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Self-Study *April 2012*

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

From President Kirk H. Schulz



Welcome to Kansas State University! As a nationally recognized public research university, we are pleased to share with you our self-study materials.

In 2009 K-State began to look towards the future and define how we wanted to grow and evolve over the long-term. K-State 2025, our visionary plan for the future, seeks to place Kansas State University among the Top 50 Public Research Universities in the country. This ambitious plan seeks to elevate our entire campus—and to move an already excellent university to one of the great public universities in the nation.

As part of the K-State 2025 process we spent time as a campus community on reflection, analysis, and visioning. K-State has always taken great pride in our undergraduate programs, our campus atmosphere, and our role in advancing the state of Kansas through K-State Research and Extension. As we discussed our Top 50 goal, it was clear that new initiatives must add to our historical strengths, and not significantly detract from these core attributes that have been in place since our founding in 1863.

For the past 18 months we have taken a long look in the mirror at ourselves as an institution. We examined key metrics against peer and aspirational peer land-grant universities, and have carefully selected quantitative measures to use in order to track progress from now until 2025.

The strongest attribute of Kansas State University is our people. Faculty and staff enjoy being part of the K-State family, and you will see many people on campus wearing something purple every day! In general, morale across campus is very good, and faculty, staff, students, and alumni have responded in a very positive way to mapping out our future as described in K-State 2025.

We are proud of our students at K-State! The significant majority of our undergraduate students hail from Kansas, which results in a blend of students from very small rural high schools to large urban high schools. We enjoy excellent working relationships with community colleges across Kansas who send students to K-State because of the family atmosphere on campus.

During the past several years two notable events stand out as transformational as K-State looks ahead. First, K-State is the future site of the National Bio and Agro-Defense Facility, a federal facility that seeks to perform basic research to protect our nation's food supply. K-State won a national competition to land NBAF in Manhattan, and this \$750 million federal project will have a profound effect on our university. Second, K-State opened up a third campus in Olathe, Kansas. This newly opened campus will facilitate bringing K-State faculty and staff expertise into greater contact with business and industry in the Kansas City metroplex. K-State Olathe currently consists of a single state-of-the-art teaching and research facility, with substantial room for growth in the future.

This self-study is the culmination of countless hours and people associated with K-State. We continue to make strides towards our future, and we welcome suggestions on how we can improve and do better. I hope you get a sense of the pride all of us take in K-State, and I look forward to hearing your impressions.

Sincerely,

A handwritten signature in black ink that reads "Kirk H. Schulz". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Kirk H. Schulz
President

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Introduction

Setting a New Course

Kansas State University was in an ideal position for conducting a self-study of all facets of university operations as 2009 brought new leadership to the university community. With a new president, a new provost, and several administrative and leadership changes, the university has embarked upon a new chapter in its history. This new leadership immediately set the course for the future with the strategic initiative, K-State 2025, with the objective of moving K-State into the top 50 public research universities by the year 2025.

The self-study has been an opportunity to examine how and how well the university has been accomplishing its mission. Using the thorough framework of the Higher Learning Commission self-study process as a guide, the university community was able to take a careful and critical look at its functions, programs, operations, relationships, and culture.

The self-study process and report is organized according to the five main criteria for accreditation:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

From the beginning the self-study was intended to be thorough in the analysis of data, transparent in the findings and functions of the self-study subcommittees, open in all communications to the university community, and broad in the engagement of internal and external constituencies to obtain feedback and additional information relevant to the self-study. Each subcommittee made efforts to include representation from as many units as necessary to conduct a diligent and thorough analysis of the university.

This self-study report represents two and a half years of data gathering, analysis, discussion, feedback, and writing of summative statements. Each component of the five criteria presents some challenges for the future and infers actions for improvement.

The Self-Study Process

In late summer 2009 the chair of the self-study process was named, and recruitment of key individuals to serve on the steering committee began. A kickoff event sponsored by the Office of the Provost was facilitated in September 2009 by the chair and the staff of the Office of Assessment, bringing together more than 150 administrators, directors, faculty, students, and community representatives. The basic purposes of the HLC accreditation and self-study were presented at the retreat, along with information on how the university would proceed with the self-study.

The self-study steering committee was then formed. In identifying appropriate members for the steering committee, it became important to better understand the multiple objectives of this group. First, it was important to include people who could direct the relevant information gathering for each criterion. In many cases this process meant inclusion of various staff members in administrative offices. Second, there was a need to include a broad group that would represent the interests of all university constituents. This group could

provide feedback from a specific perspective and communicate the information and findings to members of their constituencies.

These two goals suggested that two groups were necessary. For the first goal we wanted a strong group, but it was important for the group to be flexible enough to meet regularly and work together in setting the direction for the effort. It was important for the second group to be more inclusive, with the goal of broad representation across the university community. Thus we formed an executive committee, consisting of 12 to 16 members, and a representative steering committee, consisting of 35 to 40 members. This structure allowed more effective data gathering and organization, data analysis, and communication of the overall self-study findings.

Once these committees were formed, meetings were set to discuss the structure of the self-study process. It was decided to form five subcommittees, one for each of the five criteria. The subcommittees were formed by December 2009, and each began meeting to outline the information that could be included within their respective criterion. The subcommittees worked with the executive and steering committees to brainstorm all topics to be included in the initial draft of the report chapters, and to determine which chapter would house which topics so redundancies across chapters could be minimized.

Each subcommittee was formed with the intention of including as many individuals as necessary to gather and comment on the veracity of any data to be used for the self-study. The subcommittees ranged in size from five (Acquisition, Discovery, and Application of Knowledge) to more than 20 (Student Learning and Effective Teaching). Subcommittee progress was reported to the larger steering committee at the beginning of the spring 2010 semester and again at the end of that semester.

A few members of the executive committee also attended the 2010 HLC conference. This experience provided them the opportunity to gain a better understanding of the self-study process, to talk to peer institutions about their self studies, and to learn how to make the self-study process as effective as possible.

In September 2010 a second retreat occurred, this time attended by nearly 200 constituents of the K-State community. Dr. John Taylor, our liaison from the Higher Learning Commission, was invited to provide a more detailed explanation of the criteria and components important to the HLC in their determination of accreditation status. In addition, co-chairs from each subcommittee provided an overview of the type of information their respective sections would include. The audience was then engaged in a brainstorming activity seeking ideas on potential themes for the self-study.

Subcommittees were asked to provide a draft of their criterion reports by fall 2010. Groups worked over the summer, and by late November 2010 all subcommittees had submitted a draft to the self-study steering committee chair. The chair provided feedback to the subcommittees on style, focus, and topics for inclusion, and then returned the drafts to the subcommittee co-chairs. The subcommittees were asked to complete a second draft by March 2011. Upon receiving the drafts, the chair forwarded the documents to an editor who provided a thorough reading and redrafting of the chapters, editing to reflect a common style, voice, and tone for all chapters. The editor worked with the chair and subcommittee co-chairs to determine the appropriate balance of information to include in the chapters versus appendices or attached documents. This edited version of the draft was then returned to the larger steering committee, as well as the subcommittees, for comment and discussion.

The K-State HLC accreditation website was developed and made public in March 2011. This website has served as one avenue for constituents to learn about the HLC, the self-study, and the findings of the subcommittees, as well as for gathering feedback from constituencies.

Over the summer of 2011 the new draft was sent out to a larger group of key administrators and steering committee members. In addition the chair of the self-study made presentations to a number of groups, including the Council of Deans, department heads, Classified Senate, and other key constituent groups. The steering committee chair and editor integrated the suggestions and feedback obtained from those groups into the document.

A third retreat was held in October 2011 and was attended by about 150 participants. At this retreat the chair presented a summary of the findings from all components from all five criteria. In addition, a brainstorming session was conducted to gather ideas for marketing the self-study and the upcoming visit in April 2012.

The edited draft was then released to the university community in November 2011, inviting more feedback through the website. Feedback was accepted until December 16, 2011. The final document was sent to the Division of Communications and Marketing in late January 2012 for final editing and formatting. As final preparations are being made for submission of the report and for the campus visit by the HLC consultant-evaluators, the university community seems to have a stronger sense of its mission, its progress toward that mission, and where it is heading in the future. At the same time K-State has laid some necessary groundwork for its plan to become a top 50 public research university by 2025.

K-State HLC accreditation website: <http://www.k-state.edu/hlcstudy/>

A Brief History of Kansas State University

Kansas State University is the land-grant university in the state of Kansas, with a Comprehensive Research University Carnegie Classification. K-State's main campus is located in Manhattan, amidst the scenic Flint Hills area of Kansas. The Salina campus, which is home to the College of Technology and Aviation, is located approximately 60 miles west of Manhattan, and the new K-State Olathe campus is in suburban Kansas City, 120 miles to the east of the main campus in the heart of the Greater Kansas City Animal Health Corridor.

The university consists of nine academic colleges: agriculture; architecture, planning and design; arts and sciences; business administration; education; engineering; human ecology; technology and aviation; and veterinary medicine—in addition to the Graduate School and the Division of Continuing Education. K-State also includes the vast network of K-State Research and Extension and Agriculture Experiment Stations providing information and advice to agricultural producers and citizens throughout the state.

After the passage of the Morrill Act in 1862 the state of Kansas accepted the land-grant mission of the act and established Kansas State Agricultural College in 1863. KSAC opened its doors in September 1863 with 52 students enrolled and the class split equally between men and women. The common thread throughout K-State's history has been our adherence to the land-grant mission.

K-State chronology: <http://www.lib.k-state.edu/depts/spec/flyers/ksu-history.html>

Today's Landscape

K-State students can choose from more than 250 undergraduate majors and options across nine academic colleges. We also offer many secondary majors, minors, associate degree programs, and certificate programs that allow students to customize their educational programs to fit their future career needs. Our Division of Continuing Education helps serve the needs of place-bound students both within and outside Kansas, facilitating more than 100 agreements for 2+2 degree completion programs with community colleges around the state and region. K-State offers more than 100 master's and doctoral programs, not only providing training for the next generation of research scholars, but opportunities for targeted learning through a variety of graduate certificate programs. As a professional school, in 2006 the College of Architecture, Planning, and Design moved to offering only professional five-year master's degrees and post-bachelor master's degrees. K-State has one of the 28 veterinary medical schools in the nation.

K-State – through its educational programs, research and scholarly activity, and outreach – strongly contributes to economic development in the state of Kansas and beyond. Our graduates represent an educated labor pool for employers, and a significant portion of our graduates remain in Kansas for employment. In fact, more than 100,000 K-State alumni live in Kansas, and in 2010, 65 percent of K-State graduates found jobs in the state.

Our efforts in obtaining extramural funding for research not only add to the university resource base, but create jobs for postdoctoral fellows, unclassified staff, classified staff, and graduate assistants. Our outreach

efforts via K-State Research and Extension and our Office of Engagement and Community Development provide significant assistance to Kansas communities and local economies, while faculty work with industry partners as consultants to assist in increasing production capacity and other processes.

Leadership Changes

Since 2002 several leadership changes have occurred. Dr. Kirk Schulz was hired in June 2009 to succeed Dr. Jon Wefald, who stepped down after 23 years of service as the university president. Dr. Schulz is the 13th president of Kansas State University, and has brought a new and exciting vision for the future.

In 2004 Dr. James Coffman stepped down after a long tenure as provost. Dr. Duane Nellis, who was hired to replace him, served for five years as provost before moving on to the presidency of the University of Idaho. In January 2010 Dr. April Mason joined the K-State community as provost and senior vice president.

The university has also seen leadership changes in the academic units. Most of the nine colleges, as well as the Graduate School, the Division of Continuing Education, and the K-State Libraries, have hired new deans since 2002. In addition, the K-State Olathe campus opened in April 2011; its CEO has been in place since fall 2010.

Other key leadership changes at the university occurred at the vice presidential level. During 2009-2010 Bruce Shubert was appointed to the position of vice president for administration and finance, and Jeffery Morris joined K-State in the newly created position of vice president for communications and marketing. Ken Stafford was hired as vice provost for information technology services/chief information officer. During 2008-2009 Pat Bosco was promoted to vice president for student life and Ron Trewyn was appointed vice president for research. In addition, the Athletics Department has also experienced leadership changes since 2002, with John Currie taking the reins as athletic director in May 2009.

Looking Ahead

These changes created the opportunity for K-State to view itself through a new lens. The new leadership has examined K-State's culture, strategies, goals, processes, and procedures, and a number of changes have been and are being implemented where necessary.

President Schulz' key initiative is K-State 2025, with the mission that K-State be recognized nationally as a top 50 public research university by 2025. The planning process began in spring 2010, and continued through fall 2011 with the creation of objectives and strategies to define a path for the university to follow toward that mission. The planning process has cast a wide net, involving representatives from the entire campus, all levels and ranks, and members of the alumni and local communities.

The president also appointed a research infrastructure task force in January 2010 to define and present priorities in the areas of research, scholarship, and creative activities. This group provided a report to the president in June 2010 that identified numerous ideas for changes to current processes that could facilitate more and higher quality research across the university community.

K-State's expertise in animal health and food safety and security and continuing research efforts in bioenergy, bio-security, clean air, clean water, and more, not only offer many opportunities for scientists, researchers, faculty, and students, but also focus on improving quality of life. K-State and the city of Manhattan are proud to be partners in two new facilities that will impact the safety of the national food supply and animal health: the Biosecurity Research Institute, or BRI, and the National Bio and Agro-Defense Facility, or NBAF.

The BRI provides a secure facility for studying pathogens and pests that threaten animal- and plant-based agricultural systems and for developing intervention strategies to minimize the impact on the nation's food supply and economy. The facility contains enhanced biosafety level 3 (BSL-3) and biosafety level 3 agricultural (BSL-3Ag) labs. K-State funds this entity, which has developed partnerships between K-State faculty and other research agencies around the country.

NBAF is slated to become operational in 2018, and is a Department of Homeland Security laboratory that will develop vaccines and countermeasures for diseases threatening animals. This federal laboratory will attract some of the world's top animal health researchers and lead to more collaboration among scientists regionally and nationally. The impact on the local and regional economy includes the creation of more than 450 permanent jobs for scientists, researchers, lab technicians, administrative support, and more, as well as 1,500 construction jobs and up to 40 businesses and laboratories.

With all this activity, and K-State's 150th anniversary in 2013 on the horizon, excitement and optimism are in the air. We believe there will be much to celebrate.

Prior HLC Accreditation and Concerns Raised in 2002 Visit

K-State has been accredited since 1916 by the Higher Learning Commission of the North Central Association of Colleges and Schools. Its last accreditation visit was in 2002. The evaluation team recommended "continued accreditation" for the university. From that visit, two primary concerns were raised by the evaluation team:

1. **Assessment:** The team noted that K-State's assessment program was "in its infancy; the supporting infrastructure has not been fully developed." They recommended that the Commission conduct a follow-up focused visit after three years (in 2005).
2. **Diversity:** The team noted that K-State's "achievements at broadening racial diversity of the student body, faculty, and administration have been quite modest," and urged the university "to make diversity a high priority for the future by setting clear goals to be achieved."

The focused visit in 2005 centered on progress in assessment. Below are the specific issues noted in the 2002 visit and the 2005 visit team's determinations about K-State's progress on each:

K-State was "at the beginning level of implementing assessment programs across the University, with little evidence of making much progress beyond the beginning level."

The 2005 visit team noted that "K-State is on the cusp of maturing stages of continuous improvement" with defined student learning outcomes at the university level, as well as for "almost all academic programs and many support programs."

There was need for structures "for educating the University community about assessment; providing administrative leadership that will lead to embedding the assessment process in the institutional culture; and ensuring the sustainability of the assessment process."

The 2005 visit team found such structures in place, including an assessment and program review office to assist and guide faculty, departments and colleges; university support for attending assessment-related conferences and workshops; and a cross-institutional assessment facilitators committee for sharing and support. They also noted the active engagement of college assessment review committees, the Office of Assessment and Program Review reporting to the associate provost, and the oversight of the Kansas Board of Regents, which mandated assessment activities for all institutions in the system.

There was "not presently a coherent, widespread understanding that the purpose of assessment is the continuous improvement of student learning."

The 2005 team found that discussions with formal and ad hoc groups of faculty, administrators, and students revealed a coherent widespread understanding that the purpose of assessment is the continuous improvement of student learning. All groups demonstrated the pervasiveness of the assessment of student learning.

There was also "some evidence that student learning outcomes assessment is being confused with other forms of evaluation such as academic program review, accreditation, etc."

The 2005 team noted that "there is now an understanding of the relationship between assessment, internal academic program review, and accreditation."

“Faculty ownership of assessment in academic programs has not developed consistently across campus.”
The 2005 team found that faculty ownership varied “from a high degree of ownership to compliance” and noted “that some of the initial force behind the initiative came from leadership in the Faculty Senate.” Graduate teaching assistants were also being mentored by faculty on assessment.

In addition, “students have not participated in the development or implementation of the University’s assessment program.”

The 2005 team noted that “students have participated in the development or implementation within the traditions of student representation at K-State,” and that faculty are increasingly “stating their student learning objectives in their syllabi and often relating them to the university SLOs to enhance student understanding of the assessment program.”

“Assessment in graduate education has not begun.”

The 2005 team noted that assessment in the graduate program had begun, that there were identified SLOs for graduate education, and assessment plans had been approved, with data collection to follow.

The 2005 focused visit team should find “evidence that K-State is moving towards maturing levels of continuous improvement and that faculty, students, and administrators across the university are involved in the assessment process.”

The 2005 team noted that such evidence existed. Faculty, students, and administrators across the university were all involved in assessment, the university had put in great effort towards assessment, and accredited programs were “well along towards continuous improvement and are constructing relevant links between professional standards and local SLOs.”

While the 2005 focused visit team reported that K-State was making progress in its assessment programs, it suggested that further attention needed to be paid to the sustainability of the assessment programs. They noted that “many programs are at the point of just beginning to collect data,” and thus had “not yet entered into a feedback/change mode of continuous improvement.” They observed that the system designed was quite labor intensive in some areas, and they were concerned that over time, such labor intensive systems can dissipate, particularly in the face of scarce resources.

Two additional assessment-related concerns were raised by the 2005 focused visit team regarding Undergraduate General Education and the distance programs. The pilot program to assess UGE courses debuted at the time of the 2001 self-study. The 2005 team noted that, after seeing the plan in action, it is largely unworkable for mass implementation. The team also noted that the assessment itself—reviewing and approving UGE courses based entirely on the course characteristics—was an input-related measure, not a measure of learning outcomes. Regarding the assessment of distance courses, the team did not find any evidence of assessing the effectiveness and equivalency of student learning in distance programs.

