Assurance Argument
Kansas State University - KS

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Contents

Criterion 1 - Mission

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

Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

The most recent iteration of the Kansas State University (K-State) mission statement was developed by a representative group of faculty, administrators, and staff, and approved by all appropriate stakeholders in 2008, including the Kansas Board of Regents (KBOR). This statement refers to the broad mission of K-State as a land grant university, with its tripartite focus on research, teaching, and service. In 2010, K-State began an ambitious strategic planning initiative with a visionary goal to become a Top 50 public research university by 2025. After an 18 month process involving hundreds of students, faculty, staff, alumni, and friends, the K-State 2025 Visionary Plan was launched in September 2011. The K-State 2025 initiative included a universitywide 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, and departmental plans involved hundreds of faculty and staff in all units, as well as external constituents such as advisory boards and alumni. Former President Kirk Schulz initially presented the strategic vision to the KBOR in 2010.

When current President Richard Myers was named in 2016, he continued the progress toward the goals of K-State 2025. Since 2011, the President and Provost have held annual 2025 fall visits with the colleges and major units to share progress on the university plan and priorities. During these visits, the deans, vice presidents, and other university leaders also share their annual

progress reports in open meetings with their units. These progress reports are all available to the university community and the public on the K-State 2025 website. The President also provided updates on 2025 progress and university metrics during the annual State of the University address and in reports to the KBOR. A refresh of the K-State 2025 plan was scheduled for fall 2019–January 2021, however, the COVID-19 pandemic and the announcement of President Myers' retirement at the end of 2021 delayed those plans.

As K-State and the higher education landscape changed over the past decade, the K-State 2025 framework was adapted to include additional strategic areas of focus that cut across and support the strategic plan's themes and common elements. These include strategic enrollment management; student wellness; innovation in education; aviation; global food, health, and biosecurity; and the cyber land grant university. K-State's 15th President, Dr. Richard Linton, recently took office on February 14, 2022. His new leadership, vision, and long-term experiences at multiple land grant institutions will undoubtedly add a new vision for the K-State 2025 strategic initiative.

In addition to the K-State 2025 strategic initiative, K-State's Economic Prosperity Initiative has been formally unveiled, which establishes partnerships for economic engagement at the local, regional, state, and national levels. The Economic Prosperity Initiative is part of the KBOR Strategic Plan, Building a Future (see page 25). Additionally, K-State has been designated an Innovation and Economic Prosperity University by the Association of Public Land-grant Universities.

1.A.2

The K-State mission statement was updated in 2008. Consistent with the university's status as a comprehensive, land grant institution, the mission clearly states a tripartite emphases on teaching, research, and outreach/service.

- The teaching mission states: "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."

The mission defines K-State's commitment to serving the people of Kansas, the nation, and the world. The faculty, staff, and administrators serve the university, disciplinary organizations, and a diverse group of stakeholders by sharing their expertise through research and outreach and engagement initiatives integrally related to the land grant mission.

The Extension system is comprised of a network of local extension professionals and volunteers in all 105 counties in Kansas who link the university's faculty, the National Cooperative Extension System and the United States Department of Agriculture to assess needs and conduct local educational programming.

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

- 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

The university's response to the COVID-19 pandemic demonstrated alignment with its mission. Initiatives such as a university-community partnership to ease COVID-19 testing shortages, research studies to identify possible COVID-19 treatments, students helping with local contact tracing, students and employees manufacturing PPE face shields and cloth masks, creating a global web-based resource to support universities worldwide transitioning to online/remote learning with the Keep Teaching: Resources for Higher Ed, developing the Remote Learning P-12 community educational resource for teachers, supporting infrastructure vulnerabilities for food supply chains, providing resources for COVID-19 financial stress and children coping during crisis, and distributing consumer information about food safety and shopping during COVID-19.

1.A.3

The nature and scope of disciplines at K-State stem from the original land grant areas of agriculture, engineering, veterinary medicine, and human sciences, to the arts, humanities, social and physical sciences, and professional programs in architecture, planning, design, and business, education, technology, and aviation, as well as health related fields. This spectrum of programs supports 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 across undergraduate and graduate levels. There are over 250 undergraduate majors, minors, and certificates. At the graduate level, there are over 160 master's, doctoral, and certificate programs. The majority of colleges, academic units, and programs are located on the Manhattan campus and include Agriculture; Architecture, Planning and Design; Arts and Sciences; Business; Education; Engineering; Health and Human Services; Library; Veterinary Medicine; and Leadership Studies.

The Kansas State University Salina Aerospace and Technology Campus focuses on both manned and unmanned aviation, applied business and technology, and engineering technology. The K-State Olathe location focuses on graduate programs related to animal health and nutrition, food safety and security, and scientific and business skills that complement those industries. The K-State Global Campus offers more than 125 online programs to students across the U.S. and around the world. Distance education at K-State originated through the Kansas Cooperative Extension Service, which brought the research and education from the university into local communities.

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, and all races and ethnicities. According to the K-State Factbook, K-State's undergraduate enrollments include 25% first-generation college students (fall 2021); students from ethnic minority groups make up 17% of the total enrollment (fall 2021). Regardless of campus setting, the university prides itself on a welcoming environment for all students and that welcome extends into the local community. The Princeton Review consistently ranks K-State high for town-gown relations and quality of life.

The K-State land grant mission, first and foremost, implies accessibility to all types of students, no matter their race, socioeconomic class, or background. K-State adjusted its admission standards effective in the fall 2021 to remain more accessible. The KBOR allows institutions to admit 10% of new enrollees who do not meet the standards to enter through an exception window. In this status, students agree to an academic performance plan, which follows them throughout their college career. The university's commitment to access aligns with the KBOR's Building a Future strategic plan, found within the family pillar which focuses on affordability, access, and success.

K-State's research programs are focused on advancing knowledge and, in turn, society, as defined across the variety of disciplines in the institution. K-State faculty apply for and receive grant funding from agencies such as the National Science Foundation, National Institutes of Health, the U.S. Department of Agriculture, and others, as profiled in K-State's research magazine, Seek. One of the metrics of K-State 2025 was to increase the research expenditures from grants and contracts. Performance shows a steady increase in research expenditures since 2010. K-State is also engaged in research that focuses on broad areas for teams of interdisciplinary faculty to work together. One such focus is on global food systems, which investigates advancements in all phases of the food system and related processes, from seeds, food production and food security to delivery and supply chains. This focus has influenced

interdisciplinary research efforts across the Colleges of Agriculture, Engineering, Veterinary Medicine, Arts & Sciences, as well as related departments, Kansas Government and industry. Today, K-State is the only university in the country with four USAID Feed the Future Innovation Labs.

Outreach, through Extension programs or other engagement activities, serves the people of Kansas and beyond. In 2010, K-State was in the inaugural classification as a Carnegie Foundation Community-Engaged University. The university was renewed for this classification in 2020, as one of over 360 public universities to receive this recognition for our community engagement work. An important part of our engagement mission is K-State Research and Extension (KSRE). The KSRE programs are documented in a variety of publications and reports (e.g. 2020 Annual Report).

Building from the foundation laid by the Center for Engagement and Community Development, or CECD, the Office of Engagement was established in 2021 to serve as a catalyst and university resource promoting engaged community partnerships. Another example of community engagement is K-State's UFM Community Learning Center that has served as a bridge between the campus and Manhattan communities for over 50 years. In addition to credit and noncredit classes, UFM currently facilitates a teen mentoring program, the oldest community garden in Kansas, programming for older adults, an enrichment program for special needs adults, and a social justice lecture series.

1.A.4

The university's mission focuses on advancing the well-being of Kansas, the nation, and the international community. As a land grant university, there is an expressed commitment "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." K-State's academic programs, student support services, and enrollment profile reflect these aspects of our mission.

As noted in 1.A.3, the academic programs are directly related to the original land grant mission (agriculture, science, engineering, human sciences, and veterinary medicine), with social science, humanities, technology, professional programs such as business and architecture, aviation and health fields extending the mission over the years. The undergraduate catalog shows that the institution offers over 250 majors, over 100 minors, and over 40 graduate and undergraduate certificate programs for students.

In support of the mission of accessibility, K-State implemented a test-optional admission policy beginning in the fall of 2021. Posted admissions standards support the mission of accessibility. To support undergraduate students, a variety of support services are available to incoming and retained students. The university launched a five-year strategic enrollment management (SEM) plan with support from the Huron Consulting Group. As a result of the SEM initiative, functional areas were realigned in a new structure and new positions were created. The inaugural Vice Provost of Enrollment Management was named in 2019. this position oversees the offices of

Student Financial Assistance, Registrar, Recruitment and Admissions, and College Advising Corps. The university also created the position of Vice Provost for Student Success in 2020 to oversee all academic advising, the University Honors program, the Office of Undergraduate Research and Creative Inquiry, the implementation of the Student Success Collaborative, the university first-year program (K-State First), and other programs aimed at supporting student success. In order to better coordinate with colleges and academic programs to recruit and retain students, these two new positions and their respective functions report to the Provost and Executive Vice President rather than to the Vice President of Student Life, which was the previous structure.

Over the past ten years, the university has engaged in new initiatives to support student success. Navigate, from the Student Success Collaborative, was introduced in 2016 and the university re-emphasized its commitment to expanding the use of the tool as part of the SEM plan. This allows academic advisors and student support services at K-State to provide consistent and coordinated care for students. The Student Success Canvas Course was launched in fall 2021. The online resource is a student hub to access information and support. The university has also adopted a shared mission and vision for academic advising.

Enrollment data show that over 75% of our undergraduate students are from in-state. Additionally, K-State enrolls an average of about 1,500 transfer students each fall, based on the Common Data Set, 62.5% of whom are from Kansas. Our transfer portal allows students from any institution to quickly assess whether courses from their institution will transfer toward their prospective degree program at K-State. K-State, as part of the KBOR system, also participates in the Transfer and Articulation Council (TAAC), which includes representatives from all four-year institutions in the state system, as well as many of the community and technical colleges. The TAAC works toward developing courses that will transfer system-wide across all institutions. At present, there are more than 110 courses that are approved for system-wide transfer. Enrollment data, the transfer portal, and TAAC efforts indicate that we provide educational access to Kansas citizens.

Fostering a culture of student well-being is an important part of attracting students to the university from Kansas and beyond and in helping them to be retained at the university. In the spring of 2020, K-State became a JED Foundation campus to strengthen mental health, substance misuse and suicide prevention programs. More than just a student services effort, the JED initiative brings together multiple university stakeholders to focus on the well-being of students. Action steps include an online well-being resource platform available to all K-State students, faculty, and staff, the consolidation of University Counseling Services with Lafene Health Center, and a student-focused program to leverage peer support for those experiencing distress.

The K-State mission challenges the university to also enhance the well-being of the nation. K-State Global Campus offers online market focused academic programs, that emanate from college departments/programs, which educate approximately 5,000 students of all ages from every state in the country, as well as around the world, who earn their degrees solely online. K-State 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 its international students. Like many domestic universities, the number of international students has dropped in the past five years (8.3% of total enrollment in 2016 to 5.6% in 2020). Still, the Office of International Programs provides assistance to nonresident students through a variety of academic and targeted services are offered, which include the English Language Program and International Student and Scholar Services.

1.A.5

See Core Component 1.A for websites to the university mission and K-State 2025 vision, plans, and updates. K-State Today, the daily news feed for the university, is sent to all faculty, staff, and students, as well as alumni, and local and state community members who sign up for an email account. This daily publication provides updates on all university plans, goals, changes, highlights, and other news.

The Division of Communications and Marketing provides news releases and featured content to internal and external audiences. They also support K-State's presence on various social media outlets.

The university launched a new brand campaign in fall 2019. Through the SEM initiative, the university identified the need for a comprehensive strategic brand review. The brand framework is consistent with the university mission and incorporated in electronic and print media representing the university to external constituents. An example is this institutional marketing video.

The President, Provost, and other leaders address periodic letters to the university community that provide insight into the vision and values of the university, as well as operational plans, to the public. In addition to university leadership messages, mission-related information is also promoted via social media, alumni publications and newsletters from colleges, campuses, and divisions, such as:

- College of Agriculture
- College of Architecture, Planning and Design
- College of Arts and Sciences
- College of Business Administration
- College of Education
- College of Health and Human Sciences
- K-State Salina Aerospace and Technology Campus
- College of Veterinary Medicine
- Graduate School
- K-State Olathe Campus
- K-State Global Campus

Affiliated agencies such as the K-State Alumni Association and KSU Foundation, also communicate with donors, alumni and friends of the university.

Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

Kansas State University (K-State) fully understands and is committed to its role as the land grant university serving the state of Kansas. Discussions in Core Component 1.A describe the tripartite land grant mission and the university's commitment to the public obligation that underlie such a land grant institution. For its academic programs, the university operates within the system of the Kansas Board of Regents (KBOR), whose members are appointed by the governor. The Constitution of the State of Kansas describes how the KBOR is provided for by the state legislature, who are the elected representatives of the people of Kansas. The responsibilities of the KBOR are shown in their Board Policy Manual. Thus, most of the major actions and decisions at K-State are overseen by the KBOR, as required by the state's Constitution.

In addition to academic programs, K-State offers programs and activities under the category of public service and engagement. K-State Research and Extension provides many programs specifically for the citizens of Kansas, from agricultural assistance to nutrition programs for youth and 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.A.3, K-State was renewed in 2020 by the Carnegie Foundation as a Community Engaged University.

1.B.2

K-State is a state supported university, thus there are no financial returns nor any investors, parent organizations or other external interest groups other than the state of Kansas. For fiscal year 2021-2022, the university's budget allocations indicate that K-State devotes 53.8% of the general use funds to educational programs (instruction, academic support, student services, and institutional support), with another 12.0% for public service, and 28.8% for research and public service. The remaining 5.4% is devoted to physical plant needs.

1.B.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 respective college's mission, and others who have an interest in the success of 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. Examples of such boards include the following:

- College of Arts and Sciences
- College of Architecture, Planning and Design
- College of Business Administration
- College of Health and Human Sciences
- Carl R. Ice College of Engineering
- Salina Aerospace and Technology Campus

Some departments also utilize student advisory boards in order to gain specific feedback from the students in their programs. These groups usually advise the dean or the leadership team in the college but may also have a broader role. Examples of student advisory boards can be found in the College of Agriculture, the College of Health and Human Sciences, and the College of Education. Additionally, colleges and departments have initiated mentoring programs to facilitate direct interaction between students and industry professionals. Examples of professional mentoring programs include the College of Business Administration and the College of Health and Human Sciences.

K-State demonstrates outreach by interacting with the citizens of Kansas and its communities through the Kansas State Research and Extension (see Core Component 1.B.1. above for more information) and as evidenced by its renewed status as a Carnegie Engaged University (see Core Component 1.A.3). In addition, the Office of Engagement, formerly called the Center for Engagement and Community Development, coordinates numerous projects of outreach and community development and capacity building. The Center hosted the Engagement Symposium,

a national effort aimed at developing thoughts on university engagement and community development.

One specific example of outreach is the [Kansas Healthy Food Initiative,](#) a public-private partnership that aims to increase access to affordable, healthy food in order to improve the health and economic development of Kansans and their communities. Another example of outreach is the [Institute for Civic Discourse and Democracy](#), which engages in research, education, and facilitation of civic conversations to promote greater citizen participation through deliberation and dialogue. Such efforts demonstrate the university's continual efforts to engage with external constituencies and communities of interest.

Another example of responsiveness to constituent needs is the industry collaboration facilitated through the [K-State Innovation Partners](#). Formerly known as the Kansas State University Research Foundation, the K-State Innovation Partners facilitate collaboration between the university, industry, and communities through corporate engagement, technology commercialization and economic development. As part of its efforts, the K-State Innovation Partners and the K-State Vice President of Research released an updated [economic prosperity plan](#) in December 2021. The plan is focused on four foundational focus areas:

1. Food and agriculture system innovation
2. Digital agriculture and advanced analytics
3. Biosecurity and biodefense
4. K-State 105: Every Town to Gown

Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

As articulated in the Kansas State University (K-State) mission statement, the university is committed to preparing "students for successful employment or advanced studies through a variety of disciplinary and professional degree programs." K-State is dedicated "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."

Given its commitment, K-State has a wide array of curricular and cocurricular experiences that help students become career ready. From a curricular standpoint, many academic programs have pre-professional tracks, first year courses, and senior capstones to connect the classroom to career possibilities. For example, the College of Business Administration offers Career Accelerator (GENBA 205) which is an 8-week course to help students build essential skills and experiences for launching a successful career. There are also more than 100 credit-bearing internship classes offered throughout the university.

A number of academic programs facilitate industry and employer connections through co-curricular activities like the Engineering Leadership and Innovation Program, APD Pro, and a variety of mentoring programs facilitated through WildcatLink. Advisory boards at the college and departmental level also inform curriculum planning and provide valuable networking for students.

In addition to program-specific services, the university's Career Center facilitates the career readiness of all students throughout the K-State community. The center helps students explore majors and careers, develop their potential, tell their stories and connect with employers and opportunities. With coordination by the Career Center, K-State hosts one of the largest career fairs among the Big 12 universities, the All-University Career Fair. The fair takes place in September and typically draws over 300 employers and more than 3,000 students. Even when facing the challenges of COVID-19, the fair went virtual and still drew hundreds of employers.

K-State students also can become career ready by taking advantage of more than 4,000 campus jobs in Manhattan, Salina, and Olathe. The largest on-campus departments providing opportunities include Housing and Dining Services, Bramlage Coliseum, K-State Student Union, and the Division of Facilities. Each year, dozens of students are nominated by their departments for the Kyle Pelton Student Employee of the Year award. Five finalists are specially recognized for their enthusiasm, dedication, and initiative.

Students also become citizen and career ready through their involvement with more than 500 student organizations at K-State. There are major-specific clubs, groups that celebrate culture, opportunities to serve others, and a multitude of special interest groups. The Center for Student Involvement helps students connect around similar interests and is the point of contact for all

registered student organizations. Sports clubs and intramural sports provide students with the opportunity to refine their teamwork skills while staying in shape.

Opportunities for civic and community engagement are plentiful at K-State. The Student Governing Association (SGA) is a robust and active part of the shared governance of the university, presiding over a substantial budget, and involved in all areas of university life, including in the Kansas Board of Regents (KBOR) committee work. Other opportunities include volunteer experiences like those offered through HandsOn Kansas State. Other engagement programs facilitated by the Staley School of Leadership Studies include alternative breaks, academic mentors in over a dozen local schools, international service teams, and the Snyder Leadership Legacy Fellows.

Opening in 2017, the Cats' Cupboard works to prevent food insecurity from being a barrier to student success. Students who want to support the food pantry can be hands-on volunteers or become involved by hosting a donation drive.

