98% admission rates). New

admission standards are now in place as of fall 2015 which use not only minimum standardized test scores, but also class rank and a minimum GPA in college prep courses. The Kansas Board of Regents will still allow institutions to admit 10% of new enrollees who do not meet the standards, but any who enter through this exception window must be provided an academic performance plan, which follows them throughout their college career.

K-State's research programs are focused on advancing knowledge and, in turn, society, as defined across the variety of disciplines in the institution. Certain themes integrate many disciplines. Currently there is a campus-wide focus on global food systems, which will seek advancements in all phases of the food system and related processes, from seeds and food production to delivery and supply chains. Many similar research programs exist with each college.

Outreach, either through our extension programs or other engagement activities, serves the people of Kansas and beyond. In 2010, K-State was awarded the status of a Carnegie Foundation Community-Engaged University, one of only 61 public universities to receive this recognition for our community engagement work. The impact of the K-State Research and Extension programs are documented in a variety of publications and reports (ex. 2015 Making a Difference report).

Sources

- 2025 Athletics Plan
- 2025 Engagement Plan
- 2025 Facilities Plan
- 2025 Faculty and Staff Plan
- 2025 Graduate Experience Plan
- 2025 Research Plan
- 2025 Strategic Action Plans
- 2025 Undergraduate Experience Plan
- Admission Requirements
- Alumni Association News
- Architecture, Planning, and Design Newsletter
- Arts and Sciences Newsletter
- Business Administration Newsletter
- Carnegie Engaged University
- College of Agriculture Newsletter
- Common Data Set 2014-15
- Common Data Set 2014-15 (page number 2)
- Communications and Marketing News Services
- Education Newsletter
- Engineering Newsletter
- Foundation News
- Global Food Initiative
- Graduate Programs
- Human Ecology Newsletter
- K-State Today Archive
- Letters to Campus
- Olathe Graduate Programs
- President's August 2015 Letter to Campus
- Presidents Twitter

- Research and Extension Making a Difference for Kansans 2015 Report
- Technology and Aviation Newsletter
- Top 25 College Presidents on Twitter
- Veterinary Medicine Newsletter

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1 The university mission statement highlights in multiple places our emphasis on diversity. As the mission statement indicates (**bold font** added):

*The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry **necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity,** encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.*

The mission statement emphasizes the broad role of university in developing graduates who can contribute to the global community. The importance of diversity is also clearly emphasized.

The K-State 2025 strategic plan for the university integrates the seven thematic goal areas across eight common elements. Strategic plans that identify paths to success have been developed for the seven thematic goal areas, and many of the common elements. Two of the common elements that have developed their own strategic plans are Diversity and Internationalization. The university recognizes the critical nature of these two common elements across all areas of the university, from academics to co-curricular activities to the recruitment of students and faculty to student services to capital improvements and fund raising.

The university structure designates a number of resource offices or centers with the mission of providing support for diverse groups across the university.

- The Office of Diversity, as noted on its website, is committed to promoting diversity in every sector of Kansas State University. The office provides support to faculty, staff, and students, especially those who work with or are members of multicultural student organizations and others focused on diverse populations. The Office of Diversity is directed by the Associate Provost for Diversity, who reports to the Provost and Senior Vice President.
- The Office of International Programs provides support for all international-oriented programs for faculty and students – study abroad, international trips, assisting international students and scholars, hiring of international faculty, and other processes. The OIP is directed by the Associate Provost for International Programs, who reports to the Provost and Senior Vice President.
- The LGBT Resource Center provides support and assistance for students, faculty, staff, and other affiliated members of the K-State community who are lesbian, gay, bisexual, or transgender. The director of the LGBT Resource Center reports to the Vice President for Student Life.
- The Student Access Center provides support, assistance, and resources to students whose

> disabilities could create challenges in their ability to learn and succeed in curricular and co-curricular activities. The director of the Center reports to the Vice President for Student Life.
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> - The Office of Veterans Affairs provides support and assistance for those students or prospective students who are currently serving or formerly served in the military, as well as the spouse and dependents of active military personnel. The director reports to the Associate Vice President for Student Life and Executive Director for Admissions.
> - The Office of Institutional Equity provides guidance, support, and delivery of programming, services, and educational initiatives to University faculty, staff, and students to support diversity, inclusiveness, equal access, equitable treatment, cultural understanding and the prevention of prohibited discrimination, harassment, and retaliation. The director of the Office of Institutional Equity reports to the Vice President for Human Capital Services.
> - The Center for Advocacy, Response, and Education, formerly the Women's Center, provides support and advocacy for survivors of sexual violence, dating violence, stalking, and sexual harassment. The directors of the Center report to the Vice President for Student Life.

In addition to these offices and centers, the university administration engages in communication with faculty and staff from various diverse groups through the President's Commission on Multicultural Affairs, the President's Commission on the Status of Women, Women of K-State, the Black Faculty and Staff Alliance, Alianza (the Hispanic faculty group), and the most recently created Indigenous Alliance (Native American faculty, staff and students). There are also dozens of multicultural student organizations and international student organizations. The university supports many opportunities for students, faculty, staff, and administrators, as well as community members, to engage in activities and events devoted to sharing aspects and information on multicultural topics.

1.C.2. K-State has developed many processes and activities that reflect the emphasis on diversity on its campus. The Office of Diversity and the Office of Student Life have provided leadership in the areas of recruiting multicultural students to the university, working with multicultural student organizations throughout the university, developing scholarships for multicultural students, and creating or partnering with others around campus to develop a variety of programs aimed at expanding and enhancing the culture of diversity at the university. The Office of Diversity website serves to highlight the wide range of academic success programs on campus that assist under-served students (e.g., TRIO programs, McNair Scholars, Developing Scholars, Project IMPACT, Multicultural Engineers Program, and Women in Science, to name a few).

The Office of Diversity and the President's Commission on Multicultural Affairs partner to support a number of campus-wide diversity programs, most prominent among these are MLK Observance week, the annual Diversity Summit, Cultural Community Harmony week, Black History Month, Hispanic Heritage Month, and Native American Heritage Month. The university has a unique relationship with the life and legacy of Dr. Martin Luther King, Jr., as he delivered his last speech on a college campus at K-State in January of 1968, less than three months prior to his assassination. During MLK Observance week, the university hosts a series of speakers, discussion sessions, and honorary events.

The Office of Diversity also hosts a Diversity Summit every other year that is attended by students, faculty, staff, and administrators from all units on campus, to discuss the current status of diversity on campus. This summit has provided a forum to update the campus on progress toward the goals in the Diversity Strategic Plan, and discuss other issues related to diversity in higher education.

Each academic college has designated a Diversity Point Person, most of whom are assistant or associate dean positions. These positions are intended to create open communication and assistance to the dean, faculty, and students in the colleges regarding diversity priorities, opportunities, and

upcoming activities.

In 2014, in response to discussions among faculty, students, and the administration, the university contracted with a consultant to conduct a campus climate survey to examine perceptions and attitudes of faculty, staff, and students regarding the general climate on campus relative to diversity and inclusion. The campus climate survey and its results will be discussed in Core Component 2.A.

On the academic side, the general education program, the K-State 8, includes the areas of Human Diversity within the U.S. and Global Issues and Perspectives as two of the eight areas in which students must successfully complete credit-bearing courses. The assessments of the two areas in the K-State 8, as well as the results of the Senior Survey, provide indirect evidence that K-State students perceive that they are obtaining knowledge and skills for living and working in a diverse society. The Office of Assessment partnered with the Office of Diversity to develop a full-day symposium on the topic of Assessing Diversity Outcomes: Advancing Inclusive Excellence. The symposium was quite well-attended, and the results from it are being discussed and integrated into the assessment plans for many programs across the university.

In addition to a variety of degrees in international-related topics, the university also offers bachelor degrees in American Ethnic Studies, bachelors and graduate degrees in Women's Studies, and a secondary major in Latin American Studies.

Regarding recruitment, enrollment data show that the number of students from multicultural and historically under-served backgrounds has increased from 2,232 to 2,726 from 2010 to 2014, an increase of 22%. The enrollment of non-resident aliens has grown from 996 in 2010 to 1,467 in 2014 (47% increase),

One of the challenges that K-State faces is in the retention and graduation rates for multicultural students. These rates are quite low, despite the fact that a number of programs have been initiated to assist multicultural students. Moving forward, this is one topic that is being discussed as the focus for the Quality Improvement project for the HLC Open Pathways process. The issue of retention among these populations is one of high priority for the university, and discussions will continue to consider additional strategies in the future.

The previous Associate Provost for Diversity retired in December 2015. One of the Diversity Point People was hired to serve as the Interim Associate Provost for Diversity, and a national search will be conducted in the coming year to fill the position permanently. There is discussion at this time to move the position to a Vice President level, with reporting directly to the President, and expand the role more explicitly to Diversity and Inclusion.

Sources

- 2015 Institute
- 2016 MLK Week Calendar
- 2025 Draft Diversity Plan
- 2025 Internationalization Plan
- 2025-Strategic Plan for K-State
- Academic Success Programs
- Alianza
- Black Faculty and Staff Alliance
- CARE

- Climate Survey
- Diversity Point People
- Diversity Strategic Plan
- In_State_Demographics
- In_State_Demographics (page number 4)
- International Student Associations
- King Legacy
- K-State 8 Areas
- LGBT Resource Center
- Multicultural Retention and Graduation
- Multicultural Student Organizations
- Office of Diversity
- Office of Institutional Equity
- Office of International Programs
- Office of Verterans Affairs
- Presidents Commission on Multicultural Affairs
- Project IMPACT
- Status of Women
- Student Access Center
- Undergraduate_Assessment_Report_Diversity_Section
- Women of K-State

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 K-State fully understands and is committed to its role as the land grant university in Kansas. Discussions in Core Component 1.A describe the tripartite land-grant mission and the university's commitment to the public obligation that such a designation entails.

For its academic programs, the university operates within the system of the Kansas Board of Regents (KBOR), whose members are appointed by the governor of the state of Kansas. The Kansas Constitution states that the KBOR is provided for by the state legislature, the elected representatives of the people of the state of Kansas. Responsibilities of the KBOR are shown in their Board Policy Manual. Thus, all actions and decisions within Kansas State University are overseen by the KBOR, as required in the Kansas Constitution.

In addition to academic programs, K-State offers a number of programs and activities under the category of "public service" and engagement. Kansas State Research and Extension provides many programs specifically for the citizens of Kansas, from agricultural assistance to nutrition programs to youth development to community development for Kansas citizens. In addition, Theme 4 of the K-State 2025 plan is Engagement, Extension, Outreach, and Service. Engagement and public service are a significant aspect of the K-State mission. As noted earlier in Core Component 1.B.3, K-State was recognized in 2010 by the Carnegie Foundation as a Community Engaged University.

1.D.2 K-State is a state university, thus there are no financial returns nor any investors, parent organization or other external interest groups other than the state of Kansas. The university's budget allocations indicate that the university devotes 66% of the general use funds to educational programs (instruction, academic support, student services, and institutional support), with another 5% for scholarships and fellowships, and about 19% for research and public service. The remaining 9.6% is devoted to physical plant needs.

1.D.3 Regarding the teaching mission, the university utilizes numerous structures to communicate with external constituencies and communities of interest. Each of the nine colleges has an advisory board composed of alumni, representatives from industries relevant to the college's mission, and others who have an interest in the college. In addition, many departments have also initiated advisory boards composed of similar representatives with more targeted interests. Advisory boards meet regularly with the colleges, deans, or department to learn more about the work of the unit, provide input into curriculum matters, interact with students, and serve as donors to assist the needs of students or the unit. For examples of such boards, see the College of Arts and Sciences, the College

of Business Administration, and the College of Engineering.

Some units also utilize student advisory boards so that they can gain specific feedback from the voice of the students in their programs. These groups might convene with only the dean or the leadership team in the college, or they might have a broader role. Some examples of student advisory boards are in the College of Agriculture, the College of Human Ecology, and the College of Education. In addition, colleges and departments have initiated mentoring programs to facilitate direct interaction between students and industry professionals. The College of Business Administration has the largest of these programs, but others are in development.

Regarding outreach, the university interacts with Kansas citizens and communities through the Kansas State Research and Extension (see Core Components 1.B.3. and 1.D.1. above for more information) and the Center for Engagement and Community Development. The CECD coordinates numerous projects of outreach and community development and capacity building. One specific area has been the Rural Grocery Initiative. In addition, the Center recently hosted the Engagement Symposium, a national effort aimed at developing thoughts on university engagement and community development. Such efforts demonstrate the university's continual efforts to engage with external constituencies and communities of interest.

Sources

- 2025 Engagement Plan
- Agriculture Student Advisory Board
- Arts and Sciences Alumni Advisory Council
- Board of Regents Policy Manual
- Budget Allocations by Program FY 2015
- Business Advisory Council
- Business Executive Mentor Program
- Center for Engagement and Community Development
- Education Student Advisory Council
- Engagement Symposium
- Engineering Alumni Advisory Council
- Human Ecology Student Advisory Council
- Research and Extension Making a Difference for Kansans 2015 Report

1.S - Criterion 1 - Summary

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

Summary

1.S As a land-grant institution, Kansas State University is committed to its tri-partite mission focusing on research, teaching, and outreach to serve the citizens of Kansas, as well as to enhance the well-being of the nation and international communities. Beyond posting the mission on the university website, the university embodies its mission through the K-State 2025 strategic vision, budgetary priorities, as well as in all curricular, co-curricular, and support offerings. The K-State 2025 vision places major emphasis on diversity and engagement, outreach, and extension, which illustrate Kansas State University's understanding of its place in a diverse society and its commitment to the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2.A Regarding financial integrity, the university's financial statements are audited at the state level for all system universities combined. Funding for budgets include state funding, tuition, grants and contracts, and gifts from donors, with the largest contribution from tuition. All financial statements are publicly available via the K-State website.   In October 2013, President Schulz initiated the University Budget Advisory Committee, which includes personnel from all areas within the university, to increase transparency and accountability in the budgeting process. The determination of tuition increases begins with the Tuition Strategies Committee, a student-led committee under the Student Governing Association. The Student Body President co-presents the final tuition increase recommendation with the President to the Board of Regents each year.