University Responses to Concerns Raised in 2002 and 2005

As noted in the focused visit of 2005, the assessment program at K-State made significant progress in a three-year timeframe. Evidence of significant progress since the focused visit in 2005 abounds. First of all, administrative support increased. The Office of Assessment now employs a director with .85 FTE devoted to the assessment office, and an assistant director with 1.0 FTE devoted to assessment-related activity. In addition, the office employs one graduate student at .5 FTE and an hourly student worker each year. The Provost’s Office has provided support for 16 faculty and staff members to attend HLC assessment-related workshops, and has supported four to six people per year to attend the Higher Learning Commission annual meeting. K-State joined the Assessment Academy in 2007 and has been a regular presenter at the HLC conference in recent years.

All academic, student life, and other programs have submitted their assessment plans and have begun collecting data, many over multiple years. The Office of Assessment has at least five years of annual progress reports on the assessment activities of most programs in the university. Most programs have demonstrated

not only a deep commitment to assessment, but have made numerous improvements to their programs based on assessment results. All of our accredited programs have demonstrated their commitment to assessment, as their accrediting agencies have included such “assurance of quality” as part of their expectations. The Office of Assessment requires programs to submit an “assessment matrix” that demonstrates visually how the program learning outcomes map the common learning outcomes at the university level.

The Office of Assessment also coordinates an Assessment Showcase each fall, inviting programs from across the university to present highlights, successes and challenges from their implementation of assessment plans. During this one-day session, awards are also given to programs that have demonstrated successes or significant achievement through the assessment processes.

The K-State assessment website contains many resources that have not only been useful internally for our programs, but also for external groups. We have received many inquiries from other schools about the information on our website, and have assisted other schools with the development of their assessment programs. We still have work to do in our assessment journey, but we believe that our assessment programs are reaching the “mature” stage, with some even further advanced. More on our assessment process can be seen throughout our self-study document, especially within Criterion 3.

Office of Assessment: <http://www.k-state.edu/assessment>

General Education

There have been major changes to the general education program. In the summer of 2011 the new approach to general education, the K-State 8, was implemented. The K-State 8 represents eight content areas that were selected by the faculty as most important for the higher education experience. The new program requires that all students enrolling after summer 2011 obtain course credit in all eight areas.

The development of the K-State 8 was the work of several committees and task forces from 2003 through 2008 and involved faculty members, students, academic advisors, student life representatives, department heads, and representatives from the deans’ offices. The K-State 8 program and its assessment will be more thoroughly discussed in Component 4b.

K-State 8: <http://www.k-state.edu/kstate8>

Diversity

A great deal of progress can be reported regarding the concerns about diversity expressed in 2002. Criterion 1B discusses this progress in much detail, and more information is reported in the Report on Diversity. Some of the highlighted evidence of the progress on diversity includes the increased funding and fundraising for the Office of Diversity, the appointment of a diversity “point person” in each college, student recruitment, and an increasing number of multicultural programs across the campus.

The associate provost for diversity oversees the full operation and reports directly to the provost. The Office of Diversity, along with the President’s Commission on Multicultural Affairs, hosts an annual Diversity Summit, bringing together faculty, staff, students, administrators, and other members of the community to hear prominent speakers and dialogue regarding how to move the institution forward in its diversity mission. In 2012 the event will be celebrating its ninth year. K-State also hosted the Tilford conference in October 2011 and will do so again in 2012.

In addition to the central administrative structure, each academic college has appointed a diversity point person, most at the level of associate or assistant dean. These positions assist the associate provost for diversity in developing, implementing, and assessing diversity strategies across the university. For their specific colleges they also organize, coordinate, and implement specific diversity strategies, serve on search committees, assist in recruiting faculty and students, and advise multicultural students.

Multicultural student recruitment has increased due to targeted efforts. These efforts begin with the diverse staffing of admissions representative positions. The diversity among the ARs has allowed K-State to expand its recruitment, resulting in an increased number of students from urban areas, as well as from the Hispanic populations of southwestern Kansas. Our fall 2011 undergraduate enrollment data show 36 percent

growth since 2007 among African American students and 88 percent among Hispanic American students, though some of this increase may be accounted for in part, by changes in demographic reporting guidelines. Many programs and activities sponsored by student organizations have also enhanced the diversity climate on the K-State campus. Nevertheless, K-State currently enrolls the highest number of multicultural students in its history.

More recently, we have also increased our efforts in the recruitment of international students. Data show 1,857 students with nonresident alien status. More than 50 percent of the international students are from China. The growth in international students has further enriched the multicultural climate at the university.

Diversity Summit: <http://www.k-state.edu/diversity/SummitLinks.htm>

Tilford Conference: <http://www.dce.k-state.edu/conf/tilford>

K-State and the Land-Grant Mission

K-State's close attention to the tripartite mission of the land-grant university is the real focus of this self-study. As will be demonstrated, K-State has a long history of teaching excellence. The student-centered focus of our mission is reflected in the quality of the faculty across the university, the placement of our graduates, the number of national student awards received, and the high pass rates of graduates in professional programs involving certification, licensure, or board exams.

In scholarship, K-State has steadily increased its extramural grant funding. Faculty research efforts such as the BRI and the Arthropod Genomics Center played a key role in attracting the federal government to relocate the NBAF in Manhattan. Faculty members across the campus produce scholarly works for publication in national and international outlets. In addition, K-State continues to enhance its opportunities to engage undergraduates in research, scholarship, and creative activities.

Given the vital role of extension at K-State, service and engagement activities abound across the state. K-State has established itself as a strong support of the citizens in Kansas and beyond through faculty involvement in community outreach, student community service projects, philanthropic work of student organizations, and the many statewide cooperative extension efforts.

This tripartite mission has been accomplished in the context of state funding for public universities that has steadily decreased as a percent of the overall university budget and costs that continue to rise. The university has made strides in enhancing its extramural grant funding, as well as private giving campaigns, and is currently planning strategies for increasing both in the future.

The Self-Study Report

Overall K-State has a strong commitment to its land-grant mission, and will continue to develop programs that help the university reach its numerous constituents. This self-study will provide a snapshot of those efforts at this point in time. The self-study is divided into the following parts:

1. **Criterion 1: Mission and Integrity.**

The university mission documents are discussed and evidence is presented of how the mission is understood and enacted throughout the university community.

2. **Criterion 2: Preparing for the Future.**

The university's resource base is discussed and evidence is presented to show the sources of and budgets for funding at the university.

3. **Criterion 3. Student Learning and Effective Teaching.**

Evidence is presented demonstrating the university's progress toward the assessment of student learning and the myriad of programs that assist in the improvement of teaching effectiveness.

4. **Criterion 4. Acquisition, Discovery, and Application of Knowledge.**
Evidence is presented to show the university's ability to discover new knowledge through research, scholarship, and creative activities, as well as grant funding, and to effectively apply the knowledge gained for the betterment of K-State constituents.
5. **Criterion 5. Engagement and Service.**
Evidence is presented of the university's commitment to working with many communities, partners, and constituents through extension, service and other engagement activities.
6. **Federal Compliance** (separate document).

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

University Mission Statement

The current mission statement of Kansas State University was developed in the early 1990s, with a number of enhancements over the past 15 years.

Mission Statement

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

Extended Mission Statement

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

Through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs. To meet these intentions, the institution dedicates itself to providing academic and extracurricular learning experiences 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.

Research and other creative endeavors comprise an essential component of K-State's mission. 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.

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. These service activities are integrally related to the land-grant mission.

Extension is governed by Kansas statutes that empower elected county councils and district governing boards with authority and responsibility to assess needs and conduct a local educational program in cooperation with Kansas State University and the United States Department of Agriculture (USDA). A network of local extension professionals and volunteers link Kansas State University faculty and the National Cooperative Extension System to the USDA, which produces high-quality educational programs.

While covering a broad range of activity, this mission conveys the imperatives under which K-State exists as a comprehensive, student-centered, land-grant research university. The land-grant mission has always driven K-State toward the cutting edge in the fields of science, engineering, agriculture, and human ecology, while also propelling extension services and community engagement efforts. The “comprehensive” aspect of the mission connects the important role of general education, along with intensive study of the arts, humanities, and social sciences. The professional programs in education, engineering, veterinary medicine, business, architecture, planning and design, as well as aviation and technology, contribute to the well-being and career opportunities for graduates.

Across all academic areas and throughout all services at K-State, the “student-centered” philosophy creates a thriving partnership among students, faculty, and staff within a university-wide learning community. This learning community is inclusive of all diverse populations, and extends to place-bound students through our distance and online programming. Although the mission is broadly stated, each part reflects an enduring value to which K-State is committed.

In 2010 the president and provost articulated a new vision for the university that is very clearly understood by all constituents. This new vision states that Kansas State University will be a top 50 public research university by the year 2025. This vision will be further addressed in this document.

Mission statement: <http://www.k-state.edu/provost/planning/mission.html>

College and Unit Mission Statements

Each college and many departments, programs, and units in the K-State community have developed more specific mission statements to publicly express their own unique ideals and goals. These statements allow each unit to clearly articulate and identify its specific mission under the broader umbrella of the university mission. Such statements are important for the recruitment of students and faculty, and to promote and market the units and programs to external constituents, the professional community, and industry.

Principles of Community

Shared governance—the involvement and cooperation among all constituents—typifies K-State’s approach to major initiatives, and is one of its unique strengths as it moves forward in realizing its vision. In 1999 the university community formally approved a set of principles that had been underlying all strategic and operational discussions at that time, and would set an appropriate tone for all future decisions. The principles were slightly revised in 2010. These principles have been endorsed by the university administration, Faculty Senate, Student Governing Association, Graduate Student Council, Graduate Council, and Classified Senate. The principles are:

Principles of Community

Kansas State University is a land-grant, public research university, committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

We affirm the value of human diversity for community.

We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.

We acknowledge that we are a part of multiple communities, and that we have an obligation to be engaged in a positive way with our civic partners.

We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

These Principles of Community are displayed in all buildings on campus. They are also displayed publicly on the K-State website. These principles are intended to set the tone for all campus communications, from policy discussions to personnel evaluations, from political debates to open forums for exchange of ideas. They are not enforceable laws, but a framework for behavior and communication.

In addition to these principles, K-State is dedicated to maintaining a work environment that promotes nonviolence. The K-State Campaign for Nonviolence and SafeZone are just two of our programs with a mission of creating a campus environment that is safe, respectful, and equitable for all citizens, including faculty, students, staff, and visitors.

Principles of Community: <http://www.k-state.edu/welcome/community.html>

Campaign for Nonviolence: <http://www.k-state.edu/nonviolence/links/cnv1.htm>

SafeZone: <http://www.k-state.edu/safezone>

Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Diversity within the University Mission

Many facets of diversity are woven through the K-State mission statement. The university recognizes that its service is not only to the people of Kansas, but to the nation and the global community. The mission calls for responsiveness to “the aspirations of an increasingly diverse society.” The university is also called to provide “academic and extracurricular learning experiences which promote and value both excellence and cultural diversity.” At K-State students are prepared to be “responsible citizens who actively participate in advancing cultural, educational, economic, scientific, and socio-political undertakings.”

The Principles of Community reaffirm K-State’s commitment to the “value of human diversity for community.” It signifies the pledge to uphold “the inherent dignity and value of every person” and “the right of each person to freely express thoughts and opinions in a spirit of civility and decency,” propelling the university “to strive to maintain an atmosphere of justice based on respect for each other.” These principles demonstrate the means and ends of diversity—“that diversity of views enriches our learning environment,” promoting “open expression within a climate of courtesy, sensitivity, and mutual respect.”

The university’s recognition of diversity in society is documented through the inclusion of diversity as one of its five undergraduate student learning outcomes, adopted in 2004. In the assessment of student learning across the institution, more than 130 different assessments of diversity are occurring.

Mission documents from colleges, departments, and other units also demonstrate the recognition and commitment to diversity. Four colleges explicitly reference the importance of diversity within their mission statements. All colleges have created structures that support their diversity efforts. In addition, all colleges are involved with developing and implementing diversity programs. Table 1 shows each college and the website link to view committees and activities centered on enhancing diversity.

Table 1. College and Unit Diversity Programs

College of Agriculture diversity programs	http://www.ag.k-state.edu/DesktopDefault.aspx?tabid=406&PID=0
College of Architecture, Planning and Design	
<i>Mission statement:</i>	http://capd.ksu.edu/about/mission-statement
<i>Future vision paper:</i>	http://capd.ksu.edu/media/pdfs/future-vision-2009.pdf
College of Arts and Sciences diversity committee	http://www.k-state.edu/cas-diversity
College of Business Administration diversity initiative	http://www.cba.k-state.edu/index.aspx?NID=395
College of Education diversity	http://coe.k-state.edu/about/diversity/index.htm
College of Engineering diversity	http://www.engg.ksu.edu/rdi/
College of Human Ecology diversity	http://www.he.k-state.edu/diversity
College of Technology and Aviation;	
<i>K-State Salina aviation diversity project</i>	http://www.salina.k-state.edu/diversity
College of Veterinary Medicine multicultural perspectives and initiatives	http://www.vet.k-state.edu/diversity/index.htm
K-State Libraries	http://www.lib.k-state.edu/depts/dowmrc

Strategies and Structures for Diversity

The importance of diversity was a major cornerstone of the university's 2008-2012 Strategic Plan. Two of the nine themes of that plan integrated key aspects of diversity as a strategy, each with a series of action steps.

In the new K-State 2025 mission, both diversity and international emphases are common elements integrated across all strategic areas. The importance of diversity as both means and end for university success is recognized in our strategic processes.

Governance for diversity planning and programming is integrated throughout the university, overseen by the Office of the Provost and led by the associate provost for diversity, who directs the Office of Diversity. Together, the Office of Diversity, the diversity point people in the colleges, and representatives from other relevant units, form the President's Commission on Multicultural Affairs, chaired by the associate provost for diversity. The PCMA provides a mechanism for tracking diversity-related activity, raising important issues to central administration, and assisting all facets of the diversity mission at K-State.

In 2008 the Office of Diversity and the PCMA formulated the second iteration of the five-year Strategic Plan for Diversity for K-State. This plan was created using a "scorecard" structure, establishing specific criteria that could be quantitatively assessed each year.

2008-2012 Strategic Plan: <http://www.k-state.edu/provost/planning/plan12.pdf>

K-State 2025: <http://www.k-state.edu/2025>

President's Commission on Multicultural Affairs: <http://www.k-state.edu/ddcd/pcma>

Strategic Plan for Diversity: <http://www.k-state.edu/ddcd/strategicplan.pdf>

Diversity in Academic Programming

One of our five university undergraduate student learning outcomes is centered on diversity: "Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world." In addition, academic programs are encouraged to establish at least one student learning outcome related to diversity, providing either indirect or direct assessment evidence of progress in an annual report to the Office of Assessment. Results of all program assessments are shown in the Annual Progress Reports.

The Tilford Initiative for Multicultural Curriculum Transformation has been in existence since 1997. The Tilford Group has researched and identified diversity knowledge, attitudes, and skills that represent an assessable list of multicultural competencies. The Tilford Group has also provided funding for Tilford Faculty Incentive grants to more than 70 faculty members to assist them in incorporating diversity concepts into their classes. Many of these grants have targeted high enrollment courses.

The new undergraduate general education program, the K-State 8, was initiated in summer 2011. All undergraduates will be required to complete course work in the eight areas identified by this new program. Two of the eight areas are "human diversity within the U.S." and "global issues and perspectives." It is expected that through exposure to these topics, K-State graduates will be better prepared for the challenges and complexities in the diverse, global environment. At present more than 200 courses are tagged with the K-State 8 label for "human diversity in the U.S.," and more than 300 are tagged with the K-State 8 label for "global issues and perspectives."

The university also offers a number of study abroad opportunities for students. For the past three years, from 2008-2009 through 2010-2011, an average of 547 students engaged in some form of study abroad for academic credit. A limited number of scholarships exist to assist students' efforts to study abroad. In 2011 K-State secured a pledge to provide 25 students with a \$5,000 international study abroad scholarship annually for four years and nine endowed scholarships thereafter, which will allow more of our students to develop a broader view of the world.

In addition to study abroad opportunities, a few programs provide opportunities for students to gain deepened exposure to other cultures. Through International Service Teams, students connect with developing communities around the world for an eight- to 10-week service project during the summer months. Throughout the history of the program, more than 300 students have participated in service projects on five continents and in more than three dozen communities internationally, and they have completed nearly 90,000

hours of service. The Alternative Breaks program is a student-led initiative with service sites at seven domestic locations. Dozens of students have traveled to serve across the U.S. in varying capacities during winter and spring breaks. Students have worked on issues of homelessness and hunger, disaster relief, childcare, environmentalism, and more. The College of Engineering has also established an Alternative Break program for engineering students.

Tilford Group multicultural competencies: <http://www.tilford.ksu.edu/p.aspx?tabid=32>

Tilford Group funded projects: <http://www.tilford.ksu.edu/DesktopDefault.aspx?tabid=119>

K-State 8 course tagging: <http://www.k-state.edu/kstate8/tagging>

International service teams: <http://www.k-state.edu/leadership/programs/internationalteams/>

Alternative breaks: <http://www.k-state.edu/leadership/programs/altbreaks>

Diversity among Learners

Enrollment and Recruitment of Students

Since 2002 the number of multicultural students on campus has changed. K-State's student population has historically had a lower percentage of African American students than the percentage in the state of Kansas and in regional urban centers (e.g., Kansas City, Missouri). In addition, the growing Hispanic population in southwest Kansas has been slowly changing the demographics of the state.

In the fall 2011 the university had more than 2,700 undergraduate students from historically underrepresented populations enrolled (e.g., African Americans, Hispanic Americans, Native Americans, Asian Americans, and multi-racial), or 14 percent of student population. The number of African American students grew from 610 in 2007 to 830 in 2011 (36 percent growth), while the number of Hispanic students grew from 554 in 2007 to 1,041 in 2011 (88 percent growth).

This growth has been due to many strategic efforts in student recruitment. Admission representatives travel to Kansas high schools to serve as ambassadors for K-State across the state. Since 2002 the diversity of the ARs has increased, adding staff who represent the African American and Hispanic American communities. The Hispanic representatives are also able to communicate with important family members in their native language, which provides comfort and shows respect for the importance of their culture.

Efforts have also been increased to enhance the international diversity of the student population. Specifically, K-State has contracted with student recruitment offices in Shanghai, China, and New Delhi, India. These efforts have been successful. From 2007 to 2011 the number of nonresident alien undergraduate students increased from 431 to 1,096 (254 percent growth). Much of this growth is accounted for with students from the People's Republic of China.