Additional curricular and co-curricular opportunities are facilitated through the Institute for Civic Discourse and Democracy. ICDD offers certificates and degrees for exploring civic life, civic engagement, deliberative democracy, and leadership. There are also numerous classroom examples of learning about civic discourse through experience. One example comes from the Kansas Kitchen Table, a project within Communication Studies courses such as Small Group Discussion Methods (COMM 326) and Communication and Democracy (COMM 545). The Civic Discourse and Democracy program offers several additional courses.

1.C.2

K-State's mission statement asserts that "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 university aims to make all curricular and cocurricular activities accessible.

As one of the five universitywide student learning outcomes, diversity must be an element of all programs in the curriculum. The K-State general education program, K-State 8, requires that students take at least one course from each of eight key areas. Two of these areas are Diversity in the U.S. and Global Perspectives. Courses at K-State may be tagged with zero, one, or two K-State 8 areas. One assessment of the K-State 8 examines the average number of credit hours taken in K-State 8 areas by students who graduate from the university. For spring 2020 graduates, students averaged 9.8 hours of courses tagged as Diversity in the U.S., and 11.8 hours of courses tagged as Global Perspectives.

Students have several options for credentials that are based in areas related to diversity, multicultural, and global learning. A new degree offering, social transformation studies, was recently created by combing two previously offered degrees, namely American Ethnic Studies, and Gender, Women, and Sexuality Studies. Other minor or certificate programs exist in

International Business, Global Food Systems and Intercultural Competence. Students in the College of Education can also obtain a master's degree in English as a Second Language.

The Developing Scholars program engages students from multicultural backgrounds to work directly with a faculty mentor on a research project. Through these projects, students learn about the research process and culture, and many use the opportunities gained to seek entry into graduate programs related to their research projects. Funding for students in this program offers a means for retention, in addition to the learning and opportunities received.

College-level diversity and inclusion programs have been in place for many years. Each college has developed programs that are designed to address specific issues pertaining to diversity and inclusion within the context of their respective disciplines. Such programs engage students, faculty, and staff in the college. Programs such as Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) in the College of Agriculture, the diversity and inclusion initiatives in Engineering such as the Multicultural Engineering Program and Women in Engineering, the Multicultural Academic Programs Success (MAPS) program, which serves the Colleges of Agriculture, Engineering, and Business, and K-State's Office for the Advancement of Women in Science and Engineering (KAWSE), are just a few of the initiatives that help to recruit, retain, and enhance the academic success of students from diverse and underrepresented groups. The Office of Student Success also supports programs that support the recruitment and retention of students from these same groups, including TRIO and many academic success programs, as well as the Office of First-Generation Student Success.

In 2018, the university implemented a new central Diversity and Inclusion structure, hiring its first Chief Diversity and Inclusion Officer (CDIO) reporting directly to the President and serving on the President's Cabinet and an Associate Vice President for Student Life for Diversity and Multicultural Student Affairs. This new structure brought additional resources together to focus on diversity and inclusion, replacing the Office of Diversity headed by an Associate Provost for Diversity. The CDIO oversees university-level initiatives and the strategic direction of the university related to the areas of diversity and inclusion. K-State has been awarded the Higher Education Excellence in Diversity (HEED) Award each year from 2014 to the present.

The Office of Diversity and Multicultural Student Affairs (DMSA) was also established in 2018 to provide leadership for student programs, intercultural learning, scholarships, events, and the Morris Family Multicultural Student Center. The DMSA is under the Division of Student Life and provides leadership in building an inclusive campus climate across the many organizations on the campus. This office is engaged in a wide variety of programs supporting students, faculty, and staff across areas such as recruitment and retention of diverse and underrepresented students, scholarship opportunities, programming for students in the areas of diversity and inclusion, supporting the more than 40 multicultural student organizations, and links to external organizations.

Specific programming within the Office of DMSA and their campus partnerships include Project IMPACT (since 2005) and Wildcat Dialogues. Initiated in 2018, in the Staley School for Leadership Studies, Wildcat Dialogues is an event focused on courageous conversations and building connections for intercultural learning and inclusive leadership development. First-year

students are invited to participate in small group dialogues with trained facilitators. Student Life offers programming on diversity and inclusion by engaging with Housing and Dining Services, the K-State Student Union, the Student Governing Association and their Diversity Programming Council, and others.

December 2020 marked the completion of the Morris Family Multicultural Student Center. This physical structure is a venue for programs, exhibits, and events, and celebrates the culture and heritage of all students.

The President's Commission on Diversity, Equity, Inclusion and Belonging (DEIB; formerly known as the President's Commission on Multicultural Affairs), develops and proposes goals and policies and provides leadership for improving the climate for diversity and inclusion at the university. The DEIB membership includes administrators, faculty, staff, and students from across the broad spectrum of positions, units, colleges, and student organizations. In addition, the President's Committee on Religious, Spiritual, and Nonreligious Diversity is a commission charged with providing leadership and coordination of programs and activities that support a climate of inclusiveness and diversity. The President's Commission on the Status of Women focuses on gender equity and opportunities for women at K-State.

In addition to the longstanding faculty and staff ombudspersons program, the university hired the inaugural student ombudsperson in 2021 to provide guidance and direction to students regarding any concerns, and to observe and report trends related to those concerns. The student ombudsperson also offers guidance on opportunities to enhance and sustain a campus characterized by respect for all students. In addition, each academic college has maintained a designated Diversity Point Person since 2003 to provide insight and guidance and advance diversity and inclusion across the university.

The Student Governing Association Diversity, Equity and Inclusion Committee receives and reviews funding requests for on-campus events that provide cross-cultural learning experiences and education on the topics of diversity and inclusion.

In 2017, a new universitywide initiative, KSUnite, emerged out of a series of events that had occurred on campus and in the local community. The university canceled classes for an afternoon in early November and convened all faculty, staff, and students on the lawn in front of Anderson Hall, the main administration building. Speakers, including students, faculty, staff, administrators, and community leaders addressed the concerns of underrepresented populations and pledged the commitment of the university to the mission of diversity and inclusion. The university has continued the tradition of KSUnite, evolving the program from a single day event to a series of activities that takes place throughout the year, now called KSUnite365.

Emerging from nationwide racial justice events of the summer of 2020, K-State developed Walk the Talk: An Action Plan for a More Inclusive K-State. University leadership, working with the faculty, staff, and students, developed eleven action steps to demonstrate progress. Each action step was assigned a high-level team to develop specific plans for implementing improvements for the university. Additional initiatives have included the Community Action Talks and Difficult Dialogues, both aimed to elevate the discussion of issues in diversity and inclusion.

Since the early 2000s, Safe Zone offers training for faculty and staff allies in four foundational areas – health and wellness, intercultural confidence, educational development, and student support.

At the state level, the KBOR created a Council of Chief Diversity Officers from institutions across the state. This group meets once per month to discuss statewide strategies and initiatives. The group also provides leadership and strategic direction for the statewide Tilford Conference, an academic conference open to faculty and staff from all state institutions to share new initiatives, teaching ideas, and programs for improving diversity education across the state of Kansas. The Tilford Conference has been in place for over 30 years. K-State typically sends a contingent to the conference each year.

1.C.3

Resource centers around the university exist in support of students, faculty and staff from all protected groups, including LGBTQ populations, veterans, access-challenged, international, and others. As noted earlier, the university conducted a campus climate survey in 2014.

Another climate survey was conducted in early 2020 (prior to the COVID-19 pandemic). The results of the 2020 survey are publicly displayed on the CDIO's website. The 2020 Climate Survey responses provide a clearer understanding of the respect felt across campus among different groups – students, faculty, staff and administrators. Based on these results, a large percentage of each group feel positively about the climate at K-State, but within each group, there are challenges that exist. Through the Action Plan for a More Inclusive K-State, the draft Strategic Plan for Diversity and Inclusion, and other efforts identified in previous sections, the university is developing plans for focused improvement. Public recognition of K-State's efforts in its support and focus on creating a diverse and inclusive environment include earning the HEED Award for eight years in a row, from 2014–2021, and being ranked number seven in the Top 50 LGBTQ-friendly Colleges by Study.com in 2021.

Efforts to raise the university's consciousness on diversity and inclusion are also dispersed at college and department levels throughout the university. The Institute for Civic Discourse and Democracy (ICDD) is an interdisciplinary and nonpartisan organization that was formed in 2004. The ICDD "engages research, education, and facilitation of civic conversations to promote greater citizen participation through dialogue and deliberation." The ICDD is based in the Department of Communication Studies and includes leaders and affiliates from across the university, and partners with many organizations in the local and state community.

In addition, the university posts its Principles of Community online and physically in every building on campus. These principles were originally developed in 2001, and were revised and endorsed in the fall of 2019. They are intended to guide communications and interactions within and among the administration, faculty, staff, students, alumni, and all community members.

There are a number of affinity groups for faculty and staff. These groups provide support and advocacy for the causes of the many diverse populations within the university community. They have regular meetings with university leadership to discuss progress and provide feedback on issues that affect the mission of diversity and inclusion. Examples of these affinity groups include:

- Black Faculty and Staff Alliance
- Alianza
- Indigenous Faculty and Staff Alliance
- Sexuality and Gender Alliance
- LGBTQ* Faculty and Staff Alliance
- Pan-Asian Faculty and Staff Organization

Criterion 1 - Summary

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

Summary

The Kansas State University (K-State) mission statement describes the broad mission of K-State as a land grant university, focusing on teaching, research, and outreach. The mission defines K-State's commitment to serving the people of Kansas, the nation, and the world. Within the overarching K-State 2025 visionary plan, the university developed specific strategic action plans for: Research, Scholarly and Creative Activity, and Discovery; Undergraduate Educational Experience; Graduate Scholarly Experience; Engagement, Outreach, Extension, and Service; Faculty and Staff; Facilities and Infrastructure; and Athletics. It is through these seven broad areas that the university undertakes its day-to-day work.

The nature and scope of disciplines at K-State range from the original land grant areas to other programs that support a "highly skilled and educated citizenry." K-State's research programs are focused on advancing knowledge and the betterment of society. Outreach through extension programs, a full range of online programs and other engagement activities serves the people of Kansas and beyond. K-State's student support services and enrollment profile also reflect its mission. A variety of services are available to incoming and current students whether they are studying in an in-person, blended or online format. Communication about the university mission, vision and programs is managed by the division of communications and marketing in

collaboration with colleges and campuses. University leaders address periodic letters to the university community and affiliated agencies such as the K-State Alumni Association and KSU Foundation, also communicate with donors, alumni and friends of the university.

K-State operates within the system of the Kansas Board of Regents (KBOR) and actions are overseen by KBOR, as required by the Constitution of the State of Kansas. K-State provides many public service and engagement programs, especially as delivered by K-State Research and Extension. As a state supported university, there are no financial returns nor any investors other than the state of Kansas. The university utilizes structures such as advisory boards to communicate with external constituencies and communities of interest.

The university embeds elements of diversity in the curriculum and a variety of cocurricular activities. As one of the five universitywide student learning outcomes, diversity must be included in the curriculum of all academic programs. Cocurricular activities are institutionally guided by the university Chief Diversity and Inclusion Officer as well as the Office of Diversity and Multicultural Student Affairs. Efforts to raise the university's consciousness on diversity, equity, inclusion, and belonging are also dispersed at college and department levels throughout the university. Universitywide strategy has also been guided by the development of the Action Plan for a More Inclusive K-State.

Criterion 2 - Integrity: Ethical and Responsible Conduct

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

Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

The Kansas State University (K-State) mission statement was updated by a representative group of faculty, administrators, and staff, and approved by all appropriate stakeholders in 2008, including the Kansas Board of Regents (KBOR). This statement refers to the broad mission of K-State as a land grant university, with its tripartite focus on research, teaching and outreach.

2.A.2

Regarding financial integrity, the university's financial statements are audited at the state level for all KBOR institutions. 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 2018, K-State adopted a hybrid form of the Responsibility-Centered Management (RCM) budgeting model. Like many public universities across the nation, K-State had been adapting to a changing funding model characterized by declining state and federal support, changing enrollment, and increasing operational costs. The incremental budget model was not dynamic enough to adjust to this new environment. It did not reward units for growth and productivity, funding decisions made decades ago are locked in, and the university was unable to effectively invest in strategic priorities for the future. The new RCM model provides complete transparency of the budgets for revenue producing units and service centers. Budget allocations are shared across all units. Processes under the new model are governed by a multi-tiered structure with the Core Executive Team being the decision-making body. This team provides oversight and leadership for the budget process and communicates to units and the university community any information on the model, changes to processes, or other activity.

Since tuition is an important funding mechanism for the university, the determination of tuition and fee increases begins with institutional budget and finance specialists and then the Tuition and Fees Strategies Committee, a student-led committee under the Student Governing Association (SGA) reviews the proposed changes. The Student Body President and University President co-present the final tuition increase recommendation to the Board of Regents each year. In FY 2020 and 2021, K-State did not increase its tuition rates for undergraduate resident students. The table below shows a complete tuition and fees history for the past ten years.

	Resident		Non-Resident	
Academic Year	*Total Tuition & Fees*	*% change*	*Total Tuition & Fees*	*% change*
2012-13	$3,291.60		$8,131.20	
2013-14	$3,509.70	6.63%	$8,687.70	6.84%
2014-15	$3,694.90	5.28%	$9,130.90	5.10%
2015-16	$3,823.10	3.47%	$9,454.70	3.55%
2016-17	$4,035.55	5.56%	$9,995.95	5.72%
2017-18	$4,140.20	2.59%	$10,273.40	2.78%
2018-19	$4,194.00	1.30%	$10,395.60	1.19%
2019-20	$4,222.50	0.68%	$10,572.90	1.71%
2020-21	$4,222.50	0.00%	$10,572.90	0.00%
2021-22	$4,261.08	0.91%	$10,689.48	1.10%

Note: Calculations based on 12 credit hours for undergraduates on the Manhattan campus

Concerning integrity of its academic affairs, policies covering all academic affairs are found in several places, including:

- KBOR Policy Manual
- University Handbook
- Policies and Procedures Manual
- All-University Regulations

- Graduate Student Handbook
- Other related 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 were originally developed in 2001 and then revised and ratified again in 2019 to guide communications and interactions within and among the administration, faculty, staff, students, alumni, and all community members.

K-State operates with integrity through shared governance. As the faculty senate constitution explains the powers of the faculty:

1. Faculty have control of all matters dealing with the courses and curriculums offered by the institution, and the granting of degrees. These powers are subject to final approval by KBOR.
2. Faculty and unclassified professionals have the power to participate in the establishment of policies for the supervision and control of student affairs, faculty affairs, and unclassified professional affairs. Participation is essential to the establishment of policy relating to many all-university issues.

The President and Provost meet monthly with the leadership of the Faculty Senate. The Provost also meets monthly with the President of Faculty Senate and presents monthly at the general Faculty Senate meeting. The Provost also has liaisons in all standing committees of the faculty senate. The President and Provost meet separately each month with the leaders of the SGA. The provost also meets monthly with the leader of the Graduate Student Association, and has presented at their meetings in the past, as well as those of the SGA. The President meets at least once per semester with the leadership of the University Support Staff Senate. The President and Provost travel to the Salina campus at least once a semester to meet with the campus community. Most high-level committees and task forces, and administrative search committees include representation from these 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 SGA are all included in meetings with the President's advisory council, which meets once per semester.

Complaints and grievances 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.

Upon admission to K-State, all students, at all locations and campuses, take the Honor Pledge. Any reported violations are investigated by members of the Honor Council. The honor and

integrity system provide a fair and impartial process for examining cases, and supporting the ethical values of the university regarding its expectations for student academic behavior.

Regarding faculty and staff (see Appendix G of the University Handbook), the Office of Institutional Equity investigates concerns related to discrimination based on race, color, ethnicity, national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, genetic information, military status, or veteran status. 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.

Human Capital Services Employee Relations and Engagement provides information and assistance to employees, including questions about policies, conflict/dispute resolution and guidance about effectiveness in the workplace. Employee disciplinary and grievance processes are administered through HCS.

The university also has three Ombudspersons who serve as a resource to facilitate communication regarding concerns related to employment. They may also provide information about the grievance and appeal process and guide a grievant through the initial stages of a grievance. K-State hired the inaugural Student Ombudsperson in 2021 to provide guidance and direction to students regarding campus climate concerns, and to observe and report trends, areas of concern, and opportunities to enhance and sustain a campus characterized by respect for all students.

To examine its culture, the university administered a campus climate survey in 2014. The survey was administered to all faculty, staff, administrators, and students. The results of the 2014 campus 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 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 warranted further study and discussion. The Climate Survey Committee conducted a series of subgroup discussions in fall 2015 and forwarded several strategies emerging from those discussions to the president and provost in December 2015.

Following these discussions, actions were taken at that time and in the succeeding years to strengthen the climate at the university. An action plan dashboard was created by the university in order to map out the different areas of emphasis.

In 2020, a second climate survey was administered using a different instrument, and the results have been shared with the university. The university leadership has set goals and metrics in a number of areas that are geared to create a more positive environment for all.

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.

Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

The websites for various campus offices at Kansas State University (K-State) provide a transparent view for students, parents and the public. These websites include information about topics such as a list of all degree programs and their requirements, the costs of attendance, available resources to assist students, academic support, housing costs, and campus safety. Pertinent information is available on the websites for the following offices:

- Office of Enrollment Management
- Student Financial Assistance
- Registrar
- Recruitment and Admissions
- College Advising Corps
- Graduate School
- Office of Student Success
- Office of Student Life

All data on these websites are updated when changes emerge to maintain accuracy and clearly present information to prospective and current students concerning relevant and timely topics. Such topics include admissions, majors and programs, financial aid, costs of attendance, class

schedules and requirements, student experiences, student success outcomes and retention initiatives.

The Division of Communications and Marketing conducts user testing for the university's website and print marketing materials. A recent example is a usability study for the [university's home page](#) that included future students, current students, faculty, and staff. Another example is [usability testing](#) for the [One Stop](#) student resource page.

In February 2020, the university launched a new [academic program search tool](#) to provide prospective students with information about all degree programs, requirements, and availability across campuses and modalities, including online.

All university faculty members are alphabetically listed with their credentials in K-State's [undergraduate catalog](#) 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.

In November 2020, the university launched a two-phase comprehensive review and redesign of the tuition and fees structure. A task force was charged with phase one which was to develop a proposal for a simplified fee structure that would address individual campus wide fees as well as university and college fees assessed when a student takes an online course. The [proposal](#) was approved by the Kansas Board of Regents (KBOR) in June 2021.