Regarding academics, policies covering all academic affairs begin with the Kansas Board of Regents Policy Manual, and are detailed further at the university level in the University Handbook, the Policies and Procedures Manual, the All-University Regulations, the Graduate Student Handbook, and other policies. These policy manuals provide guidance and procedures for all aspects of academic activity, including the length of the academic calendar, the structure of the university and duties of administrators, faculty positions and hiring of personnel, all aspects of evaluations and promotions, expectations for classroom teaching, student behavior, the appropriate and ethical use of information technology, and many others.

In addition, the university posts its Principles of Community online and physically in every building on campus. These principles are intended to guide communications and interactions within and among the administration, faculty, staff, students, alumni, and all community members. K-State operates with a high level of shared governance. The president and provost hold regular meetings with the leadership groups of the Faculty Senate, University Support Staff Senate, and the Student Governing Association. Most high level committees and task forces, administrative search committees, and dean and administrator evaluation committees include representation from these three groups. As noted earlier in Core Component 1.A.1, strategic planning regarding the K-State 2025 process included representation from all groups as well. Leaders from Faculty Senate (see faculty senate policy in Appendix E, and examples of actions taken) , University Support Staff Senate (see support staff senate policy, and examples of actions taken), and Student Governing Association (see student governing association policy, and examples of actions taken) are all included in meetings with the President's advisory council, as well as maintaining monthly meetings with the President.

Complaints and grievances (see Appendix V of the University Handbook) filed by students, faculty,

and staff, as well as the number of investigations into inappropriate and unethical behavior on the part of students, faculty, staff, and administrators, are handled effectively through the procedures within the appropriate policies. With regard to complaints from students, the table of Student Complaints shows there were 123 reported complaints in AY 2014, compared to 177 in AY 2013 and 148 in AY 2012. In all three years, over 90% of the complaints were resolved at the unit level. Most complaints concerned grades or dissatisfaction with instruction. Regarding student grievances filed, the record shows only seven complaints reached the level of grade grievances 2014. Student grievance procedures include all policies concerning student grievances, including the statement that "All efforts will be made by the student and instructor involved in any grievance to settle all disputes that may arise" (Section A1.3a). Based on the data above, it appears that most grievances are resolved at the instructor or unit level.

Upon admission to K-State, all students take the Honor Pledge. Any reported violations are investigated by members of the Honor Council. The annual report from the most recent year (2014-15) shows that there were 157 cases involving 190 students in 2014-15, compared with 197 cases involving 285 students in 2013-14, and 207 cases involving 265 students in 2012-13. For the 157 cases in 2014-15, Figure 3 in the report shows 73% of the cases were not contested, 3% were contested with the students found responsible, 5% contested with the students found not responsible, and 1% dropped (18% of the cases are still pending). The honor and integrity system has provided a very fair and impartial process for examining cases, supporting the ethical values of the university regarding its expectations for student academic behavior.

Regarding faculty and staff, the Office of Institutional Equity reported receiving 62 complaints of discrimination or harassment from faculty and staff in 2014. Of these 62 complaints, 14 were considered to be at the level of requiring an administrative review, of which four were later deemed violations of policy. In 2013, there were 27 total complaints, with 10 going to administrative review, and three resulting violations. The institution maintains strict adherence to its policies on discrimination and harassment, and the Office of Institutional Equity carefully follows all policies.

As stated in K-State 2025, the university strives to foster a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair and collegial for all. To examine its culture, the university will administer climate surveys periodically to gather information from faculty, staff, administrators and students. The first of these climate surveys was conducted in 2014 by an outside consultant. The results of the climate survey were reported in April 2015 and showed overall that 84% of all respondents were "comfortable" or "very comfortable" with the climate at K-State. Students (undergraduates = 91% and graduates = 82%) reported higher levels of comfort than faculty and staff (faculty = 71%, staff = 71%, administrators = 79%). It should also be noted that there were a number of differences reported among various demographic or other subgroups. The survey found that 19% of the respondents reported "that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct." These results and other response patterns warrant further study and discussion. The Climate Survey Committee conducted a series of subgroup discussions in fall 2015 and forwarded a number of strategies emerging from those discussions to the president and provost in December 2015. The president and his Cabinet are currently devising strategies to respond to the issues raised in the survey results, and will be sharing these strategies with the university community in the coming months.

Based on all of the above evidence, we believe that the university not only establishes policies to promote fair and ethical behavior on the part of its student, faculty, staff and administrators, but also has implemented practices that demonstrate that it follows such policies.

Sources

- 2014-15 Honor and Integrity Report
- All-University Regulations
- Annual Financial Reports
- Board of Regents Policy Manual
- Budget Proposal Flow Chart
- Climate Survey Executive Summary Results
- Climate_Survey_Committee
- Faculty_Senate_(actions)
- FY 2013-14 Financial Statement
- Graduate Student Handbook
- Honor_Council
- Honor_Pledge
- Other_Policies
- Principles_of_Community
- Student Complaints Table
- Student Governing Association (actions)
- Student Governing Association Constitution (policy)
- Tuition_Strategies_Committee
- University Support Staff Senate (actions - meeting minutes)
- University_Budget_Advisory_Committee
- University_Support_Staff_Senate_(policy)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2.B The Office of Student Life website provides a transparent view of the university, including the costs of the college degree, available resources to assist students, academic support, and campus safety, to name a few. The university also participates in the Volunteer System of Accountability (VSA) through College Portrait. All data on the website is updated annually. Through this website, clear information is presented to prospective students concerning all relevant topics (students, admissions, majors and programs, financial aid, costs, classes, student experiences, student success and retention).

All university faculty members are alphabetically listed with their credentials on our Undergraduate catalog (see the University Faculty tab on the left), and are also shown on departmental websites (for example, see Agronomy). Every effort is made to provide students with accurate information on the faculty who are teaching their classes.

Accreditation with the Higher Learning Association is noted with the new mark of affiliation on two websites -- About K-State and the Office of Assessment. The full list of the university's programs that are accredited is also clearly displayed on the Assessment website.

Sources

- Academic Support
- Costs_of_the_College_Degree
- Faculty_Roster_Agronomy_Example
- HLC_Accreditation_About_K-State
- HLC_Accreditation_Office_of_Assessment
- OneStop Financial Resources for Students
- OneStop_Campus_Safety
- Programs that are accredited
- Volunary_System_of_Accountability

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 Members of the Kansas Board of Regents (KBOR) are appointed by the governor, serving three-year terms, with one additional three-year term possible. They oversee seven four-year public universities, 19 community colleges, and six technical colleges. In 2010, the KBOR adopted Foresight 2020, their ten year strategic plan to improve the quality in the institutions under their governance. Their deliberations (see example minutes) reflect the vision from this plan. The university's own strategic plan is in line with the broad goals of the Regents plan, while getting into much more depth and pertaining more specifically to K-State's mission, programs, constituents, and students.

2.C.2 Minutes from Board of Regents meetings (see example above) can be examined to see how the board reviews and considers the interests of internal and external constituencies. The broad mission of the KBOR and the range of universities and colleges under their purview requires that, at times, they develop policies that pertain to all. It is the case, however, that they do understand the differences between and among the institutions within the system - that research universities are different from regional universities, community colleges, and technical schools. They also understand and appreciate K-State's unique land grant mission, the service provided by Kansas State Research and Extension to the state of Kansas, the strengths of the university, and the university's contributions to the economy of the state. K-State's president provides an update to the KBOR each year. Also, the regents visit each institution in the system every two years. These visits provide them with a clearer and more detailed understanding of each institution.

2.C.3 Although appointed by the governor, the KBOR work independently from the executive and legislative branches of the state government. The chair of the board presents to the state legislature to advocate for the system universities and colleges.

2.C.4 The K-State president serves at the pleasure of the KBOR. The extent of the president's responsibilities, compensation, and annual assessment of performance are detailed in KBOR policy. Each year, the K-State president submits a letter containing his goals and accomplishments contained in his report to the KBOR (see the August 2015 letter).

The responsibilities and authority of the university faculty regarding matters of academic programming and granting degrees is detailed in Section D1 and again in Appendix E of the

University Handbook. As noted in both sections, this authority is subject to the approval of the KBOR.

Sources

- Board of Regents Example Minutes
- Board of Regents Foresight 2020
- Board of Regents Policy Manual
- Board_of_Regents_Policy_Manual_1
- Board_of_Regents_Policy_Manual_1 (page number 9)
- Board_of_Regents_Policy_Manual_1 (page number 48)
- President's Letter to Campus - Board Discussion

2.D - Core Component 2.D

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

Argument

The university policy on and commitment to academic freedom is found in the University Handbook in Section D (see D4, D10, and D12) and Appendix C. K-State's Principles of Community, referenced in 2A above, also affirm "the right of each person to freely express thoughts and opinions in a spirit of civility and decency." Taken together, academic freedom and the Principles of Community hold each person responsible for maintaining a commitment to academic inquiry and respect for the academic rights of others, in addition to operating with honesty in all professional endeavors.

K-State policies on academic freedom must align with the requirements of KBOR, thus all institutions within the Regents system were required to adopt two policies that balance academic freedom and First Amendment rights with academic responsibility. The first requires each institution to adopt Board policy on the use of controversial materials and sexually explicit materials in instruction. The university developed Appendix T in the University Handbook in response to this directive. The Board also instituted a policy on the proper and improper use of social media. The University Handbook Appendix X details the K-State adoption of this policy. In the case of the social media policy, a task force representing each institution and the Board was convened to develop a policy statement that all could support.

Sources

- Board of Regents Policy Manual
- Board of Regents Policy Manual (page number 110)
- Board of Regents Policy Manual (page number 112)
- Principles_of_Community

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 Appendix O in the University Handbook details the K-State policy on integrity in research and scholarly activity. The Research Compliance Office, along with specific university committees (i.e., Institutional Review Board, Institutional Animal Care and Use Committee, Institutional Biosafety Committee), provides oversight in all research involving the use of human subjects, animals, and recombinant DNA or bio-hazardous materials. Such research must comply with all federal, state, and local laws, regulations and guidelines. It is an institutional requirement that all persons (faculty, staff, graduate or undergraduate students) involved in research activities be educated and trained in the complex issues surrounding the responsible conduct of research. It is mandatory that all persons involved in research must receive the online training offered by the Collaborative Institutional Training Initiative (CITI) and pass all applicable modules. Progress toward completion of the training is monitored and tracked for each person using their K-State ID.

In addition, researchers who are applying for federal grants (i.e., NIH, NSF) are required to adhere to the federal regulations regarding the Financial Conflict of Interest. This requires researchers to disclose to their institution significant financial interests that would reasonably appear to affect the independence of their research. Consequently, institutions are required to determine if a COI exists, and if so, how the COI can be managed, reduced, or eliminated.

2.E.2 There are a number of online resources available for students to access to learn about the ethical use of information resources. It should be noted that all are available and offered to students for guidance, but none are required or mandatory for all students.

The Honor and Integrity System website is probably the most used of the student online resources for ethical behavior using information technology. It offers tips on ethical behavior, particularly around the topic of plagiarism. These tips also offer examples of honor pledge violations, the meaning of unauthorized collaboration, and strategies for avoiding violations. Analytics data from our Information Technology Services show that this website experienced 6,774 unique page-views from September 2013 to July 2015. It is unknown how many of these unique page-views were students and how many were faculty or staff. While not a perfect measure of usage, page-views provides an estimate of student traffic. Even if one assumes that only 6,000 of the page-views were students, that is still nearly one quarter of the total student population.

The Policy and Procedures Manual provides the Information Technology Usage Policy (see chapter 3420) for the campus. This policy provides complete information for students so that they understand appropriate and prohibited use of technology, responsible use of library resources, issues with confidentiality and privacy, how to report violations, and sanctions if using technology in a prohibited

manner. Analytics from ITS show that there were 1,737 unique page-views for this website from September 2013 to July 2015.

The K-State Libraries offer a series of online training modules from the New Literacies Alliance, three of which cover topics of relevance here. One is on Illegal and Unethical Behavior, another is on Social Networks, and a third is on Email Etiquette. These modules have only recently come into use in 2015, and the analytics show only 116 unique page-views from January 2015 to July 2015. It is expected that these modules will be utilized more in the future.

Information Technology Services hires many student workers. All students who are hired must read and sign the IT Employee Code of Ethics. Although this is a very small proportion of students, it assures that those who are going to provide assistance to their classmates are fully aware of ethical issues. Still, this website received 1,641 unique page-views from September 2013 to July 2015.

2.E.3 As noted in Core Criterion 2.A, the university requires all students to take and abide by the Honor Pledge. The university Honor and Integrity System is integrated into the university freshman student convocation which was initiated in 2013, a statement on course syllabi, and policy (see appendix F). Evidence of the enforcement of the policy was shown in the Honor and Integrity System annual report from 2014-15, as discussed earlier in this section and in Core Component 2.A.