Programs to Assist the Recruitment of Diverse Students

Recruitment of students from underrepresented groups is truly a broad process, as it engages multicultural student organizations as well as alumni. In addition, the university has a number of academic programs geared to attract and retain students from underrepresented groups and first-generation college students. Some specific programs include:

- The Kauffman Scholars program, funded by the Ewing Marion Kauffman Foundation in Kansas City, provides a week-long program for high school students during the summer, providing a residential college experience for urban youth. In 2011 K-State hosted 110 students for a week during the month of July. Of last year's seniors who graduated from the program, 13 enrolled at K-State in fall 2011.
- The College for a Day program is sponsored by Koch Industries in Wichita, and provides a one-day on-campus experience for approximately 90 high school juniors during the school year. Students attend college classes and get a chance to better understand what a college career would entail. In fall 2011, 81 high school students participated, with an additional 61 participating beginning in December 2011.
- Academic Program Success (MAPS), a Project Impact summer bridge program sponsored by Cargill, Inc., invites multicultural students who will be majoring in agriculture, business and engineering to come

to campus during the summer prior to their first college year. These students receive a stipend, stay on campus for free, and can take up to 6 credit hours of selected introductory courses or University Experience. Forty students were enrolled in MAPS over summer 2011.

- The BESITOS (Bilingual/Bicultural Education Students Interacting to Obtain Success) Scholarship Program is a comprehensive program in the College of Education designed to recruit, retain, and graduate bilingual/bicultural educators prepared to serve the needs of culturally and linguistically diverse K-12 students and their families. The program has been in place for more than 10 years and has 72 alumni. Twenty-eight students are participating in the current year. Twenty-two program graduates have completed or are pursuing an advanced degree.

Kauffman Scholars (College of Agriculture): <http://www.ag.k-state.edu/p.aspx?tabid=978>

Kauffman Scholars (College of Business Administration):

<http://www.cba.k-state.edu/index.aspx?NID=404>

College for a Day (College of Agriculture): <http://www.ag.ksu.edu/p.aspx?tabid=977>

College for a Day (College of Business Administration):

<http://www.cba.k-state.edu/index.aspx?NID=405>

MAPS: <http://www.engg.ksu.edu/rdi/programs/maps>

BESITOS: <http://www.k-state.edu/besitos/Main.html>

Programs Encouraging Women in Academic Careers

K-State has also been active in participating in programs with the goal of increasing the number of women in academic careers, especially in areas that have difficulty attracting women, such as STEM (science, technology, engineering, and math) fields. In 2003 K-State received a \$3.5 million ADVANCE Institutional Transformation grant from NSF, which funded programs specifically designed to increase women's success in academic careers and STEM fields. This program has awarded funds to faculty in the Colleges of Agriculture, Arts and Sciences, Engineering, Human Ecology, Technology and Aviation, and Veterinary Medicine.

Although the funds from the grant have been fully dispersed, the university has institutionalized the program and established the K-State Office for the Advancement of Women in Science and Engineering, or KAWSE. This office continues to support ADVANCE initiatives such as the ADVANCE Distinguished Lecture Series, and it serves as a resource for administrators, faculty, staff, students, and others interested in the full participation of women in the STEM disciplines.

The KAWSE office also provides opportunities for female students in junior high and high school to learn about careers in the STEM fields. The Girls Researching Our World (GROW) program targets 6th to 8th grade girls, and the Exploring Science Technology and Engineering (EXCITE!) program targets young women in grades 9 to 12. More than 3,000 young women have participated in these programs since their inception in 2000.

KAWSE: <http://www.k-state.edu/kawse>

Retention of Underrepresented Students

First-year retention data show that rates vary among students from underrepresented groups. In 2011 the overall university first-year retention rates reached 81.6 percent for first-time, full-time freshman, compared to rates of 52.4 percent for African American, 68 percent for Hispanic, 68.8 percent for Native American students, 68.9 percent for Asian students, and 78.6 percent for multiracial students.

Numerous programs have been implemented for underrepresented populations that offer opportunities for engagement with the university, including the following:

- The McNair Scholars Program prepares students from underrepresented groups for successful careers as graduate students and professors by involving them in research experiences mentored by faculty. The McNair program has more than 130 alumni and 30 students participating in the current year.
- The Developing Scholars Program has been in place for more than 10 years, and provides the opportunity for students from underrepresented groups to work with faculty mentors on research projects. Data show

that, on average, more than 40 percent of the students who entered the program from 2001 to 2008 continued their postgraduate education in either graduate or professional programs. Most of these students are first-generation college students.

- The Multicultural Engineering Program is a comprehensive program in the College of Engineering designed to identify, recruit, educate, and graduate Black, Hispanic, and Native American students who are interested in a career in engineering, math, or science. It has been in existence for 30 years and boasts a long history of graduates who have attained success in the engineering fields.
- The PILOTS program is a year-long retention program for first-year students that provides academic structure, offers individual attention, and helps students make a strong connection to the campus community. This program is designed to provide assistance for students who might require or just prefer more structure and support in their studies. Retention rates for students in the PILOTS program are higher than those for similar first-year students who did not participate in the program. The freshman-to-sophomore retention rate for new full-time freshmen who enrolled in PILOTS for the fall 2010 semester was more than 76 percent. Considering that the mean ACT composite score for this group was 17.3 (compared to an average score of 24.1 for all entering freshmen), this retention rate demonstrates success for this program.
- University Experience is a graded, elective course that may be taken for 2 or 3 credits. The 3-credit version is referred to as Enhanced University Experience. The course involves a variety of lectures designed to promote discussion of common problems faced by new students making the transition from high school to college, including accessing information on careers, healthy living, academic policies, study skills, and extracurricular activities. The freshman-to-sophomore retention rate for new full-time freshmen who enrolled in the University Experience program in fall 2010 was 73 percent. This success was achieved despite an average ACT composite score of 19.2 for the program participants.
- The Semillas de Excelencia Learning Communities were established using funding from a grant from Walmart Foundation to refine and replicate a model for assisting with Latino student success in the university. The program, initiated in 2010, has specific targets for retention and graduation rates among Latino students.

Retention of underrepresented groups: <http://www.k-state.edu/pa/statinfo/retention/index.htm>

McNair Scholars Program: <http://www.k-state.edu/mcnair>

Developing Scholars: <http://www.k-state.edu/scholars/about>

Academic Transition Program: <http://www.k-state.edu/aac/atp/>

Multicultural Engineering Program: <http://www.engg.ksu.edu/mep>

PILOTS: <http://www.k-state.edu/pilots>

University Experience: <http://www.k-state.edu/aac/universityexperience>

Place-Bound Students

The diversity of our learners goes beyond racial, ethnic, country of origin, and gender differences. A growing population of students we serve are either place-bound (i.e., they cannot put their current job on hold to attend classes on campus, yet they want to complete a degree) or associated with the military (i.e., active duty and their dependents). Our online programs offer a means for reaching these populations of students (described in more detail in Criterion 4).

Multicultural Student Organizations

Numerous multicultural student organizations allow students from underrepresented groups and other multicultural students to meet regularly to build leadership skills and provide support among themselves, as well as to educate the university community about their culture. Such organizations include the Black Student Union, Hispanic American Leadership Organization, Asian American Student Union, Native American Student Organization, Gay-Lesbian-Bisexual-Transgender Student Association, and many others. Many of the organizations have won awards; for instance, the Black Student Union has been awarded as the best Black Student Union in the Big XII for four of the last five years.

Support for multicultural student organizations is demonstrated through space in the K-State Student Union devoted to the Multicultural Student Organizations Office. In addition, an LGBT Resource Center is available in Holton Hall. It is open to all K-State students, faculty, staff, and members of the community and is dedicated to helping them to be more secure, educated, and productive in their personal and professional surroundings. The Resource Center provides information on financial aid, community organizations, events, nondiscrimination, and counseling and hosts several events throughout the year, including guest speakers, social events, and a LGBT leadership conference.

Multicultural organizations: <http://www.k-state.edu/ddcd/multicultural>

LGBT Resource Center: <http://www.k-state.edu/lgbt/about.html>

Diversity among Faculty and Staff

One factor in successful recruitment and retention of diverse students is to have faculty and staff from similar multicultural backgrounds. As shown in the Diversity report, the number of African American, Hispanic, and Native American faculty has increased since 2002, due to efforts in many areas designed to increase recruitment and retention efforts. The Office of Affirmative Action's report for 2009-2010 suggests that efforts have been made to increase underrepresented groups in the candidate pools. Annual demographic data on faculty diversity show that K-State has hired numerous diverse candidates in the past 10 years, and retained many of these faculty members. It should be noted that the percent of the total number of faculty who are from diverse backgrounds is still relatively low.

In efforts to support and retain multicultural faculty and staff, organizations exist for employees from similar racial and ethnic heritages to come together to discuss issues that are relevant to them. These include the Black Faculty and Staff Alliance and Alianza, the professional staff and faculty association of Hispanics. As mentioned earlier, the President's Commission on Multicultural Affairs works with the Office of Diversity to develop the agenda for the university's diversity efforts.

To encourage efforts to enhance diversity among faculty, administrators, and students, through the Office of Diversity, the university supports a number of awards each year. One award is to a student for distinguished service in enhancing diversity at K-State, and another is to a member of the faculty or staff for distinguished service to underrepresented students at K-State. In addition, the Office of the Provost sponsors an award to the outstanding department or unit for enhancing diversity at K-State.

The President's Commission on the Status of Women was established in the 1970s, and includes as its members faculty, unclassified staff, classified staff, students, and administrators. The group provides an annual report to the president and has been involved in raising awareness on such issues as pay equity, the need for improved day care facilities, the availability of lactation rooms on campus, and campus lighting. A second group, the Women of K-State, which began in 2009, includes all women in the university and related entities: faculty, staff, students, administrators, the K-State Alumni Association, and the KSU Foundation. The group's mission is to provide leadership in areas of interest to women in the K-State community. The Women of K-State group has worked with the President's Commission on the Status of Women to seek ways to meet the needs of all women at K-State.

Office of Affirmative Action 2009-2010 report: <http://www.k-state.edu/affact/Plan/conclusion.htm>

Retention of diverse faculty:

<http://www.k-state.edu/pa/statinfo/reports/faculty/Demographics/Total/index.htm>

Service awards for enhancing diversity: <http://www.k-state.edu/ddcd/commerce/index.htm>

Department award for enhancing diversity:

<http://www.k-state.edu/provost/academic/awards/diversityguide.htm>

President's Commission on the Status of Women: <http://www.k-state.edu/csw>

Women of K-State: <http://www.k-state.edu/women>

Diversity Partnerships with Other Academic Institutions

The university has developed linkages with historically black colleges and universities (HBCUs), including Southern University, Grambling State University, and Donnelly College, a Catholic Hispanic-serving institution. These relationships assist in the recruitment of diverse graduate students.

In addition, the College of Architecture, Planning and Design has developed a partnership arrangement with the University of Missouri in Kansas City where UMKC students take two years of courses on their own campus, then transfer to the college. Since UMKC is an urban-centered school, many of the students in this joint program are from diverse backgrounds. It is clear that this program has enhanced the diversity in the student population in the College of Architecture, Planning, and Design.

The university is also engaged in many 2+2 programs with community colleges in Kansas and beyond. Diverse populations of students, particularly those who are first-generation college students, often begin their studies at local community colleges because of cost or to build confidence. The 2+2 programs offer an avenue for entry into K-State for many underrepresented groups of students.

Challenges

The mission documents recognize the diversity of the learners and constituencies in the K-State community. The mission is carried out through a variety of programs addressing many aspects of diversity, which have been developed and/or implemented in the past 10 years.

Yet a number of challenges are still evident. Most prominent is that of faculty recruitment and retention. While the number of diverse faculty members has increased in the past 10 years, the percentage of total faculty is still relatively low. This is an area of focus for the current administration. The need to improve our recruitment activities and processes to better attract highly qualified diverse candidates to K-State was clearly identified as a challenge in the 2011 assessment of our recruiting and hiring practices. While some of the challenges with faculty recruitment involve the use of effective processes, retention of faculty involves a different, and possibly diverse, set of causal factors such as culture and climate at the university and in the local community. Longer-term solutions to these issues are part of the discussions in the K-State 2025 planning process.

A second challenge is funding. Funding for diversity programs is often dependent on grants, and the continuance of those grants is critical for additional progress. Grants alone may not provide sufficient funding to match the increased staffing needs with the growth in the number of students. While private donations have been identified to complement the existing grant funds, additional donors for multicultural scholarships and programs are still needed. There will be continued focus on locating corporate partners for diversity programs. One long-term need will be a multicultural center on campus. The upcoming capital campaign will be a prime avenue for addressing diversity funding needs.

The retention of multicultural students is also a continuing issue. Current efforts to improve retention overall, and retention of multicultural students specifically, will involve digging deeper into our data for the causal factors for different segments, such as African Americans and Hispanics, and understanding more about the factors that affect retention in those groups.

The university is also committed to increasing the number of students who study abroad, but the expense of international travel creates a funding need, especially in a down economy. The problem is exacerbated for underrepresented groups who often require financial assistance to attend college, and also need assistance to study abroad. The need for increased scholarships for study abroad remains a critical component of the internationalization of students' education.

Component 1c

Understanding of and support for the mission pervade the organization.

The University's Stakeholders

The mission statement of Kansas State University is supported in many ways by all of the university's stakeholders. The Kansas Board of Regents and the Kansas legislature determine state funding levels that support the mission of the university, while university officials and students work together with the Board of Regents to approve tuition and fee levels. The Board also approves all new academic programs, assuring that they fit with the mission of the university. Donors and alumni provide financial support for the university's programs and efforts in pursuing its mission. Colleges, departments, programs, and extension offices utilize advisory boards to provide feedback on program performance, as well as financial support for the programs.

The university also plays a significant role in the local Manhattan community. Through partnerships with the local government and the Manhattan Area Chamber of Commerce, K-State helps to research and create opportunities for enhancing local economic development. Internal stakeholders also show support for the mission of the institution, as all three representative groups—Faculty Senate, Student Senate, and Classified Senate—have goals and objectives that support the mission of the university. K-State also has a presence in the cities of Salina and Olathe.

The understanding of the mission is also demonstrated through the communication structures that exist among all stakeholders. From the Board of Regents to the President to faculty, staff, and students, all are part of the communication network.

Board of Regents

The president, provost, and other members of senior leadership meet monthly with the Kansas Board of Regents. These meetings facilitate a shared understanding of the state's policies and agreements, and allow each university to highlight unique aspects of its mission, accomplishments, and challenges.

President's Cabinet

This group meets weekly to discuss mission-related issues and strategies, as well as legislative actions that affect the university. The President's Cabinet includes the provost and senior vice president; vice presidents for administration and finance, research, student life, and communications and marketing; the athletic director; the presidents of the KSU Foundation and the K-State Alumni Association; the director for governmental relations; and the chief of staff and director of community relations.

President's Advisory Committee

The president meets every month with an expanded advisory group to broaden the communication of mission-related information and strategies. This group includes the cabinet plus other members of the provost's staff, the associate provost for diversity, the vice provost for information technology services, and the presidents of Faculty Senate, Student Senate, and Classified Senate.

Council of Deans

The provost also holds biweekly meetings with the Council of Deans, which consists of the deans of the nine academic colleges, the Graduate School, Continuing Education, and K-State Libraries, and the CEO of the

K-State Olathe campus. These meetings include discussions of academic programs, university policies, and aspects of the university mission as it is enacted in decisions affecting the colleges and units.

Faculty Senate Leadership

The president and provost meet monthly with leadership from Faculty Senate (which includes the president, past president, president-elect, and chairs of the standing committees: Faculty Affairs, Academic Affairs, Planning, and Technology). These meetings allow deeper discussion of issues of specific interest to faculty and unclassified personnel, as well as ideas for continuous improvement of the academic climate at the university. The provost has also begun attending each meeting of the Faculty Senate for a brief update.

KSU Foundation and K-State Alumni Association Boards

The president and provost also meet regularly with the boards of the KSU Foundation and the K-State Alumni Association to discuss issues pertinent to their members.

Student Senate

The president meets monthly with Student Senate leadership to discuss pressing issues relating to students.

Classified Senate

The president meets with the leadership of Classified Senate a few times per semester to keep apprised of the issues of importance to the classified employees on campus.

State of the University Messages

Each year the president addresses the faculty and staff to discuss the state of the university. These meetings are streamed live to all three campuses. At the end of a brief presentation, the president takes questions on any topic from the audience, either in person or online.

Monthly Messages from the President

President Schulz also communicates via e-mail and press releases to all constituents. These monthly messages provide information and thoughts on K-State's mission, progress, new programs, achievements, and challenges.

Twitter and Facebook Messages

President Schulz maintains a daily presence on these social media sites in order to communicate to the university community. His tweets relate to his activities of the day and keep the university informed of many mission-related activities. He has more than 2,500 "friends" located on-campus and off-campus, including students, faculty, alumni, and other loyal K-Staters.

College-Level and Departmental Communications

Most of the deans meet with their administrative groups twice per month. These meetings are intended to not only discuss college-related issues, but also to communicate the key topics from the Council of Deans meetings with the provost. Most deans also hold collegewide faculty meetings at least once per semester.

To assist with the enhanced communication of the new administration, the new position of vice president for communication and marketing was added in 2010. K-State not only expects improvement in the quality and consistency of its communication with its constituents, but also strengthening our brand as a student-centered land-grant university.

Clearly, the land-grant mission is communicated to constituents from the top levels of the university through a variety of channels. It is a prominent part of K-State's public message.

Understanding of and Support for the University Mission in Academic Units

The university's mission is part of the fabric of the academic colleges and units. Each of the colleges has developed its own mission statement to express its unique academic focus or professional expectations. Many parallels are evident in comparing the university mission to the college mission statements. In Table 2 each

column pairs a key aspect of the university's mission to explicit wording from each college's academic mission statement. All colleges stress the importance of excellent teaching and research, and nearly all reference the social role of the college. Most make explicit reference to service or some aspect of community leadership or engagement, while four of the nine incorporate the diversity component of the university mission.