The [new tuition and fees structure](#) provides transparency for students and families to determine the cost of attendance at K-State. The new structure eliminated some fees and merged others into the per-credit-hour tuition rates and college/departmental course fees, which will make billing statements less overwhelming. The university also renamed what was previously called the Campus Privilege fee to the Student Services fee, which more accurately reflects what students receive from that fee. This fee was also reduced. Finally, the university created a separate and distinct tuition and fees structure for online programs.

The second phase of the review and redesign of the tuition and fees structure will focus on tuition and differential college fees for a possible shift to differential tuition. Phase two, the review and redesign proposal, will launch in 2022.

The university governance structure can be found on the [leadership page](#) of the university website. It shows all administrative positions, as well as links to Faculty Senate, University Support Staff Senate, Student Governing Association, and other leadership positions. The President's website includes an [organizational chart](#) for the university.

Accreditation with the Higher Learning Commission is noted with the [mark of affiliation](#) on the Office of Assessment's website. The full list of the university's [accredited programs](#) is also clearly displayed on the Office of Assessment's website, as well as included on applicable program webpages.

2.B.2

K-State has several websites devoted to providing data and evidence regarding its contributions to the public and state of Kansas across many areas. These include data/information sites for the level, amount, and impact of its research. As a land grant institution, K-State also promotes its programs and local impact on communities through the K-State Research and Extension organization located in all 105 counties in the state of Kansas. In 2019, K-State was also redesignated as a Carnegie Engaged Institution by the Carnegie Foundation for its extensive community engagement. K-State engages in many economic development activities in Manhattan and throughout Kansas. The institution also tracks its specific impact on each county in the state of Kansas.

Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's 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 govern six state universities and provide coordination oversight of one municipal university, 19 community colleges, and six

technical colleges. KBOR abides by policies and procedures that support meeting the legal and fiduciary responsibilities.

New members to the KBOR are provided an orientation with KBOR staff, and an annual retreat is held each August for the Board members, staff, and university presidents and chancellors. These meetings serve to connect the Board with institution administrators regarding roles and responsibilities and goals for the coming year. The KBOR also recently conducted the hiring process and selection of Kansas State University's 15th President, Dr. Richard Linton.

2.C.2

In June 2020, the KBOR approved their new strategic plan Building a Future which prioritizes the needs of families, businesses and the Kansas economy. The plan is designed to leverage and improve the quality of Kansas educational institutions that will in turn support strengthening the quality of families, businesses, and the state economy. The goals and metrics of the new plan will serve to inform K-State as it initiates development of its new strategic plan to take the university beyond 2025.

2.C.3

Minutes from KBOR meetings 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 the presidents and chancellor provide additional clarification concerning the differences between and among the institutions within the system - that research universities are different from regional universities, which are different from the community and technical colleges. Such clarification is important, especially with K-State's unique land grant mission, the services provided by Kansas State Research and Extension to the state of Kansas, the strengths of the university, and the university's contributions to the state's economy. 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.

The Board implemented policy exceptions, exemptions and suspensions to ease the impact of the COVID-19 pandemic. For example, flexibility was provided in academic calendar, tenure for tenure-track faculty appointments, and tuition and fee policies among others.

The process to select a new President for the university is coordinated by the KBOR. The search committee includes internal and external stakeholder representatives. The search firm and search committee members provided listening sessions for stakeholder groups to provide input to the selection criteria during late summer 2021.

The KBOR is appointed by the governor and advocates for public higher education in the state when addressing the executive or legislative branches of the state government, as well as the general public. The chair of the Board presents to the state legislature to advocate for the system universities and colleges.

2.C.4

The KBOR policy manual clearly states the duty of Board members is to work in the interests of the Board and the institutions that comprise the system. The manual also outlines procedures for conflict of interest identification and management whereby board members may disclose contracts, transactions, memberships, or affiliations that may appear to be a conflict of interest. All members of the Board submit a written statement of substantial interest in accordance with Kansas law.

2.C.5

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 for the year to the KBOR. 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.

Core Component 2.D

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

Argument

2.D

The university policy on and commitment to academic freedom is found in the Kansas State University (K-State) Handbook in Section D (see D4, D10, and D12) and Appendix C. K-State's Principles of Community, referenced in 2.A.2 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.

The Kansas Board of Regents (KBOR) strongly supports the principle of academic freedom along with the importance of academic responsibility. Toward this latter end, KBOR worked with university representatives to develop two policies that identify specific areas of such academic responsibility that balance academic freedom and First Amendment rights with academic responsibility. The first required each institution to adopt KBOR 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.

Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 & 2.E.2

Appendix O in the Kansas State University (K-State) Handbook details the policy on integrity in research and scholarly activity. The Vice President for Research (VPR) provides leadership for the research enterprise of the university. The VPR team provides resources, including information on research, foreign influence and academic security.

The University Research Compliance Office, and specific university committees (i.e., Institutional Review Board, Institutional Animal Care and Use Committee, Institutional Biosafety Committee), provide 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 and pass all applicable modules. Progress toward completion of the trainings are monitored and tracked for each person using their K-State eID. In addition, researchers who are applying for public health service (PHS) funding from federal grants (i.e., NIH, NSF) are required to adhere to the federal regulations regarding the PHS Financial Conflict of Interest (COI). This requires researchers to disclose to their institution significant financial interests or any compensation received from foreign 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.3

There are a number of online resources available for students to access to learn about the ethical use of information resources. These resources are available and offered to students for training in ethical guidance.

The Honor and Integrity System website is probably the most used of the student online resources for ethical behavior using information resources. It offers tips on ethical student 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.

The number of Honor and Integrity violations increased during the COVID-19 pandemic. Going into the spring 2021 semester, the university provided additional training and guidance for students and faculty regarding methods for clarifying authorized and unauthorized assistance to

students, as well as graded work that would be more difficult to result in a violation of the policy.

The Policy and Procedures Manual provides the [Information Technology Usage Policy](#) (see chapter 3420). This policy provides complete information for students, faculty and staff 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.

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 been in use since 2015.

In support of the university's commitment to advancing ethical and responsible use of all information technology resources, all employees providing central IT support or who have privileged access are required to read and sign the [IT Employee Code of Ethics](#).

2.E.4

As noted in Core Criterion 2.A.2, the university requires all students to take and abide by the [honor pledge](#). The university [Honor and Integrity System](#) is integrated into the university [new student convocation](#) which was initiated in 2013, as well as a [mandatory statement on all course syllabi](#), and policy in [Appendix F](#) of the University Handbook. The university follows [investigation and adjudication procedures](#) to enforce the Honor and Integrity system. Sanctions for violating the Honor Pledge include a recommendation to the provost for expulsion and/or revoking the student's degree, assigning an XF or permanent XF in appropriate courses, requiring the Development and Integrity Course, a course grade sanction, or a written warning. Evidence of the enforcement of the policy was shown in the Honor and Integrity System annual report from 2020-21.

Criterion 2 - Summary

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

Summary

The Kansas State University (K-State) current mission was updated and approved by the Kansas Board of Regents (KBOR) in 2008. The university's financial statements are audited at the state level for all KBOR institutions. Budgeting processes are internally governed by a multi-tiered

structure with the Core Executive Team being the decision-making body. 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. K-State operates at a high level of integrity through shared governance by faculty, students and administration. Complaints and grievances filed by students, faculty, and staff, are handled effectively through various procedures and proactively addressed through the work of units like the Office of Institutional Equity, Human Capital Services and the Honor Council. Campus climate is intentionally assessed through survey administration, discussion and action planning.

Websites for various campus offices provide a transparent view of K-State for students, parents and the public. Websites are updated when changes emerge to maintain accuracy and clarity for the wider K-State community, including current and prospective students. To enhance transparency, the university launched a comprehensive review and redesign of the tuition and fees structure. K-State has several websites devoted to providing data and support for any claims it makes regarding its contributions to the public and state of Kansas across many areas. These include data/information sites for the level, amount, and impact of its research. K-State also promotes its programs and local impact on communities through K-State Research and Extension.

Members of the KBOR are appointed by the governor, serve a three-year term, are provided with a statewide orientation with KBOR staff, and gather for annual retreats with university presidents and chancellors. KBOR has a strategic plan, Building a Future, which prioritizes the needs of families, businesses and the Kansas economy. 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. Regents visit each institution every two years providing them with a clearer and more detailed understanding of each institution. KBOR members are to work in the interests of the Board and the institutions that comprise the system. They may disclose potential conflicts of interest. The K-State president's responsibilities, compensation, and annual assessment of performance are detailed in KBOR policy.

The university policy on and commitment to academic freedom is found in the K-State University Handbook. KBOR also strongly supports the principle of academic freedom.

The K-State University Handbook details the policy on integrity in research and scholarly activity. The University Research Compliance Office and other specific university committees provide oversight of research activities. Faculty, staff, and students involved in research activities are required to be educated and trained in the responsible conduct of research. The Honor and Integrity System and information technology usage policies help guide students and the campus community in the ethical use of information resources. The university requires all students to take and abide by the Honor Pledge. The university follows established investigation and adjudication procedures to enforce the Honor and Integrity System.

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

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

Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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 maintaining current accreditations, the program review process, regular program/course assessment processes, and the percent of graduates being employed and/or accepted into graduate degree programs.

Kansas State University's programs that are accredited demonstrate clear evidence of currency and of appropriate quality for students in the degree programs. A dashboard has recently been created for ease of identifying accredited programs, timeframe, and status.

At its September 2016 meeting, the Kansas Board of Regents (KBOR) approved Board Goals for AY 2017. One of those goals was "*The Board will review its policy on credit hour requirements for baccalaureate degrees to determine if it meets best practices for promoting on-time completion.*" As such, the KBOR reviewed its policy at the May 2017 meeting. After the review and per the KBOR's request, state universities subsequently took steps to reduce the number of hours required for most baccalaureate programs down to 120 while determining which programs would still need to require more than 120 hours. In November 2018 and June 2019, the KBOR approved the 41 baccalaureate programs requested by state universities to exceed 120 credit hours. In September 2019, K-State provided the KBOR a list of its programs exceeding 120 hours. In the following months, K-State updated many programs in Program Inventory as adjustments were made. Due to accreditation and licensure requirements, some programs were exempted from the 120 credit hour limit.

Program Review

All programs are reviewed once in an eight-year cycle as mandated by KBOR, which includes program self-review data from a span of the most recent eight years. Program reviews align with separate accreditation processes to unify review and reporting efforts. This comprehensive review of programs includes confirmation of the program mission, a longitudinal analysis of annual assessments of student learning, the productivity and quality of the faculty, currency of courses in the programs, cost effectiveness of the program, contribution to the discipline, the number of majors and degrees awarded, and plans for program enhancement. The KBOR has set guidelines for the minimum number of majors and degrees awarded as outlined: in the guidelines for conducting intensive program reviews. The entire process includes approvals and reviews from the faculty, the department head, the dean, the K-State Office of Assessment, the Graduate School, the Faculty Senate, the Provost, and the KBOR. Programs that do not meet the Board minima in terms of number of majors and graduates must define how they will seek improvement or be discontinued. During the eight-year cycle ending in 2020, the university made adjustments to sixteen degree programs.

K-State has recently developed an Academic Program Review and Revitalization (APRR) initiative to be implemented August, 2022. The goal of the APRR is to establish a comprehensive, transparent, collaborative, and data-informed process to proactively position K-State to be adaptive and prepared for a constantly evolving future. The process allows each program to guide academic innovation, grow enrollment, and meet the changing needs of our students, based on inputs from a range of campus stakeholders. The APRR is related to the KBOR's Commitment to Kansas Families, Businesses and the Economy, which was used to inform the institution's current strategic plan and align with the institution's mission. In addition, the KBOR has implemented a Strategic Program Alignment initiative to enhance technical education. K-State has developed multiple initiatives (e.g., Strategic Enrollment Management, Student Success, research, K-State Salina & K-State Olathe programs, Kansas State Research and Extension (KSRE), and Global Campus using EMSI's labor market data) to better position the institution to meet market needs.

K-State's Career Center provides employment statistics for undergraduates, masters, and doctoral graduates through its annual career survey that boasts an 85% response rate. As shown for undergraduates during the 2020 academic year, 75% were employed within three months of graduation, and another 22% were enrolled in graduate or professional programs. This 95-96% rate has remained constant over the reporting years.

3.A.2

The university articulates five undergraduate student learning outcomes intended to focus instruction and credentialing learning outcomes in all undergraduate programs. The Graduate School articulates three learning outcomes related to graduate programs. Assessment plans and student learning outcomes for all programs are publicly available. All assessment plans are defined by the program and align with institutional outcomes. Each program assesses their

defined learning expectations across all modes of delivery and across all campuses. When there are multiple modes of delivery, the program will disaggregate findings by delivery mode to confirm consistency of learning.

3.A.3

All programs, regardless of delivery mode, fulfill the same quality control requirements for Program Review and Assessment of Student Learning Outcomes. Annual review of student learning provides continual feedback to confirm relevant application of assessment processes for program-specific learning outcomes, university undergraduate or graduate learning outcomes, and consistent application of student learning assessments. The programs at the K-State Olathe campus are masters level and taught by faculty approved by the Graduate Council. These courses and programs are aligned with the same student learning outcomes across all locations to maintain a strong level of consistency.

Online Programs

K-State offers courses via in person and online delivery modes. In an online format, the institution offers the following number of online degrees:

Degree type	Online	% of Total Programs
Minor	24	28%
Associates	2	40%
Bachelor	19	17%
Undergrad Certificate	14	29%
Graduate Certificate	29	57%
Masters	37	35%
Doctorate (Professional-DVM)		0%
Doctorate (Academic)	6	12%

Programs maintain uniform student learning outcomes across delivery modes, which are reviewed annually. All online programs are required to document that faculty meet the appropriate qualifications for the level of the course, no matter the modality. 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.

During the COVID-19 pandemic, on-campus operations continued with extra health and safety measures put in place. Policies were adjusted to address relevant needs for faculty and students. During this time, all classes were transitioned to both hybrid and fully online. When possible, classes began transitioning back to on-campus while maintaining opportunities for hybrid and online. The campus experience was different from the past, but K-State continued its mission as a student-centered university. K-State offered robust and innovative teaching and learning experiences that included in-person, online or blended/hybrid course options. Requirements for physical distancing in classrooms and other learning spaces were lifted for the fall 2021 semester.

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) in the areas of human sciences, agriculture, and community development. In addition, member institutions cooperatively develop learning outcomes, assessments, and measures. Annual assessment reports are filed with the GP-IDEA Board of Directors as well as each institution's assessment coordinators. When reporting student learning to K-State, reports disaggregate the achievement of K-State students from the GP-IDEA courses.

Dual Credit/Concurrent Enrollment Classes

Courses are offered to high school students through a dual credit program. The K-State Manhattan campus had been involved with local high schools for dual credit courses in the past; but ceased operating such programs in 2014. The K-State Salina Aerospace and Technology campus continues to be involved with four dual credit classes with one local high school. Since the 2016 report, all qualifications of affiliated high school faculty are in compliance with the HLC standards.

The state of Kansas allows "concurrent enrollment" agreements, (Board Policies, Chapter III.A.13), and the KBOR encourages such opportunities for high schools students. The K-State Salina campus complies with the KBOR policy regarding the designing of the curriculum, annual review by faculty in the disciplines, and other policies. All high school faculty teaching the courses meet the qualifications of the Higher Learning Commission that all dual credit faculty "*have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching. If an individual faculty member has not achieved 18 graduate credit hours in the discipline in which he or she teaches, the institution should be able to explain and justify its decision to assign the individual to the courses taught*".

Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The university undergraduate general education program is comprised of a depth and breadth of knowledge and skills. A student's depth of knowledge is articulated through our Undergraduate Learning Outcomes and assessed near the end of their academic career in each program's student learning assessment plan, which is described in 4.B. A student's breadth of knowledge is articulated through the K-State 8. The K-State 8 helps students widen their perspectives, explore relationships among subjects and build critical and analytical thinking skills. Aligned courses expose students to a broad range of knowledge in different academic areas. All eight areas are tied to our university mission statement. The K-State 8 program was designed to be flexible across university's degree programs. It offers a variety of relevant course choices for students across all majors; and provides all students with access to the areas of learning without prescribing a narrowly-defined subset of knowledge/skills. Students select courses from across the university in each of the eight K-State 8 areas based upon their interest with the intent to expand disciplinary understandings. Procedures of tagging courses for the K-State 8 begin with development and approval by the department and then the faculty senate's academic affairs committee. The institution's K-State 8 committee, comprised of representatives from every college, maintains oversight over the entire process. This committee confirms that each student attains the minimum experience with K-State 8 learning areas. Although each student must take at least one course in each K-State 8 category, on average students take more than four courses in each K-State 8 tagged learning area.

3.B.2

The K-State 8 program, initiated in 2008 and implemented in 2011, provides a foundation for learning in Aesthetic Interpretation, Empirical and Quantitative Reasoning, Ethical Reasoning and Responsibility, Global Issues and Perspectives, Historical Perspectives, Human Diversity in the U.S, Natural and Physical Sciences, and Social Sciences. Providing a breadth across these knowledge areas was the foundation for K-State to develop this component of general education. An introduction to each learning area is considered important for student learning beyond one's major area of study. Student self-report on the learning development in each K-State 8 area can be found in the Senior Survey results and Alumni Survey results.

Additionally, K-State's general education program defines credentialing expectations of learning in the Undergraduate Learning Outcomes. These learning outcome categories (*Knowledge, Critical Thinking, Communication, Diversity, and Academic and Professional Integrity*) are integrated into each academic programs' curricular structure and assessed appropriately within the disciplinary context to identify student achievement toward credentialing expectations. Programs annually collect and review data on student-learning achievement of institutional outcomes within their program assessments. Student achievement data are annually reported and aggregated by outcome to be analyzed by institution, college, and program. Student perceptions of learning related to the undergraduate learning outcomes are collected and reported through the Senior Survey and Alumni Survey.

3.B.3

One of the university level student learning outcomes is in the area of Diversity: "Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world." There are 44 programs (43%) that have program specific student learning outcomes aligned with the Undergraduate Student Learning Diversity Outcome. In addition, the K-State 8 program includes two areas that focus on diversity – Global Issues and Perspectives and Human Diversity within the US. All students at K-State are required to take courses that qualify for these two K-State 8 learning areas. In 2017, the College of Arts and Science instituted a requirement for their students titled "The Multi-Cultural Overlay" with a specific focus of addressing structural inequities in relation to race and ethnicity within contemporary U.S. culture. They also have a dispersion requirement titled "the International Overlay" with a specific focus on addressing global issues. [available courses for the Multicultural Overlay and the International Overlay]. Other offerings for enrichment in the area of diversity are provided supporting student success. Results from the Senior Survey Diversity Questions, Senior & Alumni Survey's K-State 8 Questions, Alumni Survey Diversity Questions, and Multicultural Overlay showcase student perceptions of their learning.