Sources

- 2014-15 Honor and Integrity Report
- CITI Program
- Convocation News Item
- Financial Conflict of Interest
- Honor and Integrity
- Honor_Pledge
- Information Technology Code of Ethics
- New Literacies Online Training
- Research Compliance Office
- Responsible Conduct of Research
- Syllabi Policy
- Tips on Ethical Behavior

2.S - Criterion 2 - Summary

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

Summary

2.S Many different components of Kansas State University ensure that it conducts itself in an ethical and responsible manner. The university is transparent in its offerings, structure, and budgeting process. The university operates in a shared governance system, and there is regular communication between senior administration and faculty, staff, and student representatives.   Institutional policies are in place to define appropriate activities. Academic freedom is enshrined in the university handbook and the university's principles of community. To verify the policies are followed, several processes are in place to monitor and address issues related to institutional integrity, including research compliance, conflicts of interest, and academic honesty.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

3.A.1: Currency of the courses and programs is supported through the number of programs that are accredited, the program review process, regular program/course assessment processes, and the percent of graduates who are employed and/or accepted into graduate degree programs.

The K-State's programs that are accredited demonstrate clear evidence of currency and of appropriate quality for students in the degree programs. K-State has programs accredited across all nine academic colleges, including all programs in Engineering, Business Administration, Education, Veterinary Medicine, and Architecture, Planning and Design. K-State prides itself in meeting accreditation standards for all programs where accreditation or certification is possible.

Program Review – All undergraduate programs are reviewed once during each eight year cycle and every four years for graduate programs. Undergraduate programs review eight years of data from the annual student learning outcomes assessment process in addition to examining the number of majors, degrees awarded, faculty qualifications, post-graduation statistics, and the fiscal soundness for offering the degree program. Results of reviews are sent to the Kansas Board of Regents for approval. This comprehensive review of programs is conducted over a year and a half time frame from beginning to completion. Graduate programs are scheduled for review on an eight year cycle, but also conduct mid-cycle reviews in the fourth year. These mid-cycle reviews focus primarily on the results of assessments of student learning. The Kansas Board of Regents has set guidelines for the minimum number of majors and degrees awarded, and has provided guidelines for conducting intensive program reviews.

The entire process includes approvals and reviews from the faculty, the department head, the dean, the Office of Assessment, the Office of Planning and Analysis, the Associate Provost, the Provost, Board staff, and the Board of Regents. Programs that do not meet the Board minima in terms of number of majors and graduations must define how they will seek improvement or be discontinued. In the most recent report to the Kansas Board of Regents, 12 programs were flagged that had been previously identified as not meeting KBOR minima for one of the indicators. Updated data showed that all of

the programs had grown to exceed the minimum levels for both indicators, or fit into a code that allows them to continue (e.g., interdisciplinary program, graduate feeder program, etc.). During the eight year cycle ending in 2012, the university discontinued four degree programs.

The university is confident in its ability to thoroughly identify problems in academic programs through the program review process beyond simply meeting KBOR minima, including issues with assessment, efficiency, and quality of faculty. In 2013, a task force was asked to examine the program review process, and to suggest potential ways to enhance the process. Improvements included strengthening the focus on assessment and allowing accredited programs to utilize accreditation data in their reviews. Efforts were also made to align the future schedule so that programs going through separate accreditation would be able to coordinate their accreditation efforts with their program review. The revisions also included the Provost sending a note to programs at the completion of the process recognizing their efforts.

K-State Career and Employment Services provide employment statistics for undergraduates, masters, and doctoral graduates. As shown for undergraduates during the 2013 academic year, 73% were employed within three months of graduation, and another 18% were enrolled in graduate or professional programs. This 91% rate of employed or accepted into graduate school has remained fairly constant over the years. Thus, there is evidence from employers and graduate programs that our undergraduate programs produce graduates who are prepared for work in their specific industry or graduate level education in their fields.

3.A.2: The university articulates its five key undergraduate student learning outcomes, which are used to focus instruction and student learning assessment in programs. The Graduate School articulates its learning outcomes related to graduate programs. Assessment plans and student learning outcomes for all programs are publicly available.

3.A.3: All programs, regardless of delivery mode, fulfill the same quality requirements for Program Review and Assessment of Student Learning Outcomes. All address relevant application of university undergraduate or graduate learning outcomes, have their own program-specific learning outcomes, and annually administer student learning assessments that are reported to the Office of Assessment for review as designated by their program's assessment plan. Instructional faculty consist of full- or part-time, regular or term, appointments. In the case of graduate programs, the faculty have earned graduate faculty status.

Online Programs

K-State offers courses through face-to-face and online delivery modes. The K-State Global campus provides the platform for online programs. These online programs may be either solely offered online, or serve as an online version of a program also offered face-to-face. In an online format, K-State offers nine undergraduate degree completion programs, 27 masters degree programs, and one doctoral program. When programs offer courses that exist in both delivery modes, they utilize the same student learning outcomes and student learning assessment processes. These programs generally utilize the same faculty to teach both online and face-to-face versions of courses, particularly for masters level courses. For the online Bachelors degrees, most are degree-completion programs. Any credit hours transferred in must be from other accredited universities and colleges. For most online programs, over 90% of the classes are taught by full-time K-State faculty. The remaining courses are taught by qualified part-time instructors or graduate teaching assistants. Two bachelors programs (Early Childhood Education and Family Studies and Human Services) are taught entirely by part-time faculty qualified at the Masters level who are selected because of significant professional experience. All online programs are required to staff the courses with faculty who meet

the appropriate qualifications for the level of the class (e.g., masters level teaching bachelors programs, doctoral level teaching masters programs).

Based on the Annual Reports of Progress (sample attached) in assessment, programs that incorporate both online and face-to-face courses aggregate all student learning assessment results across all modes of delivery when reporting assessment of student learning.

Consortial Arrangements (GP-IDEA and AG*IDEA)

Some online programs are offered through a consortial arrangement with the Great Plains - Interactive Distance Education Alliance (GP-IDEA) and the AG*IDEA consortia. For GP-IDEA, member institutions have worked cooperatively in their development of learning outcomes and assessments. All member institutions, upon joining the consortium, sign the Alliance Memorandum of Agreement in which all agree to "commit to faculty development and course and program assessments that assure that distance programming promotes active learning, provides quality educational experiences, and is methodologically sound.", GP-IDEA hired a consultant to develop an assessment plan. Since then, annual assessment reports are filed with the assessment coordinators for each program, and the assessment reports are included in the annual report for the Board of Directors. All programs report disaggregated student learning of K-State students through the Assessment of Student Learning process.For AG*IDEA, two of the programs have developed assessment plans, but all other assessment is completed at the institutional level rather than the consortium level.

Programs Taught Off-campus

All of the programs taught at the off-campus locations of Dodge City, Ft. Leavenworth, Topeka, Olathe, and Junction City are masters level programs, and are taught by current full-time graduate faculty members or former graduate faculty from the respective programs on campus. These courses utilize the same student learning outcomes and assessment methods as those same courses on campus to maintain a strong level of consistency.

Dual Credit/Concurrent Enrollment Classes

A few courses are offered to high school students through a dual credit program. The Manhattan campus had been involved with local high schools for dual credit courses in the past, but ceased operating such programs in 2014. The Polytechnic campus in Salina allows dual credit for eight different courses at five local high schools. The state of Kansas allows "concurrent enrollment" agreements, (Board Policies, Chapter III.A.12) and the Kansas Board of Regents encourages such opportunities for high schools students. The Polytechnic campus complies with the Board policy regarding the designing of the curriculum, annual review by university faculty in the disciplines, and other policies. In the past year, the KBOR has revised its interpretation of the standards for faculty qualifications for the teaching of dual credit courses to be in alignment with the Higher Learning Commission. The Polytechnic campus is currently examining the qualifications of the high school faculty teaching their courses and is aware that many of the high school faculty do not meet the HLC standards. The administration at the Polytechnic campus have initiated a plan that will either bring their high school faculty qualifications into compliance with the HLC standards by September 1, 2017 or they will cease participation in the dual credit programs.

Sources

- accredited programs

- AGIDEA
- AGIDEA programs
- Alliance memorandum of agreement
- assessment plans and student learning outcomes
- comprehensive review
- ConcurrentEnrollmentAgreements
- Discontinued four degree programs during the 2012 Program Review
- doctoral
- EarlyChildhoodEducation
- eight year cycle
- FamilyStudiesAndHumanServices
- graduate faculty status
- graduates
- gruidelines for minimum number of majors and degrees awarded
- guidelines for conducting intensive program reviews
- HumanNutrition
- Interactive Distance Education Alliance (GP-IDEA)
- learning oucomes related to graduate programs
- member institutions
- OnlineDegreePrograms
- undergraduate student learning outcomes
- undergraduates

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1: K-State 8 is the university undergraduate general education program. In the program, all students are required to take a course "tagged" in each of the eight areas. All eight areas are tied to our university mission statement: "the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity. K-State prepares its students to be informed, productive, and responsible citizens who actively participate in advancing cultural, educational, economic, scientific, and socio-political undertakings." The general education program was designed to be flexible across 260 degree programs, and offers a variety of relevant course choices for students across all majors. The general education program is designed to provide all students with access to the required areas without prescribing a specific subset of knowledge/skills to achieve learning in each area. With this program, students can find courses in each of the eight K-State 8 areas from across the university in which they find interest, relevance, or as a means to expand the disciplinary understandings. For example, global issues and perspectives for those focusing in business could be vastly different than such issues and perspectives in the context of architecture, planning and design. Similarly, the exact form of ethical reasoning and responsibility could differ greatly for engineers as compared to veterinarians. The K-State 8 program is designed with these different contexts in mind.

3.B.2: The K-State 8 program provides guidance in the types of areas that are important for learning beyond one's major without specifically prescribing how that major should fulfill such learning. This program is intended to confirm breadth for degree programs across the university. The concept originated through the university General Education Committee and was designed by disciplinary faculty from each K-State 8 learning area. The overall structure of the program and the description of each area provide additional details about the program. The learning outcomes for each K-State 8 area are generally defined at the institutional level, but how the outcomes are specifically integrated in each course are defined at the course level. Courses across the university were nominated by

department faculty to be "tagged" for a particular K-State 8 area, and all nominated courses were reviewed for content to assure that the course fit the tagged area.

3.B.3: In addition to the K-State 8 General Education Program, Kansas State University has five Undergraduate Student Learning Goals and Graduate Student Learning Goals. Each academic program integrates these goals as a foundation for their program student learning outcomes and assessments. Two of the Undergraduate goals, Communication and Critical Thinking, and the Graduate Goal titled Skills are focused on engaging students in collecting, analyzing, and communicating information, mastering modes of inquiry or creative work, and developing skills adaptable to changing environments. Each college, department, or program defines the outcome relevant to the structure of their students' program of study. Results from the Senior Survey and National Survey of Student Engagement provide evidence that students perceive enhancement of their earning in these areas: 2014, 2013.

3.B.4: One of the university level student learning outcomes is under the general area of Diversity: Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. At the college/program level, student learning outcomes that focus on the topic of diversity are shown in these examples. In addition, the K-State 8 program includes two areas that focus on diversity – Global Issues and Perspectives and Human Diversity within the US. Thus, all students at K-State are required to take courses that qualify for these two general education areas, as well as satisfy any required learning within their college or their major program. Results from the Senior Survey and National Survey of Student Engagement provide evidence that students perceive an enhancement of their learning in these areas: 2014. As noted in Core Component 1.C, the Office of Assessment and the Office of Diversity partnered in November 2015 to facilitate a one-day symposium on the topic of assessing diversity as a learning outcome. The results of this symposium are being integrated into the work of the Office of Assessment in the current semester.

3.B.5: K-State is categorized in the "highest research activity" classification from the Carnegie Classification of Institutions of Higher Education. K-State faculty participate in research across all colleges and disciplines. From 2009 to 2013, the university increased its total research expenditures from $146.3M to $183M (from KBOR Performance Agreements for 2013 and 2014). The number of graduate students has remained relatively steady from 2010 to 2013, at around 4,000 students. The number of doctoral degrees conferred has remained steady from 2010-2011 (162) to 2013-14 (166).

All tenured and tenure track faculty are expected to produce scholarly work related to their respective disciplines in order to meet the expectations of their appointment. All department documents (see Core Component 3.C.3 for more information on department documents) include some aspect of scholarly work as part of the evaluation process for tenured and tenure-track faculty.

Regarding Undergraduate Research,increasing the percentage of undergraduates involved in research is one of the key metrics for the K-State 2025 strategic plan. The institution has established the Office of Undergraduate Research and Creative Inquiry in 2014 to coordinate the efforts on campus, staffed with a director and small staff. The institution has been gathering data on the number of undergraduate students involved in research as part of its Performance Agreements with the Kansas Board of Regents. Data indicate that the institution has increased the number of undergraduates in research from 1,297 to 1,805 from 2010 to 2013. To better track students involved in research, the Faculty Senate approved a course number for undergraduate research in every college. All undergraduate-serving colleges and most departments have added undergraduate research courses for zero or one credit hour to their respective curricula so that K-State can recognize, transcript, and measure the "percentage of undergraduates involved in formalized research experience" annually. The current year (2015-16) will provide a benchmark for this measure, and data will be compiled each

year thereafter.

In addition to the research among the academic faculty, Kansas State Research and Extension faculty, a unique aspect of K-State's land-grant mission, produce considerable research to assist and guide constituents all across the state of Kansas. Their research extends across many agriculture-related fields providing valuable and practical direction for family farms, rural life, those employed in agriculture-related fields, and all Kansas citizens. While their work extends across many fields, a few examples include research on crop pests, obtaining credit, food safety, nutrition education, beef production, and Centers Institutes and Research.