Table 2. Aspects of the University Mission Contained in Missions of Academic Colleges

College	Foster excellent teaching and research	Advance the well-being of society	Foster service and encourage engagement	Embrace diversity
Agriculture	Develop human capital, education, and research	Natural resource management	Support agricultural-related industries	
Architecture, Planning, and Design	Creative and stimulating learning environment	Committed to responsible stewardship in the design of the built and natural world and its diverse citizens		Committed to responsible stewardship in the design of the built and natural world and its diverse citizens
Arts and Sciences	A strong system of higher education	Informed participants in civic life	Leaders with vision	
Business Administration	Excellence in the advancement and dissemination of knowledge	Consistent with the needs of ... society	Consistent with the needs of students, business, faculty, and society	
Education	Delivery of exemplary education; collaboration ... within the profession	To prepare educators to be knowledgeable, ethical, caring decision makers	Leadership, collaboration, and service within the profession	
Engineering	Providing quality education within a research environment	Develops engineering leaders to benefit society	Develops engineering leaders to benefit society	Promotion, understanding, and celebration of diversity
Human Ecology	Commitment to ... a student-centered research university	Commitment to "put people first"	Outreach ... that enhances the quality of life for individuals, families and communities	
Technology and Aviation	Be nationally known for its quality educational programs, faculty expertise, laboratories, and learning environments	Meet the needs of the 21st century		Understanding what promotes healthy, satisfying, and developmental interactions among people and these multiple environments
Veterinary Medicine	Dedicated to scholarship through innovation and excellence in teaching, research, and service	To promote animal and human health for the public good	Dedicated to scholarship through innovation and excellence in teaching, research, and service; for the public good	Being recognized for good communication, productive collaboration, mutual respect, diversity, integrity, and honesty

The mission statements reflect how each college portrays itself to the public, and the actions of each college demonstrate its understanding and support of the university mission. Excellence in teaching is supported through awards in each college, while most also reward research, service, and/or advising. In addition, while diversity might not appear in the mission statements of all colleges, each has designated a diversity point person to oversee the college's diversity efforts.

Program Review and the University Mission

The Kansas Board of Regents requires that all academic programs undergo review every eight years. In the process of program review, programs must discuss and demonstrate how the program contributes to the overall mission of the university and the respective college. These program reviews are gathered by the Office of Planning and Analysis, which assures that each addresses the Board requirements for discussion of how the program is linked to the university mission. The office then submits the completed reviews to the Board staff.

In addition, to initiate a new academic program, proposals must discuss the relationship of the new program to the mission of the university and college. These proposals are reviewed by the home department, college, the Faculty Senate, and the provost before being considered for discussion by the Kansas Board of Regents Council of Chief Academic Officers, and ultimately the Board of Regents. Therefore, all current programs at K-State have been approved by the Board of Regents and have demonstrated how they contribute to the overall university mission.

Board of Regents program review: www.k-state.edu/pa/programreview/index.htm

Specific Examples of How Colleges and Units Support the University Mission

Below are some specific examples demonstrating that the support of the mission abounds across all colleges and units.

College Relationships with KSRE

The Colleges of Agriculture, Arts and Sciences, Engineering, and Human Ecology work jointly with Kansas State Research and Extension, embodying K-State's three-part land-grant mission of integrated learning, discovery, and outreach. KSRE offices are located in every county throughout the state to provide information and education to improve agricultural production and human nutrition, as well as to assist all communities and citizens in the state. Programs include agriculture, 4-H, family and consumer science, and community development. Many college faculty members work closely with KSRE personnel, while others have joint appointments with the college and KSRE, fulfilling the tripartite land-grant mission.

Relationships with the Military

Another aspect of the original land-grant mission is to support the military, and K-State has recently been recognized nationally for its efforts in providing educational assistance and opportunities for military personnel and their families. More than 1,600 military personnel (81 active, 858 veterans, and 638 military dependents) were enrolled in K-State classes during the 2011 academic year. K-State has close relationships with both nearby Fort Riley and Fort Leavenworth, located in northeast Kansas, offering undergraduate and graduate degrees, as well as housing a recruitment office and an Extension office on post at Fort Riley. We also have an Office of Veteran's Affairs on the Manhattan campus, and the Division of Student Life supports a military liaison who works closely with campus and military officials to create positive relationships and promote the facilitation of programs and communication.

In one unique example of K-State's relationship with the military, the School of Family Studies and Human Services in the College of Human Ecology houses the Institute for the Health and Security of Military Families. The institute provides educational programs and counseling for military families, and conducts research on such topics as the effects of trauma on deployed personnel and their families, the effects of deployment on marriages and families, and training programs on violence prevention in military families.

GI Jobs recognition: <http://www.k-state.edu/media/newsreleases/aug10/militaryfriendly81810.html>
Institute for the Health and Security of Military Families: <http://militaryfamilies.k-state.edu>

Relationships with the College of Architecture, Planning, and Design

Another example of K-State's commitment to its mission involves the College of Architecture, Planning, and Design. The landscape architecture program prepares students for professional practice through integrated teaching, research, and service. Faculty members bring their research and creative activities into the classroom, sharing information and engaging students in new knowledge. The hands-on nature of the program often leads to service projects that demonstrate the principles learned in the classroom.

Construction of the International Student Center Rain Garden is one such example. This garden was developed with one professor's expertise in rain gardens, and has been used as a teaching laboratory for ongoing data collection to inform the development of rain gardens in our region and as a service project for numerous student groups.

All programs in the college facilitate part of their program through the Kansas City Design Center jointly with the University of Kansas. This program advances the leadership and professional skills of the students, as well as encourages civic engagement, by offering students the opportunity to design and plan in an urban environment. KCDC's mission is to foster partnerships that advance the collective understanding of complex problems facing the Kansas City metropolitan area, as well as the surrounding communities, with the intention of developing and testing solutions that improve the quality of life. This is demonstrated through a range of teaching, research, and service activities that take place as part of KCDC. The partnership extends beyond the educational institutions to include local citizens, governmental and public agencies, private firms/corporations, foundations, and non-governmental organizations.

Kansas City Design Center: <http://studio.kcdesigncenter.org>

Support for the Mission through Promotion, Tenure, and Evaluation Processes

Support for the mission of the university is also demonstrated by the alignment of all departmental documents for Promotion, Tenure, and Annual Evaluations (P&T) with the mission. Each department has articulated agreed-upon processes and standards for faculty performance, and these standards support the university mission.

Departmental documents are intended to encourage excellence in teaching, scholarship, and service and engagement, as well as other mission-critical activities such as advising students, professional development, and citizenship. All departments are required to update their P&T documents every five years, with the approval of the department head, dean, and provost. The Office of Academic Personnel reviews all documents for adherence to university policies, and posts them on the university website.

Academic departmental guidelines/documents: <http://www.k-state.edu/academicpersonnel/add/index.htm>

Support for the Mission from Administrative Units

Division of Student Life

The Division of Student Life provides guidance and support for students during their university experience and promotes student success in the classroom and in life. The division includes offices for Admissions, Registrar, Student Financial Aid, Housing and Dining, Counseling Services, and New Student Services, among others.

These units support the mission of the university in the recruitment of students to the university, assisting students with financial aid opportunities, and maintaining the enrollment system for university classes. These

offices work closely with students and student government representatives, and thus help to establish and maintain the student-friendly, shared governance culture at K-State.

Division of Student Life: <http://www.k-state.edu/onestop>

Division of Communications and Marketing

The mission of the recently added Division of Communications and Marketing is to fully integrate campus image delivery and increase the impact and efficiency of institutional communications and marketing initiatives. In essence, DCM manages and oversees the “branding” of Kansas State University to internal and external constituents. It is DCM’s specific mission to assure that all communications and marketing efforts reflect the university’s mission. All official video production and photographs, news releases, and publications produced under the banner of the university have been vetted for consistency with the K-State mission and brand. The DCM also manages the look and feel, and some content, for the university website. The division has developed a plan for “One K-State,” where the images of and messages from the university are consistent across time, constant in look, and clearly focused on our mission to become a top 50 public research university.

Division of Communications and Marketing: <http://www.k-state.edu/vpcm>

Division of Administration and Finance

The Division of Administration and Finance ensures that budget policies, priorities, and subsequent decisions are aligned with the mission. The vice president for administration and finance, along with the assistant vice president for budget and planning, the president, and the provost, determine budget allocations for colleges and units.

Funding for the budget is derived from two sources: the state general fund and tuition and fees. The tuition rate is determined each year by a committee comprised of student representatives, faculty, and administration. The students play a vital role in establishing priorities and allocating funds to strengthen the teaching mission. For example, in fall 2009, in order to offset cuts in the university budget, this joint committee proposed a \$10 per credit hour fee to be assessed for all classes. The Board of Regents approved these fees, with the stipulation that decisions on how these funds are to be spent must include input from students in their respective colleges. Implemented in fall 2010, the funds raised from these fees were provided to the colleges based on student credit hours generated. The funds were to be specifically used to enhance the teaching and instruction mission in each college: hiring faculty for vacant or new positions, hiring advisors or tutors, or acquiring the equipment necessary for the teaching mission.

With regard to reductions in state revenue in 2010, the university maintained the guiding principles that: (1) any cuts would be strategic rather than across-the-board; (2) the university would do its best to maintain its commitment to teaching, research, and extension education, excluding them from reductions as much as possible; and (3) the university would protect or enhance non-General Fund revenue sources with a high priority placed on maintaining our capacity to teach students and to attract mission-related externally funded research. The teaching, research, and service programs were protected as much as possible, so most of the decrease was applied to administrative and support areas.

Budget Office: <http://www.k-state.edu/budget>

Office of Planning and Analysis

The Office of Planning and Analysis provides a wide variety of data reporting and analysis services for academic and administrative units in the university. The data reporting and analysis provided by the office support the university, colleges, departments, and programs in accomplishing their academic missions. The office produces a number of annual data reports on student enrollments, department and program graduation numbers, faculty salaries, administrative reappointment surveys, and a variety of other data analysis projects.

Office of Planning and Analysis: <http://www.k-state.edu/pa>

Office of Assessment

The mission of the Office of Assessment is to support continuous improvement processes through facilitation of meaningful assessment of student learning and effective methods for feedback and action in response to assessment results. Through its work, the office provides direct support to the university teaching mission.

Office of Assessment: <http://www.k-state.edu/assessment>

Information Technology

The Division of Information Technology Services is a critical aspect of teaching and research at the university, and thus provides important support for the mission. The work of the information technology staff is conducted with guidelines stated in the university mission.

Division of Information Technology Services: <http://www.k-state.edu/its>

Challenges

Consistent efforts need to be made to communicate how the university mission aligns with its visionary goal to become a top 50 public research university by 2025. As the strategic planning moves forward, the mission must be kept in focus, particularly as changes occur in priorities, academics, financial resources, facilities, and student, faculty, and staff resources.

With the Olathe location opening in 2011, it became a priority to maintain the university mission across all three campus locations. At present, leadership is effectively collaborating and communicating among the three K-State campuses, and care must be taken to continue this communication as programs grow.

As the university moves forward to implement the K-State 2025 visionary plan, it will be important to continue to engage all constituencies in the process. Achieving our mission and goals requires commitment at all levels of the university and continuing the broad involvement of the university family begun in the summer of 2010 at the beginning of the K-State 2025 planning process.

Simultaneous to the efforts to move plans for K-State 2025 forward, it is imperative that understanding of the mission be enhanced at all levels, particularly among faculty, employees, students, and external stakeholders. Plans have been developed to create public discussions of the university mission. The mission is communicated most clearly through behavior. Constituents—Kansas citizens, for instance—might not be able to define the land-grant mission, but if the university leadership and faculty and staff are *living* the mission, our constituents will *know* it.

Component 1d

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

Governance Structure of the University

The governance of the university begins with the Kansas Board of Regents, the nine-member body responsible for setting higher education policies in the state of Kansas. The KBOR members are appointed by the governor and serve three-year terms.

The president of the university reports directly to the KBOR. Organizational charts for the university and for the Office of the Provost show all administrative reporting relationships.

Within the colleges, department heads are appointed by the deans to oversee degree programs and faculty within each area. Each dean also appoints associate and assistant deans as needed for administration of undergraduate, graduate, research, and other programs. The dean of the College of Agriculture is also the director of K-State Research and Extension, with associate directors for the Agricultural Experiment Station and the Cooperative Extension Service.

This structure provides oversight of degree programs at the appropriate level of administration, as well as the opportunity to coordinate efforts within colleges. There are several interdisciplinary programs that extend between colleges. Generally, a director of the program is appointed from one of the participating departments, and the program is administered out of that college.

Kansas Board of Regents: <http://www.kansasregents.org>

K-State organizational chart: <http://www.k-state.edu/academicpersonnel/fhbook/fhxx.html>

Office of the Provost: <http://www.k-state.edu/provost/about/orgchart.html>

Shared Governance

K-State has operated in a model of shared governance for many years. In this model, central administration works with the faculty, students, and staff to make and implement policy decisions regarding academics and administration.

Faculty Senate

The Faculty Senate is composed of approximately 90 senators representing faculty from all academic units, as well as unclassified professional staff from academic and administrative units in the university. The general purpose of Faculty Senate is to facilitate faculty participation in establishing university policies and formulating procedures for their interpretation. Primary leadership positions and committee structure are:

- **Officers:** president, past president, president-elect, secretary, and chairs of the standing committees.
- **Standing committees:** Academic Affairs, Faculty Affairs, University Planning, and Technology.

The Faculty Senate Committee on University Planning meets with the president regularly to discuss planning issues. The vice president for communications and marketing serves as an ex officio member of the committee. This structure has created a direct link between the Faculty Senate planning function and discussions to the President's Cabinet. In addition, members of the provost's staff serve as ex officio members on each of four standing committees in order to enhance communication between Faculty Senate and the Office of the Provost.

Faculty Senate: <http://www.k-state.edu/facsen>

Student Governing Association

SGA is responsible for representing the interests of the student body and serving as the primary vehicle for cooperation between the faculty, the students, and the colleges. Working with the president and provost, the SGA assists the university in the continuous improvement process in many areas of the university mission, most prominently teaching and student services.

There are three SGA branches:

- **Executive branch:** The executive branch consists of the student body president, student body vice president, and the cabinet.
- **Legislative branch:** The legislative branch consists of Student Senate and seven standing committees: Academic Affairs and University Relations, Allocations, Communications, Governmental Relations, Privilege Fee, Senate Operations, and Student Affairs and Social Services. The legislative branch establishes policies and sets and allocates more than \$8 million in privilege fees annually. Student Senate also makes recommendations to the university administration, faculty, and student body.
- **Judicial branch:** The judicial branch hears nonacademic misconduct complaints from students against other students.

SGA: <http://www.k-state.edu/osas/sga>

Classified Senate

Classified Senate articulates the classified employees' interests, concerns, and recommendations to the vice president for administration and finance on matters of policy, training, and educational opportunities, as well as representing the constituency on university-wide standing and ad-hoc committees, and for searches for key administrative positions directly affecting classified personnel. The accomplishment of the university mission would be virtually impossible without the hard work of classified employees, and thus their voices are important for the continuous improvement of the university.

- **Officers:** president, vice president, treasurer, secretary, and parliamentarian.
- **Standing committees:** Legislative Affairs, Campus Affairs, Public Relations, and Recognition Ceremony.
- **Liaison:** The associate vice president of human resources and parking also serves as the liaison with the vice president for finance and administration.

Classified Senate: <http://www.k-state.edu/class-senate>

Committee on Academic Policies and Procedures

The Committee on Academic Policies and Procedures serves as a coordinating body for academic issues. Membership includes one member from each academic college and the Graduate School appointed by the appropriate dean, the Division of Continuing Education, the Provost's Office, the Faculty Senate Academic Affairs Committee, the Admissions Office, the Office of Educational and Personal Development Programs, the Registrar's Office, New Student Services, and the Office of Student Life.

CAPP is charged with responsibility for:

1. Performing studies and preparing recommendations as directed by the Faculty Senate Academic Affairs Committee.
2. Providing interpretation of academic policies.
3. Developing procedures as directed by the provost to support academic policies, coordinating implementation of academic procedures, and scheduling of all undergraduate and graduate academic events such as enrollment periods, drop/add periods, class periods, exams not given during regular class periods, and final exams.

The academic mission of the university receives support and direction from CAPP. The policies and decisions from this group facilitate the delivery of instruction at the university.

CAPP: <http://www.k-state.edu/capp>

Board of Regents Meetings

The president, provost, vice president for administration and finance, and the president of Faculty Senate attend the monthly meetings with the Kansas Board of Regents. At the monthly Board meetings, each attendee also participates in meetings with his/her peers from other universities in the Regents system:

1. Council of Presidents.
2. Council of Chief Academic Officers.
3. Council of Business Officers.
4. Council of Faculty Senate Presidents.
5. Council of Study Body Presidents.
6. Council of Classified Staff Presidents.
7. Council of Unclassified Staff.

These councils allow campus leadership at all the Regents institutions to learn from their peers, compare policies, and discuss issues that affect them. While K-State's mission is distinct, all face similar challenges with decreased funding levels, recruiting and retaining faculty and students, changes in Kansas K-12 academic college preparation, and pressures to maintain quality and affordability.

Examples of Effective Shared Governance

K-State central administration communicates through open channels with its internal constituencies as well as with the KBOR, system peers, alumni and donors, and the local/regional communities. From such communications, issues of importance emerge that require further discussion and possible action. These issues may relate to strategic or academic decisions, as well as budgetary or human resource policies.

Below are four examples that demonstrate the level of collaboration that exemplifies the leadership and commitment to shared governance.

Example 1: K-State 2025

Upon hiring the new provost in January 2010, the president and provost jointly introduced the goal of moving K-State into the Top 50 Public Research Universities by 2025. Eight metrics were identified by which the university would measure its progress. The goal and metrics were shared with all constituencies during March and April. During summer 2010 focus groups with all constituencies—administrators, faculty, staff, classified employees, students, alumni, donors, Foundation staff, and members of the local and regional communities—were engaged in discussions of the goal and the metrics. Comments from all focus groups were recorded and sorted into themes representing strategic areas. A campuswide planning effort was then employed, with a draft plan rolling out in fall 2011. Using feedback from this effort, the process team set more specific university objectives for five-, 10-, and 15-year terms. Currently, colleges and major administrative units are working on their strategic plans.

K-State 2025: <http://www.k-state.edu/2025>

Example 2: K-State First

K-State First began with discussions among two separate groups, each with university-wide representation. In September 2006 Provost Duane Nellis charged a task force with developing a set of recommendations to improve the experience of first-year students. This task force delivered its report in February 2007, and its top recommendation was the creation of a first-year experience program. Working around the same time, a task force on general education made a similar recommendation in June 2007. No official action followed these reports, but a small group of individuals who had served on these task forces continued to meet informally and imagine the creation of a first-year experience program.

From the beginning, this informal work group included faculty, student life professionals, and members of the provost's staff, but it slowly grew to include more members of the campus community interested in the development of a first-year experience program at K-State. With the advice and support of this group, a professor in the Department of English and the assistant vice president for student life proposed a pilot study for fall 2008 to examine the feasibility and effectiveness of a first-year seminar program. Using data gathered in two semesters of pilot study (fall 2008 and fall 2009), and with the encouragement and support of President Schulz, this group, which had grown to 18, proposed the creation a university-wide first-year experience program with four primary components: first-year seminars, first-year learning communities, a common reading program, and a one-on-one mentoring program for new students. In March 2010 Provost Mason approved the creation of K-State First.