Working throughout 2021, the Truth, Racial Healing and Transformation work group has developed a plan as part of K-State's Action Plan for a More Inclusive K-State. The focus of the work group is to build a year-round series of intentional activities to help heal our communities and produce actionable change. This work group is using the Truth, Racial Healing and

Transformation as a model for a comprehensive process to address issues of diversity at K-State. This process is both national and community-based and was developed by the W.K. Kellogg Foundation and the Association of American Colleges & Universities (AAC&U).

3.B.4

K-State is a Carnegie Very High Research institution. K-State faculty participate in research across all colleges and disciplines. Research is a key theme of the K-State 2025 Visionary Plan. Increasing research expenditures is one of the key K-State 2025 university metrics. From FY 2010 to FY 2020, the university increased its total research expenditures from $161M to $214M. The number of graduate students has increased from 2016 to 2021 by 4,610 students. The number of doctoral degrees granted, another university metric, has increased through several years of fluctuation from 162 in 2010-11 to 216 in 2020-21. In relation to 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 established the Office of Undergraduate Research and Creative Inquiry in 2014 to coordinate the efforts across the institution. The institution has also been gathering data on the number of undergraduate students involved in research as part of its Performance Agreements with the Kansas Board of Regents. 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 to their respective curricula so that K-State can recognize, transcript, and measure the "percentage of undergraduates involved in formalized research experience" annually. K-State has two undergraduate online research journals Crossing Borders and Live Ideas. The Kermser Undergraduate Research Award and many other support opportunities provide incentives and publicity for undergraduate and graduate research projects. The Funding Connection provides current research opportunities in and beyond the institution.

In addition to the overall data on research among the academic faculty, K-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.

Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

Current trends demonstrate consistency in the percentage of faculty diversity. In order to ensure that the overall composition of its faculty and staff reflects human diversity and/or exceeds relevant local, state and national labor market demographics, Kansas State University's (K-State) Action Plan for a More Inclusive K-State includes an initiative, led by a core leadership team, to increase the hiring and retention of faculty and staff of underrepresented populations. A comprehensive dashboard has been created that displays current applicant and hire demographic information for all faculty and staff hiring at K-State. This tool will provide university leaders with data to assess the diversity of applicant pools and craft effective recruitment strategies to attract diverse candidates. The goal is to expand the use of data to increase diversity of applicant pools and assess the effectiveness of recruitment sources. Human Capital Services (HCS), under the direction of the Executive Recruitment Manager, is currently researching applicant trend data to identify and understand recruiting trends regarding underutilized and underrepresented applicants (i.e. racial/ethnic minorities, women, veterans, individuals with disabilities).

3.C.2

Using the total student FTE over the total instructional faculty FTE, student-faculty ratios have slightly declined from 2011 (19.9 student FTE per instructional faculty FTE) to 2021 (18 to 1). Colleges and programs vary from these averages.

- 2020-21: 18 to 1 (18,331.33 students; 1,047 faculty)
- 2019-20: 18 to 1 (19,322.47 students; 1,046.621 faculty)
- 2018-19: 18 to 1 (19,964.54 students; 1,090.276 faculty)
- 2017-18: 18 to 1 (20,503.19 students; 1,149.9 faculty)
- 2016-17: 18.4 to 1 (21,362 students; 1,163 faculty)
- 2015-16: 18.7 to 1 (21,592 students; 1,152 faculty)
- 2014-15: 19.2 to 1 (22,083 students; 1,151 faculty)
- 2013-14: 19 to 1 (21,893 students; 1,131 faculty)
- 2012-13: 20 to 1 (21,187 students; 1,068.33 faculty)
- 2011-12: 19.9 to 1 (20,571 students; 1,032 faculty)

3.C.3

Faculty qualifications are stated in policy through the University Handbook Section C requiring department documents to confirm qualifications: Instructor (C12.0), Professor of Practice (C12.3) Clinical Professor (C12.2). For the Professor of Practice, professional experience is what is sought. Using current data, 85.94% of the faculty hold terminal degrees in their areas of expertise. The institution has instituted a process where if a department is planning to hire instructors without appropriate terminal degrees, they must have in place a policy for how they consider "equivalent experience." All instructors who teach graduate courses or with graduate programs are 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. On rare occasions, faculty are offered emergency exceptions for one semester who do not have the required terminal degree through an approval by the Graduate School and Graduate Council.

Qualifications for dual credit/concurrent enrollment faculty were discussed in Core Component 3.A.3. Dual credit/concurrent faculty are reviewed with confirmation of credentials reported annually to the Kansas Board of Regents (KBOR). The respective Associate Dean (AD) works with the high school principal to obtain updated transcripts each year. The AD reviews transcripts in accordance with the faculty qualifications document to ensure compliance. When problems are discovered, a development plan is created.

3.C.4

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 respective departmental documents. Evaluations are conducted by department heads and can 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.

Regarding course evaluations and evaluation of teaching specifically, all university courses are evaluated by students every semester, according to the University Handbook:

Faculty members, including professors, instructors, graduate teaching assistants, adjuncts, etc., shall collect student feedback for each course and section they teach in order to provide themselves and their departments with information pertaining to teaching effectiveness as well as provide material for the assessment of the relationships between Student Learning Objectives (SLO) achievement and teaching. Exceptions are individualized courses (e.g., research hours at the 899 and 999 levels' independent study). Faculty members engaged in individualized instruction should be guided by the unit's criteria for evaluating such instruction. (Section C34.1).

Although student ratings are required through the TEVAL process, policy suggests that 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 addressed in the University Handbook (Section C39). The Office of Assessment also conducts an assessment of GTA communication skills which departments use to provide instruction and feedback to GTAs.

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, providing specific departmental expectations and additional detail for the evaluation processes, discussing criteria, and clarifying 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.5

For all programs that have programmatic accreditation, their faculty have been reviewed and assessed by the accrediting organization for their qualifications to teach in the respective discipline. Any issues with their qualifications are addressed in the accreditation reports and university follow-up.

K-State abides by the policy of the Higher Learning Commission that 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. linked above, 98% of the instructional faculty have a discipline relevant doctoral degree (e.g., PhD, EdD, DBA) or master's degree, with the remainder holding a bachelors as their highest degree. As noted earlier, the institution works toward maintaining the standards set by the HLC regarding faculty qualifications.

As documented in 3.C.4, K-State requires all regular instructors to be evaluated annually by their department head or personnel committee. In addition, 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. Each instructor 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 such as the K-State Teaching and Learning Center, which is the institutional entity that oversees professional development of teaching. This center offers a variety of developmental opportunities throughout the year, as well as individual counseling for improvement in the classroom. The professional development activities of the Center were attended by 432 faculty/staff members in academic year 2020, 499 in 2021, and as of October 10, 2021: 294 for the 2022 academic year. K-State Global Campus provides stipends to faculty members who have an interest in attending online learning conferences and purchases institutional access to virtual conference and curated sessions to enhance engagement with online learning best practices. Professional development for research skills is provided to faculty through the Office of the Vice President for Research. Professional development for service and leadership is addressed through support for various leadership institutes and faculty mentors within programs.

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 detailed in 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 them to succeed in the journey toward tenure/promotion. Currency in the field, teaching effectiveness, scholarly activity, university and discipline service activities, and student learning are considered evidence used by departments to provide such feedback. Non-tenure-track instructors are also reviewed during the reappointment process and are provided with detailed feedback on their teaching performance.

Due to COVID-19, revisions in the promotion process made the use of student evaluation scores optional from the spring, summer and fall 2020 semesters. Student evaluations were collected, but faculty could choose whether to include them for annual evaluations, reappointments, promotion and tenure decisions, and Professorial Performance Awards (PPA). Mandatory use of student evaluations was reinstated in 2021.

After tenure, the institution has in place 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 also provide the opportunity for a 15% increase in base pay. Standards for each unit are detailed in the departmental documents. Second, the Professorial Performance Award, 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 KBOR 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 to leverage their strengths, contingent on agreement by both the faculty member and department head. Finally, our chronic low achievement policy (University Handbook C31.5) is intended to address tenured faculty performance that shows 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.

3.C.6

The Senior Survey is administered each term to all undergraduate students completing their degree program. The survey provides student perception as to the relative accessibility of instructors. Results from the Senior Survey from 2020-2021 suggest that students find faculty to be accessible and helpful. This survey was sent to 3652 graduating undergraduate students, with 1328 (36.3%) 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 (84%)
- Are interested in student academic/professional development (95%)
- Are effective teachers (93%)
- Are interested in the personal development of students (78%)
- Listen and respond to student needs, concerns, and suggestions (77%)

The graduate exit survey asks similar question providing evidence that faculty are accessible for students across all majors at all levels (graduate exit survey responses), although it also suggests that improvements could be made concerning faculty demonstrating interest in students' personal development and listening/responding to student needs and concerns. Each program determines their own policy on office hours as demonstrated in this example.

3.C.7

Both professional and student staff in [student support services](#) are hired following established minimum criteria and they receive training and professional development. To be a tutor for the Academic Achievement Center [Tutoring Services](#), applicants must be enrolled in six or more credit hours, maintain a cumulative GPA of 3.0 or higher, receive a "B" or better in courses they wish to tutor, and feel confident in the content of the courses they wish to tutor. Once hired, tutors undergo a 10-hour training course that meets all standards of the College Reading and Learning Association (CRLA) guidelines. See the [tutoring job description](#) and the [CRLA site](#) for more information.

Peer academic coaches must be enrolled in at least six credit hours and have a minimum cumulative GPA of a 2.75 (see [Peer Coaches Position Description](#)). **Professional academic coaches** must hold at least a bachelor's degree in a helping field, have experience working in a supportive role with college students, and uphold a commitment to student success. Academic coaches complete training that follows the coaching model and values as set forth by the International Coaching Federation around professionalism, equity, collaboration and humanity. Professional staff and peer coaches attend national conferences, complete coursework to hone coaching and facilitation skills, and build knowledge through collaborations nationwide. Peer-research consultants are also available in the K-State Library's User Services.

K-State employs both faculty and primary role **academic advisors**. Faculty are credentialed in their discipline; primary role advisors have a minimum of a bachelor's degree, but many have a master's or doctoral degree. New advisors are expected to enroll and complete Advising 101, an introduction to advising at K-State, which is a self-paced set of modules delivered through our Learning Management System (LMS) Canvas. Advisors receive supplemental onboarding support from their department. Additional professional development opportunities available at no cost to the advisor include a webinar series sponsored by the NACADA Global Community for Academic Advising, training in our student success technology system (SSC-Navigate), half- to full-day Academic Advising Institutes offered in the late spring and winter, and programs sponsored by a grassroots advising organization, Advisor Forum.

The [Division of Student Life](#) maintains an institutional membership with the National Association for Student Personnel Administrators (NASPA) and departmental leadership stay current in various student affairs functional area professional associations such as the Association of College Unions International (ACUI), Association of College and University Housing Officers – International (ACUHO-I), American College Health Association (ACHA), National Association of Colleges and Employers (NACE), and National Association for Behavioral Intervention and Threat Assessment (NABITA). Staff attain further professional development by attending professional association conferences, webinars, publications, and trainings. Several Student Life staff serve as active volunteer leaders within their professional association of choice. Additionally, the Division of Student Life has established a cross-functional standing committee, the [Staff Development and Engagement Committee](#), focused on providing professional and personal development opportunities throughout the academic year. The Division's "Truth, Racial Healing, and Transformation" committee has also offered professional development opportunities for all Student Life staff provided by invited guest expert

speakers focused on such recent topics as "Recruiting a Diverse Staff" and "Recovering Student Bandwidth"

Professional Development opportunities for staff in the Office of Financial Assistance are built into the onboarding process and provided regularly for continuing employees in the financial aid office. All new employees are given access to the Federal Student Aid training portal (FSA Partner Connect) and are asked to complete our in-house Canvas based training materials. The Canvas course covers FERPA training, FAFSA overview, cost of attendance and estimated family contributions, College Financing Plan, loans and awards, Verification, professional judgement, satisfactory academic progress and athletics, and specific sections of the FSA Handbook based on their responsibilities. Routinely new hires are sent to the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA) Annual Summer Institute Training. Continuing employees are provided opportunities to refresh knowledge by attending the annual Big 12 officers meetings, National Association of Student Financial Aid Administrators (NASFAA) webinars and all members are given an opportunity to become members. Staff are also encouraged to complete additional training through NASFAA sponsored training events. Certificates of completion are encouraged to amplify various areas of expertise. K-State's HCS has a robust professional development program that includes supervisory training for staff (which is also available to department heads, etc.).

Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

Kansas State University (K-State) provides student [support services for the pillars of well-being](#) for students at all levels and modalities, as well as for the various populations of students. Examples include:

- [Academic support](#)
- [Online student support](#)
- [Non-traditional and Veteran support](#)
- [International student support](#)
- [Student Support for the K-State Salina campus](#)
- [First generation, limited income, or disability support](#) (TRIO)
- [Office of Veteran Affairs](#)
- [Cats' Cupboard](#)

The Senior Survey, described in Core Component 3.C.6, offers information on student satisfaction with offices providing student support services. Below lists the offices and the percent of responses indicating satisfaction with the service provided. These units are provided annually to each service unit to be used for decision making and guidance for improvement:

K-State Manhattan Services: Senior Survey 2020-2021 (Satisfied/Very Satisfied)

- **Counseling Services** (70% of those that used the service)
- **Student Access Center** (89% of those that used the service)
- **Academic Achievement Center** [*coaching, tutoring, student success courses*] (87% of those that used the service)
- **Educational Supportive Services** [*ESS, TRIO, tutoring, writing and math assistance, etc.*) (86% of those that used the service)
- **Powercat Financial Counseling** (86% of those that used the service)
- **K-State Library facilities** (88% of those that used the service)
- **IT Help Desk** (90% of those that used the service were satisfied)
- **International student support services** (100%)
- **Alcohol and other drug educational services** (76% of those that used the service)
- **Admissions services and online application** (96% of those that used the service)

K-State Salina Services: Senior Survey 2020-2021 (Satisfied/Very Satisfied)

- **Academic advising** (100%)
- **Career services** (76%)
- **Cafeteria services** (75%)
- **Counseling services** (83%)
- **Disability support services** (100%)

The Graduate Student Needs Assessment and Retention Survey provides data on graduate student satisfaction, which includes all campuses in all modalities (for additional data see 3.D.3).

Comfort discussing challenges: (Somewhat/Extremely Comfortable)

- Faculty (70%)
- Staff (63%)
- Support units (42%)

(Graduate Student Needs Assessment and Retention Survey 2020-2021)

3.D.2

K-State offers placement exams for math and modern languages to help guide students and advisors in course selection. Required Academic Coaching is for students who do not meet the Qualified Admissions standards established by the Kansas Board of Regents (KBOR) as a condition of admission to the university. Academic coaches work with students to successfully transition to university-level academics. This is one example of a program available to guide and support students and encourage their success.

To support all students the university created a Student Success Course in Canvas to be a student hub to access resources. The course is introduced during orientation and other on-boarding activities and remains available on the Canvas homepage. It is also referenced during advising meetings to reinforce the availability of the information.

Orientation and enrollment programs are required for undergraduate students at the Manhattan and Salina campuses. These programs are designed to introduce incoming freshman and transfer students to information, resources and opportunities. Online undergraduate students also have access to an orientation course in Canvas. All graduate students (no matter modality or campus), also have orientation programs and/or onboarding resources.

K-State provides extensive assistance to incoming students that remains available throughout a student's academic career. The Keep Learning website exemplifies the quality of support. Included are the revisions implemented during the COVID pandemic. Other assistance provided for incoming students include the Office of Recruitment and Admissions; Academic Support One Stop Shop; Academic Achievement Center; University experience courses; the Writing Center; and the Tutoring Center.

3.D.3

Advising excellence at K-State reinforces the importance of the student/advisor relationship. Advising as a teaching model is delivered by the colleges and coordinated centrally by the vice provost for student success. Every student has an academic advisor who is listed in both the K-

State Student Information System (KSIS) and in the advising engagement platform, Student Success Collaborative-Navigate (SSC-Navigate). Colleges maintain these advisor assignments with all students having an assigned advisor no later than the second week of the semester. Centrally produced lists of students without an assigned advisor allow prompt connection of newly readmitted students with appropriate support.

The university has shared expectations for academic advising. Both faculty advisors and primary role advisors are expected to deliver on these expectations with support from their dean's office. In addition, K-State is home to NACADA, the Global Community for Academic Advising. Advising partners with NACADA on two annual Advising Institutes as well as other professional development offerings. Departments teach advisors the curriculum to ensure the distinctive needs of each program are met.

Students are required to meet with an academic advisor prior to enrollment. To promote relationship-building between a student and advisor, the university is leveraging the SSC-Navigate – Navigate technology platform to support graduation planning. The academic planner tool allows advisors and students to collaborate on a recommended multi-semester course sequence. This planning tool removes the mystery of course selection and gives students and advisors more time to interact on substantive topics about their academic and career goals.

Students from all campuses and at all levels evaluate their advising experience each year. Overall, 93% of undergraduate students who responded to the fall 2021 survey are satisfied with their advising experience. Students report that their advisors are accessible, knowledgeable, and attentive to their needs. These data inform professional development goals and individual advisor performance evaluation. Advisors through the SSC are building a web of professional development resources to include webinars, web-based resources, opportunities for peer-to-peer learning, and training on technology to ensure advisors have the knowledge, skills, and tools to meet the campus-wide advising expectations. Graduate students reported through the 2021 Graduate Needs Assessment Survey that faculty and staff in their graduate program (moderately/very/extremely) effectively provided guidance on:

- (89%) coursework required to complete my degree
- (82%) research/scholarship/creative activities
- (72%) deadlines and requirements for graduation
- (80%) career planning for my desired career path
- (83%) professional development

From the item in the Senior Survey regarding students' relationships with their academic advisors, 86% agreed or strongly agreed that the advisor in their major field provided high-quality advising with this percentage increasing by one percentage point each year since 2016. The level of satisfaction with academic advising from the Academic and Career Advising Center on the Salina campus reported that only 67% were satisfied/very satisfied. This information is provided to the advising units at both campuses. There is also an annual advising survey that is much more specific to guide advisors as to the needs of students that they serve. The Advising Survey was initially created to provide a report to the KBOR on the quality of advising at K-State, as well as provide individual advisors with feedback on their performance. In spring of

2017, the University Advising Committee collaborated with the Office of Assessment to provide feedback specific to the students served by advisors to guide improvements in their service to students. In fall 2020, the Career Center's Wildcat Internship Survey and Advising Survey were combined to simplify the process for students.

3.D.4

Faculty find support for effective teaching and learning through guidance and activities provided by the K-State Teaching and Learning Center described in 3.C.4. The Office of Assessment provides guidance to programs on linking student-learning assessment to curriculum and instruction. The Instructional Technology Assistance Center (iTAC) provides consistent training to support the use of technology in teaching and learning.