Sources

- 2013 Assessment report
- 2014CommunicationCriticalThinking
- 2014Diversity
- beef production
- centers institutes and research
- communication and critical thinking
- crop pests flier
- Degrees conferred FY 1971 to FY 2014
- Description of each area
- diversity
- Diversity Outcomes Examples from Annual Assessment Reports on Student Learning
- Ethical Reasoning and Responsibility
- Examples from Annual Assessment Reports on Student Learning Outcome Assessment
- food safety
- Global Issues and Perspectives
- Global Issues and Perspectives(2)
- Human Diversity within the U
- KBOR performance agreements_2013
- KBOR performance agreements_2014
- K-State 8 Areas
- k-state_8 learning area
- NumberOfDoctoralDegreesGranted
- nutrition education
- obtaining credit
- office of undergraduate research and creative inquiry
- overall structure of the program
- program
- Skills
- university mission statement

3.C - Core Component 3.C

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

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

Argument

3.C.1: Student-faculty ratios, using the total student FTE over the total instructional faculty FTE, have slightly declined from 2012 (22.63 student FTE per instructional faculty FTE) to 2014 (21.16). Colleges and programs vary from these averages, but all reflect very reasonable ratios. It should be noted that over these three years, student enrollments increased, thus the institution has been able to increase the FTE of instructional faculty to meet the increased number of students. The increases in faculty reflect all types: tenured/tenure track faculty, instructors, and GTAs.

Faculty oversee the curriculum in their programs, as well as determine the rigor of the courses. All curriculum changes or additions are originated by faculty in the departments, and then are moved forward for approval by the College Curriculum committees, the college faculty, the college dean, the Faculty Senate Academic Affairs Committee, and the full Faculty Senate, before final approval from the Provost as the Chief Academic Officer. New programs must be approved in a similar manner, with final approval from the Kansas Board of Regents.

Faculty are also involved in all phases of the assessment of student learning in their programs. Faculty determined the program and course level student learning outcomes, collect assessment data, review assessment findings, and report their findings and any changes to the assessment process to the Office of Assessment.

Faculty also serve on all search committees to hire new faculty. Faculty also work with department heads to make recommendations of graduate students for GTA positions. Faculty are involved in determining the academic qualifications for all new faculty hired.

3.C.2: Table of Faculty Qualifications for K-State Faculty

Year	# Instructional Faculty	PhD	Masters	BS

2014	1,081	765	292	25
2013	1,065	769	264	31
2012	1,001	714	265	22

The number of faculty with the BS as their highest degree represents 2.3% of instructional faculty. There are a number of reasons for why they appear on the roster of faculty.

- Grandfathered in: Two have been longtime faculty at the university who were hired with a bachelors degree and extensive industry experience.
- Hold strong practical experience and/or certification: The Aviation program has hired instructors who have bachelors degrees, but also have high level flight instructor certifications and extensive experience as flight school instructors, which is appropriate for this field of study.
- Lack of other programs nationally: Grain Science is the only such program in the nation, thus there is a dearth of qualified instructors at the Masters and PhD levels. A few instructors have been hired with only a bachelors degree, however they also have extensive industry experience.
- Specialty areas that benefit from industry knowledge base: Two faculty members were hired in programs (e.g., Dance and Livestock Judging) where industry experience is critical to the knowledge base, as these are highly specialized areas of study.
- Instruction in non-degree programs: The English Language Program hires instructors with only a BS degree to assist with their teaching of international students who did not meet the standards for English comprehension or speaking. These courses are not part of any academic program; thus the BS is an appropriate level of qualification for the faculty teaching these courses.

The institution is working toward assuring that all faculty have appropriate qualifications (degree at one level above program in which they are teaching), and those who do not meet the standard meet a rigorous and transparent standard for industry experience and/or a relevant certification.

Regarding graduate level instructional faculty, all must be approved as "graduate faculty" by the Graduate School and the Graduate Council, according to the Graduate Handbook. Requirements for approval include the appropriate terminal degree and evidence of scholarship. On rare occasions, circumstances may require a department to hire a faculty member, as an emergency exception, who might not have the required terminal degree. Such exceptions must be approved by the Graduate School and Graduate Council, and are only for one semester.

Qualifications for dual credit/concurrent enrollment faculty were discussed in Core Component 3.A.3.

3.C.3: The performance of all faculty members is evaluated annually, according to the policies in the University Handbook Sections C30.1 to C48.3 and Appendix Q, and developed further in the respective departmental documents. Evaluations are generally conducted by the department heads, and may include input from a faculty evaluation committee. The department head's evaluations are forwarded to the respective dean for approval, then to the Office of the Provost for final approval.

As noted in the University Handbook policies, criteria for faculty performance are determined by the faculty and documented in each department's own document. Each department determines the form and level of acceptable scholarly work, the documentation necessary for evidence of teaching

performance, and the types of service accepted for the evaluation. Other categories of performance are discussed in the department documents.

Regarding the use of course evaluations and evaluation of teaching specifically, It is university policy that all university courses are evaluated by students every semester:

"Faculty members, including regular faculty, instructors, graduate teaching assistants, adjuncts, etc., shall be evaluated by students for each course and section they teach each year in order to provide themselves and their departments with information pertaining to teaching efficacy as well as provide material for the assessment of the relationships between SLO achievement and teaching. Exceptions are non-instructional courses (e.g., research hours at the 899 and 999 levels). Faculty members engaged in individualized instruction should be guided by the unit's criteria for evaluating such instruction." (*Section C34.1 found in link above*).

Although student ratings are required, they should not represent the only source of evidence of effective teaching (see University Handbook, Sections C34.1-34.5).

Evaluation of graduate teaching assistants is also addressed in the University Handbook (*Section C39 found in link above*). The Office of Assessment conducts an annual assessment of GTA communication skills report, and submits the report to all departments whose GTAs are evaluated. The departments use these reports to provide instruction and feedback to GTAs for improvement and development.

All departments have developed their own documents for the purposes of annual evaluations, reappointments, promotion, and tenure. These department-specific documents are based on the policies in the University Handbook, and provide more specific departmental expectations, criteria, and additional detail for the evaluation processes, as well as clarify the responsibilities for faculty and evaluators through the annual evaluation process.

The results of the annual evaluation process serve as input into the distribution of merit increases, if any.

3.C.4: For all programs that are accredited, their faculty are subject to review and assessment by the accrediting organization regarding their qualifications to teach in their respective discipline. Any issues with faculty qualifications in these programs are addressed in the accreditation reports and university follow-up.

As a general rule, K-State abides by the policy of the Higher Learning Commission which requires instructors to have the degree or credential at least one step higher than the students they teach, or have equivalent experience that would qualify their teaching at that level. As noted in Core Component 3.C.2. above, 98% of the instructional faculty have a Ph.D. or Masters degree, with the remaind 2% holding a Bachelors as their highest degree.

As noted in 3.C.3, K-State requires all regular instructors to be evaluated annually by their department head or personnel committee. Also, as noted in the same section, all classes are required to be evaluated using some form of student ratings. Thus, on an annual basis, all faculty are provided with feedback on their teaching, along with their research/scholarship/creative activity/discovery and service. Some department documents also require or expect faculty to maintain their currency in the field through professional development (e.g., Department of Accounting). Each faculty member is provided with a written evaluation, and meets with his/her department head to discuss areas of strength and areas of potential improvement. Those who show difficulties in the teaching aspect of

their performance are encouraged to seek professional development for improvement strategies. Such professional development may be sought outside the university, or from institutional sources.

The institutional entity that oversees professional development of teaching is the Teaching and Learning Center. This center offers a variety of developmental opportunities throughout the year, as well as individual counseling for faculty to improve their performance in the classroom. In academic year 2014-15, the professional development activities of the Center were attended by 1,611 faculty members.

In the tenure and promotion process, non-tenured faculty members are provided additional annual feedback on their performance (research, teaching, and service) through the Reappointment process (University Handbook, C50.1). This process is also detailed in the departmental documents, generally involving a wider group of evaluators, usually all tenured professors. While the feedback on annual evaluations usually centers on the recommendation of the department head, the reappointment process broadens the feedback to include more voices and perspectives. Reappointment letters generally provide detailed feedback to the untenured faculty member that is geared to help him/her to succeed in the journey toward tenure/promotion. Currency in the field, teaching effectiveness, and student learning are considered evidence used by departments in such discussions.

Non-tenure-track instructors are also reviewed during the reappointment process, and are provided with detailed feedback on their teaching performance.

After tenure, the institution has in place a number of policies geared to motivate tenured faculty to maintain high levels of performance in all areas. First is the regular promotion process. The promotion from assistant to associate, and associate to full professor, are not only increases in rank, but are accompanied by a 15% increase in base pay. Standards for each unit are detailed in the departmental documents. Second, the Professorial Performance Award (PPA, University Handbook C49.1) was instituted to provide additional opportunities for pay increases for full professors. Once every six years, a full professor who has excelled in his/her performance can apply to receive the PPA. Unit standards are once again detailed in departmental documents.   Third, the Post-Tenure Review process (University Handbook Appendix W) was mandated by the Kansas Board of Regents as a specific means for providing professional development and counseling to tenured professors who have not sought a promotion to full professor or other avenues for recognition of their continued excellence (PPA, awards, etc.).For this process, each department has identified a set of expectations and review procedures. The resulting developmental feedback is shared by the department head with the candidate, with a plan for achievement or a shifting in duties, if that is the choice. Finally, the chronic low achievement policy (University Handbook C31.5) is intended to address tenured faculty performance that is showing signs of continued low achievement. Department documents define the standards for chronic low achievement. Faculty whose performance shows such signs are provided with a performance plan, opportunities for faculty development, possible changes in duties, or other avenues to assist improvement. If improvements are not made within the required time, tenure can be revoked.

Thus, the university has in place numerous policies, reviews, and resources that help assure that faculty are staying current in their disciplines.

3.C.5: The Senior Survey provides an assessment of the relative effectiveness a variety of student services and assistance processes.   Results from the Senior Survey from 2013-14 suggest that students find faculty to be accessible and helpful. This survey was sent to 3,699 senior students, with 2,084 (56.3%) responding. Below are statements from the survey and the percent of respondents who

agreed or strongly agreed with the statements (all prefaced with "In my major, faculty"):

- Are accessible for outside-of-class assistance (89.7%)
- Are interested in student academic/professional development (88.3%)
- Are effective teachers (84.3%)
- Are interested in the personal development of students (82.4%)

(Senior Survey 2013-14, July 16, 2014, p. 10)

These results provide strong evidence that faculty are accessible for students across all majors.

3.C.6: Professional development for academic advisers is discussed below in Core Component 3.D.3. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. Every position has a specific job description which gives the duties, expectations and qualifications for the position. The qualifications, including experience and education, vary depending on the type of work performed in the position. Applications for full-time positions are completed on-line. After the closing date, all applications are processed by Human Capital Services, and forwarded to a selected screening committee to ensure that they meet the minimum qualifications for a position. The committee meets and reviews their findings, holds interviews, and forwards the top candidates to the hiring supervisor for further interviews. Every effort is made to have the best qualified candidates and promote diversity.

 Some examples of the units where staff provide frequent student support include the Office of Student Life, Financial Assistance, Non-Traditional and Veteran Student Services, PILOTS, and Plan for Success. Positions in these areas receive training in how to handle student questions. Co-curricular activities are facilitated through full-time staff and students in areas such as Housing and Residence Life, Student Union, Fraternity and Sorority Life, Student Activities and Services, and Recreational Services. These areas employ many students to provide services and programs. All receive training upon their hire.

 University staff are eligible to participate in training offered by Human Capital Services. Training is provided at the division level in areas such as Strengths Quest and assessment. Each department arranges for training of individual staff members, including students. There is training for specific areas of compliance such as Title IX and FERPA for designated staff.

Full-time professional staff attend workshops on topics such as leadership development, functional area skills development, and supervision. Professional development takes place at the local, state, regional, and national levels.

The results of the Senior Survey provide evidence on how satisfied students are with all areas of support within the Division of Student Life (see Core Component 3.D.1).

Sources

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- Promotion and Tenure Guidelines
- Reappointment
- senior survey infographic 2
- Student FTE 2001-2015
- teaching and learning center

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.1: The Senior Survey, described above in Core Component 3.C.5, also provides information on student satisfaction with offices providing student support services. Below lists the offices and the percent of those who used and were satisfied with the service provided:

- Office of Student Activities and Services (93% satisfied)
- Office of the Registrar (92.9%)
- Office of Career and Employment Services (88.7%)
- Office of Student Life (86.4%)
- Academic and Career Information Center (85%)
- Women's Center (85%)
- Office of Student Financial Assistance (82.9%)
- Counseling Services (82.3%)
- Office of Non-Traditional and Veteran Student Services (81.4%)
- Educational Support Services (81.4%)
- Student Access Center (formerly Disability Support Services) (81.1%)

(Senior Survey 2013-14, July 16, 2014, p. 21)

Based on these data, it appears that the student support services provided by the institution meet the needs of students.

3.D.2: K-State provides extensive assistance to incoming students that remains available throughout a student's academic career.

The assistance begins in the process of recruitment and admission of new students. New Student Services provides the initial contact with new students before they are admitted to K-State. Once new students inquire further about specific programs or the university in general, an adviser assists them. Admission standards are explained, along with information on the exception window for those who might not meet the standards and how the student can plan for their success. In addition, incoming students seeking degrees are advised of any specific GPA requirements for certain majors. At

freshman orientation in the summer, students meet their advisers to plan a program of study, understand the prerequisites for courses in their major area of study. A student could be referred to, or ask for more information regarding University Experience classes, where the student will gain skills in studying and the stress of college life, or other programs designed to assist students such as the Pilots program.