K-State First officially launched in August 2010 on the Manhattan campus with 28 first-year seminars enrolling 482 new students, six learning communities enrolling 124 students, the Guide to Personal Success mentoring program serving 435 students, and a successful university reading program that distributed copies of the common book, *The Hunger Games* by Suzanne Collins, to more than 3,400 first-year students.

K-State First: <http://www.k-state.edu/first>

Example 3: Dependent Tuition Waiver for University Employees

Discussions between Faculty Senate leadership, the provost, and the president, as well as a proposal written by the Salary and Fringe Benefits subcommittee, suggested the need for a task force to study the issue of a dependent tuition waiver for university employees and to propose changes in the old policy if needed. A task force was formed that included representatives from the Office of the Provost, Faculty Senate, Human Resources, the Salary and Fringe Benefits subcommittee, Student Financial Assistance, and Classified Senate. The group was charged in September 2009 and submitted a proposal to the provost in March 2010.

The proposal suggested some administrative changes to the current program, in addition to asking for an increase in the tuition grant for spouses and dependents of employees from 3 credit hours per semester to 7 credit hours per semester. The proposal was accepted by the president in April 2010, and was implemented at the beginning of the fall 2010 semester. The vice president for administration and finance increased the budget for the program in order to fund the proposal. The new program has been very well received by faculty and staff.

Policy: <http://www.k-state.edu/sfa/grants/sdg.htm>

Example 4: 2009-2010 Budget Cuts

In 2009 the state of Kansas implemented actions that created a need to cut nearly \$15 million from the K-State operating budget for the 2011 and 2012 fiscal years. President Schulz called for campuswide involvement in the decision. This effort involved the creation of a website where anyone in the university could post budget cutting or revenue generating ideas. The website opened in September 2010 and closed a month later with more than 1,400 ideas submitted. This list was condensed and reviewed by central administration, deans, and leadership from the three Senate groups. Priorities for budget cutting emerged from the process. The budget reduction and enhancement suggestions were reviewed and prioritized by Faculty Senate leaderships and the Faculty Senate Committee on University Planning. The final decision was made by the president, provost, and vice president for administration and finance with the goal that the priorities protect the core mission of the university, of being strategic in the cuts made, and to try to reinvest in people by reversing the hiring freeze.

A three-pronged strategy was ultimately implemented, involving an increase in tuition and fees, decreased funding for many administrative units, and the cessation of funding for Targeted Excellence, a successful program rewarding collaborative joint research initiatives. A number of the ideas from the larger list were implemented where possible, including many initiatives geared toward improved efficiencies.

In FY 2010 discussion with the student-led tuition task force and the campus community resulted in recognition of K-State's need for additional revenue to remain competitive with the institutions we vie with for faculty, research funds, and students. A proposal for additional college-specific fees, created after interaction with each college, has addressed core instructional needs and will continue to involve students in determining

how the funds will be used on an annual basis. The proposal focused on increasing the number of teaching faculty, improving advising, and supporting laboratory experiences through a proposed incremental college fee of \$10 per hour, with the funds distributed directly to the colleges based on their credit hour production. This proposal was approved by the Board of Regents.

Budget cuts: <http://www.k-state.edu/budget/initiative.html>

Continuing Collaboration

As the university continues to develop its strategies for the K-State 2025 goal of becoming a top 50 public research university, there will be more opportunities for collaboration among administration, faculty, staff, and students. President Schulz has made it clear from the beginning that the plan's success depends on transparency of processes, a collaborative spirit, and input from all constituencies. The president's monthly messages capture his desire for collaboration and commitment to the vision.

President Schulz's monthly messages: <http://www.k-state.edu/president/letterstocampus>

Challenges

One of the challenges of shared governance is maintaining the most effective balance among all participating constituencies. Under the previous administration the university operated under a highly decentralized structure in administrative and academic activities. With the new leadership, early discussions led to increased centralization of two specific administrative areas: (1) information technology services and (2) communications and marketing. Discussions about some centralization of processes within the academic mission are emerging, especially surrounding the new general education program. It is important that these discussions be inclusive of all perspectives.

Component 1e

The organization upholds and protects its integrity.

Upholding and Protecting Integrity

Integrity in the academic community involves many units and cuts across a variety of contexts. It may refer to how consistent the university is in holding to its established academic or personnel policies, its adherence to the processes in place for appeals and grievances, the myriad of compliance issues in the academic and research process and athletics administration, or the soundness of its financial statements. Integrity is important in all of these domains, and this section will provide evidence of the university's attention to its integrity across all contexts.

Integrity in University Policies

The initial step for assessing how well the university upholds its integrity is to examine its policies. At K-State a number of policy manuals provide guidance.

University Handbook

The University Handbook provides guidance on all aspects of the academic mission of the university, including the governing structure, employment, ranks, research, instruction, promotion, tenure, annual evaluation, privileges, benefits, leave, extension, continuing education, and university resources. It also contains information about academic freedom, academic conduct, gender policies, conflict mediation, the grievance process for faculty, the processes for discontinuing programs and for declaring financial exigency, and many other important areas of concern. The responsibility for maintaining and updating the University Handbook lies jointly with the Office of the Provost and Faculty Senate, with input from the Office of the General Counsel.

The University Handbook contains language governing the processes of faculty promotion, tenure, annual evaluation, and reappointment; and each department is responsible for determining its specific standards and processes for such decisions. Faculty in each department, jointly with the department head, meet to determine the standards for teaching, scholarship, and service. The documents are subject to the approval of the college deans and the provost.

Copies of the departmental documents are located on the university website. The Office of Academic Personnel keeps a copy of all documents, and uses the documents to determine whether decisions made by the department (e.g., annual evaluations, promotion and tenure) are within the policies established by the department. Each department must review its document every five years to keep it up-to-date.

University Handbook: <http://www.k-state.edu/academicpersonnel/fhbook>

Departmental documents: <http://www.k-state.edu/academicpersonnel/add/index.htm>

Policies and Procedures Manual

The PPM provides guidance on internal controls and auditing, communication and publications, computing and information technology, public safety, human resources, financial accounting, travel, and facilities. The

responsibility for maintaining and updating the PPM lies with the vice president of administration and finance, along with the Office of Human Resources.

PPM: <http://www.k-state.edu/policies/ppm/1020.html>

Student Handbooks

The Student Life Handbook provides guidance on all aspects of student academic and campus policies and procedures, including academic conduct, honor code, discrimination, grievances, use of facilities, security, electronic mail, drugs and alcohol, critical incident response, and others. The Student Life Handbook is maintained by the Office of Student Life.

The Graduate Handbook was developed by the Graduate Faculty through the recommendations and actions of the Graduate Council. The policies and procedures outlined are designed to ensure high standards in graduate education, while providing for flexibility in policy implementation. The Graduate Council expects each graduate program to build on this foundation to achieve their programmatic vision of excellence.

Student Life Handbook: <http://www.k-state.edu/studentlife/reportsandpolicies/>

Graduate Handbook: http://www.k-state.edu/grad/graduate_handbook

University Honor and Integrity System Constitution

A highlight within the Student Life Handbook is the University Honor and Integrity System Constitution. Underlying this constitution is the honor pledge statement:

“On all assignments, examinations, or other course work undertaken by students, the following pledge is implied, whether or not it is stated: ‘On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.’” (Kansas State University Honor and Integrity System Constitution, Article I, Section 3).

All members of the academic community, including students and faculty, are urged to report all violations of this policy to the Honor Council, which adjudicates all alleged violations. Grade disputes and non-academic, behavior-related issues by students are governed by a separate policy, as are breaches in faculty honesty and integrity.

The Honor Council is composed of faculty and students from all colleges except the College of Veterinary Medicine, which adjudicates honor violations separately. The makeup of the Honor Council includes two students and two faculty members from the participating colleges, except for the College of Arts and Sciences (three students and three faculty) and the College of Aviation and Technology (four each). In addition, the dean of student life appoints three staff members, and the associate provost for diversity appoints three students at large. Finally, the Graduate School nominates 10 students to serve on the committee for cases at the graduate level. Honors cases are heard by Honor Council panels that consist of six members, including at least three students and two faculty members.

Annual reports from the Honor and Integrity Council show how many cases were adjudicated, categories of the alleged violations, and resulting judgments. The leadership of the Honor and Integrity Council includes a faculty member with a .5 appointment for the director position and a full-time associate director. The director reports to the provost.

In addition, the student code of conduct articulates all student behaviors that constitute misconduct in which disciplinary sanctions may be imposed. These behaviors may be reported by students, faculty, administrators, or others. Adjudication may be through Student Governing Association or the dean of student life.

Honor and Integrity System: <http://www.k-state.edu/honor>

Honor and Integrity Council annual reports: <http://www.k-state.edu/honor/honorsystem/annualreports.htm>

Student code of conduct: <http://www.k-state.edu/osas/code.html>

Other policies: <http://www.k-state.edu/studentlife/reportsandpolicies>

Integrity in Dispute Resolution

While all efforts are made to be fair and equitable in all decisions, conflicts and disagreements are going to occur. Thus it is important to have in place processes and procedures to assist faculty members and administrators as they seek an appropriate resolution to such disagreements. For faculty, a number of processes are in place for handling disputes.

Dispute resolution: <http://www.k-state.edu/disputeresolution>

Ombuds

At K-State an ombuds is a faculty member or an unclassified professional assigned to assist faculty members and unclassified professionals with problems related to employment. Any faculty member or unclassified professional may request that an ombuds participate in a dispute, or simply seek the advice of the ombuds. The ombuds may contact the administrator(s) involved to seek a resolution of the concern that the faculty or unclassified professional may have. The ombuds may also provide information about the grievance and appeal process and guide a grievant through the initial stages. The ombuds does not act as an advocate for either side in a dispute, cannot testify in any formal process inside or outside the university, and does not breach confidentiality. The Executive Committee of Faculty Senate appoints three faculty members or unclassified professionals as ombuds, each serving a three-year term.

Annual ombuds reports: <http://www.k-state.edu/disputeresolution/reports/index.htm>

Mediation

Mediation is when two (or more) people who are involved in a dispute voluntarily meet with a neutral third party, the mediator, and try to work out a mutually acceptable solution. The mediator is not a judge or arbitrator and does not make a ruling at the end of the session. The mediator facilitates a discussion between the parties to assist in looking for mutually acceptable solutions to the work-related issues in dispute. Either party can withdraw or choose not to participate at any time.

K-State offers mediation services through the Division of Human Services. All parties are welcome to engage these services. The Student Governing Association offers mediation services as an option for conduct-related offenses and complaints involving students.

Mediation policies: <http://www.k-state.edu/disputeresolution/medfaq.htm>

Grievance

The grievance process is the final avenue available for faculty prior to external civil action. The grievance process is outlined in full detail in the University Handbook, Appendix G.

Grievance process: <http://www.k-state.edu/grievanceboard>

Student Grievances and Complaints

Formal processes for the handling of undergraduate and graduate student grievances are discussed in the Student Life Handbook. Veterinary medicine students follow a separate procedure, also included in the handbook. The student grievance report shows the number of grievances handled in the past three years and the outcomes of those cases.

Informal complaints from students or parents may come to the Office of Student Life, department heads, college deans' offices, or any administrative office on campus. These may involve a variety of topics, including complaints about a teacher, a class, course enrollment, residence halls, dining facilities, or classrooms. Some offices track all written complaints, as well as phone calls or personal visits from students or parents. All units track the written complaints received from students and parents. Each unit makes every effort to address the complaints and document the incident along with the outcomes.

DOE and KBOR student complaint requirements:

<http://www.k-state.edu/academicpersonnel/fhbook/fhxv.htm>

Student complaints and grievances: <http://www.k-state.edu/studentlife/reportsandpolicies/studentcomplaintsandgrievances.html>

Integrity in Academics and Accountability for the Academic Mission

The Kansas Board of Regents

The Kansas Board of Regents directs and oversees the operations of K-State and the other regents institutions. KBOR sets general academic policies, including new program approvals, admission standards, the academic calendar, and tuition increases. Since 2003 the Board has tied new funding to each institution's performance relative to goals it has set for itself, known as performance agreements. KBOR establishes six goal categories: operational efficiency, student learning, extramural fundraising, community engagement, and diversity. Within these areas universities must identify at least three goals under which specific indicators and targets are set for the three years of the agreements. KBOR may request a change in a university's goal, indicator, or target during the process of submission and approval.

Each year the universities report on their progress toward the targets. The university must achieve positive results in a majority of its goal areas and for more than 50 percent of the indicators under each goal, or it will be penalized in any awarding of new funding. K-State has received "full funding" recommendations each year since the inception of the performance agreement program.

It should be noted that the performance agreements for 2013-2015 will have a slightly different format. KBOR has made some changes to their expectations for system institutions.

Another process governed by the Kansas Board of Regents is program review. Each degree program at K-State must be reviewed every eight years. The Board provides specific criteria for the minimum number of students in a program and the minimum number of graduates over the most recent five-year time period. Programs that fail to meet the minimum numbers, as well as quality standards, will be reviewed the following year to see if improvements have been made. Those that show no improvement are subject to discontinuance.

BOR policy manual: http://www.kansasregents.org/policies_procedures

BOR performance agreements: <http://www.k-state.edu/pa/agreements/propoct07.pdf>

Accountability and Guidance from External Groups

Externally, accreditation associations provide assurance that many programs adhere to the mission of the university. Many of the university's programs and colleges are accredited either nationally or internationally. The various accreditation associations at K-State are detailed in Criterion 3 and the Federal Compliance Report.

Advisory boards are another avenue through which many academic programs, particularly the professional degrees, assure that they provide curricula that reflect relevance and practical value to students and professional communities. Nearly every college has an advisory or alumni board, and many departments and programs also have their own advisory boards. These boards consist of alumni and other partners who have an interest in the general or specific educational objectives of the academic programs at K-State. Many represent companies or organizations that hire graduates or provide internships. Most programs use their advisory boards to gather feedback on curriculum issues, new directions, new majors, and other strategic decisions at the interface between academia and post-graduation opportunities for students.

The advisory boards provide excellent feedback on the efficacy of how the respective academic program prepares students for professional careers or graduate school. Many program changes have been implemented, new majors or minors offered, or new audiences sought based on feedback from college and departmental advisory boards.

Internal Assessment and Review

All approvals for new programs are initiated by departments and gain approvals from the colleges, the college dean, the Faculty Senate Committee on Academic Affairs, and Faculty Senate, with a final recommendation from the provost. The provost then takes the proposals to the Board of Regents for final approval. All programs must have a plan for the assessment of student learning to gain approval.

Within the Office of the Provost, two specific units provide assistance and oversight for assessment, accreditation, and program review. The Office of Assessment collects and publishes student learning outcomes, or SLOs, from all departments and majors and reviews all Annual Progress Reports from the programs on their progress in assessment each year. The office also provides many resources for departments to use in assessing student learning. More information on the assessment process can be found in Criterion 3.

The Office of Planning and Analysis not only oversees program reviews for all academic programs, but also publishes university, college and departmental profiles, showing the number of students, student credit hours, and graduates, in addition to demographic data on each. The office also provides data for national data sets, comparisons across universities, the Voluntary System of Accountability, and others.

Office of Assessment: <http://www.k-state.edu/assessment>

Office of Planning and Analysis: <http://www.k-state.edu/pa/index.htm>

Integrity in Athletics

The Athletics Department received recertification in August 2011 with no warnings or visits. The report is available upon request.

Integrity in Research

The University Research Compliance Office (URCO) provides guidance and oversight for research projects that propose to use humans, animals, or recombinant DNA/biohazardous materials in research activities. This includes compliance with regard to research involving human subjects (IRB), animal care and use (IACUC), and rDNA/bio-hazardous materials (IBC). URCO also administers certain functions of the Export Controls Program (ECP) and the Responsible Conduct of Research (RCR) program. Appendix O in the University Handbook articulates the university policy on integrity in conducting research and scholarly activity.

Everyone conducting research in an area of necessary compliance must fulfill the duties and requirements associated with operating as an investigator. These include submitting written protocols detailing the logistics of their work product and completing, documenting, and maintaining training requirements. All research projects conducted through the university requiring such compliance must receive approval from the respective compliance body. Each year URCO manages nearly 400 new applications for IRB approval and more than 100 for IBC and IACUC. In addition, URCO monitors modifications and renewals of about an equal number of the currently approved protocols each year. URCO is also tasked with addressing concerns and investigating complaints regarding university-approved research activities.

Periodic reports of activity are provided by URCO to the vice president for research. These reports are used in reports to national compliance offices and grant agencies to demonstrate our level of compliance with policies.

Research compliance: <http://www.k-state.edu/research/comply/index.htm>

Policy on integrity in conducting research and scholarly activity:
<http://www.k-state.edu/academicpersonnel/fhbook/fhxo.html>

Integrity in Business and Financial Affairs

The Office of the Vice President for Administration and Finance provides a wide variety of services to the entire K-State community. Its mission is to provide supportive environments and services to effectively

facilitate and enhance the instructional, research, and public service activities of the university. This division is responsible for the following K-State departments:

<i>Vice President for Administration and Finance</i>	http://www.k-state.edu/vpaf/
<i>Budget Office</i>	http://www.k-state.edu/budget/
<i>Division of Facilities</i>	http://www.k-state.edu/facilities/
<i>Division of Financial Services</i>	http://www.k-state.edu/finsvcs/
<i>Division of Human Resources</i>	http://www.k-state.edu/hr/
<i>Office of Environmental Health and Safety</i>	http://www.k-state.edu/safety/
<i>Office of Internal Audit</i>	http://www.k-state.edu/internalaudit/
<i>Office of Parking Services</i>	http://www.k-state.edu/parking/
<i>Office of University Police</i>	http://www.k-state.edu/police/

To keep the campus community informed, the Office of Internal Audit maintains an online index for the K-State Policies and Procedures Manual. When the project started, only a handful of chapters were available; it has since grown to more than 100 chapters. The manual is updated, and new policies are added to address the latest issues in higher education.

In FY 2011 the Office of the Vice President for Administration and Finance was restructured to better meet the needs of our students, faculty, staff, and community. To increase the division's efficiency and effectiveness, the office eliminated the associate vice president position. The associate vice president's responsibilities, which included oversight of the Budget, Financial Services, and Human Resource Divisions, were distributed to the respective division heads. This reorganization has allowed for the more efficient use of resources within the area.

Policies and Procedure Manual: <http://www.k-state.edu/policies/ppm>

List of all policy documents: <http://www.k-state.edu/policies>

Integrity in Communications and Marketing

The Division of Communications and Marketing includes video production services, printing services, marketing services, news services, photography services, and web services. The division works collaboratively with central administration and the colleges to present a unified image of Kansas State University to its many publics. Particular importance is placed on transparency on issues such as how K-State utilizes public funding responsibly and opens itself to scrutiny from external constituencies.