There was extensive damage to Hale Library, the main campus library due to a fire. Re-construction of the library was completed mid-2021 and allowed the creation of a state-of-the-art facility. The return of general circulating collections, special collections, and university archive materials was concluded in the fall of 2021. In addition to providing electronic and print research collections, research and instructional support, and significant study seating capacity, several new spaces were incorporated into Hale Library. There are now seventeen group collaboration rooms with large screen monitors that vary in size from four to twenty-five seats; three seminar rooms; a large, 60-seat classroom; a new event space seating 140; two dedicated graduate student study areas; and several additional conference rooms. The Sunderland Foundation Innovation Lab encompasses portions of two floors within Hale Library and offers technology resources not previously available to the campus. These include a digital media studio, artificial intelligence studio, immersion studio, 3D print lab, media gallery, video production studio, sound studio, and a one-button studio. The new Butler Digitization Lab supports in-house digitization of special collections and university archival collections. The Center for Advancement of Digital Scholarship continues to provide scholarly communication assistance with open educational resources, open access publishing, copyright and licensing, and publishing through the New Prairie Press imprint. There are also multiple branch libraries at K-State, including the Math/Physics Library, Veterinary Medical Library, and the new Paul Weigel Library of Architecture, Planning and Design, all located on the Manhattan campus and the K-State Salina Library. K-State Libraries has several programs and initiatives that help support open access and open educational resources.

The K-State Division of Information Technology responded to COVID-19 in a variety of ways as directed by the business, academic, and financial leadership of the university. Examples include:

- Network and wireless upgrades around campus.
- Over 1000 new laptops issued to staff and faculty to support remote work.
- K-State Library's online services and collections that carried students through the fire and into the pandemic by continually providing access to information during both crises.

- Conference room upgrades with audio/video conferencing tools to facilitate new work strategies.
- Updates to over 450 classrooms with cameras and mics to support hybrid learning.
- Expanded software licenses and services to support remote work and teaching and learning including expanding Zoom, Mediasite, O365 and Teams, digital security services and many other systems to allow business and learning to continue.
- Reconfigured spaces and changed service locations around campus to support safe interactions such as printer stations, computer labs, shared workstations and student collaboration spaces.
- Reorganized support and help desk services to better meet new demands.

Since the last site visit, we have had many upgrades to our facilities and infrastructure – Agriculture; Planning and Design; Business Administration; Engineering; Agriculture; and Theater. More than $588 million invested in renovation and new construction of academic facilities since 2012. The list of upgrades is in the 2025 update.

Criterion 3 - Summary

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

Summary

Kansas State University (K-State) ensures the quality of its offerings through internal programmatic and institutional processes of regular program/course assessment, academic program review, and student and graduate surveys. External accreditation processes ensure educational currency and relevance. The university oversees the education to focus instruction and credential learning outcomes in programs through its five undergraduate student learning outcomes and three graduate student learning outcomes. All programs, regardless of delivery mode, fulfill the same quality control requirements for Program Review and the Assessment of Student Learning processes. As a Carnegie High Research institution, K-State faculty participate in research across all colleges and disciplines.

The undergraduate general education program emphasizes both depth and breadth of knowledge. Depth is articulated and assessed through undergraduate learning outcomes through program-based student learning assessment. Breadth is articulated and assessed through the K-State 8 program. All assessments collected annually. Undergraduate depth of learning data and the broad

exposure to the K-State 8 areas for breadth are annually reviewed, while graduate depth of learning data are reviewed on a four-year cycle.

Diversity is one of the university level student learning outcomes, The K-State 8 dispersion includes two diversity-focused set of courses. To reflect human diversity appropriate for its mission, K-State's 2025 strategic plan strives to increase the hiring and retention of appropriately qualified instructors and staff of underrepresented groups. A process for equivalent experience helps to ensure instructor qualifications. In general, K-State 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. The performance of all faculty members is evaluated annually and is conducted by department heads with input from a faculty evaluation committee. Non-tenured faculty members are provided additional annual feedback on their performance through the reappointment process. The institution also has policies geared to motivate tenured faculty to maintain high levels of performance. Student support staff are appropriately qualified and trained to perform their responsibilities.

K-State provides appropriate student support services for its students at all levels. To support learning, the university created an online Student Success Course to be a hub to access resources. At the graduate level, all programs include an introductory course guiding success in their chosen area of study. The university offers several placement exams to guide students and advisors in course selection in both the undergraduate and graduate levels. Students who do not meet the Qualified Admissions standards are required to participate in academic coaching and sometimes remedial courses. K-State's academic advising as a teaching model is delivered by the colleges and coordinated centrally by the vice provost for student success. Students are required to meet with an academic advisor prior to enrollment. Afterwards, students provide feedback about their advising experience.

Criterion 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.

Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1

The program review process was discussed in Core Component 3.A.1. In addition to Kansas State University (K-State) participation in the Kansas Board of Regent's (KBOR) academic program review and other external accreditation processes, in Spring, 2021, Provost Charles Taber initiated a task force to research, design and implement an annual data-informed academic review initiative to support universitywide Academic Program Review and Revitalization (APRR). The focus of the new process is on assessing and improving program quality, and how our programs can meet the needs of future generations of students. The structure of the APRR is an institutionalized academic program review process that includes a self-study review of relevant data and a program evaluation process to guide decisions of

support, investment, and growth toward continuous program improvement, innovation, and sustainability. The goal of the APRR is to guide strategic instructional and budget decisions based on this comprehensive review and evaluation of student and program needs to take advantage of emerging opportunities for the institution. The task force made up of representatives from across campus guided a discovery phase that enabled faculty to provide questions and suggestions to guide the development of the initiative. The APRR website includes details about each of the five development phases including a time frame estimation for each phase. With assistance from the K-State Office of Institutional Research and Assessment (OIRA), the task force established a common framework and set of metrics that will provide an objective and transparent path for programs to uncover opportunities for revitalization, investment and growth. One of the core measures used in APRR is program-level enrollment trends, which is a key factor that is directly connected to our hybrid Responsibility-Centered Management (RCM) model and the fundamental for revenue sharing based on enrollment and student credit hour generation. One of the primary purposes of adapting a hybrid RCM model is to encourage growing enrollment, which is the central goal of our strategic enrollment management (SEM) plan. As K-State plans for the future, the APRR initiative is designed to drive investment decisions and promote financial viability by assuring we meet contemporary market demands and opportunities.

4.A.2

K-State abides by the KBOR handbook on Credit for Prior Learning. This allows for consistency of students that transfer advance credit from other institutions. The K-State policy on Transfer Credit provides a description for how the university handles all forms of prior credit. The institution examines all credit for prior learning from Advanced Placement (AP) credit, College Level Exam Program (CLEP) or through the DANTES Subject Standardized Tests (DSST) exam program. K-State utilizes the recommendations provided by "A Guide to the Evaluation of Educational Experiences in the Armed Services" published by the American Council on Education (ACE) to assess the potential transferability of military credit. Regarding credit exams, all applicants after 2015 with credit from exams, a letter grade is not assigned for advanced placement but rather "EP" is noted on the transcript. The institution does not provide credit for prior learning through a portfolio process. As noted in the policy on Transfer Credit, there is a process for receiving military credit; however, other types of prior learning credit are not allowed at the university. (10-year table of transfer credit accepted). In Fall 2021, 14,809 students out of the 20,229 enrolled received some type of transfer credit. The following is the data for the number of credits for prior learning through testing and transfer accepted at K-State:

- AP Credit: 2,883
- Transfer credit from other college: 14,182
- Military credit   253
- Other Testing/Prior Learning: 734

4.A.3

The KBOR Transfer and Articulation policy is designed to promote seamlessness in the public postsecondary education system in Kansas. The Transfer KS program is for all public institutions in Kansas. It is monitored and governed by the Transfer Articulation Agreement Council on which two faculty from each institution sit. The process is robust, and affects how transfers are administered across Kansas institutions. The K-State 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 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 requirement is that the transfer institution must be an accredited two or four-year institution. However, there is no all-encompassing rule for transferring in course credits, and all courses proposed for transfer credit are evaluated. The KBOR has historically requested a report on the number of program and institutional specific articulation agreements (2 + 2 etc.), K-State Global Campus provided distance degrees, and program-level agreements. The KBOR Transfer KS portal provides information on Systemwide Transfer (SWT) courses for Kansas public colleges and universities. Systemwide Transfer courses transfer to any Kansas public institution offering an equivalent course. The decision of lower division courses to count toward upper division credit hours is at the discretion of the receiving institution. K-State's 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 (in collaboration with academic departments) examines each specific course to determine whether it ultimately will transfer.

4.A.4

All course and class requirements are enforced by the academic program through a set of prerequisites in the enrollment system. Some prerequisites automatically block students from enrolling in a class if the prerequisite is not met while others are manually monitored to facilitate exceptions when necessary. Faculty may grant permission to override a requisite by signing an online Permission Form, which is entered into the K-State Student Information System (KSIS) by the department office provided that the class capacity has not exceeded the enrollment limit.

The process of adding new or modifying courses using the Curriculog Curriculum Management System includes a rationale and impact, course syllabus, pre- and co-requisite requirements, and course rigor in regard to course level. In 2018 Curriculog was adopted to replace the paper course and curriculum approval process. This curriculum management process is entirely online, including proposal forms, agendas, and the review and approval processes. Curricular changes typically begin with faculty in the program, then moves to the department curriculum committee,

through the college committee, the assessment director, and are reviewed by the Faculty Senate Academic Affairs Committee, which includes faculty representation from all undergraduate colleges, before being reviewed and approved by the Faculty Senate. Graduate courses and programs, both new and modified, use the Curriculog system including approval from the graduate assessment and curriculum committees and the Graduate Faculty Council before being reviewed and approved by the Faculty Senate.

Course evaluations are monitored within each undergraduate and graduate program. In addition to other departmental mechanisms to evaluate teaching, courses are evaluated by the online TEVAL evaluation system, which is unique to K-State and is intended to provide an indicator of student's impressions of teaching effectiveness in a given class. It is also designed to provide some clues as to students' views of specific teaching practices. While K-State historically provided paper versions of the TEVAL, online evaluations are used for all campus and distance courses as of 2019-2020. These evaluations are emailed to students who then anonymously complete them on their own time. Instructors can send email reminders and see responses once the term has completed. The response rate from students has dropped from 56% in 2016 to 44% in 2021.

Institutional mechanisms ensure that expectations for course syllabi remain consistent across delivery modalities. Expectations for student learning are determined by programs and support the five undergraduate learning outcomes and three graduate learning outcomes. Program faculty determine the rigor and content of each course to support these outcomes at the appropriate bachelor's, master's, or doctoral level. Faculty also determine assessment methods that are more effective in demonstrating and documenting learning within each course. Program expectations are communicated to students on each program's website, in the Canvas Learning Management System, and on the K-State Office of Assessment website. Course expectations are communicated via the course syllabus.

K-State maintains access to learning resources for students virtually and physically including K-State Libraries. In addition to providing electronic and print research collections; research and instructional support; significant study seating capacity is provided including: seventeen group collaboration spaces with large screen monitors that vary in size from four to twenty-five seats; three seminar rooms; a large, 60-seat classroom; an event space seating 140; two dedicated graduate student study areas; and several additional conference rooms. The Sunderland Foundation Innovation Lab encompasses portions of two floors within Hale Library and offers technology resources not previously available to the campus. These include a digital media studio, artificial intelligence studio, immersion studio, 3D print lab, media gallery, video production studio, sound studio, and a one-button studio. The new Butler Digitization Lab supports in-house digitization of special collections and university archival collections. The Center for Advancement of Digital Scholarship continues to provide scholarly communication assistance with open educational resources, open access publishing, copyright and licensing, and publishing through the New Prairie Press imprint. There are also multiple branch libraries at K-State, including the Math/Physics Library, Veterinary Medical Library, and the new Paul Weigel Library of Architecture, Planning and Design, all located on the Manhattan campus and the K-State Aerospace and Technology Library in Salina.

K-State maintains and exercises authority of the quality of the dual credit program and ensures that the dual credit courses are equivalent in learning outcomes and levels of achievement to its higher education curriculum. The faculty must possess credentials required by instructors for all its programs. See 3.C.3 for documentation of qualifications. The K-State Salina campus offers dual credit courses with the high schools in the Salina school system. Courses are examined annually to determine whether the appropriate level of rigor, expectations for student learning, and faculty qualifications can be met by the high schools. All adjunct faculty positions are offered commensurate with their qualifications. Dual credit faculty qualifications and evaluation are described in the linked policy.

4.A.5

The institution has many programs that have earned specialized accreditation in their field. It is the policy of the university as well as the KBOR, 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. A dashboard has recently been created for ease of identifying programs under specialized accreditation, timeframe, and accreditation status.

4.A.6

The Career Center provides reports of graduate employment statistics at the university level, and can provide these reports at the college level upon request. As noted in Core Component 3.A.1, these statistics show that during the 2020 academic year, 75% of graduates were employed within three months of graduation, and another 22% were enrolled in graduate or professional programs. This 95-96% rate has remained fairly constant over the reporting years. Other reports available online at the college and major level provide information on salaries of graduates, as well as job titles and employers. The Career Center completes these reports, and sends them to all administrators, deans and department heads. In the annual Alumni Survey, 87.2% of respondents indicate that they felt somewhat or adequately prepared for graduate or professional education and 80.2% indicate that t they felt somewhat or adequately prepared for their present job.

As outlined in the Alumni Association Policy, the K-State University Alumni Association is to provide a communication link between the University and its alumni and friends. The K-State Alumni Association maintains all computer records related to graduates, former students and friends of the university and has responsibility for the accuracy and security of all information contained in these files. The Association makes lists and contact information of graduates available to programs upon request.

Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

Kansas State University's (K-State) commitment to improving student learning is grounded in multiple aligned sets of outcomes. The institution has five undergraduate learning outcomes and three graduate learning outcomes that are publicly displayed on the institution's website. Each individual academic program and cocurricular unit has established program learning outcomes defined in their assessment plan. Program and cocurricular learning outcomes are publicly displayed within two click of their homepage and on the K-State Office of Assessment website. Each program/unit collects achievement data to review the impact of learning through the Assessment of Student Learning process. In addition to assessing the knowledge/skills reflective of disciplinary expectations, the faculty of each program collectively identify how students demonstrate competence in the undergraduate learning outcomes of written communication; oral communication; critical thinking; diversity; and professional integrity. All undergraduate and graduate programs, no matter the delivery modality, assess student learning outcomes through a clearly defined assessment plan through which they collect student achievement data using program selected assessment measures to identify proficiency.

The office of assessment leads and sustains the institutional process for the assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. The office is charged to design and maintain the assessment process and to provide feedback to individual programs on their assessment initiatives. Undergraduate programs and cocurricular units annually report progress of student learning assessment through the annual reporting process using a uniform assessment report format while graduate programs report a four-year summary of annual assessment data at a mid-cycle of the program review and eight-year summary in the full program review. University Assessment Facilitators committee, made up of associate deans and representatives from each college to act as liaison to their undergraduate programs. The graduate assessment committee, which is an acting committee from the Graduate Faculty Council acts as liaison to all graduate program. Each oversight body interacts with the office of assessment confirming consistency of the assessment process as well as addressing unique challenges that occur.

Annual assessment reports follow standard template and are submitted through a
PowerBI reporting portal . The Office of Assessment provides guidance through a reporting
guide and video Guide to Annual Reporting. All programs receive feedback from the Office of
Assessment as well as their program and college assessment committees to guide enhancement
in assessment processes. Program report summaries are made public on each unit's website and
full reports are made available through the password protected PowerBI link for internal
transparency as seen on the above link to the PowerBI reporting portal. Feedback to individual
programs provide suggestions about clarity of their Student Learning Outcome (SLO)
statements, the quality of the assessment tasks and measures, and actions taken to improve
curriculum, instruction, and assessment processes (examples provided). The Office of
Assessment website provides multiple documents and videos to guide faculty in assessment
practices included in the Assessment Toolkit, recorded workshops and specially created
instructional videos in the set of links focused on Canvas and PowerBI Training.

Credentialing expectations of student learning as defined in the Undergraduate Learning
Outcomes occurs within the program student learning assessment process. These learning
outcome categories are aligned with specific learning outcomes in each academic programs'
assessment process. Programs annually collect and review student-learning achievement
reflective of program credentialing rigor. Student achievement data are annually
reported by institution, college, and program.

The cocurricular units reconstructed their assessment processes in 2019 in response to a revised
strategic structure of Office of Enrollment Management, Office of Student Success, and Office
of Student Life. Each office maintains responsibility for cocurricular planning and assessment.
The office of assessment maintains responsibility to assist in designing assessment processes and
providing feedback on their assessment initiatives. The Offices of Student Success and Student
Life provide annual assessment reports to the oversight office and the Office of Assessment
using an assessment plan template and report annually each spring using a unified reporting
format. The in enrollment management internally maintain their own assessment processes. The
renewed cocurricular process in now in its first full year of administration and each unit reports
through a cocurricular assessment portal. Program reports for each unit are made available
through the password protected PowerBI link for internal transparency. Unit report summaries
are made public on each unit's website.

The Office of Assessment administered the National Survey of Student Engagement (NSSE)
every three years but was discontinued in 2019. Data has been reported institutionally and
disaggregated by college and program, but due to redundancy of data from other sources, such as
our institutionally-developed Annual Senior Survey and Annual Alumni Survey there was
minimal use or impact from the data.

4.B.2

For many programs, achievement data is automatically collected through the Canvas Learning
Management System uploaded into an assessment dataflow. To maintain currency of assessment

data, this automatic data collection refreshes daily and viewable through interactive assessment dashboards. As described in 4.B.1, all undergraduate academic programs review the collected achievement data annually to report student achievement of learning outcomes, but some programs internally review the data each term while others follow specific data periodically across a term. Assessment of all graduate programs follows a four-year cycle. All co-curricular units in the Offices of Student Success and Student Life report assessment outcomes annually. Each program receives annual feedback from the Office of Assessment and each college's assessment committee to guide programmatic decisions that can guide program improvements. The reporting process records a longitudinal history of:

- assessment measure improvements
- course improvements
- curriculum improvements
- improved faculty understanding or engagement
- increased rigor
- other improvements
- revised assessment plans
- revised outcomes

This data enables each program to recognize progress and inform decisions to improve the quality of student learning.