Once in school, the new students receive information on other important resources, such as the Academic Assistance Center (including Polytechnic and Olathe campuses), Educational Support Services (including Polytechnic and Olathe campuses), Advising, the Writing Center (including Polytechnic campus), and the Tutoring Center (including Polytechnic campus).

For graduate students, the Graduate School offers Graduate Student Orientation, as well as GTA Orientation for those who will be serving in a teaching capacity, and ETDR Training to learn how dissertations are loaded onto the electronic filing system.

3.D.3: Kansas State University invested significantly in 2014-15 to enhance academic advising across the university. In addition to the academic advisers that are hired by each college, some colleges have also added specialized "student success" advisers (e.g., Colleges of Engineering and Business Administration), and student success "coaches" have been added to staff in the Division of Student Life. Additional resources have been dedicated to the full-scale redesign of a home-grown adviser web platform, to which has been added a three-year contract with the Education Advisory Board (EAB) for use of their Student Success Collaborative software. Through a newly created University Advising Committee, the grassroots Adviser Forum, and NACADA (with its executive offices housed at K-State), the University has made considerable progress toward strengthening its advising community with the goal of improving student success. At the May, 2014, on-campus "summer advising institute" (co-sponsored with NACADA), over 150 advisers participated in a 1.5-day professional development experience which featured two nationally known expert speakers. Additionally, $7,500 has been set aside annually to assist in funding advisers' travel and participation in professional and academic advising conferences. Thus far, 10 advisers have received awards.

Results from the 2013 administration of the National Survey of Student Engagement Academic Advising Report showed that ratings of student perceptions of effective advising, whether first-year students or seniors -- significantly exceeded the average ratings from the comparison institutions on all items.

From the item in the Senior Survey regarding students' relationships with their academic advisers, 70.5% responded positively that their advisers were approachable and helpful.

3.D.4: Faculty find support for effective teaching and learning through guidance and activities provided by the Teaching and Learning Center described in 3.C.4. The Teaching and Learning Center also hosts a variety of events, an online library with resources for teaching, an annual Teaching and Learning Conference. The Office of Assessment provides guidance to programs on linking student learning assessment to curriculum and instruction. The Office of Assessment also develops and sponsors the Institute for Student Learning Assessment, an annual state/regional conference on assessment. This institute draws faculty from across campus, as well as from Kansas and other regional institutions.

The instructional Technology Assistance Center (iTAC) provides consistent training to support the use of technology in teaching and learning. The university annual budget for enhancing technology in classrooms has averaged over $400K since 2010. Combined with the IT budget, the university

upgraded all general use classrooms to hold "basic technology" by 2013. Further technological enhancements are made annually. The university has completely renovated one to two large classrooms per year since 2010 during the summer months, which will continue through 2017. The investments in laboratory space have increased, with plans to increase the space for labs in the next 10 years. A full summary of the current status of all information technology resources provides detailed information.

The Libraries of Kansas State University supports the land-grant mission as an integral partner in research, learning, and discovery for students, faculty, and citizens of Manhattan and the surrounding communities who are encouraged to use their resources.. They employ approximately 100 staff full-time, including faculty librarians, unclassified professionals, and support staff. The part-time student staff numbers approximately 60. K-State Libraries support the University's vision of becoming a top 50 public research university with direct strategies in their 2025 strategic plan. Fiscal allocations for acquiring and maintaining collections come from state general funds, tuition, grants and private donations/endowments. Decreased funding from the state of Kansas means growing reliance on the endowments. The Libraries utilize a variety of strategies to ensure good stewardship of the funds including exploration of new models for maintaining critical collections such as:

- paying for access rather than ownership of specific titles
- supporting open access publishing movements
- working with vendors to supply bibliographic records for monograph discoverability and purchasing that item only when it is used or requested.

The largest economic challenge for academic libraries is the ever-increasing cost of journal subscriptions and other general inflation costs. As a result of this trend and the belief that research findings should be made immediately and openly available, the Libraries support the open access model of publishing. The Libraries provide links to the Directory of Open Access Journals, support the Berlin Declaration, and have memberships in or otherwise support various open access initiatives.

Performance spaces for the School of Music, Theater, and Dance have been enhanced through university and private funding sources. Examples include the following: [Kirmser Hall | Steinway Initiative | Chapman Theater | Doris M. and C. Peairs Chamber Music Room | Keyboard Lab | Purple Masque Theater | Drama Therapy Room].

The Veterinary Health Center is a full service veterinary hospital serving the region with routine, specialty, and emergency care. The hospital is a 254,702 sq. ft. complex that provides clinical space for 55 practicing veterinarians in modern surgical, clinical, pathology and diagnostic facilities. It also includes a veterinary medicine teaching hospital and the veterinary medicine library.

The Agronomy Department in the College of Agriculture represents a discipline that requires extensive facilities for its research and teaching, to include classrooms, offices, laboratories and greenhouse facilities in the Throckmorton Plant Sciences Center. Current space in the Center for Agronomy is 78,655 square feet for office, laboratory, and classroom use, plus 42 greenhouse modules containing 26,250 sq. ft. in addition, excellent field facilities with appropriate equipment are available in the Manhattan area. In Manhattan, the Agronomy Farm (2200 Kimball) and Ashland Bottoms units contain over 1,000 acres of dryland and irrigated cropland. About a third of the crop acres on the Agronomy Farm is designated as the Agronomy Learning Farm, which is managed and operated primarily by Agronomy students. The Rannell's Flint Hills Prairie units contain 3295 acres dedicated to range research. These facilities support essential hands-on learning opportunities for undergraduate and graduate teaching programs, targeted research, professional training activities and Foundation seed production. Four Agronomy Experiment Fields located throughout eastern and

central Kansas are utilized to research specific soil-climate-cropping systems for their respective areas. These experiment fields with properties near Ottawa, Hutchinson, Belleville and Scandia, Rossville and Silver Lake add an additional 1142 acres for research and extension uses.owns land north of campus, used for research in agronomy, animal sciences, grain sciences, and plant pathology. Including state and Federal appropriations for salaries and operating expenditures and funds from grants and contracts, the annual Department of Agronomy budget is about $13 million.In addition, the K-State Research and Extension runs Agriculture Experiment Stations located across Kansas. Their 2025 Strategic Plan works collaboratively to enhance the land-grant mission of Research and Extension. Similar resources (on and off campus facilities, land, and experiment stations) are appropriately available for the Department of Animal Sciences and Industry.

3.D.5: The K-State libraries provide discipline and course specific research guides to assist students in their individual projects. Research tools with tutorials and services are available through a link from multiple pages of the library website. There is always online assistance through chat, email, text or phone, as well as FAQ and request for one-on-one consultation. The Office of Undergraduate Research and Creative Inquiry provides guidance and direction for students pursuing research activities, as well as seeks to encourage programs to engage their own students directly. This office provides a comprehensive webpage to assist students in connecting with research programs across the university.

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- TLC online library
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- UndergraduateReserachAndCreativeInquirty
- University Advising Committee
- university experience courses
- URCI_list
- writing center
- Writing Center - Polytechnic
- www.agronomy.k-state.edu

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1: The university offers nearly [500 clubs, organizations, and activities](#) that are available for students to join. These organizations offer a broad range of co-curricular activities and purposes for students, from professional and academic to student honorary organizations, from ethnic/cultural organizations to arts and culture, from religious to spirit activities. These organizations are intended to provide complimentary learning for students that can enhance students' opportunities toward success in their profession, academics, and/or career. The colleges support students with [educational clubs, activities, and competitive teams](#) and offer a vast array of enhancement opportunities including crop and animal judging teams in [agriculture](#), [creative inquiry teams](#) in the engineering, and the national champion [personal financial planning team](#) in Human Ecology.

3.E.2: The mission statement emphasizes that the education received at K-State develops "a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community." This claim is supported through the [placement rates of graduates in jobs and graduate school admissions of over 91%](#) each year. Regarding the [geographic location of 2013-14 graduates with Bachelors degrees](#), 1,380 of 2,296 reporting (60.1%) found employment in Kansas and contribute to the workforce in the state. Also, 38.5% were employed across 43 other states, and 1.4% were employed in overseas locations.

The K-State Alumni Association is one of the stronger such associations in the region. Alumni for the university remain strongly attached to the university, as shown in a [news release](#) announcing that K-State remains atop the Big 12 institutions in the percentage of alumni who give back to the university. K-State alumni reside in all 50 states and 135 countries.

Results of the [Alumni Survey](#), which is conducted each year and samples those graduates who are one year removed from completing their degrees, shows very positive responses regarding whether graduates:

- *would recommend K-State to potential students (98%)*
- *would attend K-State if given the opportunity again (94.5%)*
- *felt K-State prepared them fairly well, well, or excellently for their current job (95%)*
- *felt their preparation for graduate or professional school at K-State was fair, good, or excellent (98%).*

Based on these data, K-State is able to demonstrate that it succeeds in accomplishing the claims it makes in its mission statement regarding the goals of its educational mission.

Sources

- 486 clubs, organizations, and activities
- agriculture teams
- Alumni survey
- creative inquiry teams
- Geographic location of 2013-14 graduates with Bachelors
- K-State Alumni Association - K-State alumni membership
- Organization_Clubs_Activities
- personal financial planning team
- placement rates of graduates in jobs and graduate school

3.S - Criterion 3 - Summary

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

Summary

Kansas State University documents that courses and programs are current through an effective and thorough Program Review process. Undergraduate, graduate, and certificate programs have clear and differentiated student learning goals delivered consistently across all modalities.

The general education program, K-State 8, is appropriate and comprehensive for the university's land-grant mission offering broad and intellectual content that is assessed with multiple direct and indirect measures. Research endeavors are strong with plans to be enhanced over the next decade.

Sufficient numbers and quality of faculty and staff enable the university mission to achieve with expected qualifications. Process, resources, and services assure the students are served at a high level. Faculty and staff are subject to review through annual processes that are clearly documented. Awards and recognition are provided to enable increase of rank and motivation for enhancement.

Sufficient varieties of support services are provided to suit the needs of the student population. Advising services has recently been enhanced to provide high quality guidance for students. Infrastructures are in place that support effective teaching, learning, and guidance for research.

The overall educational environment is enhanced by multiple co-curricular and experiential opportunities that are taken advantage of by a majority of students.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1: The program review process was discussed in Core Component 3.A.1.

4.A.2: The K-State policy on Transfer Credit provides explanations for how the university handles all forms of prior credit. The institution examines all credit for prior learning, from Advanced Placement (AP) credit and other such exams to experiential learning.

Regarding credit exams such as AP or the like, the institution's traditional policy has been to assign grades based on exam performance. These grades have been included in the calculation of the student's Kansas State University GPA. This policy is being changed after the 2015-16 academic year. For all new applicants after 2015 with credit from exams, a grade will be calculated based on exam performance and assigned to the class, but that grade will not be included in the calculation of the K-State GPA.

The institution does not provide credit for prior learning based on the applicant's experience. As noted in the policy on Transfer Credit, there is a process for receiving military credit; however, other

types of experiential credit are not allowed in any program in the university.

4.A.3: The Transfer Credit policy noted above discusses all types of transfer credit. According to the policy,

> "Transferability of credit to Kansas State University is determined primarily by the accreditation standing of the transfer institution and the comparability of content of credit earned. Most academic credits submitted from any regionally accredited two- or four-year college, community college or university are accepted by K-State. However, not all credits are applicable toward all majors as the degree requirements vary from institution to institution and are significantly different between majors. Application of transfer credit toward degree requirements is determined by each college and individual academic unit."

Thus, the first rule of thumb is that the transfer institution must be an accredited two or four year institution. However, there is no blanket rule for transferring in course credits, and all courses proposed for transfer credit will be evaluated. The Transfer Equivalency website provides a guide for incoming students to see how K-State will evaluate all courses that are possibly being sought for transfer credit. As noted in this guide, even if the K-State website indicates a course credit could be transferred, the admissions office examines each specific course to determine whether it ultimately will transfer.

4.A.4: The university faculty maintain authority over all prerequisites, courses, rigor, expectations for student learning, and other issues regarding curriculum, as articulated in Section D of the University Handbook. To maintain educational quality and rigor, faculty are also involved in all search committees for new faculty hiring in order to maintain qualifications of new hires.

The university's participation in dual credit programs was discussed in Core Component 3.A.3 In 2013, the Manhattan campus offering of dual credit opportunities was discontinued, as the high schools in the area were not able to meet the necessary qualifications for their faculty (Masters degree in the discipline or Masters degree plus 18 hours of graduate credit in the discipline).

The Polytechnic campus in Salina has decided to maintain its dual credit programs with the high schools in the Salina school system; however, these programs are currently under review. All aspects of the dual credit programs will be examined to determine whether the appropriate level of rigor, expectations for student learning, and faculty qualifications can be met by the high schools. If not, the Salina administration will either terminate the dual credit programs or develop a plan that will bring the programs into compliance with HLC standards by September 1, 2017.

4.A.5: The institution has many programs that have earned specialized accredited programs in their field. It is the policy of the university as well as the Kansas Board of Regents, that any new program created in a field or discipline that maintains a specialized accreditation must seek and gain that accreditation. All accredited programs at K-State are currently approved and compliant with full accreditation, certification, or licensure at this point in time.