The division also works closely with the departments and colleges within the university to assist each with its communications goals. In addition, the vice president for communications and marketing works cooperatively with counterparts at KBOR and the other regents schools to prepare messages to the general public and the legislature, publicizing the ways the universities impact the state.

Division of Communications and Marketing: <http://www.k-state.edu/vpcm>

Integrity in Information Technology Services

The Division of Information Technology Services, led by the university's vice provost for information technology services/chief information officer, is responsible for providing information management and technology support, as well as an extensive set of resource use and information security policies to ensure the integrity and security of data at K-State.

A data center is maintained in the basement of Hale Library with generator backup to maintain operations during power outages. The department is aggressively implementing virtual servers for both mission-critical and campuswide operational application needs. Data backups are housed offsite.

The security of university data is managed by the Office of Information Security and Compliance through a collaborative, coordinated effort across the institution. The office, led by the chief information security

officer, manages essential security technologies such as firewalls, intrusion detection systems, packet shaping, reputation-based filtering, network access control, Virtual Private Network, vulnerability assessment, patch management, endpoint security, and whole disk encryption for portable computers. The office works closely with representatives from every academic college and with the major administrative units that form the enterprise Security Incident Response Team, or SIRT, ensuring rapid response to threats and policy and regulatory compliance across the institution. Furthermore, every campus unit has a designated departmental security contact.

The appropriate use and information security policies establish expectations for protecting information and technology resources, starting with the Data Classification and Security policy that specifies required security controls for each classification of data. Since user awareness and training are a critical component of an effective security program, K-State puts a great deal of effort into this with an extensive technology security website. Other efforts include an annual technology security training program required of all employees; weekly newsletter articles; a security threats blog accessible via the web, RSS, Twitter, and e-mail; monthly technology security presentations for the campus; and an annual technology security training workshop.

IT security policies: <http://www.k-state.edu/its/policies>

Challenges

Maintaining and ensuring the integrity of all processes and information across all aspects of the university are important tasks, and transparency has become the focus of the new administration. Many processes have been in place for years and have been shown to work effectively. Others are relatively new and may need some adjustment as we move forward.

The formation of the Division of Communications and Marketing will provide a much clearer flow of information, both internally and externally. Their motto of “One K-State” reflects the need to present a consistent image and message to our constituents. They are redesigning the image of the university website, and will be asking all units to utilize a similar template to maintain consistency. The consolidation of communications and marketing is a first step in creating a unified brand.

Security for university data and maintaining the integrity of all information technology services have been points of emphasis for the new chief information officer. The university is continuing to seek ways to ensure the security of its networks and system.

Criterion 2: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

The university is responsive to trends in the growth and mix of the state's population, the workforce needs of business and not-for-profit organizations in the region, and professional opportunities in the region, nation, and around the world. University partnerships with economic development agencies in the state offer opportunities for collaborations on basic and applied research, which have led to the creation of new academic programs. Such efforts have also led to grants and contracts for extramural support.

Snapshot of Kansas

Kansas is one of the most productive agricultural states in the nation, leading the nation in wheat and beef production. In addition to agriculture, key industries in the state are transportation equipment, commercial and private aircraft, food processing, apparel, petroleum, and mining. The state is divided into 105 counties with Wichita as its largest city. As of the 2010 census Kansas had more than 2.8 million people, slightly more than 50 percent women. More than 80 percent of the population is white, with 9 percent Hispanic and more than 6 percent black/African American. Twenty-five percent of the population is under 18 years old, and 13.1 percent is over 65.

Fall 2011 K-State enrollment data showed that 72 percent of students were from the state of Kansas, compared to nearly 80 percent in 2006. The Kansas high school senior enrollment is projected to decline 3.3 percent or less in the next five years, except for Johnson County, Kansas, where projections show strong increases over the same period. To balance the decreasing population of high school students from the state, the university has increased its recruitment of international students. The undergraduate students at K-State hailed from all 105 Kansas counties, all 50 states plus the District of Columbia, and 63 countries. Graduate students originated from 95 Kansas counties, 50 states, and 85 countries.

Table 3. Enrollment Data

Student Enrollment Fall Semester										
Student Status	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Enrollment	22,762	23,050	23,151	23,182	23,142	23,331	23,520	23,581	23,588	23,863
Undergraduates	19,048	19,083	19,098	18,838	18,762	18,544	18,491	18,778	19,205	19,385
Graduate Students	3,309	3,534	3,619	3,916	3,947	4,359	4,590	4,366	3,921	4,021
Veterinary Medicine	405	433	434	428	433	428	439	437	462	457
Full-Time	18,168	18,065	18,416	18,167	18,262	18,254	18,537	18,851	19,350	19,605
Part-Time	4,594	4,985	4,735	5,015	4,880	5,077	4,983	4,730	4,238	4,258
In-State	18,942	18,951	18,787	18,737	18,429	18,252	17,957	17,452	17,170	17,154
Out-of-State	3,820	4,819	4,364	4,445	4,713	5,079	5,563	6,130	6,418	6,709

Demographic data show the number of women enrolled at K-State had surpassed the number of men for six straight years (2004-2009), but the balance shifted back to men in 2010-2011. This recent trend runs counter to enrollment figures at the national level, which show decreased enrollments for males.

The data also show the number of students from underrepresented groups has been growing in the past 10 years. While there has been growth in populations of black and Hispanic students, enrollments in those underrepresented groups have still not reached the levels of representation in the population of the state. The Department of Education data for Kansas high school graduates in 2007-2008 showed 80.9 percent were white, 7.4 percent were black/African American, and 8.2 percent were Hispanic. The university enrollment figures from fall 2010 showed 77.2 percent students enrolled at K-State were white, 4.1 were black, and 5.0 were Hispanic.

The enrollment percentages for diverse groups were most affected by the increased population of international students. From 2002 to 2011 the percent of international students to total students grew from 4.8 percent to 7.8 percent, due primarily to the focused recruitment of undergraduates in China, and to a lesser extent, in India. Additional efforts have increased the number of students from Saudi Arabia and the Middle East. Although the mix of international students in the undergraduate enrollment has shown a strong increase, the number of international graduate students has remained relatively constant during this period.

The university response and adaptation to the changing diversity in the student population has generated several diversity programs for domestic students from underrepresented groups, as noted in Criterion 1b. In order to support the growth in undergraduate international students, some additional resources have been put into international student support services. Many of the international students are enrolled in the English Language Program, which has expanded its offerings and uses tuition from its courses to fund additional instructors. The Office of International Programs has been restructured. The International Student Center has added a position, as well as updated their name to International Students and Scholars. In addition, significant training and collaboration with the offices across campus, including the colleges and academic advisors, the Office of Student Life, University Counseling Services, Lafene Student Health Center, and the K-State Police Department have enhanced the services provided for international students.

Office of International Programs: <http://www.k-state.edu/oip>

Table 4. Student Demographics by Gender and Ethnicity

Student Demographics Fall Semester										
Student Status	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Total Enrollment	22,762	23,050	23,151	23,182	23,142	23,331	23,520	23,581	23,588	23,863
Men	11,627	11,607	11,559	11,350	11,425	11,567	11,606	11,746	11,925	12,100
Women	11,135	11,443	11,592	11,832	11,717	11,764	11,914	11,835	11,663	11,763
Non-Res. Alien	1,104	1,062	1,024	954	1,047	1,220	1,431	1,705	1,812	1,857
Black	654	653	645	726	760	818	838	889	993	990
American Indian	121	111	115	126	138	142	167	146	113	99
Asian	288	318	308	312	331	338	327	329	320	364
Hawaiian/Pacific Islander							26	34	35	38
Hispanic	535	505	532	595	641	675	756	829	1,077	1,191
Multiracial	156	189	200	217	239	245	164	261	408	536
Unknown	458	518	560	572	585	597	691	934	143	368
White	19,446	19,694	19,767	19,680	19,401	19,296	19,120	18,454	18,687	18,420

Distance Education Enrollments

Growth is also occurring among students who are place-bound and still want to earn a degree or certificate via distance education. In FY 2011 demographic data for courses through the Division of Continuing Education showed enrolled students to be 57 percent female, with all ages represented, and located in all 50 states and all over the world, including those in the military who are stationed at bases and/or deployed. The total of unduplicated students taking distance courses for credit has steadily increased from 3,884 in fall 2003 to 5,543 in fall 2011.

K-State continues its commitment to the development of distance education programs. Currently the university has 22 online master's programs, 20 certificates, nine bachelor's degree completion programs, five minors, and one Ph.D. program fully online. DCE conducts market research to identify potential areas of growth in distance offerings in order to meet the needs not only of potential students but also of the workforce.

Qualified Admissions

State universities in Kansas follow Qualified Admissions criteria when admitting undergraduate students. This policy guarantees admission to a state university for Kansas residents meeting certain criteria. The minimum criteria are set by the Kansas Board of Regents, the governing body for the six state universities. Each university can propose changes to the standards, but the Board must approve any changes. The purpose of qualified admissions is to enhance success at the university level by ensuring that students are prepared for the rigors of a university education. Board minimum requirements are: (1) achieve an ACT score of 21 or higher; or (2) rank in the top third of the high school graduating class in the 7th or 8th semester; or (3) achieve a 2.0 or higher on the precollege curriculum. K-State has adopted the Kansas Board of Regents standards and is allowed to accept up to 10 percent of those students who do not meet minimum requirements as "at-risk" students.

Each year the institution must provide a report to the Board of Regents detailing how many first-time freshmen students were admitted in each category, the number of non-admittances, and in 2011, the number of transfers.

Qualified admissions: <http://www.k-state.edu/admit/qualifiedfaqs.htm>

Overview of Kansas Economy

Economic trends greatly influence state funding. The state of Kansas is somewhat unique in that state law requires an ending balance of at least 7.5 percent of total expenditures and that demand transfers be built into the state general fund budget. When established in 1990, the balance requirements were designed to ensure financial solvency and ensure that the state could meet its obligations in a timely manner, as well as prepare for the possible downturn in tax receipts. For the past nine years, from FY 2002 through FY 2012, this requirement has been suspended. The slowdown in the state's economy, coupled with the state's increasing expenditure commitments to school districts, have drawn the balances down.

These conditions make budgeting for a 7.5 percent ending balance unrealistic. Even though the ending balance requirement cannot be met, the state does not allow deficit spending. Actual state revenue receipts collected in FY 2007 were \$5,809 million, but have declined for three straight years to total receipts of \$5,227 in FY 2010. Fortunately, that trend has reversed and state revenue receipts increased by \$685, or 14.1 percent, more at the end of FY 2011 than in FY 2010. The first quarter revenues in FY 2012 have continued to exceed the estimates established by the revenue consensus estimating group in April 2011.

Kansas, like almost all states, has faced extremely difficult financial challenges since 2008. State general fund revenue collections dropped in FY 2011 for a fourth year in a row. The state had a \$1.3 billion dollar deficit to resolve, which was resolved by reducing agencies' state general funding by \$1 billion and implementing a 1 percent sales tax increase for three years in order to generate \$300 million in revenue. State funding for the higher education system was reduced by approximately \$100 million during FY 2010. That amount might have been larger if the state had not received State Fiscal Stabilization Fund/Education Stabilization Fund, which was enacted as a component of the Federal American Recovery and Reinvestment Act of 2009. The legislature appropriated to the Kansas Board of Regents \$9.6 million in FY 2009 and \$40 million in both FY 2010 and

FY 2011. Kansas State University received \$13.7 million for facility and infrastructure maintenance and repair and \$7.6 million to mitigate the impact of tuition restraint over the three fiscal years.

Even though the legislature has approved a FY 2011 budget with a small ending balance, K-State still faces some challenges. State revenues are expected to remain depressed and to show slow growth throughout FY 2011 and 2012. State revenues are not expected to return to 2008 levels in real terms until FY 2013 or FY 2014. Three percent may become the “new normal” state revenue annual growth rate. Previously enacted legislation, such as elimination of the Kansas estate and franchise tax, will also further reduce state general fund receipts in FY 2012.

Economic Development in Kansas

The university itself is a key source for economic development in Kansas. The university’s contributions to the economy of Kansas are well documented and go beyond those outcomes that are easily measured in monetary terms. The most recent analysis of this impact was presented in the publication entitled “Value Added, The Economic Impact of Teaching and Research at Kansas State University.” More than 4,000 students graduate from K-State each year. Currently, 189,000 active alumni live in the U.S. with another 4,000 living abroad. Of the active alumni, more than 101,000 live and work in Kansas.

The university also drives parts of the state’s economic sectors, as a result of the new knowledge created through its basic and applied research. As one of the nation’s first land-grant universities, K-State continues to contribute to the agricultural sector with cutting-edge research and technology transfer that allows Kansas and the nation to be competitive in livestock and agriculture crop production.

The Kansas economy is boosted by one of the most educated and skilled labor pools in the nation, as evidenced by the state’s commitment to education spending, which is 12th highest in the nation. Furthermore, Kansas ranks 12th in the nation for percent of adults, 25 years and over, with both a high school education and college degree. This labor pool has allowed Kansas to emerge as one of the fastest-growing bioscience clusters in the U.S. In fact, Kansas ranks first in the nation for high-tech industry job growth and 13th in venture capital investments.

The Kansas economy is highly diverse. The major economic sectors contributing to Kansas’ nominal gross domestic product (GDP) are Trade, Transportation, and Utilities (18.4 percent); Finance Activities (16.1 percent); Government (15.3 percent); Manufacturing (13.7 percent); Professional and Business Services (9.9 percent); and Educational and Health Services (8.2 percent).

The nonprofit, tax exempt sector also has a strong presence in Kansas. Currently, approximately 21,000 such organizations in Kansas report assets of more than \$29.1 billion. These organizations play an important role in the economic viability of the state and provide a solid employment base for Kansans, including K-State alumni.

To help support and sustain the economic impact that K-State produces for the state, Kansas has developed numerous economic development incentives and organizations that leverage the successes of K-State’s teaching, research, and outreach activities. These include providing funding for seed programs, centers of excellence, matching funds to leverage the pursuit of federal funding, and faculty scholar support, along with efforts directed at recruitment of industry development and relocation in Kansas.

The efforts that Kansas has exerted in this area have not gone unnoticed. Pollina Corporate Real Estate, one of America’s leading corporate site-relocation experts, ranks Kansas in the top 10 for most business-friendly states in the nation. Site Selection magazine named Kansas one of the nation’s most competitive states for capital investment and new facility development. Area Development magazine has consecutively awarded Kansas its Silver Shovel award in 2006, 2007, and 2008 for top job creation and investment projects in the “under three million population” category.

Kansas Board of Regents 2011 economic impact study: <http://www.kansasregents.org/resources/PDF/1172-KBORSystemEconomicImpactStudy.pdf>

Partnering with State Organizations

Kansas State University enjoys active partnerships with various state organizations that promote and support economic growth. These organizations provide substantial funding for programs that capitalize on K-State's strategic core competencies.

A key partner is the Institute for Commercialization (formerly known as the National Institute for Strategic Technology Acquisition and Commercialization,) which has as its mission the start-up and expansion of technology-based, high growth enterprises that enable the commercialization of university and under utilized corporate intellectual property. The institute provides numerous services to assist entrepreneurs in commercializing intellectual property emanating from basic research at Kansas State University and other intellectual property portfolios. The services include opportunity assessment; strategic partnership design; technology acquisition, management, and licensing; business development; and technology transfer support activities.

The Kansas Technology Enterprise Organization was a private/public partnership established by the state to promote technology-based economic development. KTEC provided assistance to Kansas entrepreneurs and technology companies by supporting development and commercialization of new technologies through a statewide network designed and built to support researchers, entrepreneurs, and technology companies through each phase of the technology life cycle. The ultimate goal has been to create rapid growth companies and higher paying jobs and to reduce the state's brain-drain. K-State has been a major KTEC partner since its creation.

Most notable has been the partnership between KTEC and K-State through the K-State Advanced Manufacturing Institute, a KTEC Center of Excellence that provides an excellent learning environment for both engineering and business students, while solving real-life manufacturing issues for its clients. Just as important are the substantial matching funds that KTEC has provided for proposals submitted by K-State in response to opportunities through the Experimental Program to Stimulate Competitive Research (EPSCoR). K-State has successfully competed for \$5,662,000 of KTEC funding since FY 2001 and \$28,560,679 since KTEC's inception. These matching funds have helped K-State attract millions of dollars of new external funding from federal agencies, as well as from private industry. To gain efficiencies, KTEC was discontinued, but the services provided have not been discontinued. The activities of KTEC have been transferred to the state Department of Commerce.

Another economic development partner for K-State is the Kansas Bioscience Authority. The KBA was created by the Kansas Economic Growth Act of 2004 with the sole purpose of advancing Kansas' leadership in bioscience. The KBA is the state's largest-ever commitment to expanding Kansas' research capabilities, promoting innovation, and encouraging company formation that will create high-paying jobs for generations to come. The KBA initiative is focused on working with its partners to build world-class research capacity, foster the formation and growth of bioscience startups, support expansion of the state's bioscience clusters, and facilitate industrial expansion and attraction. The KBA leverages its funds to attract additional federal and private-sector support that could boost the total investment in bioscience in the state to more than \$5 billion. K-State has successfully competed for \$5.5 million of KBA funding, with many more initiatives waiting for official announcement of their award.

The most notable collaboration between K-State and KBA has involved the creation of the Heartland BioAgro Consortium. The goal of this consortium was to organize and mobilize efforts in Kansas to successfully compete for the relocation of the National Bio and Agro-Defense Facility, or NBAF, from its current location on Plum Island to the Kansas State University campus. This initiative was successful, and Kansas State University was selected by the Department of Homeland Security as the future site for this \$650-million project. This facility will serve to further stimulate the Kansas economy and enhance the decades of research, education, and outreach that K-State has dedicated to homeland security, agrosecurity, and food safety and security. Officials estimate that construction will bring 1,300 to 1,614 jobs generating \$138.2 million to \$183 million in labor income. Eventual operation is to result in 250 to 350 jobs, with an estimated annual income of \$27 to \$30 million.

The NBAF initiative will also help expand existing programs at K-State, including the current teaching and research capabilities of K-State's Biosecurity Research Institute, which is housed on the K-State campus in a

31,000-square-foot, state-of-the-art research (BSL-3 and BSL-3 Ag), education, and training facility, making K-State a leader in these fields. The BRI program is discussed in more detail in Criterion 4a.

The development of the Kansas State University Olathe location was another example of K-State's partnership with KBA, the city of Olathe, Johnson County, and the University of Kansas. K-State partnered with the KU Medical School and the KU Edwards campus to seek local government support for funding new initiatives in Johnson County. The Johnson County Education Research Triangle, or JCERT, tax was passed in 2008 by the county, with one-third of the tax proceeds going to K-State to fund a new campus at a site in the city of Olathe. The Olathe campus was designed to target the bioscience and animal health areas, providing space for graduate education, corporate training programs, public and private research, and outreach to the Kansas City area.