As noted in 4.B.1, cocurricular units have restructured their assessment processes to align with their unit's leadership change, strategic plan as well as their mission with the assessed outcomes based on the core functions that define the intended student experience. Cocurricular units use assessment to improve services to students and create a more student-centered learning environment. Academic year 2019 was focused on rethinking and developing updated assessment measures. Within the first year of implementation, the cocurricular units spent most of their time addressing immediate needs of the COVID-19 pandemic, but maintained a focus on assessment development. Some programs we able to adapt their assessment process to integrate with the COVID-19 response. The following are example extracted from recent assessment reports:

- **Tutoring Services** was successful in serving students where they were, either on campus or remote. As a result of enhanced tutor training, the students they served demonstrated enhanced confidence and success in their coursework. This was supported through their assessment data, pre and post-testing for student achievement, and surveys. Tutoring services used their assessments to guide change of tutoring practices as well as enhance their assessment processes.
- The **ADVANCE** program worked with students from six colleges through professional development events. Reflecting their missions of reaching an interdisciplinary group of STEM students, the participant data demonstrated that some event categories drew a more diverse crowd than others, which then guided planning for future events. The COVID-19 pandemic constrained staff time and financial resources. The program's networking events were canceled so no data were collected. The program now is administering their assessment processes over the current academic year.

The cocurricular units recently reported for the 2021 calendar year in February 2022 and were not available for this report. The data collected should provide an understanding of educational impact from cocurricular units during COVID-19 and guide further enhancements into the future.

4.B.3

Many improvements in process and methodology for assessing student learning across the institution have been implemented in the past five years. Enhancements include:

- eliminating challenges of data collection through automation of collection using the Canvas Learning Management System and other sources such as consistent survey tools and standardized assessment results files.
- automating aggregation of collected assessment data into reporting tables and graphs that allow units to analyze current learning data.

These revisions have sparked curricular discussion that have led to restructuring instructional sequence and content in both academic and co-curricular units as described in 4.B.2. An overall paradigm shift is occurring across the institution through which faculty, programs, and co-curricular units view assessment as an ongoing interactive process aligned with student learning in contrast to traditional compliance through the submission of a printed report. The success of these revisions at K-State have gained the attention of multiple institutions across the United States resulting in multiple publications, seminars, webinars and consults.

All annual assessment reports require reporting of faculty discussion of assessment data and resulting decisions. The Office of Assessment reviews each assessment report, then meets with each program and co-curricular unit to discuss program improvements that could support enhanced student learning. Faculty attend workshops led by the Office of Assessment to guide the assessment process. Best practices are celebrated annually with recognition of programs through the awarding of Excellence in Assessment recognition and an annual Assessment Showcase (view the 2022 Showcase program). Assessment outcomes, plans, and program improvements are accessible for transparency.

The instructional adjustments made as a result of the pandemic have impacted considerations of assessment. The assessment culture already integrated across our institution provided a foundation for programs to recognize the importance of assessment as instructional processes were altered during the COVID-19 pandemic. Nearly all assessment reports were submitted during the height of the COVID-19 pandemic. Reports identified the instructional adjustments, assessment results, and plans to address these findings in the coming year. Some programs ran analysis using Rasch Item Analysis and identified which assessed component thrived and which components suffered as a result of alternative instruction implemented. These programs used that data to adjust for the coming semester to provide the best education possible during these challenges and will continue assessing the adjustment to identify impact on learning. Other programs are using the COVID-19 pandemic to review their outcomes and measures to adjust in

the future assessment processes to better serve their students. All reports are also shared with faculty and assessment coordinators who self-monitor findings to guide improvements to student learning.

Growth and Improvement Plans: We will begin expanding our use of technology to analyze within the visualization technology to provide opportunities for enhanced understanding of learning for programs, cocurricular units, and the overall institution. As increased amounts of data become available in multiple formats. The Office of Assessment will begin integrating analysis software such as 'R', 'Rasch', and 'Python' into interactive dashboards and tables enabling enhanced parametric measures to explore validity and reliability of measures. In the short-term, this software gives programs the ability to apply statistical measures to assessment results for each of the institutional outcomes. For the long-term, these technological tools can enable proactive analysis using longitudinal data and predictive analytics to analyze, simulate, plan and predict learning to provide interventions that can ward off challenges and increase learning.

Another project that will begin soon is focused on taking advantage of the assessment data warehouse by aligning common criteria across curricular and co-curricular units to identify impact and transfer of learning across multiple programs. As an example, the School of Leadership Studies at K-State develops and assesses leadership skills. These students apply those skills in leadership positions that are assessed in co-curricular units and can be assessed outside of coursework in academic units. Another project in discussion is to assess the impact of Strengths training across the institution. If we align the scoring measures across appropriate tasks, we can identify transfer of learning across the institution. Similar analysis can be aligned with components of critical thinking, information literacy, research skills, and communication skills. With appropriate metrics and longitudinal data, there is a possibility of identifying contributions and challenges to provide predictive indicators of student learning success.

Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

Improving student retention and success has been a focus of the K-State 2025 strategic plan since its launch in 2011 with the inclusion of freshman-to-sophomore year retention and 6-year graduation rates being two of seven key university metrics. That focus has resulted in steady improvement in these rates over the past decade. In 2021, Kansas State University (K-State) set ambitious goals for improving student retention, persistence, and degree completion with a particular focus on reducing and eventually eliminating equity gaps. The Office of the Vice Provost for Student Success collaborates with our Enrollment Management team, advisors, faculty, and policy groups to continually assess retention and degree completion rates across the University. Improvements in advising and student success areas a key goals of the university's student-centered Strategic Enrollment Management Plan. The university is also part of the Kansas Board of Regents (KBOR) initiative to assess strengths and plans in this area in partnership with the National Institute for Student Success. The KBOR goal for the next several years and they have partnered with National Institute for Student Success to assess our strengths and future plan in this area. In addition, to these more legible student success initiatives, These goals are visible on the website tracking progress on the university's Action Plan for a More Inclusive K-State, which includes specific goals related to student retention and success. Through the action plan for a more inclusive K-State, the university focuses on 11 distinct action steps to address racial and social injustice issues:

1. Student Ombudsperson Office
2. Review of Policies and Student Code of Conduct
3. Student Recruitment
4. Student Retention and Graduation
5. Need-based Scholarships
6. Intake process for Discrimination Complaints
7. Student Social Media Policy
8. Truth, Racial Healing, and Transformation Framework
9. Faculty/Staff Hiring and Retention
10. Multicultural Overlay Initiative
11. Cultural Competency Workshops

4.C.2

According to the K-State 2025 strategic plan ten-year update, the K-State freshman-to-sophomore retention rate across the institution has improved from 81% in fall 2012 to the current 86% on track for achieve the goal of 90% by 2025. The K-State 6-year graduation rate has improved from 56% to 68% during that same time period, on track to meet the 70% goal by 2025. The university's student success goals were expanded in 2021 as part of our Strategic Enrollment Management planning and the Diversity Action Plan to include second-year retention and 4-year graduation rates with goals set for 2025 and 2030.

K-State has never been, nor will likely ever be highly selective in terms of its admission rates due to its land grant mission of accessibility for the citizens in the state of Kansas rather than selected admission. 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 2020-21 shows that 9,127 first-time full-time freshmen applied to for admission, and 8,459 first-time full-time freshmen were admitted, for an admission rate of 93%. Progress reports and accompanying data on the key metrics are presented on the K-State 2025 visionary strategic plan website and presented to academic and administrative units by the K-State President and Provost for clarity and transparency. 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-year retention rates and six-year graduation rates. These reports are also available by gender, race, and college on K-State's Factbook.

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, academic units, and cocurricular units use these reports to monitor retention, persistence, and completion rates to determine the impact of the programs they implement and to design new programs.

The Office of Institutional Research and Assessment (OIRA) works with all units and closely monitors student progress and persistence on a regular basis. In addition to publishing ongoing reports on retention, completion, time to degree, OIRA also serves as a close partner with the Offices of Student Success, Enrollment Management, and Student Life. OIRA conducts many special studies in areas of first-year performance, living arrangements and first-year success, outcomes of living learning communities, COVID-19 pandemic impact on learning, just to name a few, which are used to help understand the impact of instruction, educational experiences, and other factors on student progress and persistence.

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 focused on specific

populations or intended for a particular college or program. Overall, these strategies focus on increasing [financial support](#) and 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. Units, both administrative and academic, have designed a variety of efforts in order to reach as many students as possible.

As seen in the K-State [Factbook](#), from 2011 to the present, there have been steady increases in 1-year retention rate, 4-year retention rate, and the 6-year retention rate for Freshman and Transfer students. The launch of universitywide strategic enrollment management and the realignment of the strategic enrollment management functions in 2018-2019 to include vice provosts for Enrollment Management and Student Success in the Provost's Office allows for more centralized and comprehensive collaborations and strategies for student success, retention, and graduation rates.

The metrics for the Action Plan for a More Inclusive K-State take time to measure and are called lagging indicators in the student success literature. Additionally, K-State is tracking metrics that serve as leading indicators that will meet these larger institutional goals. For example, tracked are continuing student enrollment and retention data, then comparing it to data from the previous year (see 4.C.2). From this data, students who have not enrolled but are eligible to do so are contacted to encourage re-enrollment. The goal is to increase the enrollment of first-year students who have earned 30 institutional credit hours by the end of their first year.

Faculty are asked to submit [progress reports](#) on students in week five of the semester or early in the progress of short-format courses. When learning challenges are exposed, additional outreach and support are provided to guide academic success. Additionally, faculty and staff report to the Office of Student Life any [student of concern](#). Trained Student Life staff takes a multi-pronged approach to reach and intervene with students who need support. This past fall term, an [academic planning tool](#) was launched to help students efficiently make progress toward their degree. Reduction of curricular detours, on-time degree completion, and bolstering student confidence in student degree pathways is anticipated. The Graduate School has defined [multiple efforts](#) for student retention and student success.

Through the [SEM initiative](#), K-State is working to align various programs and services that exist in pockets across campus to ensure all student have access to institutional support and enrichment opportunities to achieve their personal, academic, and career goals ([Vision Statement, Student Success](#)). These projects include:

- building a care network using Student Success Collaborate-Navigate (SSC-Navigate) to connect first-generation students to people and resources,
- launching a peer leadership collaborative to harness and make visible the range of student-to-student programs available to both prospective mentors and mentees,
- providing a student success Canvas course that organizes resources by student question and provides access via the learning management system, a system that students access daily, and
- pursuing research to test if embedded tutoring and a psychological intervention improves DFW rates in gateway courses.

Additional processes oriented toward student success include:

- **Admission standards:** Students who do not meet the minimum admission standards are admitted by exception. These students are expected to enroll in a first-year experience course (a first-year seminar or CAT Community), create a learning agreement, and meet regularly with an academic coach. The Academic Achievement Center supports about 300 students annually through this program. In 2019-20, 82% of the students admitted by exception in fall 2019 were in good academic standing.
- **Summer bridge programs:** Multicultural Academic Program Success, or MAPS, is the Project IMPACT summer bridge program for selected multicultural students enrolling in Kansas State University's Colleges of Agriculture, Business Administration or Engineering. Cargill Inc. and ConocoPhillips Co. sponsor the program. MAPS students must intend to enroll in one of associated colleges/majors at K-State during the fall semester.
- **EAB's Student Success Collaborative-Navigate (SSC-Navigate):** This investment includes predictive insights, a faculty/staff facing platform that facilitates record-keeping and outreach, and a student-facing mobile application, which is launching fall 2021. Student Success is taking the lead in achieving SEM recommendations for a more coherent, consistent, and collaborative model for advising and outreach (SEM Retention Diagnostic, p. 9). SSC-Navigate is a critical connector for this work. It offers:
  - a shared repository for advising notes and a record of other interactions across campus,
  - academic record with trend analysis,
  - predictive analytics and advance search features to help in identifying students who may need intervention and support,
  - mechanisms for communication – including text messaging,
  - guided onboarding and holds guidance through the Navigate mobile app,
  - course and graduation planning. Academic Plans help take the mystery out of what is required and when, allows for customization for individual student needs, and frees up advisor time for more substantive mentoring and engagement.
- **K-State First:** This first year experience within Office of Student Success is dedicated to assisting new students with the transition to university-level learning and college life. K-State First is committed to creating a rewarding and engaging collegiate experience for every first-year student. With a strong focus on academic excellence, community, diversity, and the empowerment of students, K-State First programs aim to set students on the path to academic success, degree attainment, as well as satisfaction and achievement in their careers and personal lives. K-State First and its programs are made possible by the support of administrators, staff, and faculty members from across campus. K-State First has 50 First-Year Seminar (FYS) faculty, 45 lead Instructors in the CAT (Connecting Across Topics) Communities, and over 75 Guides to Personal Success (GPS Guides). The K-State First Director and staff work closely with a Student Advisory Council and campus-wide advisory workgroup as well as committees focused on communication, research and assessment, K-State First Book, faculty development, diversity and inclusion, and overall strategic planning. K-State First has a thorough assessment process to identify successes and challenge and uses this data for continual enhancement.

- o In the fall of 2011, 610 students were enrolled in FYS classes. During the fall of 2021, 882 were enrolled.
  - o In fall 2011, 178 students were involved in CAT Communities. During the fall of 2021, 671 were involved.
  - o According to current data, students in the CAT Communities have a first-year to second-year retention rate of 90.8%.
  - o The retention rate among the students taking EDCEP 111 University Experience (the college student success first-year seminar, designed for high support students) continues to climb. In 2011, the retention rate was 71.8%. In the 2021 data, the retention rate had climbed to 79.4%. The student population who takes this course is a high-support group with an average ACT below 20 (19.9 in our most recent data).
- **University Experience:** New first-year students are encouraged to participate in the K-State First Book (common read) as well as either a first-year seminar or a CAT learning community (either residential or not). The K-State First team works to integrate the K-State First Book into the curriculum and provides faculty development to ensure teaching excellence in the other curricular options. The University Experience course taken as a FYS or within a CAT Community stands out as an effective resource for students. Consideration is underway as to whether this course should be required for students who are admitted to the university by exception.
- **SPARK:** The Second Opportunity for Academic Refocus (SPARK) program at K-State invites students who earn less than a 1.0 GPA during their first semester to apply to be reinstated to the university. Admitted students enroll in an Academic Refocus student success course with embedded academic coaching, participate in co-curricular opportunities, connect with a peer mentor, experience intentional advising, and engage with a student-focused event on resilience. Program leaders track student persistence and academic performance over time. These data are informing policy discussions related to an accelerated Fresh Start or change of major grade forgiveness to help these students reach good academic standing sooner.
- **TRIO programs:** At K-State, we have three federally funded TRIO programs across the Manhattan and Salina campuses that serve students who are income limited, first-generation and/or those with a disability or other special needs. Educational Supportive Services (ESS) in Manhattan serves up to 300 students annually. ESS in Salina serves approximately 150 students; Upward Bound in Salina serves 55 high school students, and the McNair program serves 28 students over a two-year period (cohorts of 14 students each). Current K-State students receive tutoring, academic coaching, and financial support. Data on persistence, retention, and graduation are reported to the federal government annually and inform adjustments to current practice.
- Each college, academic unit, and co-curricular area use information on student retention, persistence and completion of programs and report on improvements as warranted by the data:
  - o College of Agricultures/K-State Research and Extension
  - o College of Architecture, Planning and Design
  - o College of Business Administration
  - o College of Education
  - o College of Health and Human Sciences

- o [College of Veterinary Medicine](#)
- o [Global Campus](#)
- o [Graduate School](#)
- o [Athletics](#)
- o [K-State Olathe Campus](#)
- o [Kansas State University Salina Aerospace and Technology Campus](#)
- o [Student Life](#)

4.C.4

K-State uses the [IPEDS definitions](#) to collect and analyze data related to student success, such as first-year-to-second-year retention rates and six-year graduation rates. IPEDS definitions are also used to define data such as freshman cohort, [student ethnicity](#), and degree awards. Defining transfer student retention and completion is also based on common practice in higher education, which uses entering full-time transfer student to establish base cohort.

As one of the six public universities in the state of Kansas, [KBOR](#) collects a large spectrum of data from K-State throughout the year. The KBOR uses the same methodology to collect student retention and completion data.

More than 25 years ago, the KBOR mandated collection of [post-graduation placement statistics](#) as a key performance indicator of each regent university. The collection of K-State data has been managed since that time by the Career Center (formerly known as Career and Employment Services). Over 10 years of data are publicly available electronically via PowerBI dashboards for all levels. Reports are utilized by academic programs and administration for program review, accreditation, enrollment forecasting and other planning initiatives.

For internal reporting and analysis purposes, some local definitions are developed based on the specific purposes and context. For example, OIRA generates reports such as [time-to-degree](#), [Headcounts-Degrees-Retention-Graduation](#) and [course DFW](#) rates for internal consumption and program improvement purposes. Working with the Graduate School, OIRA has recently developed a tool that monitors progress toward [major milestones](#) (e.g., major exam defense) during their program of study. Definitions and methodologies of collecting and analyzing data are established through a collaborative approach between OIRA and individual units.

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 (K-State) has historically participated in the Kansas Board of Regents (KBOR) academic program review and other relevant external accreditation processes. The institution currently has a task force in place to develop a more rigorous data-informed annual academic program renewal process to guide program enhancement. All accredited programs at K-State are approved and compliant with full accreditation, certification, or licensure.

To enable credit for prior learning ranging for all incoming students, the KBOR's transfer and articulation policy provides seamless approval of prior credits across the public postsecondary education system in Kansas. Policy is followed for military and AP credit. K-State maintains and exercises authority of the quality of any dual credit. The Curriculog Curriculum Management System is used for adding new or modifying courses, which includes maintaining control of prerequisite expectations. Senior survey reports provide data on student educational experiences and alumni survey reports provide feedback about post-graduation success.

Assessments of student learning are monitored within programs, but reported institutionally. All undergraduate and graduate programs assess student learning outcomes through clearly defined assessment plans. The office of assessment guides and sustains the process for the assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. The student success and student life units provide annual assessment reports to the office of assessment. All assessment reporting groups receive feedback from their program/unit/college assessment committees as well as the office of assessment to guide enhancement in assessment processes. The processes include the use of visualization technology, which provides opportunities for in-depth analysis of student learning data.

Improving student success is a key focus of the university's K-State 2025 strategic plan. K-State has set goals for improving student retention, persistence, and degree completion. A focus on reducing equity gaps has led to more intentional collaboration across the university. In addition to tracking its own progress, K-State also compares its progress to peer institutions and analyzes the data at a granular level. Colleges, the Office of Student Success, and Student Life, use reports to monitor retention, persistence, and completion rates to determine the impact of the programs they implement and to design new programs. Some of the retention and graduation strategies have been general while others have focused on specific populations. There have been substantial increases in 1-year retention rate, 4-year retention rate, and the 6-year retention rate over the past decade.