4.A.6: Career and Employment Services provides reports of graduate employment statistics at the total university level, and can provide these reports at the college level upon request. As noted in Core Component 3.E.2, these statistics show that over 91% of our Bachelors graduates are either employed within 3 months of graduation or enrolled in graduate/professional schools. Other reports available online at the college and major level provide information on salaries of graduates, as well as job titles and employers.

Career and Employment Services completes these reports, and sends them to all administrators, deans and department heads, as well as posting them on their website. Departments use the feedback from the reports, along with feedback from advisory boards, to determine if changes are needed in the programs or course work in the majors.

Sources

- all accredited programs at K-State
- assign_grades_based_on_exam_performance
- CreditForPriorLearning
- employersjobtitles.html
- PostGradOverallWeb-B
- salarycollegemajor.html
- Transfer_Credit_Policy_121013
- transferequivalency.html
- University Handbook Section D

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1: The university has five Undergraduate Learning Outcomes and three Graduate Learning Outcomes. Cascading of student learning goals, from university to college to department/program student learning outcomes is structured through the Assessment of Student Learning process. All undergraduate and graduate programs had developed student learning outcomes in 2004 with accompanying assessment plans, which have been updated in response to annual assessment results and adjustments for programmatic currency. Faculty of each program collectively defined the undergraduate learning outcomes of written communication; oral communication; critical thinking; diversity; professional integrity; and knowledge/skills reflective of disciplinary expectations. Each program defined on a curricular matrix where students develop the knowledge/skills/dispositions and identified when expected proficiency is demonstrated, which are maintained by each undergraduate and graduate program. All programs annually collect student achievement data using program selected assessments to identify proficiency. All undergraduate programs report progress of student learning assessment through an annual reporting process, while graduate programs report a four-year summary of assessment data at a mid-cycle of the Program Review and eight-year summary in the full Program Review (Assessment reporting process). University Assessment Facilitators committee, composed of Associated Deans and representatives from each college, act as liaisons to the programs in their colleges, organize College Assessment Committees, and provide feedback to the Office of Assessment.

Annual assessment reports (template | reporting guide | sample reports) are submitted through the CANVAS Learning Management System. All programs receive feedback from the Office of Assessment and the College Assessment Committee to guide enhancement in assessment processes, curricular refinements, and data analysis toward programmatic improvements. The Office of Assessment website provides multiple documents and videos to guide faculty in assessment practices (Assessment Toolkit | Assessment Academy | CANVAS Training | Guide to Annual Reporting)

The Office of Assessment also administers the National Survey of Student Engagement (NSSE) every three years; Annual Senior Survey; Annual Alumni Survey; and Collegiate Learning Assessment (CLA) every three years. University findings and disaggregated College findings are reported publicly. Program disaggregations are provided through the password protected LMS. The Graduate School administers its own graduate survey.

 4.B.2: In addition to each program's self assessment of its program learning goals and the feedback

received by the Office of Assessment and the College Assessment Committees, the Office of Assessment also provides a aggregated analysis for all of the Undergraduate Learning Outcomes from multiple data sources. This analysis is provided to the Office of the Provost, and posted on the Office of Assessment website.

On the co-curricular end, the Office of Student Life collects Assessments for all of its units. They utilize their assessments to make improvements to their processes and services.

4.B.3: As described in 4.B.1, each programs receives feedback from the Office of Assessment and their College Assessment Committees to guide programmatic decisions that can guide program improvements. Attached are examples of program improvements from across the university.

As a result of identifying a lack of high impact practices in the 2013 student learning assessment process, the Office of Assessment sent a multi-disciplinary group to an AAC&U workshop focused on High-Impact Practices to develop a plan to integrate more high impact practices into programmatic instruction and assessment. What resulted was a university-wide institute to initiate discussion and planning. To further integrate these educational practices the 2014 institute focused on strategies, including the Degree Qualifications Profile. To further focus high impact practices as programmatic assessment, the 2015 institute focused on enhancing diversity learning and assessment, primarily to address what appeared to be a deficiency of well-defined assessments in that area.

4.B.4: All annual assessment reports require reporting of faculty discussion of assessment data and decisions made as a result. The Office of Assessment meets with program faculty when necessary to discuss and encourage the paradigm of student learning assessment for the purpose of guiding program improvements and student learning. Faculty attend workshops led by the Office of Assessment to guide the assessment process. AAC&U rubrics are encouraged and showing increased usage across programs. Best practice is celebrated annually with recognition to programs through the Assessment Showcase.

Sources

- 2013 Call for Proposals_Assessment Funds
- 2013 Institute Program
- 2014 Institute Program Full
- 2015 Institute
- 2015 Program Improvements
- AAC&U VALUE Rubrics
- AcademyForStudentLearning
- all undergraduate and graduate
- AlumniSurvey
- AssessmentShowcase
- AssessmentToolkit
- AY2013_2014_OfficeofAssessmentReport
- CANVAS_Training
- CLA
- Education Advisory Board - About the Student Success Collaborative
- Extracted from the template for Annual Progress Reports of Student Learning Outcomes Assessment

- graduate
- GraduateExitSurvey
- GraduateStudentLearingOutcomes
- Kansas State University_Assessment Cycle
- NSSE
- reporting guide
- Sample Assessment Reports
- Sample of Feedback provided to Programs
- SeniorSurvey
- UAF
- undergraduate
- Undergraduate ASL Report Template 2015
- UndergraduateLearningOutcomes
- Workshops

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

4.C.1: Two of the key metrics in the K-State 2025 strategic plan are to increase first-to-second year retention and six-year graduation rates. In the stated goals of the plan, the university seeks to attain rates comparable to benchmark institutions. According to the K-State 2025 update report in 2014-15, for the 2013 cohort, the benchmark institutions averaged 86.7% for first-to-second year retention rate, with a high of 93% and a low of 80%. The K-State retention rate for that cohort was 83%. The six-year graduation rates for the 2008 cohort among the benchmark institutions averaged 69.5%, with a high of 82% and a low of 61%. The K-State six-year graduation rate for the same cohort was 59%.

It is felt that the stated goals are attainable. It is important to note that the university has never been, nor will likely ever be highly selective in terms of its admission rates because of its land grant mission and the notion of accessibility for the citizens in the state of Kansas. A policy of open admissions was in place for all institutions in the Regents system until the early 2000s, replaced by a set of qualified admission standards that allowed a broad range of students into the university. Under those qualified admissions, admission rates of applicants have remained high. For example, the Common Data Set for 2014-15 shows that 9,614 first-time full time freshmen applied to for admission, and 9,127 first-time full-time freshmen were admitted, for an admission rate of 95%. In 2013, the Kansas Board of Regents allowed state universities to develop more restrictive admission standards. K-State joined a majority of state institutions to make a slight change to its admission standards. A comparison of the past standards to the new admission standards shows that previous standards allowed an applicant to satisfy one of three criteria, while the new standards require the applicant to satisfy all three criteria. The Board of Regents still allows the university to accept 10% of a cohort to be admitted by exception, but any student admitted under this exception is required to participate in a Plan for Success. Thus, the university expects future incoming cohorts to be more academically prepared than previously, and that processes are in place to assist those who are admitted by exception. These expectations were realized in fall 2015, with the incoming freshman class showing the highest ACT average in the history of the university. This change in admission standards provides a context in which goal achievement is possible without sacrificing adherence to the land grant mission.

4.C.2: First-to-second year retention rate and six-year graduation rate data have been collected each year for many years and reported to the university community. With the initiation of the K-State 2025 strategic plan, with both rates serving as key metrics of the plan, annual progress reports have been provided to the university community showing progress on retention and graduation rates. As noted above in 4.C.1, these progress reports also provide comparisons to the university's peer institutions. These progress reports and accompanying data on the key metrics are not only presented in the reports, but are also part of the annual presentations of the President and Provost in their annual meetings with each academic and administrative unit in the university.

More detailed reports on retention and graduation rates are also available. These provide a breakdown of first-to-second year retention, second-to-third year retention, up to six-to-seven year retention rates and six year graduation rates. These reports are also available by gender, race, and college.

Additional reporting on retention and graduation rates come from K-State's participation in the University of Oklahoma's Consortium for Student Retention Data Exchange, which provides comparisons to participating institutions. The Office of Planning and Analysis uses the data provided to generate internal reports on K-State's retention and graduation rates compared with other selected peer institutions who participated in the consortium. These reports are circulated within the Office of the Provost, including the Provost, Vice Provost for Undergraduate Studies, the Office of Student Life, and the Office of Diversity.

All of these reports allow the institution to track its own progress, compare its progress to peer and non-peer institutions, and analyze the data at a more granular level by race, gender, ACT scores, college, and major. Colleges, as well as Student Life, use these reports to monitor retention, persistence, and completion rates to determine the impact of the programs they implement and to design new programs to increase retention and graduation rates.

4.C.3: K-State's approach to improving retention and graduation rates has been multifaceted. Some of the strategies have been general, aimed at all students, while others have targeted specific populations or intended for a specific college or program. Overall, these strategies try to increase the number of connections for students -- connections with advisers, university resources, student services staff, fellow students, mentors, faculty, housing staff, administration, alumni, and the university as a whole. The approach has been broadly applied rather than sequential. Units, both administrative and academic, have designed a variety of efforts in order to reach as many students as possible.

Admission standards: The changes to the admission standards was discussed earlier in Core Component 4.C.1.

EAB Student Success Collaborative: As mentioned in Core Component 3.D.3, the university's three year membership with the EAB Student Success Collaborative will provide additional data that assists advisers, deans, and department heads to examine the time to degree for students in all majors, as well as provide an early warning signal for those students who are beginning to fall behind. These students are then provided additional advising, tutoring, academic assistance, or other help so that they can remain with their cohort groups as best as possible.

Summer bridge programs: The colleges of business administration, agriculture, and engineering partnered with the Office of Diversity, through Project IMPACT, to develop a summer program for incoming freshmen students, particularly students from underrepresented groups.

Professional development for academic advisers: As noted in Core Component 3.D.3, the university

has enhanced the professional development of academic advisers across campus through the NACADA/K-State Annual Advising Institute. This institute brings in nationally known speakers who discuss best practices, and offers learning sessions.

MapWorks: The university has been using MapWorks for more than five years. This early warning software provides additional assistance for advisers, resident hall assistants, faculty, and other student support service staff. The system is able to flag students whose academic profile is considered "at-risk" across a number of factors. This warning triggers a response, or intervention, from one of the staff involved with the student, and allows the student to receive assistance at the earliest possible time in their academic career. This system is still being evaluated for effectiveness, but many believe it has had a positive effect on retention.

University Experience, PILOTs, TRIO programs: The university provides a number of programs targeting first generation or at-risk students, as well as other students who are advised to join such programs. University Experience, for example, is a graded 2-3 credit hour course that focuses on helping students transition from high school to college, discuss common problems of university freshmen, learn about opportunities to be connected through clubs and organizations on campus, and develop study skills in social science, science, and/or math courses.

4.C.4: K-State uses the IPEDS definitions for first-year-to-second-year retention rates and six-year graduation rates. The institution has used the same definitions of and methods for calculating these rates in all of the years since they have been tracking such rates. Great care is taken in assuring that the methodology remains the same from year to year. The use of the EAB Student Success Collaborative data will provide even more valid information for use by advisers and administrators. It is felt that all processes and methodologies reflect good practice.

Sources

- 2025 Annual Reports List
- 2025-2-undergraduate-final-action-plan
- 2025-Annual-Report-2015
- Common_Data_Set_2015
- Common_Data_Set_2015 (page number 5)
- ComparisonToPastStandards
- CSRDE 2015 Report final
- detailed reports
- Education Advisory Board - About the Student Success Collaborative
- federaltrioprograms.html
- IPEDS
- NACADA_K-State Advising Institute
- Pilots
- PlanForSuccess
- ProjectImpact
- projectmaps
- SL_Office-of-Student-Life_Integrated_2025_Plan
- The Integrated Postsecondary Education Data System - Glossary - Graduation Rate
- The Integrated Postsecondary Education Data System - Glossary- Retention
- UniversityExperience

4.S - Criterion 4 - Summary

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

Summary

Kansas State University demonstrates responsibility for quality educational programs through regular program reviews, consistent review of its programs, external accreditations, and documentation of the success of graduates following degree completion. Credit transferability is carefully monitored to confirm rigor and quality of learning.

Commitment to students' educational achievement are confirmed and maintained through an effective and efficient assessment process. Student learning outcomes are clearly communicated with alignment from course outcomes to institutional outcomes. All programs are actively involved in the process resulting in curricular and programmatic decisions to further enhance the quality of learning.

The institution demonstrates a commitment to enhancing student retention through carefully planned persistent and completion strategies and monitored through a variety of measures. The university provides a number of programs targeting first generation and students challenged to succeed.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1: Kansas State University operates on a sound financial basis, as shown on the [financial statements for FY 2015](#). The university has total assets of $1.3B, with total liabilities of $675M. Operating revenues were $590M, an increase of $37M from 2014, and operating expenses of $763M. Adding in state and other appropriations, grants, and endowments, plus capital appropriations, grants and endowments, the university increased its net position by $53M. The net position of the university at the end of FY 2015 was $648M. The major revenue sources for the university were tuition and fees (27%), grants and contracts (24%), and state appropriations (20%).

Regarding human resources, the [2015 IPEDS Human Resources report](#) shows that the institution employs a total of 1,081 full-time instructional staff (see Part A2 page 10), 3,376 full-time non-instructional staff (see Part C page 18, Total less 1,081), 724 part-time staff (see Part D page 25-26, Total Men+Women), and 1,502 graduate assistants (see Part D page 27-28, Total Men+Women) . The [2015 Student Credit Hours report](#) shows that a total of 631,590 student credit hours were produced by the instructional staff. The full-time non-instructional staff is composed of unclassified professional staff and university support staff. The latter category includes administrative, clerical, facilities, and others.