K-State partners with several other state organizations created for similar purposes, such as the Kansas Department of Commerce; Kansas, Inc.; the Kansas City Area Development Council, an entity that contributed assistance in the establishment of K-State's Olathe campus; and Kansas Bio. These organizations and their close collaboration with K-State clearly indicate the commitment that the state of Kansas and Kansas State University has made to continue sustainment and growth of the Kansas economy.

To further enhance its internal efforts, K-State also became an early member and active participant in the University-Industry Demonstration Partnership, hosted by The National Academies. UIDP is an organization of universities and companies that seek to build a stronger relationship between these parties. UIDP provides a forum for university and industry representatives to meet and discuss contracting and intellectual property policy, publication and technology transfer preferences, and other issues. These conversations might otherwise never take place, and they serve to help university representatives better understand the culture and constraints of their industry counterparts and vice versa. This excellent forum exists solely for the purpose of enhancing the value of collaborative partnerships between university and industry in the United States.

Institute for Commercialization: <http://www.k-state.edu/ic/>

Advanced Manufacturing Institute: <http://www.amisuccess.com>

Kansas Bioscience Authority: <http://www.kansasbioauthority.org/>

Biosecurity Research Institute: <http://www.bri.k-state.edu>

National Bio and Agro-Defense Facility: <http://www.nbafinkansas.org>

K-State Olathe: <http://olathe.k-state.edu>

Challenges

There are challenges related to the funding of higher education in the state of Kansas, but Kansas State University continues to formulate strategic initiatives for economic development, including university-industry partnerships and extramural grant opportunities, both of which are keys to the sustainment of economic viability. Offices at K-State that interact with external constituents collaborate to share information and strategies regarding potential partnerships, relationship management, and mutual intellectual exchanges. Such collaboration will be the key to our ability to expand the research enterprise.

Component 2b

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

Organization Resources

Kansas State University has several sources of funding to support its operating budget. State appropriations have been the largest single source of revenue for the university, though tuition revenue has grown substantially over the past ten years and was nearly equal to state appropriations in FY 2011. Another large revenue stream is grants and contracts from federal and private sources. Sponsored research funding more than doubled from \$71.7 million in FY 2000 to \$147.7 in FY 2010.

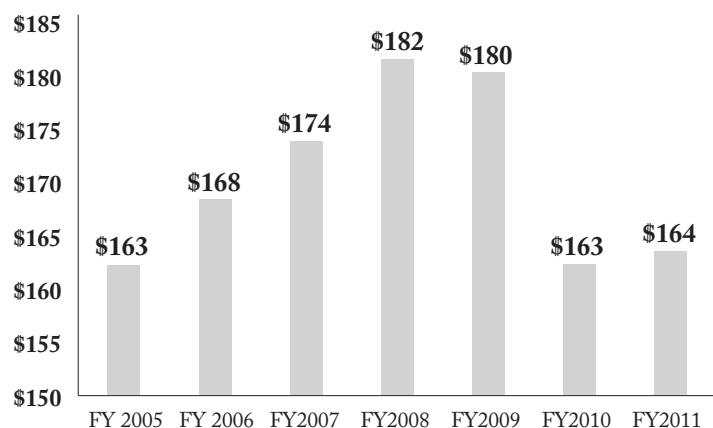
Tuition Accountability

K-State has been operating with tuition accountability since 1997 and retains all additional tuition revenue resulting from increases in enrollment, changes in the resident and nonresident student mix, and a more restrictive tuition waiver policy. When enrollment declines or any other factors result in reduced tuition revenue, the university absorbs the revenue loss.

An Evolving Funding Model

In 2001 the Kansas Board of Regents proposed a university operating grant model to the governor to increase funding at the universities. The governor recommended the concept to the legislature, and during that session an operating grant was implemented for FY 2002.

Table 5. K-State's State General Fund Budget



The operating grant could be adjusted entirely through the appropriations process since no formula governed the amount of the grant. The state could take into account a number of variables, including the economy, the needs of the universities, and spending mandates. In addition, an appropriation can be made directly to a

university for a specific purpose if the need arises. The funding for the operating grant is appropriated directly to the Board of Regents for distribution to individual universities without restriction. The Board is at liberty to use its own criteria when distributing the funding. In addition, the Board has the authority to redistribute funds at any time.

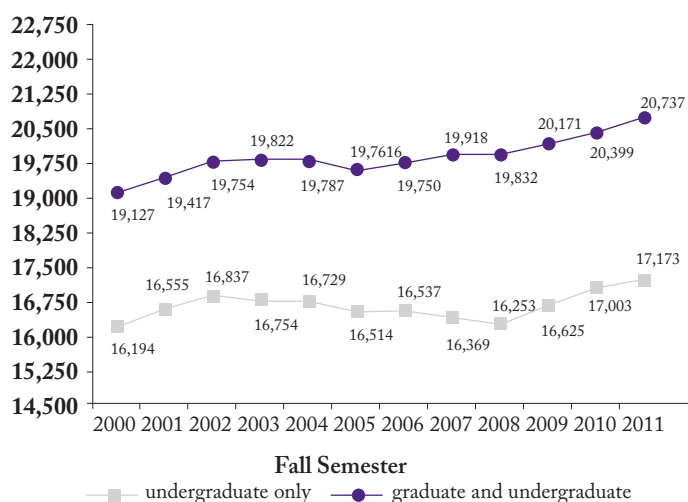
During the time that the operating grant concept was being implemented, the state universities were developing five-year tuition plans to substantially increase tuition rates. The tuition rates for Kansas universities were very low compared to other states. The Kansas Board of Regents supported the movement for their institutions to begin developing five-year tuition plans to substantially increase their tuition and enhance the quality of their instructional programs. They also strongly recommended that the tuition plans continue to guarantee student access by providing need-based financial aid.

K-State administration met with students, faculty, staff, and alumni to discuss university budget constraints, comparative tuition levels, and university program priorities. Tuition revenue grew substantially, and many of the program initiatives were implemented, such as the Integrated Information Initiative, which replaced legacy administrative systems, and a Targeted Excellence program, which funded mission-related programs on a one-time, competitive basis.

Unfortunately, after 9/11 state revenues declined, and the university experienced state general fund reductions from FY 2002 through FY 2004. Part of the additional tuition revenue generated from the rate increase was used to offset the state general fund reductions.

Even though the ownership of and the ability to set tuition—especially with the decline of state funding—was seen to be a benefit, K-State initially experienced a decline in undergraduate student FTE. This decline began in fall 2003 and continued to decline until fall 2009. With the move to a linear tuition model in 1996, students were charged on a per credit hour basis rather than a flat rate after 12 credits. With the change in tuition charges and double digit percent increases in tuition, students enrolled in fewer courses per semester.

Table 6. Student Full-Time Equivalency



A Time of Budget Reductions

In June 2008, the governor wrote to agency heads advising them to prepare for a one to two percent budget reduction to deal with the national economic crisis. By the end of the 2009 legislative session, and after a two percent reduction allotted by the governor, the university had experienced a 12 percent state general fund reduction for FY 2010.

Funding for more than 200 positions was removed from the budget. Approximately 120 of these unfilled positions were faculty or support positions, making it more challenging to meet the teaching and research missions of the university. Student advising was also stressed, with fewer advisors serving more students,

and departments felt the loss in funding for basic needs such as equipment and telephones. Cuts to facilities reduced custodial and maintenance services from buildings already in poor condition.

The university faced the need to identify \$15 million over two years from base budget reductions or new revenue growth. In August 2009 President Schulz implemented the campuswide budget initiative discussed in Criterion 1d. The three-pronged strategy of decreases to many administration budgets, an increase in tuition and fees, and the cessation of funding of the Targeted Excellence program covered the reduction for that time.

In summary, the university has attempted to balance budget decreases with tuition increases, and has done so using methods that demonstrate transparency and the participation of students and faculty in the planning. In 2001 state allocations represented 34.6 percent of the total university budget, whereas tuition represented 11.2 percent. In 2011 state allocations now represent 25 percent, while tuition is at 24.3 percent. Despite cuts to the budget, the university is still able to maintain commitment to its teaching, research, and service mission. The ability to maintain such commitment is also attributable to funding gained from extramural sources.

External Funding

The receipt of external funding is of paramount importance in K-State's leveraging of funding committed for its teaching, research, and outreach missions. All faculty members contribute to the discovery and dissemination of new knowledge, applications, and products. Faculty successes in obtaining extramural funding for their research have resulted in faculty positions, graduate assistantships, equipment, and other resources. Criterion 4a discusses extramural funding in more detail.

K-State was able to provide seed funding for internal research and academic projects through the Targeted Excellence program, initiated in 2002. The benefits realized from this investment included leveraging faculty strengths and efforts, enhancing students' learning experience, stimulating interdisciplinary and cross-disciplinary interactions and collaborations, efficiently utilizing resources, strengthening academic units, and uplifting the university. The focus was on the core competencies and strengths of the university targeted toward niche opportunities that could attract extramural funding at exponentially increasing levels from year to year. The total amount invested by K-State in the Targeted Excellence Program amounted to more than \$21 million.

As evidence of the success of this strategic investment of Targeted Excellence dollars, it is certainly noteworthy that the faculty receiving Targeted Excellence support has successfully brought in more than \$160,876,934 in extramural funding for programs identified and funded by Targeted Excellence as being strategic growth areas for K-State. The momentum and synergy created by the strategic placement of this funding has placed the university on course for continued growth in its core areas of strength, and when coupled with the interdisciplinary emphasis that is intentionally pursued, the outlook for overall continued growth for funding of K-State's complete portfolio of capabilities is exceptional. Funding for new programs through this source was discontinued as part of the budget reductions of 2010.

As a result of focused infrastructure expansion efforts that began in the early 1990s, and followed with the Targeted Excellence program, K-State has successfully increased its annual receipt of external competitive funding from \$83.7 million in FY 2001 to more than \$147 million in FY 2010, a 76 percent increase. This funding accounted for 49 percent of the overall K-State research/scholarly funding base of \$171.5 in FY 2001, and has increased to 58 percent of the funding base of \$252.4 million in FY 2010. Due to the budget uncertainties that plagued the federal government during FY 2011, K-State experienced a drop in external competitive funding to \$124,698,829 in FY 2011, with the primary reason being delayed issuance of award notices on the part of the federal funding agencies. K-State experienced a rebound during the first three months (July-September) of FY 2012 that has resulted in K-State exceeding the funding received for the same time period in FY 2011 by more than \$23 million. As federal agencies become more comfortable with the stability of their respective appropriations, it is anticipated that K-State will continue to experience continued and consistent growth for the foreseeable future, consistent with the growth illustrated in the historical funding chart.

One of the keys to qualifying for and obtaining extramural funds is the ability to show financial commitment to the project through matching funds. Thus, part of K-State's strategy is to identify sources of such matching funds. K-State, along with other Kansas partners tasked with supporting economic development within the state, has successfully secured leveraging funds to compete for extramural funding. The strategic investment of these internal and state partner funds has resulted in a substantial return on investment, as indicated by the increasing levels of external funding received. This return has helped lay the groundwork for K-State to continue to grow this aspect of its overall portfolio, an extremely important indicator in its pursuit of a top 50 public research university ranking.

Fundraising Campaigns: Past and Future

In July 2000 K-State embarked on a very ambitious campaign effort to raise \$500 million in seven years. The Changing Lives Campaign was a comprehensive campaign designed to ensure the future of K-State students and faculty. The goals were collectively set by administrators across campus, K-State Athletics, and the K-State Alumni Association. In addition to raising dollars for students, faculty, facilities and technology, excellence (discretionary dollars), and programs, six key initiatives drove the campaign plan:

- Highlight K-State's vitality and enthusiasm.
- Ensure faculty of highest caliber.
- Create and sustain scholarship opportunities.
- Develop progressive learning environments.
- Create opportunities to engage alumni, friends, and faculty.
- Enhance ability to provide students with means to develop potential.

By the time of the public announcement in October 2005, more than \$340 million had been raised. By the end of the seventh year \$529,544,134 had been raised. The campaign involved more than 200 volunteers serving on the executive committee, as honorary chairpersons or national chairpersons for each of seven regions, or on various committees.

In addition, more than 427,000 total contributions were received, with more than 111,000 alumni and friends giving to the campaign. More than 36,000 people contributed to K-State for the first time during the campaign. About 100 individuals and corporations made gifts totaling \$1 million or more, with eight gifts exceeding \$5 million and two gifts exceeding \$10 million. Three hundred students volunteered for the inaugural K-State Proud student campaign, and 110 faculty and staff served as volunteers for the All-University Campaign.

The majority of the gifts went towards student success (35 percent), excellence funding (32 percent), and learning environment (20 percent) initiatives. Basically, the dollars from the campaign funded:

- Building or upgrading 13 campus buildings, including investments in technology and equipment.
- Establishing 49 faculty professorships.
- Establishing 936 new scholarships.

The KSU Foundation is currently in the planning stages of comprehensive campaign to raise \$1 billion. The Foundation has hired Alexander Haas, a fundraising consultant, to help strategically align the university. The campaign will help align fundraising priorities with President Schulz's K-State 2025 visionary plan.

KSU Foundation: <http://www.found.k-state.edu>

Technology Resources

K-State maintains a robust computer technology infrastructure in support of the teaching, research, and service components of the university. Information Technology Services provides access to more than 30,000 daily users. Since 2001 the university has implemented new student and finance systems. The university continues to increase its access to the outside Internet and on-campus connectivity. K-State currently has more

14,000 voice ports and 30,000 data ports. Wireless coverage is available in 134 buildings, or about 70 percent of the campus.

Technology Resources for Academic Use

There are many technology resources and services that support the academic mission of the university.

K-State Online

Most courses are delivered, in part, using this web-based course management system originally developed at K-State in 1998. K-State Online provides tools for online chat and threaded discussions, a calendar, online assignments, assessments, and a grade book, as well as a student-grouping tool to provide a virtual workspace for groups. Video and audio streaming are also available. The system is integrated with online teaching evaluations and the student information system for electronic grade submission. In 2011 more than 2,500 courses were using the system, involving more than 20,000 students.

Technology Classrooms

In 2001 there were 15 centrally supported common core technology classrooms. Since then four types of technology-enhanced classrooms have been built:

- Basic technology classrooms are equipped with a laptop connector and an LCD projector or other display device. Video, Internet, and audio connections are provided.
- Common technology classrooms are equipped with an LCD projector or other display, computer, sound system, DVD player, document camera, and Internet connection.
- Expanded technology classrooms have common technology classroom capabilities and may include some combination of one or more of the following: video conferencing equipment, video or audio capturing equipment, and interactive technologies.
- Studio technology classrooms are computing lab environments equipped with hardware and/or software that is unique to a discipline or related disciplines. Studio environments are available for statistics, music, math and physics, anatomy and physiology, and more.

Currently, 134 general use classrooms are located on the Manhattan campus, with 20 classrooms on the Salina campus. Less than half of the classrooms in Manhattan are equipped with technology ranging from basic to expanded, while all of the Salina classrooms are equipped. In 2011 funding was increased so that 80 percent of the general use classrooms can be equipped with at least basic technology over the next two years.

University Computing Labs

In 2001 the InfoCommons located in Hale Library became the largest public computing facility on campus, and a well-received addition to the six centrally supported computing labs located in other areas around campus.

The Media Development Center was added in 2002 to assist students, faculty, and staff to capture, create, edit, repurpose, and publish mediated educational content with stations for video editing, scanning, web authoring, video viewing, audio recording, and DVD/CD duplication. The expansion of checkout to include laptops, projectors, and digital and still cameras occurred at the same time.

In 2011 nearly 400 computers and nine collaborative workstations were available in centrally supported labs, and records indicated nearly 3,700 instances of equipment checkout. Information Technology Services is researching the next generation of computing labs, with the goal to migrate the campus to a virtualized environment. This environment would facilitate access to specialized software and reduce reliance on physical resources such as computing labs.

Technology Funding and Organizational Structure

The new administration recognized the need for enhanced technology. An additional \$730,000 was allocated to Information Technology Services in FY 2010. The current budget is approximately \$10 million more than in 2001, and staff FTEs have grown by 74 since then.

As technology and user expectations have evolved, Information Technology Services has undergone structural changes. In 2003 a consolidated K-State IT Help Desk was formed within the Information Technology Assistance Center. In 2005, with the realization that voice and data services were converging, Telecommunications and Computing and Network Services were combined to form Computing and Telecommunication Services.

In 2007 the reporting structure for the Division of Continuing Education moved out from under the vice provost for academic services and technology and became a separate unit with its own dean. Academic Services and Technology was renamed Information Technology Services and housed Computing and Telecommunications Services, the Educational Communications Center, the Information Technology Assistance Center, and the Office of Mediated Education. In 2009 the Information Systems Office, which reported to the vice president for administration and finance, was placed under ITS. In early 2010 the Educational Communications Center moved under the new vice president for communications and marketing. In 2010 the Office of Information Security and Compliance was formed, and it reports to ITS.

The leadership of the organization changed from a vice provost for academic services and technology and dean of continuing education in 2007 to an interim director appointee from 2007 to 2010. In 2010 K-State's first chief information officer position was created and filled. This position reports to the provost.

Challenges

K-State has experienced decreased state budget allocations for a number of years. Despite this financial environment, we have protected the mission-related activities of teaching and research by applying the reductions to administrative functions and programs. In fact, after three straight years with no raises, faculty and unclassified staff received 2.5 percent raises in January 2012. The new K-State 2025 vision is in the planning stages, and the university foundation will be launching a \$1 billion fundraising campaign in the coming year. As the strategic planning process moves forward, discussions will provide a framework for budgetary decisions for the future. K-State must continue to be strategic in the allocation of its resources, aligning them with the goals and outcomes of the K-State 2025 plan.

As enrollments increase among domestic underrepresented populations, resources must be invested in additional need-based financial aid, as well as the advising and retention systems mentioned earlier. With the changing mix in the student population, the university will also need to be innovative in providing services that fit the specific needs of international students.

Either through university-industry partnerships or collaborative inter-institutional research teams, the future of grants and contracts will be more dependent on broader relationships than in the past. Providing training for faculty, maintaining effective avenues for contacting industry partners, and remaining focused on the university mission are all critical for success.

Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The university's academic programs are evaluated through a variety of processes: internal assessment of student learning, program review for the Kansas Board of Regents, university and program accreditations, and university and program external rankings. These processes provide evidence of K-State's effectiveness across many of its programs. Resource allocation is often strategic, such as the provision of matching funds to support a strong program in obtaining external grants or the addition of faculty positions to help a highly ranked department expand its offerings.