Criterion 5 - Institutional Effectiveness, Resources and Planning

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

Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

Shared governance through engaging our internal constituencies is an important part of the organizational culture at Kansas State University (K-State). 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 K-State. The foundation of shared governance is based upon institutional policies and procedures in its financial, academic, human resources and auxiliary areas, which was also discussed in Core Component 2.A. Shared governance is demonstrated through meetings between President and Provost with the leadership of Faculty Senate, Student Governing Association (SGA), University Support Staff Senate, and annual meetings with each unit and ongoing communications with faculty in each college. The minutes from the meetings of Faculty Senate, the SGA, and University Support Staff Senate are posted for all stakeholders to see. The University Handbook, Student Handbook and University Policy and Procedures Manual (PPM) provide the guidance for the structure and processes regarding many aspects of the university. Governance committee structures are codified in the University Committee Handbook. Each college has its own committees, advisory boards, faculty and staff groups that participate in decision-making activities as well.

Additional faculty and staff input is gathered through various Presidential Committees. Some committees have been evolving over time. For example, the Budget Advisory Committee was

the core group to provide inputs on budget planning through late 2016. In 2018, that committee was replaced by the General Use Budget Planning & Oversight Structure. The development and implementation of the University's Resource Centered Management (RCM) and Strategic Enrollment Plan (SEM) both involved careful preparation, ongoing communication, and broad participation throughout the university.

At the State level, the Kansas Board of Regents (KBOR), the single governing board of public higher education in Kansas, holds ten formal meetings each fiscal year. K-State is closely engaged with KBOR in its decision-making processes through representations on multiple councils and presentations during the KBOR meetings. For example, the Council of Chief Academic Officers, or COCAO, is composed of provosts and executive vice presidents of the state universities. The KBOR's Vice President for Academic Affairs serves as an ex officio member. COCAO works with the Board Academic Affairs Committee through the Vice President for Academic Affairs. One of its primary functions is to outline the academic plan for the state university system. It has responsibility for continuous planning and for upgrading the strategic plan as circumstances dictate, and for carrying out the procedures outlined in the KBOR's policy for Approval of New Programs.

K-State's response to the COVID-19 pandemic is the best and most recent example on how the university has prepared and made all major decisions through broad input from faculty, staff and students. In early March 2020 right before spring break, K-State was one of the large public universities across the nation to pivot all instruction offered through remote learning to protect the health and safety of students and local communities. During the pandemic, the university proactively developed plans and made decisions to mitigate the spread of the virus while maintaining the continuity of operations, instruction and other services. Multiple COVID-19 related websites were launched and regular townhall meetings led by the President, Provost, the COVID-19 Task Force, and other key administrators were held to keep the campus community informed and gather feedback from all relevant stakeholders. It is important to note that K-State proactively developed an infectious disease emergency preparedness plan in 2015.

5.A.2

K-State administrative leaders at different levels use data to make informed strategic and operational decisions in academic, budgetary, and student support areas. The university has established a system that provides historical and predictive data analytics to key stakeholders. The Office of Institutional Research and Assessment (OIRA) was initially established in October 2019 by combining the former Office of Planning and Analysis and the Office of Assessment. OIRA has become increasingly critical to serve as the center hub of university data and reporting functions. OIRA has developed multiple business intelligence tools, dashboards, and analytical reports that present the historical and dynamic information to the university's decision-makers.

Additionally, the university engages with external consultants in several key areas to gather information and support strategic decision making. For example, in 2017, K-State selected Huron Consulting Services to provide strategic enrollment management consultant services.

Based on a comprehensive analysis, the University developed its strategic enrollment management plan (SEM). Since then, a university-wide SEM committee has met regularly and the SEM plan has become a major roadmap for the University to develop and implement actions in enrollment management areas.

To support and improve student success, K-State implemented an EAB (formerly, Education Advisory Board) based Student Success Collaborative advisor platform. The tools include predictive analytics, major explorer, course analysis, advisor and tutor scheduling, and much more. The idea is to help student success professionals be increasingly connected, proactive, and guided by data. These tools support diverse efforts to increase undergraduate persistence and successful graduation.

Data and findings through assessment of student learning and program reviews are used to support teaching, learning, curriculum, and program improvement (see program improvement examples presented in 4.B.2) or program closure. For example, as a result of program review, K-State has either discontinued or merged multiple programs in recent years. The university has developed a highly robust reporting system that presents information in learning outcomes, student feedback, and program information through one portal, which provides comprehensive but easy access to academic leaders who make program and curricular related decisions.

In early 2018, K-State began the planning and implementation of a major strategic priority—modernizing its historic budget model into a hybrid Responsibility Centered Management, or RCM, model. The planning and implementation processes are based on data and analytics in enrollment and fiscal areas. In an RCM budget model, revenue-generating units own the revenue they generate and are also responsible for the costs they incur. The University used FY 2019 as a learning year, with full implementation in FY 2020.

In 2020, many academic and operation decisions during the COVID-19 pandemic were based on comprehensive analysis of data. The university developed a Triggers Matrix that includes data from local and regional cases and health care capacities for making decisions related to instruction, student services, and campus maintenance. A COVID-19 survey is conducted bi-weekly to gather feedback from campus community regarding compliance with safety protocols, which also provided information for the university to make decisions during the pandemic. The university's primary communication hub, K-State Today, provides daily updates related to COVID-19.

5.A.3

The institution's reliance on shared governance was described in 2.A and 5.A.1. 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 and policies, utilizing one or more of the Faculty Senate Committees. For example, new programs are initiated at the department level by completing the KBOR required New Program Approval Form, then obtaining 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. An example of such a collaborative process is the ongoing development and revision of Approval, Routing, and Notification Policies for Course and Curriculum Process. The collaborative process is a result and manifestation of shared governance between administration and faculty when making curricular decisions.

The Professional Staff Affairs Committee considers similar issues as Faculty Affairs, except with a focus on unclassified professional staff. Collaborating with Information Technology Services leadership and using the IT strategic plan as a roadmap, The Faculty Senate Committee on Technology considers issues and concerns regarding the uses of and needs for information technology across the university, 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 KBOR, first through the Board Academic Affairs Subcommittee, then to the entire Board.

Students' involvement in academic policies emerge through the SGA 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. The determination of academic requirements, policies and processes are indeed a collaborative effort involving faculty, administration, staff, and students.

It is worth mentioning a few examples when academic decisions were made with broad input from aforementioned stakeholders during COVID-19 pandemic. In spring 2020, the university implemented an A/P/F grade option for students who might face challenges as a result of all courses pivoting to remote modality in the middle of a semester. Working with the Faculty Senate, the Provost made the decision to extend the tenure evaluation clock for those tenure-track faculty who encountered significant obstacles of their research and other scholarly activities due to the pandemic. This decision was ratified by the KBOR and extended across the system.

Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

An enrollment decline since 2014, coupled with a protracted pandemic of COVID-19 since March 2020, has significantly impacted Kansas State University's (K-State) employee numbers in a negative way. Between FY 2017 and FY 2022, K-State's full-time employee number was reduced by more than 200. Nevertheless, K-State still maintains a community of highly-qualified faculty and well-trained staff to support its teaching, research, and service operations. Regarding human resources, the most current (2021/22) employee census day report shows that the institution employs a total of 1,254 full-time faculty and 3,099 full-time staff. Additionally, there are 1,086 part-time staff and 1,254 graduate assistants. The full-time staff is composed of unclassified professional staff and university support staff. The latter category includes administrative, clerical, facilities, and others.

Confirming the qualifications of all employees is described in the Employment Verifications and References section of the Policy and Procedures Manual. K-State's human resource related services have gone through a transformation in recent years. Human Capital Services (HCS) was created in 2014, following a comprehensive assessment of human resource related functions. In 2016, HCS implemented PageUp system that completely automated the employee hiring process. In 2021, HCS honed efforts on workforce enhancements through the development of a remote work policy and resources in addition to launching an employee recruitment dashboard that allows senior leaders to monitor overall recruitment and hiring trends with a target of improving workforce diversity. To enhance hiring practices of all employed at K-State, the recruitment 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 quality of employees possible.

Upon employment, most new university support staff employees attend the Employment Orientation Program. For new faculty and unclassified professional staff, HCS 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.

Professional development for administrators is provided through the New Department Head Orientation, the Directors Roundtables, financial support for Academic Chairpersons conferences hosted by Kansas State University Global Campus, and the Coffman Leadership institutes, as well as informal mentoring programs. A few years ago, HCS launched a formal supervisor training program and 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, and the Teaching and Learning Center provides development opportunities for all teaching faculty and GTAs (see Core Component 3.C.4). The New Faculty Institute offers mentorship and training for junior faculty across the university, and most colleges have initiated faculty mentoring programs to provide guidance to new professors and instructors to help ensure their success in the classroom and at the university.

Regarding physical facilities, K-State has two campuses and two additional teaching locations as approved by HLC. The Manhattan campus serves as the main campus of the university whereas K-State Salina Aerospace and Technology Campus and the College of Technology and Aviation also provide comprehensive teaching, learning and research support to faculty, staff, and students. The Salina campus was established in 1991 as a result of the merger of the Kansas Technical Institute with Kansas State University. It offers degree programs in the fields of engineering technology and aviation, consisting of associate and bachelor's degrees as well as a Professional Master of Technology program. Approximately 800 students are enrolled at the K-State Salina campus.

The Manhattan campus core covers over 550 acres of land with another 2,300 acres for agricultural teaching and research activities. The K-State Salina campus holds an additional 149 acres, 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 (rebranded as the Edge Collaboration District in 2019) provides additional space planning for areas adjacent to campus. Since the last HLC assurance review in 2016, completed construction projects include the Multicultural Student Center, Architecture Planning and Design renovation, renovation and expansion of the South End Zone at Bill Snyder Family Stadium, renovation of Derby Dining Center, the renovation of Hale Library from its damage in 2018, McCain Lobby addition, renovation of Tointon Baseball Stadium, new Soccer Stadium, Mosier Pet Health Addition, Equine Performance Testing Center, and Agronomy Education Center. Current capital projects underway or nearing completion include K-State Salina Residence Hall, Athletics Football Indoor Practice Facility and Athletics Volleyball and Olympic Training Center. It is worth mentioning the university's main library-Hale Library, suffered severe fire damage in May 2018. The university made an extraordinary effort through the COVID-19 pandemic and completed the renovation of the 550,000 square foot building in spring 2021. Major university facilities upgrades on the Theme 6 of K-State 2025 webpage, while the athletics facilities upgrades are on the Theme 7 webpage.

The Manhattan campus has 127 classrooms and 6 studio classrooms/labs that are centrally managed with an additional 537 classrooms and class labs that are managed by departments. At present, the classroom space is not sufficient for accommodating prime teaching times (Monday-Thursday's from 9:00 am to 3:00 pm) nor allowing for new teaching modalities such as a blocked set of courses, flipped classroom, studio learning, late start/late admissions, mini-mesters, non-standard offerings (i.e., short-courses; extended hours), etc. Outside of the prime teaching times space is sufficient. Each semester, the Academic and Classroom Scheduling unit works with the academic colleges and departments who require changes in classroom space working hard to try and fit all classes into the spaces that exist.

K-State university research facilities across the state and the extension offices in all 105 counties in Kansas. K-State Research and Extension is a statewide network of educators sharing unbiased, research-based information and expertise on issues important to Kansas. It has established local, state, regional, national, and international partnerships. It is dedicated to a safe, sustainable, competitive food and fiber system and to strong, healthy communities, families, and youth through integrated research, analysis and education.

Nearly all of the centrally-scheduled classrooms are equipped with basic technology giving faculty the opportunity to utilize all types of software, Internet and web resources, and other technologies, including Zoom conferencing capacity. All buildings on campus are equipped with wireless technology capable of handling the needs of students, faculty, and staff. The Division of Information Technology provides support services to all campus users through their helpline and other designated personnel such as the IT Help Desk and Academic Technology and Student Services. Assistance for all types of needs, such as hardware, software, wireless, infrastructure, telephones, is available through the Division of Information Technology.

During the COVID-19 pandemic, especially, in fall 2020 and spring 2021 when students began to return to campus, the Division of Facilities followed strictly the CDC guidelines on safety and healthy and further developed cleaning and disinfecting protocols to ensure the safety of faculty, staff, and students, and mitigate the spread of virus.

It is worth mentioning that K-State Athletics, KSU Foundation, K-State Alumni Association, K-State Student Union, and Greek Life, are independent entities from K-State. K-State Athletics is one of the few NCAA Division I universities that is completely self-sufficient financially. With the KSU Foundation, the university has exceeded $1.6B mark in its Inspiration and Innovation Campaign launched in 2016, far surpassing its original goal of $1B. With its total endowment of $860M, the Foundation has provided funds toward a number of additional capital projects, as well as faculty endowed chairs, student scholarships, and excellence funds. For example, KSU Foundation provides critical financial support to the university's operations, scholarships, and student success. According to the Foundation's annual report (p. 8), the total support from the endowment in FY 2020 reached $91M.

5.B.2

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 K-State, strategic 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. Two major planning activities derived from the strategic plan are Strategic Enrollment Management Plan (SEM) and Budget Modernization Project (see more discussion in 5.B.4), are close reflections of the mission and vision of the university.

K-State monitors the progress of the plan and make revisions regularly. In September 2019, a refresh to the plan was developed. A key goal of the K-State 2025 Refresh initiative was to re-engage the K-State community in university strategic planning. Detailed communications regarding the four strategic initiatives, implementation process, and results are presented on K-State 2025 Refresh website. The Refresh process was paused in 2020 as the university responded to the COVID-19 pandemic, followed by a presidential search in 2021. With the arrival of President Richard Linton in February 2022, the K-State 2025 plan will evolve under his leadership.

The university maintains a strong partnership with city of Manhattan. Manhattan, Kansas was recently named the best college town in America (2021) according to collegerank.net. 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 plan, will both involve joint funding and operation between the city and the university.

Also, as a part of the North Campus Corridor plan, the National Bio and Agro-Defense Facility (NBAF) is a federal biosafetylevel-4 (BSL-4) laboratory facility that conducts 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 food borne pathogens. The BRI has acquired many grants for education and research exploration at the school since its opening in 2008. Undoubtedly, the expertise gained from the operation of the BRI will create partnerships with the NBAF for a long time to come.

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 enhance its capabilities. Funding will also be a continuing critical component of that progress. The university's ability to raise the $1.4B for the KSU Foundation Innovation and Inspiration campaign demonstrates broad support for the university mission.

K-State Salina maintains a strong partnership with the city of Salina. The campus CEO/Dean participates in bi-weekly economic development meetings with the City Manager, Assistant City Manager, County Administrator, Director of the Salina Airport Authority, Chamber President, and Saline County Economic Development Director. The Bulk Solids Innovation Center was developed and operates in collaboration with the Saline County Economic Development Corporation and two local businesses. The City of Salina, Salina Chamber, Salina Airport Authority, and the Saline County Economic Development Corporation partnered with K-State to fund a $50K study to advance aviation assets, research, innovation, and economic growth in the region.

One of the key elements in K-State's mission and vision statements is diversity. K-State has long maintained a demonstrable commitment to diversity and inclusion. Since 1863, as the nation's first operational land-grant university, K-State has heralded "full educational privileges" with open enrollment to all students regardless of gender, race or creed. Currently (fall 2021), the K-State student body is comprised of 17.0% ethnic minorities, 5.4% international, 21.7% first generation, and 52.3% women. In 2020, the President announced a multi-step action plan that will propel the University forward together.

5.B.3

The Office of the Chief Financial Officer is responsible for developing the budget and monitoring university finances on a regular basis. Budget processes are documented in the Budget Office procedures and follow an annual process as described in the Annual Budget Planning Calendar. More detail is provided below in Core Component 5.B.4.

In October 2017, K-State began a multi-year effort to modernize its budget model, from a traditional incremental budget model to a hybrid responsibility center management (RCM) budget model. The traditional model was not dynamic enough to allow the university to adjust to the ever-changing higher education landscape or effectively invest in strategic priorities for the future. The goal of the new model is to implement a more strategic budgeting approach that rewards enrollment and student credit hour growth, incentivizes and aligns with university priorities, energizes innovation, provides greater financial accountability and transparency, unlocks the historical budget, and preserves K-State's land-grant mission. The new RCM model was successfully implemented in 2019-2020 fiscal year.

The Division of Financial Services provides fiscal and accounting services to the campus and serves 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.

5.B.4

As 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 Chief Financial Officer and Budget Office is responsible for preparing the budgets for all sub-agencies of the university, preparing the operating budgets for all units, and tracking and reporting all relevant legislation that could affect the budgets or budgetary process at the university. 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 FY 2022 budget is $909.1M, including general and restricted use funding sources. The budget by program includes about 34.1% for instruction, 28.8% for research, 12.0% for public service, 8.7% for academic support, 6.7% for institutional support, 5.4% for physical plant, and 4.3% for student service. These percentages have remained fairly stable over the past ten years. For example, instruction portion in the total budget was 36% in 2012 (see annual budget fact card).

In 2013, the President initiated a Budget Advisory Committee to provide feedback and input into the budget allocation process. The committee members were drawn from all areas within the university, including a cross-section of employees represented. The first two years of operation 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. After former President Myers took office in 2016, along with the Budget Modernization initiative, the University established a General Use Budget Planning & Oversight Structure in 2018 that is comprised of a core team and four working teams/groups. The new structure significantly streamlines budget planning, allocation, and monitoring processes between service and revenue centers.

As noted above, over 34% of the budget is used for instructional purposes, with an additional 13% 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 29% 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, and given its role as a research university, students are involved in nearly all facets of K-State's research enterprise. Note that the general budget is not used to support Athletics; K-State is one of very few institutions (23 according to a report from USA Today published in 2013) in the nation with a self-funded Athletics Department.

During COVID-19 pandemic, all major operational decisions were made based on five guiding principles, three of which were directly related to its fiscal allocations: (1) Maintain and deliver our land-grant mission through teaching, research and extension/outreach, (2) Preserve and maintain university operations necessary to support mission-critical activities during reduced operations status, and (3) Preserve financial capacity of the university to deliver mission-critical activities for the long-term fiscal health of the university. These guiding principles helped ensure that its educational purposes were not disrupted when the university faced unprecedented budgetary challenges. The university implemented many budget saving measures, such as employee furloughs, hiring freeze, voluntary salary reductions, and unit-based budget cuts, along with the support of Federal CARES funding to ensure the safety of faculty, students, and staff and maintain the continuity of operations. Through December 2021, K-State has received a total of $96.1M COVID-19 related relief fund from federal and state agencies, $30M of which went directly to support students.

Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

The FY 2022 budget shows the top three items supported in the budget are instruction (34.1%), research (28.8%), and public service (8.7%). These three items are aligned with the tripartite 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 19.7% of the budget. Thus, 91.3% of the budget directly supports mission related activities. As the university implements plans for the K-State 2025 visionary plan, 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 specific strategy implemented to date that directly affect the goals of increasing retention rates and graduation rates of undergraduate students was the establishment of the office of Vice Provost for Undergraduate Studies in 2012, which late evolved to became the Office of Student Success in July 2019. This unit concentrates the broad universitywide efforts toward student academic success into one office through more coordinated approaches. Some of the actions taken thus far include:

- 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.
- Participated in a grant from the Suder Foundation's First Scholars program to enhance assistance and support for first generation students.
- Joined the Educational Advisory Board's Student Success Collaborative in 2017 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.

As a result of many collective efforts and the most recently reported data on fall 2021 census day, K-State's freshmen retention and graduation rates have increased significantly, from 80.3% (2011 entering cohort) to 86.1% (2020 entering cohort) for the first-year retention rate, and from 59.9% (2007 entering cohort) to 68.4% (2015 entering cohort) for the six-year graduation rate. K-State has the highest six-year graduation rates for first-time full-time degree-seeking freshmen among all Kansas Regents' universities.

The university also made significant investment in financial support to students. In 2010, general use funding for institutional aid was $12.3M (representing 3.4% of the general use budget), increased to $14.8M in FY 2014, (representing 4% of the general use budget), and reached $24.5M level in FY 2022 (representing 6% of the general use budget).

Besides improving student retention and graduation rates, K-State also allocated funding to support other initiatives of the K-State 2025 strategic plan and made ongoing progress toward the stated goals. Between 2012 and 2015, the K-State 2025 annual updates provided comprehensive lists of accomplishments by strategic area for each year. President Myers took office in 2016 and Provost Taber started in summer 2018. The new leadership at that time continued to support the

main themes of the K-State 2025 while concurrently pursuing revisions and updates to the strategic vision and aligning those with other statewide plans. For example, in late 2019, the university announced a refresh to the plan. In late 2021, the Office of the Vice President for Research developed and published the Economic Prosperity Plan to increase jobs and investment in the state of Kansas. This plan is in close alignment with and support all three themes of the KBOR's Strategic Plan, Building A Future. Right before former President Myers left office, a complete collection of highlights, reports, and achievements of K-State 2025 at 10 years was published on February 11, 2022. All K-State 2025 10 year updates from colleges and major administrative units are listed at the end of Section 4.C.3. It is worth noting that the 15th president of the university, Dr. Richard Linton, just took office on February 14, 2022.

The annual budgeting process is very closely tied to the K-State 2025 strategic plan. Between 2013 and 2016, the Budget Advisory Committee 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. In 2018, the new General Use (GU) Budget Planning & Oversight Structure replaced the overall function of the Budget Advisory Committee. The new structure provides better support to the Budget Modernization process and further strengthens the connections between gathering input, budget planning and allocation, financial monitoring, and coordination between service and revenue centers.

Since 2019, a key component of the university's new budget model is the Strategic Investment Fund. This fund provides monies for investing in the strategic priorities of the university to support innovations in teaching, research, service, and administrative services across the university while also providing stable funding for colleges as the university continues to adjust to a RCM budgeting process. For FY 2023 and with the support of federal COVID-19 relief fund, the total amount of the funding has reached $1.5M. The approved awards were announced in this past February.

K-State has built a strong research administration infrastructure to support its comprehensive research enterprise. This includes purchase, implementation, and integration of five research administration systems that support proposal preparation, submission, compliance management and training, and Export Controlled activities. In addition, we have developed two custom systems, one that facilitates research report generation for both central and college-level research administrators and the other to support controlled information projects. Research centers and institutes are supported by a combination of extramural, central, and college/department funding. Coordination of research activities across campus is accomplished by the Office of the Vice President for Research working in partnership with the Associate Deans for Research of the academic colleges and affiliated units.

5.C.2

As noted above, the budgeting process is closely tied to K-State 2025 strategic plan and the priorities in each of the K-State 2025 thematic areas. The priorities for each theme reflect considerable evaluation of current operations. Focus groups including faculty, staff, administration, and students were involved in the establishment of the initial university level K-State 2025 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 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.

Traditionally, 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. Assessments of student learning also provide 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 early 2021 and led by the Office of the Provost, K-State initiated a new innovation- and improvement-focused program review process, namely, Academic Program Review and Revitalization (APRR). The focus of the new process is on assessing and improving program quality, and how our programs can meet the needs of future generations of students. APRR will include five phases: discovery, design, learning, implementation, and evaluation. Core data metrics that will be used to support APRR including five university-wide learning outcomes for undergraduate programs: Knowledge; Critical Thinking; Communication; Diversity; and Academic and Professional Integrity. Once APRR is fully implemented in 2022/23 academic year, it will serve as a direct bridge between program innovation and improvement, assessment of student learning and certain aspects of budget planning.

In nonacademic areas, the Division of Student Life and the Office of Student Success specifically utilize their assessment of student learning outcomes to report on their progress toward their K-State 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 student services. The decisions to enhance student experiences are partially a consequence of their performance on this survey. For example, Residence Life staff monitor student success data closely and develops programs to support student learning and persistence.

The University Facilities unit evaluates its operations and links the results to divisional planning and budgeting processes. During the COVID-19 pandemic, the Division worked closely with academic units to evaluate the need of facility usage and staffing under a reduced operation pattern, and developed plans to accommodate the COVID-19 safety measures and regulations in classroom configuration and protections.

K-State also uses opportunities to improve the efficiency of space usage. After completion of multiple major construction projects such as the new College of Business Administration building, the university was in a unique position of having significant space available for reallocation. K-State chose to implement the Space Migration Project as a formal space planning initiative designed to optimize the space allocation opportunities afforded by the new construction. This process included collaboration to create space that encouraged interdisciplinary and multi-disciplinary work, creation of flexible and multi-functional space, preservation of historic buildings and classrooms, and consolidation to provide opportunities to bring departments together to promote better communication and collaboration within units. As a result of these efforts, seven departments/colleges were able to improve their space efficiencies which then created opportunity space allowing for several more rounds of Space Migration. In 2016, when the College of Business Administration constructed and occupied the new Business Building, their old college home, Calvin Hall, became available for others to use. After a competitive proposal process, the College of Arts and Sciences (A&S) was awarded occupancy of Calvin Hall by the university where their Dean's office and departments of history and political science relocated. That in turn left Eisenhower Hall (the A&S prior home) empty which was then made available to the Graduate School. The benefit of this sequential space realignment made 75 Classrooms previously used by the College of Business Administration now available across campus for non-CBA courses and about 20% of classes taught in the new Business Building are non-business courses.

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 plays a key role in providing feedback to central administration on all aspects of planning. All phases of the K-State 2025 strategic plan have included the full range of constituents in the planning processes. A few examples presented here include the development of college plans, department plans, and the university strategic plans for internationalization, sustainability, and undergraduate studies and student life. 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 stakeholders are commonly involved in programmatic or curriculum discussions and planning, in addition to college planning, through the broad use of advisory committees. Core Component 5.A.1 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.

K-State has strong partnerships with area communities. As discussed in Core Component 5.B.2, there are numerous collaborative projects with the city of Manhattan 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. In 2019, the fund reached $850,000. The Edge Collaboration District is where industry, K-State research and the creation of workforce talent come together to produce meaningful innovations and real outcomes for Kansas and beyond, inspired by the university's land-grant mission.

K-State Salina established close partnership with the city of Salina, as discussed in 5.B.2. K-State Olathe maintains partnerships with Johnson County, which supports the campus through a taxing authority managed by the Johnson County Education and Research Triangle. The campus works directly with industry in addressing workforce needs, co-locating research/education offerings, and responding to changing technologies.

At the Federal level, after a three-year site selection process, Manhattan, Kansas, was selected as the location for the National Bio and Agro-defense Facility, or NBAF. The $1.25 billion facility, which is adjacent to the K-State Manhattan campus, is a biosafety highest level (level-4) laboratory and will replace the aging Plum Island Animal Disease Center in the state of New York. NBAF is expected to be operational by 2022-2023 and it will be America's foremost animal disease research facility. The facility will provide opportunities for research collaborations with a number of existing biosafety Level 3 and Level 2 research institutes and laboratories of K-State.

At the state level, the KBOR coordinates some level of planning efforts among all Regents' institutions. In 2010, the KBOR developed a 10-year strategic agenda for the state's public higher education system. Titled Foresight 2020, the KBOR plan set long-range achievement goals that were measurable, reportable, and ensured the state's higher education system meets Kansans' expectations. In June 2020, the KBOR voted to adopt a new strategic plan for the state's public higher education system, Building a Future. This new plan seeks to help the system better serve Kansas families, Kansas businesses and the state's economic prosperity. As a result of the new KBOR strategic plan, the university has officially unveiled its Economic Prosperity in Kansas plan that is directly related to the new KBOR strategic plan.

Planning for the continuity of teaching, learning, and services has been an important part of responses to the massive and unprecedented challenges during the COVID-19 pandemic. All planning process encompassed the institution as a whole and considered the perspectives of internal and external stakeholders. Since March 2019, K-State has made changes and adjustments in instructional and operational areas of the university to support teaching and learning. The university established multiple venues such as President's townhall meetings, committees, daily news briefings, COVID-19 websites and regular communications, which allow faculty, students, and staff to provide inputs and suggestions. Externally, the university worked

closely with the cities of Manhattan, Salina, Olathe, and corresponding county authorities, and State health agencies to coordinate testing, contact tracing, data sharing, health alert activities and to mitigate the spread of the virus.

5.C.4

As noted earlier in Core Component 5.B, between 2013 and 2016 the Budget Advisory Committee, which represented all internal constituent groups in the university, provided input in the budgeting and planning process for new spending. In their assessment of budget priorities, the committee carefully considered all possible fluctuations in state funding, capped on increases in tuition or fees, projected changes in enrollment, 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 were considered through the lens of the impact of all such factors. The proposal of any new projects was carefully vetted by the committee, to determine their ultimate cost to the university and whether the budget could support them. The recommendations of the Budget Advisory Committee were taken by the President and Vice President for Administration and Finance who made the final decisions on the budget for the each of the fiscal years during the period (between 2013-2019), and the plans for those beyond one year.

In late 2017, the President launched the University's Budget Modernization initiative; and in August 2018, the new Provost took office. As a result of these new initiatives and leadership changes, a new General Use Budget Planning & Oversight Structure was established. The new structure continued the tradition of the Budget Advisory Committee of gathering broad input and planning on the basis of a sound understanding of institutional capacity, and further streamline the process between input, planning, allocation, monitoring activities.

A few recent examples to demonstrate K-State has planned on the basis of a sound understanding of its current capacity include the sudden revenue loss as a result of the COVID-19 pandemic. The university responded quickly by making budget adjustment for individual units and implementing employee furloughs; many senior administrators also took pay reductions during the 2020-2021 fiscal year. As a result of enrollment declines, K-State announced voluntary separation incentive program in October 2021 for tenured faculty for the first time in its history to right size its instructional workforce.

Another specific example of a project that has been implemented in the past few years is the University Engineering Initiative. In 2011, 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 K-State 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, and provided 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. Collectively, all three engineering schools in the state of Kansas met and greatly exceeded the UEIA goal to provide 1350 graduates by the year 2021. As a result, in October 2021, Kansas Governor Laura Kelly signed and extended the University Engineering Initiative Act (UEIA) as House Bill 2101 for another 10 Years.

5.C.5

K-State's budget planning process incorporates a myriad of factors that could impact spending and revenues. Some emerging considerations are a part of focused discussions when their impact is known. Examples of these factors/considerations include:

- The need for new or upgraded technology on campus would trigger inclusion of that factor in the discussions of budget priorities.
- As the number of Kansas high school graduates trends 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.
- Growth in online programs and enrollment is another important factor in planning activities. During past years, K-State has seen a steady growth in online education. The impact of COVID-19 pandemic undoubtedly will continue to shift the enrollment landscape between on-campus vs online programs.

Developed in 2019, K-State's Division of Information Technology's (ITS) strategic plan provides the overarching directions for actions and projects. As technology evolves, ITS 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 stays current in infrastructure, hardware, and software. The institution is shifting toward cloud storage to satisfy users' computing and storage needs. The Hale Library fire in May 2018 has increased the attention to and necessity to move forward with an IT cloud strategy. Future investments in new technology are always an important consideration in overall and budget planning processes. In late 2020, the university initiated a new data and analytics infrastructure project, with a focus on building a new, comprehensive, and cloud-based data warehouse. The project will further enable an information-driven organization that utilizes analytics and business intelligence for strategic decisions, and increase consistency and accuracy of data and information through coordination and controls.

Improving classroom technology is also an important part of technology advancement effort of K-State. Before 2019, the university allocated between $300k-$500k each year to enhance smart classrooms. The COVID-19 pandemic created a funding gap for this project, but the funding has been restored to the $340k level this current fiscal year. Some Federal COVID-19 relief funds went into technology support as well. As of the end of 2021, direct spend from Federal funds for technology purposes is approximately $5.6M ($3.5M already spent, rest is budgeted). Another

example of technology advancement is the completion of Sunderland Foundation Innovation Lab. Supported by private donations, the lab offers a one-of-a-kind learning experience that is open to all K-Staters. The lab includes 3D printers, a video production studio, and a virtual reality room. Located on the 1st and 2nd floors of Hale Library, this state-of-the-art lab provides opportunities for students and researchers to use the latest innovative technologies.

The changing demographics of the student population indicate that the number of Kansas high school graduates is decreasing. This has created a declining enrollment trend in-state, on-campus students since 2014 when the university had a total enrollment of 24,766. In previous years, K-State has increased its total enrollment through recruitment and retention of international students, out-of-state students, and distance/online students. In fall 2021, K-State's total enrollment declined to 20,229 but has seen some positive signs, including the slowing down of pace of decline from previous years, increase of new transfer students, growth in online and graduate education programs and enrollment in the K-State Salina campus and K-State Olathe. 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 education innovation and program revitalization.

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. In 2012, The university created a comprehensive 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. The progress of this plan was impacted by the COVID-19 pandemic, but the goals and actions depicted in the plan will continue to guide K-State internationalization activities moving forward.

5.C.6

Since 2011, the K-State 2025 strategic plan has been the road map for major decisions and actions at the university. The eight key outcomes provide the high-level indicators for the performance of the university, but the college and unit plans described earlier break down the institutional goals to levels that can be accomplished by faculty and staff. Each year between 2011 and 2016, the university 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. Since 2016, the President and Provost have made annual visits to all of the major units across the university and present updates to faculty and staff.

Colleges, major units, departments, and relevant offices have introduced strategies, processes, and activities that have been intended to enhance the university performance in most of the eight key outcome areas, including retention and graduation rates, endowment, research expenditures, number of doctoral students, and undergraduate research each area. For graduation and retention

rates, these strategies have included enhancing advising at all levels, increasing contact with students, an "early warning system" embedded in the SSC-Navigate 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 units across the university and the Office of Student Success. Undergraduate research, which was discussed in Core Component 3.B.4., plays an important role in student engagement and inquiry of knowledge. The Office of Undergraduate Research and Creative Inquiry serves as the central hub to coordinate, communicate, and support research involvement for undergraduate students. All of these efforts seem to have affected overall first-to-second-year retention rate, which was 87.1% for the fall 2019 incoming freshman cohort. This is the highest such retention rate on record in decades. Six-year graduation rate also reached 68.4% in fall 2021 for fall 2015 entering cohort, which is the highest both in K-State recent history and among all Kansas Regents universities.

For endowment funds, concerted efforts by the university and KSU Foundation, working with college deans and department heads, has provided 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 KSU 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 $1.6B Innovation and Inspiration campaign.

Research awards have been increased through the attainment of more grant funding. The total amount of research awards was $176M in FY 2012 and reached $214M in FY 2020. 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 AY 2012 was 264 but increased to 335 in AY 2021, which is the second highest level for the university (note: before the COVID-19 pandemic, the highest level was 338 in AY 2019).

In addition to the six key outcomes noted above, the university seeks progress on the remaining two outcomes: the number of National Academy of Sciences (NAS) members and the number of national awards earned. These two outcomes are longer 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 highest performing faculty to achieve the type of profile that would potentially earn a nomination to the NAS. As of result of those effort, Barbara Valent from Plant Pathology was named to NAS in 2020.

In September 2019, the university launched the K-State 2025 Refresh initiative, which was to re-engage the K-State community in university strategic planning to adjust its K-State 2025 visionary plan. With broad input from faculty, staff, and students, a revised new visionary goal was developed. Additionally, the university has engaged a brand consultant, BVK, to provide recommendations for a brand vision for the university in 2019. As part of their work, they engaged with K-Staters, both individually and in focus groups, about our values as a land-grant institution.

Criterion 5 - Summary

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

Summary

As a land-grant university, Kansas State University's (K-State) mission is always in the center to guide the university's administrative processes, with emphases on community, collaboration, and shared governance, to fulfill its mission. Major policies, procedures, and practices of the university are developed through gathering inputs from key constituent groups, such as the Faculty Senate, Student Governing Association, University Support Staff Senate, and/or committees and councils. Surveys are also broadly used to collect feedback. The restructured Office of Institutional Research and Assessment serves as a main catalyst and key source of information to advocate and build a culture of using data to reach informed decision throughout the university.

With a budget over $900M for FY 2022 and more than 4,200 full-time and 5,000 part-time and student employees, K-State's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future. KSU Foundation, with its endowment over $860M, also provides much needed support for institutional operations and student aid. The university has seen a significant decline in in-state undergraduate student enrollment due to multiple factors (e.g., college-age population decline in Kansas, in-state competition, and the protracted COVID-19 pandemic), while maintaining steady growth in online and graduate enrollment as well as enrollment on K-State Salina campus and K-State Olathe. The

implementation of Strategic Enrollment Management plan actions, coupled with the new Responsibility Centered Management budget model, which incentivizes growth, will begin to turn the overall enrollment trend around. The newly-launched Academic Program Review and Revitalization project will also serve as a venue for programs to focus on innovation and improvement.

Ongoing assessment of student learning, program review, and evaluation of operations have been a core part of daily lives of faculty, staff, and administration at K-State. K-State 2025 has been the guiding plan for the university in many aspects of planning, budgeting, and investing resources. As a public research university, K-State has built a strong research administration infrastructure to support its comprehensive research enterprise. Under former President Myers, the new university leadership at that time, K-State continued the plan but with a more nimble and practical approach. The university recently announced a refresh to K-State 2025 along with four specific strategic initiatives. These new initiatives will further support the connections between K-State mission and planning and budgeting processes. It is worth noting that the 15th President of the university, Dr. Richard Linton, just started on February 14th, 2022. His new leadership, vision, and long-term experiences at multiple land-grant institutions will undoubtedly take K-State to a new era.