Regarding physical facilities, the Manhattan campus core covers over 550 acres of land with another 2,300 acres for agricultural teaching and research activities. The K-State Polytechnic campus in Salina holds an additional 149 acres of space, much of it devoted to the aviation facilities. The [K-State 2025 campus master plan](#) reflects the vision for growth and development on the Manhattan campus as funding for capital projects becomes available. The [North Campus Corridor](#) plan provides additional space planning for areas adjacent to campus. There has been considerable construction

taking place on campus in the past few years, and the building will continue. Completed construction projects include the West Stadium Center, O.H. Kruse Feed Technology Innovation Center, the Intercollegiate Rowing Center, Justin Hall addition, basketball training facility, Chester E. Peters Recreation Complex, and the Purple Masque Theater. Current capital projects underway or nearing completion include a new K-State Welcome Center, Phase IV of the Engineering complex, a new building for the College of Business Administration, Vanier Football Complex, a new Wefald Hall dormitory, a new Chilled Water Plant, the Seaton Complex Revitalization, renovation of the 50-year old K-State Student Union, and a new building for the K-State Foundation. Future Construction projects include an Equine Performance Testing Center, a multicultural student center, new lab space, and a new classroom building. With the K-State Foundation, the university has recently entered the public phase of a $1B Inspiration and Innovation campaign. Thus far, the university has raised over $815M. These funds will be directed toward a number of additional capital projects, as well as faculty endowed chairs, student scholarships, and excellence funds.

The Manhattan campus has 365 general use classrooms that are centrally controlled and another 178 classrooms that are controlled by departments. At present, the classroom space is sufficient for all classes taught on the campus, although the prime requested teaching hours (9:00 am to 3:00 pm) are generally completely full. Each semester, the Room Scheduling office works with departments who require changes in classroom space and is able to fit all classes into the spaces that exist. In fall 2016, once the new building for the College of Business Administration is complete, classroom space will be expanded by about 29 classrooms, all but two will be general use classrooms, adding another 1,478 seats, which will relieve any stress that is felt at this time.

Nearly all of the centrally controlled classrooms are equipped with at least basic technology so that faculty can utilize all types of software, Internet and web resources, and other technologies. All buildings on campus are equipped with wireless technology capable of handling the needs of students, faculty, and staff. The Information Technology Assistance Center (iTAC) provides support services to all campus users through their helpline and other designated personnel. Assistance for all types of needs - hardware, software, wireless, infrastructure, telephones, etc. --- is available through Information Technology Services. An update on the full range of information technology services and resources available to the university was developed in February 2016 for this report.

5.A.2: Since the institution is a public land-grant university, there is no superordinate entity to which any revenues would be disbursed. Regarding the overall university's internal budget allocation process, the K-State Budget Office is responsible for preparing the budgets for all sub-agencies of the university, preparing the operating budgets for all units, tracking and reporting all relevant legislation that could affect the budgets or budgetary process at the university, and handling internal and external ad hoc data requests concerning the budget. The budget planning calendar is followed each year as the annual budget is prepared for the university. The Budget Office visits with each major budgetary unit to discuss fiscal and technical issues to determine needs and capabilities. The FY2016 budget remained basically flat from FY2015 at $818M, including general and restricted use funding sources. The budget by program includes about 37% for Instruction, 27% for research, 10% for public service, 9% for academic support, and 6.6% for physical plant. These percentages have remained fairly stable over the past few years.

In 2013, the President initiated a Budget Advisory Committee to provide feedback and input into the budget allocation process. The committee members are drawn from all areas within the university, including a cross-section of employees represented. The first two years of operation have involved the committee learning about the budget, its operation, and how budget requests are determined. In 2015, the committee developed a process for units to make formal requests for budget enhancements. Moving forward, it is expected that the committee will play a role in assisting and advising the

President, Vice President for Administration and Finance, and the Provost in determining budget projections.

As noted above, over 37% of the budget is used for instructional purposes, with an additional 13.3% for academic support and student services. The educational purposes are clearly the priority for resource allocation. These percentages have remained stable over the past five years. Support for research (about 26% of the budget) has also remained stable over the same period of time. These data suggest that the university prioritizes the educational purposes over all other uses of funds. This includes the Athletics Department, which is now nearly self-funding. K-State is one of very few institutions in the nation that provides no university funds for Athletics. While students still pay fees to Athletics, these fees will be phased out over the next three years.

5.A.3: The K-State 2025 Strategic plan, although ambitious, is designed to lead toward the visionary goal to be recognized as a Top 50 Public Research University by 2025. Building on its collective history as a public land-grant institution and the mission of Kansas State University, action plans have been developed by the university, as well as each college and constituent departments. The university's budget is developed with the mission in mind, as all budget lines can be related to specific themes in the K-State 2025 plan. Thus, the institution is providing support for its plan through its budgeting process. In addition, the university is in the midst of a $1B Innovation and Inspiration Campaign, which is the largest fund-raising campaign in the history of the institution. At present, the campaign has raised over $815M, and still has three years to go on the campaign.

The university also maintains a strong partnership with city of Manhattan. Manhattan, KS was recently named the #1 college town in the US, according to a survey by Livability.com. The university works with the Manhattan Area Chamber of Commerce, through the Institute for Commercialization and the Knowledge Based Economic Development partnership to seek out businesses that would add value to the Manhattan area as well as be in position to develop partnerships with the university. In addition, the city of Manhattan maintains a small fund in their budget that is devoted to projects that are of joint interest to both the city and the university (City-University fund). The Campus Master plan, mentioned earlier, and the North Campus Corridor master plan, will both involve joint funding and operation between the city and the university.

Adjacent to campus, the U.S. Department of Homeland Security is building the National Bio and Agro-Defense Facility (NBAF), slated to be completed in 2020. This facility is a federal biosafety level-4 (BSL-4) laboratory facility that will conduct research on a variety of animal and plant-borne diseases. The key factor for locating the facility near the Manhattan campus was its proximity to the Biosecurity Research Institute (BRI), a BSL-3 facility on the K-State campus, and the College of Veterinary Medicine. The BRI is a unique facility in the U.S., one of only four BSL-3 facilities located on a college campus. It is a bio-containment research, training, and educational facility that supports programs addressing threats to plant, animal, and human health, including foodborne pathogens. The BRI has acquired many grants for education and research exploration at the school since its opening in 2008. It is expected that the expertise gained from the operation of the BRI will enable partnerships with the NBAF once it is completed in in operation.

Considering the relationship between the city of Manhattan and the university, all of the projects that are occurring at this point, as well as the number of construction projects completed, underway, or planned for the campus, and the opportunities that are currently happening through the BRI and presented in the future with NBAF, the university has in place a number of assets that will be enhance its capabilities. Continued progress toward the goals articulated in the strategic plan will be important as the university moves toward its goal of becoming a Top 50 public research university by 2025. Funding will also be a continuing critical component of that progress. The university's ability to raise

the $1B for the Innovation and Inspiration campaign demonstrates broad support for the university mission.

5.A.4: Confirming the qualifications of all employees is described in the Employment Verifications and References section of the Policy and Procedures Manual. To promote enhanced hiring of all employed at Kansas State University, the hiring process has been restructured to be more efficient and to attract and hire top talent. A hiring guide has recently been developed to assist in the goal of maintaining the highest level of employees possible.

Upon employment, most new university support staff employees attend the Employment Orientation Program. For new faculty and unclassified professional staff, Human Capital Services and the Office of the Provost collaborate to offer the New Faculty and Unclassified Professionals Orientation, which is specifically designed to assist them in their jobs at the university.

On-campus professional development for administrators is provided through the New Dept Head Orientation, the Directors Roundtables, financial support for Academic Chairperson's conferences hosted by Kansas State University Global Campus, and the Coffman Leadership institutes, as well as informal mentoring programs. Human Capital Services also provides a variety of training opportunities for professional and support staff. Specifically for faculty, the Office of Research Compliance provides training regarding all issues related to research (see Core Component 2.E.1), and the Teaching and Learning Center provide development opportunities for all teaching faculty and GTAs (see Core Component 3.C.4). Finally, most colleges have initiated some type of faculty mentoring program to provide guidance to new professors and instructors to help ensure their success in the classroom and at the university.

5.A.5: Budget processes are documented in the Budget Office procedures and follow an annual process as described in the 2016 Budget Planning Calendar. More detail was provided above in Core Component 5A2.

The Division of Financial Services provides fiscal and accounting services to the campus and serve as an interface with external agencies for all fiscal matters. The division ensures funds are properly received, spent, and reported in accordance with University, Regent, State, and Federal requirements. The Division handles receivables, cash, purchasing, account balancing, and other accounting functions. The office of Internal Audit provides an independent appraisal within the university to determine the appropriateness, soundness, and adequacy of the university's accounting, financial, and operational controls.

Sources

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- 2025 Campus Master Plan
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- Athletics budget FY 2016
- Biosecurity Research Institute
- BRI annual report 2012_LoRes
- budget advisory committee
- Budget Fact Card-FY16
- Budget Office
- Budget Planning Calendar-FY16
- Budget Proposal Flow Chart - Revised 9-18-15

- BudgetAdvisoryCommittee
- BudgetOfficeProcedures
- Chilled Water Plant and Distribution Project
- City University Book - Final
- Coffman Leadership Institute
- College of Business Administration New Building
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- Completed Construction Projects
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- Directors' Roundtable
- Employee Orientation Program
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- Equine Performance Testing Center
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- Financial Services
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- Future Construction Projects
- HCS Is Re-Inventing the Hiring Process
- hiring-guide
- Information Technology Services _ Kansas State University
- Information Technology Services Update Summary (Feb 2015)
- Innovation and Inspiration Campaign
- Institute for Commercialization _ Kansas State University
- Knowledge Based Economic Development _ Services _ IC _ Kansas State University
- K-State Welcome Center
- KSU Appendices-Main Campus-FY16
- Learning & Development _ Human Capital Services
- Mission Statement _ Kansas State University
- nbaf
- New Faculty and Unclassified Professionals Orientation Agenda
- north campus corridor
- Orientation _ Department Heads
- Our Strategic Action Plans_K-State 2025
- Past Conferences « Academic Chairpersons Conference
- Seaton Complex Revitalization
- StudentCreditHourReport
- Union Renovation and Addition
- Vanier Family Football Complex
- Wiefald Dormatory

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1: The Kansas Board of Regents, with its oversight of the university and president, was described in 2.C. The KBOR policies and descriptions of oversight over financial, legal, and fiduciary responsibilities detailed in the [Board Policy Manual Section II:D](#) and [Section III:B](#).

5.B.2: Although the [President's Cabinet](#), [Office of the Provost](#), and college deans represent the upper administrative leadership of the institution, [shared governance](#) is central to the decision making processes at Kansas State University, and was discussed in Core Component 2.A. This focus on shared governance is articulated by the [President in his letter to campus in March 2013](#). Shared governance is demonstrated through meetings between President and Provost with the leadership of [Faculty Senate](#), [Student Governing Association](#), [University Support Staff Senate](#), and [annual meetings with faculty in each college](#). The minutes from the meetings of Faculty Senate, the Student Governing Association, and University Support Staff Senate are posted for all constituents to see. The University Handbook and other policy manuals, discussed in Core Component 1.A.1. provide the guidance for the structure and processes regarding many aspects of the university. Governance committee structures are codified in the [university committees handbook](#). Additional faculty and staff input is gathered through the [Presidential Committees](#) and [Budget Advisory Committee.](#)

5.B.3: The institution's reliance on shared governance was described in 2.A and 5.B.2. All academic requirements, policies, and processes are the responsibility of the faculty and the Provost. The Faculty Senate works closely with the Office of the Provost to approve new programs, policies, or processes, utilizing one or more of the [Faculty Senate Committees](#). New programs are initiated at the department level, then obtain approvals by the college curriculum committees and the appropriate deans. The approved programs are then sent to be reviewed by the Faculty Senate through the [Academic Affairs Committee](#). This committee considers all curriculum-related proposals, assuring that all stakeholders have been represented in discussions and that university policy has been followed prior to bringing issues to a vote before the Faculty Senate. The [Faculty Affairs Committee](#) examines all processes related to faculty members, including appointments, evaluations, promotion and tenure, grievances, and many other policies. The [Professional Staff Affairs Committee](#) considers similar issues as Faculty Affairs, except with the focus on professional staff. The [Faculty Senate Committee on Technology](#) considers issues and concerns regarding the uses of and needs for information technology on campus, particularly technologies that interact with the

academic mission of the university. The Faculty Senate Committee on University Planning provides a voice for the faculty in all aspects of planning at the university. A member of the Provost's staff serves as an ex officio member of each of the Faculty Senate committees, a practice that has enhanced communication between Faculty Senate and the Provost. Also, a student representative from the Student Governing Association serves on each Faculty Senate committee. Final approval for all new academic programs is by the Kansas Board of Regents, first through the Board Academic Affairs Subcommittee, then to the entire Board.

Students' involvement in academic policies emerge through the Student Senate and the Committees of SGA. Students have brought issues to the Faculty Senate for discussion or through the Provost, who then shares them with the Faculty Senate. One change that emerged from this process was the policy that requires every course to be evaluated by students. This issue was originally raised by the SGA to the Provost and Faculty Senate. Faculty Senate discussed and passed the current policy, and the final policy was approved by the Provost for inclusion in the University Handbook.

The determination of academic requirements, policies and processes are indeed a collaborative effort involving faculty, administration, staff, and students.

Sources

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- Presidents Cabinet
- Professional Staff Affairs
- Provost Organizational Chart
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- Student Governance Association
- Student Senate Committees
- Univeristy Planning
- University Budget Advisory Committee

- USS

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1: The responses to Core Component 5.A (all five sub-components) described the relationship between the university mission and the resource allocation process. The budgeting process is very closely tied to the K-State 2025 strategic plan. The Budget Advisory Committee discussed in Core Component 5.A instituted the practice of indicating the specific strategic theme area from the plan that would be addressed by each project indicated in the three-year budget projections. The Budget Advisory Committee developed a set of principles that are applied to any project to be considered for inclusion in the budget, and the first principle on the list is how the project advances the K-State 2025 goals and outcomes. This assures that only projects that satisfy priorities in the K-State 2025 plan become part of the budget for coming years.

The current K-State 2025 update report shows the progress that the university is making relative to each of the seven themes represented in the strategic plan. The seven themes are presented -- (1) Research, Scholarly and Creative Activities, and Discovery; (2) Undergraduate Educational Experience; (3) Graduate Educational Experience; (4) Engagement, Extension, Outreach, and Service; (5) Faculty and Staff; (6) Facilities and Infrastructure; and (7) Athletics. Each theme area of the report describes a variety of initiatives, programs, and investments that have facilitated successful attainment of goals in the respective theme area. All themes have shown progress toward the mission. The report supports the assertion that the priorities of the university mission drive the resource allocation process.

5.C.2: As noted above, the budgeting process is closely tied to the strategic plan and the priorities in each of the theme areas. The priorities for each theme area reflect considerable evaluation of current operations. Focus groups including faculty, staff, administration, and students were involved in the establishment of the initial university level goals, and each college and department involved faculty, staff and students in determining not only the goals to pursue at the unit and sub-unit levels, but also the assessment metrics to determine progress toward the goals. In 2016, the university will be undergoing an institution wide five-year assessment of our progress toward the long-term goals initially established for the strategic plan.

In setting their initial goals for the department level plans, a few departments explicitly referred to the use of assessment data in their metrics for improving their undergraduate programs (e.g. Management,

Modern Languages, and Mathematics), but most did not refer explicitly to the use of assessments of student learning in their plans. Most plans focused their efforts on the outcomes of student retention and graduation rates.

While assessment of student learning is at the heart of academic, curricular, and instructional decisions, such assessments, per se, are not currently used as a direct determinant of budget decisions. However, they do have an indirect impact on the allocation of resources in the colleges through the process of program review. The assessment of student learning outcomes represents evidence of program quality, along with faculty qualifications and job opportunities for graduating students in the program. Assessments of student learning also provide the feedback for faculty as students matriculate through their program, ultimately leading to the conferring of a degree. Program quality, graduation opportunities, and the number of degrees conferred are important factors in the decision to continue, enhance, or discontinue a program. The results of program review, then, are considered, along with other factors, when a college dean is deciding whether to increase or decrease funding for a particular program.

In nonacademic areas, the Office of Student Life specifically utilizes their assessment of student learning outcomes to report on their progress toward their 2025 goals. The results of the senior survey, as discussed in Core Component 3.D.1, provide direct evidence as to students' satisfaction with all of the services within Student Life. The decisions to enhance areas within Student Life are partially a consequence of their performance on this survey.

5.C.3: Core Component 5.A discussed the importance of shared governance within the university and how each internal constituent group (administration, faculty, staff, and students) are included in decisions. The planning processes offer the same level of inclusiveness. The Faculty Senate Committee on University Planning was discussed in 5.A, and they play a key role in providing feedback to central administration on all aspects of planning. All phases of the K-State 2025 planning have included the full range of constituents in the planning processes, including the development of college plans, department plans, and the university strategic plans for internationalization, sustainability, and undergraduate studies and student life (also see university level planning) In addition, more targeted projects, including the campus master planning and the climate survey, included the full range of internal and some external constituents when appropriate.

External constituents are commonly involved in programmatic or curriculum discussions and planning, in addition to college planning, through the broad use of advisory committees. Core Component 1.D.3 discussed the pervasiveness of advisory boards across the colleges as well as departments and programs. Programs use their advisory boards to develop ideas for curriculum development, especially in seeking the types of courses that satisfy the needs of future employers of students.

Another external constituent is the city of Manhattan. As discussed in Core Component 5.A, there are numerous collaborative projects with the city that affect the joint interests of the university and the city. The joint City-University Fund Committee, composed of city staff, university, and resident members, proposes projects that are in the joint interests of both the university and the city, and such projects are considered for inclusion in the city budget. The Manhattan City Commission has the final approval for the projects to be included. For the 2016 city budget, an amount of $629,283 was allocated for specific projects within this City-University fund.

5.C.4: As noted earlier in Core Component 5.A, the Budget Advisory Committee, which represents all internal constituent groups in the university, provides input in the budgeting and planning process for new spending. In their assessment of budget priorities, the committee carefully considers all

possible fluctuations in state funding, caps on increases in tuition or fees, projected changes in enrollments, the capacity of restricted funds and their potential use, other possible revenue streams, new state and federal mandates, energy costs, and other economic factors. Budget scenarios are considered through the lens of the impact of all such factors. The proposal of any new projects are carefully vetted by the committee, as well as by the President's Cabinet, to determine their ultimate cost to the university and whether the budget could support them. The recommendations of the Budget Advisory Committee are taken by the President and Vice President for Administration and Finance who make the final decisions on the budget for the coming fiscal years, and the plans for those beyond one year. As discussed earlier, the university financial statements indicate that it operates in a fiscally sound manner.

A specific example of a project that has been implemented in the past few years is the University Engineering Initiative. The Kansas Legislature approved the University Engineering Act in order to increase the number of engineering graduates statewide by almost 60% over a 10 year period. The state of Kansas pledged support over the 10 years of the project, as long as the university provides a one-to-one match of the funds. The goal is to increase the number of graduates from the KSU College of Engineering by 160 in 10 years, increasing the student body by about 750 students. The state funds, matching funds, and additional private giving have been used to complete the expansion of the Engineering complex (discussed in Core Component 5.A), and will provide funding for the addition of 30 new faculty positions. These funds will also assist programs in the College of Arts and Sciences, where a number of core classes for engineering students reside (such as math, physics, chemistry, etc.). This project has been carefully planned and fits into the future planning of the university.

5.C.5: As noted in above in 5.C.4, the Budget Advisory Committee considers all types of factors that could impact spending and revenues during the three-year budget planning process. A number of emerging factors are a part of these discussions when their impact is known. For example, the need for new or upgraded technology on campus would trigger inclusion of that factor in the discussions of budget priorities. Also, as the number of Kansas high school graduates is trending downward, the enrollments of international students and tuition paid by those students have an increasing impact on tuition revenues. Thus, any ability to predict or plan for an increase or decrease in the enrollment of international students would be critical in creating future budget models.

As technology evolves, K-State's Information Technology Services continues to maintain a technological environment that satisfies the needs of the institution's users (faculty, staff, and students), is safe and secure from outside threats, and staying current in infrastructure, hardware, and software. The institution is shifting toward cloud storage to satisfy users computing and storage needs. Future investments in new technology are always a consideration in budget planning.

The changing demographics of the student population suggest that the number of Kansas high school graduates is decreasing. This has created a declining enrollment trend in traditional students. In previous years, K-State has increased its total enrollment through recruitment and retention of international students and distance/online students. Demographic enrollment data show that the enrollment of nonresident aliens grew by nearly 34% from 2011 to 2014. In addition, enrollment of out-of-state students grew by 15% in the same time period, and non-traditional student enrollment (ages 24-39) grew by 9%. While most recent enrollments have decreased a bit, the percent of non-traditional and nonresident alien student populations remains. The change in demographics elicited increased investment in the services for international students. The increase in out-of-state and nontraditional students - many of whom are enrolled in distance and online programs - has created the need for increased investment in the K-State Global Campus. The university will continue to examine shifts in demographics of the student population as a factor in future planning.

The K-State 2025 Strategic goals included internationalization and technology as "common elements" in the planning. Thus, many unit plans include aspects of each, as applicable. The university created an Internationalization Plan to use as a guide for future efforts toward K-State's involvement in international recruitment as well as expansion of programs to locations around the globe.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1: Kansas State University seeks to be transparent in all aspects of its operations. As such, the institution publishes annual updates on its budget performance, progress on the K-State 2025 strategic plan, student learning outcomes, student feedback through surveys, accredited programs, program review, enrollment data, Honor and Integrity reports, the competitiveness of faculty salaries, job placement rates of students, and fund raising, as well as the budget for the Athletics Department.

The K-State 2025 strategic plan has been the road map for the process for the past five years. The eight key outcomes provide the high level indicators for the performance of the university, but the college and unit plans described earlier break the institutional goals down to levels that can be accomplished by faculty and staff. Each year since the initiation of the plans, the university has provided the progress reports on the eight key outcomes as well as other activities that have moved the university forward toward the goal of becoming a top 50 public university by 2025. These annual updates are distributed to constituents in hard copy format, as well as posted on the K-State 2025 website. In addition, the President and Provost have made annual visits to all of the major units on campus and present the updates to faculty and staff. Every effort has been made by upper administration to continue to demonstrate transparency in the university's performance and accountability for that performance.

5.D.2: For most of the eight key outcomes -- retention and graduation rates, endowment, research expenditures, number of doctoral students, and undergraduate research -- colleges, major units, departments, and relevant offices have introduced strategies, processes, and activities that have been intended to enhance the university performance in each area. For graduation and retention rates, these strategies have included enhancing advising at all levels, increasing contact with students, an "early warning system" in which advisers are alerted after the initial round of exams to reach out to struggling students in their first semester, counseling students into study skills courses, increasing tutors available for assisting students, assigning external mentors for students, raising more scholarship funding for students, and many more. Most of the activities reflect the efforts of many: the Office of Undergraduate Studies, one of the many programs within the Office of Student Life, faculty, advisers, departments, and college staff personnel. All of these efforts seem to have affected overall first-to-second-year retention rate, which was 83.5% for the fall 2014 incoming freshman cohort. This is the highest such retention rate on record in decades. It remains to be seen if the strategies will have a similar effect on 6-year graduation rates.

Undergraduate research was discussed in Core Component 3.B.5. Nearly all colleges and departments have set goals and put in place processes to motivate and document undergraduate students' participation in research. The Faculty Senate has also approved a course in each college in which undergraduate students can enroll so that their participation in research can be documented and counted more easily.

For endowment funds, concerted efforts by the President and K-State Foundation, working with college deans and department heads, has provided some impetus for progress. In addition, an outside consultant was hired to assess the operation and needs of the KSU Foundation and the result was the initiation of a series of programs and workshops for deans and department heads, in addition to changing processes at the Foundation. Increasing contacts with potential donors, developing funding ideas at the college and department levels, and raising expectations have all contributed to increasing the endowment to its highest level ever in the history of the university. The increase in the endowment is reflected in the achievements being realized in the $1B Innovation and Inspiration campaign.

Research expenditures have been increased through the attainment of more grant funding. These successes occur not only because of the talents of the faculty, but also through improved strategies and processes for locating grant opportunities for more faculty members, developing interdisciplinary teams that can apply for larger grants, and higher expectations on the part of faculty and colleges.

With the increase in research expenditures, more funding is available for doctoral students, which assists recruitment of students. Most programs are only able to increase their doctoral student enrollment by providing funding for them. Colleges and departments have been able to increase such funding through grants and private giving. The most recent data shows that the number of Ph.D. degrees awarded for FY 2015 reached 190, which is believed to be the highest level ever for the university.

In addition to the six key outcomes noted above, the university seeks progress on the remaining two outcomes -- the number of National Academy members and the number of national awards earned. These two outcomes are more long-term, and not within the control of the institution as much as the others. Even so, some departments have developed strategies for nominating their faculty for other national awards that would enhance their achievements to a level that could be competitive enough to earn the highly prestigious faculty awards noted in the list. Some science departments have developed strategies that would assist their high level faculty to achieve the type of profile that would potentially earn a nomination to the National Academy. One department was able to hire a National Academy member away from his prior institution.

Kansas State University continues to make progress in its vision to become a Top 50 public research university. The institution knows that this vision is long-term, but has put into place many short-term goals that should serve as mileposts on the way toward the vision. All are aware that such an achievement can only be accomplished with additional funding. As noted a number of times, the capability for the institution to reach its $1B goal in the Innovation and Inspiration campaign is a sign that the goal is not out of reach. Such fund-raising will need to be sustained over the long-term in order to make the investments necessary to achieve the short-term goals in the process.

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5.S - Criterion 5 - Summary

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

Summary

Kansas State University supports its educational programs with available resources and has mechanisms in place to maintain and strengthen its educational offerings in support of its mission. Decisions regarding fiscal and human resources, physical and technological infrastructure, and resource allocations are made to best support the university operations while striving for continual enhancements. Collaborative decision making through governance and administrative structures have worked effectively to support our educational, research, and outreach missions. Systematic planning is consistently aligned with our mission and priorities. The budget planning process integrates past performance in academics, administration, and operations to prioritize projects for coming years. Revenue streams from the state, tuition, and extramural funding require collaboration, coordination, and communication involving all constituents -- from the President to administration to deans and department heads, to faculty and staff, and students. The university understands that only through such shared governance can the university hope to make progress toward its goal of becoming a Top 50 public research university by 2025.

Sources

There are no sources.