Accountability Measures

Kansas State is accountable to several entities either in specific disciplines or as a whole. This section describes many of those entities and the variety of accountability measures suggested or mandated.

Assessment of Student Learning

The assessment process at K-State has grown to a more mature stage since 2002. The processes put into place have been discussed in the Introduction, and the results of assessments are discussed in Criteria 3a. All programs have assessment plans and are assessing student learning as applicable to the specific discipline. Using these assessments, university-wide student learning outcomes are measured in hundreds of ways across programs. Program-specific improvements are made when necessary. The entire assessment process operates to address student learning at the program level as well as the university level.

Program Review

Kansas State University has a long history of program review. Feedback from these assessments is the essential element that guides the improvement cycle for program development and enhancement. While much of the initiative has been and is still internal, the Kansas Board of Regents began a review process in 1988 to maintain institutional accountability. In September 1997 the Kansas Board of Regents approved a program review document outlining their general approach to academic program review in the Kansas Regents System (approved September 18, 1997). The Board felt that program review was critical to the self-knowledge and effective self-management of the six universities governed by them.

All degree programs within the Regents university system are reviewed on an eight-year cycle through a departmental self-study and recommendation process. In addition, a common set of data across Regents universities is collected on an annual basis, giving administrators and Regents a statistical overview of each academic program. The overviews include information on student enrollment and graduation, instructional faculty headcount, faculty workload, the allocation of resources, and more.

The following criteria were adopted by the Kansas Board of Regents:

- Centrality of the program to fulfilling the mission and role of the institution.
- The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.

- The quality of the program as assessed by its curriculum and impact on students.
- Demonstrated student need and employer demand for the program.
- The program's service provided to the discipline, the university, and beyond.
- The program's cost effectiveness.

By 2011 every program had been through one cycle of review, with many having undergone the second cycle. Since the inception of the KBOR program review process, K-State has determined that 52 programs did not meet the KBOR guidelines. Of these 52 programs, 28 have been discontinued, five have been retained but monitored for improvements, 16 met the KBOR guidelines within a three-year time frame, and three have currently been recommended for internal review and may be considered for discontinuance, merged with another program, or retained but monitored for improvement over the next three years.

Program reviews also include a report on the assessment of student learning for each program. In the assessment section of their program reviews, degree programs summarize the assessment measures for selected SLOs, results, and actions taken in response.

Office of Planning and Analysis: <http://www.k-state.edu/pa>

Graduate School Program Review and Assessment

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

Since graduate programs generally have fewer students, and students can spend six years in a doctoral program, assessing student learning each year was deemed inefficient. Thus the Graduate School and the Office of Assessment agreed that the graduate programs would submit assessment reports every four years rather than each year. Thus, all graduate programs are evaluated internally at four years (mid-cycle), and reviewed for the Board of Regents at eight years. The first mid-cycle reviews began in 2008. The four-year cycle provides opportunities to consult and improve programs that are not meeting KBOR minimum standards for headcount in a program and degrees conferred. Graduate certificate programs are also reviewed on this cycle, but the process is completely internal since the KBOR does not review or approve certificate programs.

Performance Agreements

Kansas Statute 74-3202d established performance-based funding for all higher education institutions in the state. Each institution's receipt of new state funds is contingent upon meeting goals outlined in its performance agreement. Institutions submit a performance agreement for Kansas Board of Regents approval once every three years. A progress report is submitted each year. Reports are reviewed by the KBOR Academic Affairs Standing Committee in late spring. The full Board acts on performance reports at its June meeting.

In order to receive any new state funding, institutions must meet the majority of their goals or show directional improvement from year to year. The KBOR Academic Affairs Standing Committee makes a recommendation to the full Board regarding funding level. To date, K-State has always received unanimous approval for its performance reports.

Performance agreements: <http://www.k-state.edu/pa/agreements/index.htm>

Accreditation

K-State is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition to regional accreditation, K-State has many programs accredited through specialized and professional accreditors. These include the National Architectural Accrediting Board, the Association to Advance Collegiate Schools of Business, the American Veterinary Medical Association, and the Accrediting Board for Engineering and Technology. In all, K-State has 50 programs and four colleges that are accredited. In addition, two programs are certified, one is licensed, and one is registered. The full list of accredited programs may be found in the Federal Compliance Report.

Voluntary System of Accountability

K-State has been a part of the Voluntary System of Accountability since its inception in 2007. The VSA is sponsored by the Association of Public and Land-grant Universities and the Association of State Colleges and Universities. The VSA was developed to:

- Provide a useful tool for students during the college search process.
- Assemble and disseminate information that is transparent, comparable, and understandable.
- Demonstrate accountability and stewardship to the public.
- Support institutions in the measurement of educational outcomes and facilitate the identification and implementation of effective practices as part of institutional improvement efforts.

Membership in the VSA requires the institution to submit data for the web-based College Portrait. College Portrait allows the comparison of institutions across a number of factors, including cost of attendance, success and progress rates, degree offerings, campus safety, class sizes, student experiences on campus, and student learning outcomes. Thus prospective students and their parents are able to see similar data in a similar format across member institutions, which should assist their decision making.

K-State College Portrait: <http://www.collegeportraits.org/KS/K-State>

Challenges

With the change in university administration in 2009-2010 and the vision of K-State 2025 as the aspirational goal, as well as the goals that emerged from the KBOR Foresight 2020 strategic plan, assessment and evaluation processes need to be aligned to better support progress toward the goals for the future. As new metrics and critical data elements are identified, new reports and evaluations will also need to be clearly discussed and provided.

In a similar vein, the three-year targets for the current KBOR performance agreements were set by the previous administration; thus the goals are not necessarily aligned with K-State 2025. New performance agreements will be developed for 2013-2015, and those will be closely aligned with the new vision.

Component 2d

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

K-State has been involved in strategic planning for decades. During the Wefald administration, several strategic planning initiatives were implemented, most recently in 2008. The previous planning efforts have resulted in the establishment of many high quality academic programs, increased student enrollments, improved recruitment and retention of students from underrepresented groups, the recruitment of high quality faculty members, the increase in grant funding, and fundraising for the construction of new buildings, such as the Beach Museum of Art and the Leadership Studies Building.

Under the Schulz administration, the university is seeking to make even greater strides. President Schulz and Provost Mason initiated the target for K-State to be a top 50 public research university by the year 2025. This new vision—K-State 2025—was publicly shared in February 2010. A set of eight metrics were identified that would be used to assess the current status and future progress of the university. These included: (1) research and development expenditures, (2) total endowment, (3) number of National Academy members, (4) number of national faculty awards (as identified in the Arizona State University data), (5) number of doctorates awarded, (6) freshman-to-sophomore retention rates, (7) six-year graduation rates, and (8) percent of undergraduates involved in formalized research experiences.

These metrics were examined for K-State compared to several peer institutions: North Carolina State University, Iowa State University, Auburn University, Clemson University, Colorado State University, Oklahoma State University, and Oregon State University. These institutions are all land-grant schools without medical schools.

Among our peer institutions, K-State currently ranks near the bottom in nearly all of the metrics. Using national data for the metrics, K-State occupied an approximate position of 86th among 116 comprehensive, public research universities in 2011. To move into the top 50 public research university rankings is truly a stretch goal for the university. Since its public unveiling, it has brought about much discussion and excitement among constituencies, demonstrating both optimism and pessimism about reaching the goal. However, the university community has been engaged in the process since the beginning.

During summer 2010 focus groups facilitated across the K-State community included faculty, staff, administrators, students, and external constituents in the discussion of the mission. The intent of these focus groups was to share benchmarking information with all constituents and allow them to generate ideas on two questions:

1. What does K-State need to do in order to achieve top 50 status as a public research university?
2. What can your area do to assist K-State in reaching this goal?

Notes were taken at each focus group meeting, and the responses to and discussions of these questions were transcribed, collated, and shared with the university community in fall 2010. University leadership was interested in seeking input from all constituents: faculty, staff, administration, students, alumni, donors, business partners, affiliated organizations (K-State Student Union, K-State Alumni Association, KSU Foundation, Kansas State Research Foundation, etc.), and the local community. In order to achieve the

challenging goal of becoming a top 50 research university, it was recognized that all constituents must be engaged and committed to the new vision.

In spring 2011 the public responses were studied, and a group of seven themes were identified:

1. Scholarship, research, creative activities, discovery
2. Undergraduate educational experience
3. Graduate scholarly experience
4. Engagement, extension, outreach, and service
5. Faculty and staff
6. Facilities and infrastructure
7. Athletics

Integrated across these themes were eight common elements that will need to be included in the planning process. These common elements included diversity, international, sustainability, communications and marketing, external constituents, culture, funding, and technology.

Focus groups were established for each of the seven themes, with two co-chairs identified for each group. Each group met three times over a six-week period in the spring 2011 semester to participate in discussions facilitated by the Office of Educational Innovation and Evaluation. Each team developed a vision for how their assigned theme needed to change in order for K-State to attain top 50 status as a university, and what steps were necessary to achieve the change.

The strategic models for each theme were placed on the university website and public comment was invited. After the comments were obtained, a task force was assigned to develop the overall university strategic plan. This plan was unveiled in fall 2011.

The public nature of the strategic planning process, as well as broad participation from the university community, has resulted in a high degree of transparency. The website for K-State 2025 provides a dynamic timeline. Basic metrics for monitoring are already in existence, and more will be developed. These metrics will be posted publicly as well so that the entire university community will be able to monitor the progress toward the goal.

Also integrated into the planning will be the goals from the KBOR Foresight 2020, which are focused on improving student success and student learning. As noted earlier, the development of the 2013-15 performance agreements will also be informed by the metrics from K-State 2025. All levels of planning—from the Board of Regents to central administration and faculty and students—will seek to work together in moving the university forward.

Vision 2025: <http://www.k-state.edu/2025>

Foresight 2020: http://www.kansasregents.org/foresight_2020

Campus Master Plan

The Campus Planning and Development Advisory committee, with the help of HNTB, Inc., and the Division of Facilities, developed the Kansas State University main campus master plan that was adopted by the campus in spring 2004. The purpose of the plan is to develop a dynamic tool for long-term physical campus development with regard to facilities and landscaping. Prior to the creation of the master plan, the CPDA committee developed the master plan guiding principles. These principles are consistent with Kansas State University's mission statement and the vision for the future:

1. Reflect the mission of Kansas State University in the physical environment.
2. Design for a pedestrian-oriented campus.
3. Respect the natural systems of the campus fabric.
4. Create positive linkages to the community.
5. Account for the long-term impact of planning decisions.

In fall 2011 a special task force was formed to revise and update the master plan. This group will perform a focused review of our facility needs and identify the need for and possible location of new buildings. At present, an architectural consulting firm has been hired to help determine the space needs on campus in the next 15 years.

Master plan: <http://www.k-state.edu/facilities/depts/planning/masterplan>

Challenges

As the university moves to implement K-State 2025, an important step is to align college, unit, and departmental planning with our mission, visionary, and thematic goals and outcomes. There will likely be process, structural, and operational changes that will challenge the current status quo. Keeping the strategic planning process transparent will be crucial as changes occur, as will continued communication. It will also be important to demonstrate early progress in several of the initiatives so that momentum can be gained for the longer term.

Funding will also be a key to the success of the effort. As noted in component 2b, the university is embarking on a \$1 billion capital campaign that will be the primary source for improving facilities and expanding the faculty. This campaign will need to be integrated into the goals and objectives of K-State 2025 from the beginning.

Statistical Data

<http://www.k-state.edu/pa/statinfo/reports/>
<http://www.k-state.edu/pa/statinfo/factbook/index.htm>
<http://quickfacts.census.gov/qfd/states/20000.html>
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010341>
<http://www.k-state.edu/media/newsreleases/feb11/leedgold21011.html>

International Student Stats

Fall 2008: <http://www.k-state.edu/iss/about/documents/Fall08StudentReport.pdf>

Fall 2009: <http://www.k-state.edu/iss/about/documents/F2009%20reports.pdf>

Fall 2010: <http://www.k-state.edu/iss/about/documents/Fall%202010%20report.pdf>

General Information

<http://www.k-state.edu/assessment/resources/weborgconf/index.htm>
<http://www.aacsb.edu/accreditation/overview.asp>
<https://surveys.nces.ed.gov/ipeds/>
<http://www.kansasregents.org/>

Alumni Report

http://www.k-state.com/s/1173/images/editor_documents/About%20Us/Annual%20Reports/assn_annual_report_web_2010_11.pdf

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

K-State has implemented many programs and strategies aimed at developing effective teaching and student learning environments to achieve its mission to “develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community.” The university is committed to providing all students with the opportunity “to develop the knowledge, understanding, and skills characteristic of an educated person.” As such, student learning and success are high priorities at K-State. Indeed, there are many examples that demonstrate the success of our students:

K-State’s professional programs boast very high success rates on professional exams or certifications:

- 85 percent of engineering graduates pass the Fundamentals of Engineering exam (NCEES, 2007-2010).
- 99 percent of veterinary medicine graduates pass their boards (NAVML Board, 2011).
- 100 percent of master’s in regional and community planning graduates passed their certification exam (American Institute of Certified Planners, 2010).
- 96 percent of education graduates pass their PLT and Content exams for licensure on their first effort (ETS, 2011).
- 92 percent of social work students pass the Kansas Board for Licensure their first time (Kansas Board of Social Work, 2003-2007).

Of the 2,943 graduates who participated in the annual exit survey conducted by Career and Employment Services in AY 2011, 92 percent were either employed (70 percent) or were pursuing graduate/professional school or further study (22 percent).

As for the educational experience at K-State, students find much to like. Results from the 2009-2010 Senior Survey indicated that 96 percent had very positive or positive experience at K-State and would recommend K-State to others.

K-State ranks first nationally among state universities in its total of Rhodes, Marshall, Truman, Goldwater, and Udall scholars in the last 20 years. K-State students have won more than \$2 million in those five competitions and have earned K-State a place among the nation’s elite universities.

At the same time the university experienced a first-year first-time freshman retention rate of nearly 82 percent in 2011, and six-year graduation rates generally range from 58 to 60 percent. There is much room to improve student success at K-State. Improvements in these rates represent two of the eight metrics in the K-State 2025 vision for the university, and are also objectives of the KBOR Foresight 2020 plan.

This chapter will discuss evidence gathered concerning the assessment of student learning, the support for and importance of the teaching mission, and the programs that contribute to creating and enhancing the learning environments for students.

Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Assessment of Student Learning at K-State

K-State is committed to student learning and to providing the highest quality educational experiences for its students. The university upholds assessment of student learning and the use of the assessment results in the continuous improvement of student learning. Student learning outcomes at the university, as well as degree program and support program levels, provide a shared vision of what we value and what students are expected to learn. Within a culture of reflection, scholarship, trust, and shared responsibility, faculty—with participation from students, administrators, alumni, and K-State constituents—develop and implement ongoing and systematic assessment strategies to understand what, how much, and how students learn. Through the use of both direct and indirect sources of evidence of student performance, results from assessments guide collective actions for, among others, curricular change, enhanced learning opportunities for students, improvement of teaching, and more effective academic and nonacademic support services.

The continuous improvement in student learning is supported by the Office of Assessment. The office is currently staffed by a director, an assistant director, and a graduate student. It coordinates all university-wide student learning assessments, including the Senior/Alumni surveys, the National Survey of Student Engagement (NSSE), national standardized tests such as the Collegiate Assessment of Academic Proficiency (CAAP) and the Collegiate Learning Assessment (CLA), and the assessment of general education learning outcomes. The office also serves as the central collecting place for program and assessment reports and as a consultant and general resource on assessment issues for program-level student learning assessment plans, reports on assessment processes to the Kansas Board of Regents, and serves as a resource for regional and individual program accreditations.

University-Level Student Learning Outcomes

In 2004 the Faculty Senate approved the following student learning outcomes, for all undergraduates, regardless of disciplinary major:

1. Knowledge: Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines.
2. Critical thinking: Students will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.
3. Communication: Students will demonstrate the ability to communicate clearly and effectively.
4. Diversity: Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.
5. Academic and professional integrity: Students will demonstrate awareness and understanding of the ethical standards of their academic discipline and/or profession.

These SLOs are publicly displayed on the Office of Assessment website. At the university level these SLOs are assessed using senior and alumni surveys and National Survey of Student Engagement (NSSE) or Collegiate

Learning Assessment (CLA) scores. Programs and units integrate these SLOs into their assessment plans utilizing an alignment matrix, as well as assess them using more direct assessment processes.

The Graduate Council approved the following SLOs for students in all advanced degree programs at K-State:

1. **Knowledge:** Demonstrate thorough understanding and/or competency in a specific area of emphasis, study, or profession.
2. **Skills:** Demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to produce scholarly and creative works, including but not limited to design, art, performance, and original research in the form of thesis or dissertation.
3. **Attitudes and professional conduct:** Exhibit an awareness of their responsibilities (e.g., professional integrity, ethical behavior, and ability to work with diverse groups of peoples) and engage in professional conduct towards all constituent groups, including students, faculty, and the public.

Similar to the undergraduate SLOs, graduate degree programs are required to develop methods for assessing these university-level outcomes, in addition to the more specific outcomes for each degree program.

Undergraduate student learning outcomes: <http://www.k-state.edu/assessment/slo/undgradobj.htm>

Graduate student learning outcomes: <http://www.k-state.edu/grad/graduate-council/slo.html>

Program and Unit-Level Student Learning Outcomes

Beginning in 2003 the provost required that every academic and nonacademic program articulate its student learning outcomes, implement methods for assessment, and maintain annual student learning data in order to guide program maintenance and improvement. Faculty and appropriate staff within programs and units were urged to use direct measures of learning (e.g., student writing, exam answers, performances, projects, or scores on professional exams) and indirect measures (e.g., mid- and end-of-program surveys, alumni surveys, employer or field experience surveys) to measure learning and determine if learning goals are being attained. Such data analysis provides evidence for the need to improve instruction and curricula, enhance learning environments, reallocate resources, and develop new goals for the program/unit.

Annual reports of the previous year's assessment activities are submitted by each academic and nonacademic unit to their respective dean or director using a standardized form. The dean forwards the reports to the College Assessment Review Committee, or CARC, for feedback, review, and approval, and then the reports are submitted to the Office of Assessment. The Office of Assessment reviews all reports in detail and provides written feedback to all programs and meets with deans and CARC members to discuss the feedback and assessment process. The provost receives copies of all written feedback to programs.

All program assessment reports are scored based on a published rubric developed by the Office of Assessment. Not only does the office review the assessment plans and processes, but also the transparency of the assessment activity. For example, programs are required to publish their SLOs, an assessment matrix showing the SLOs and courses where assessments are completed, and an annual summary of learning on their websites. The SLOs and assessment plans are also posted on the university's assessment website organized by unit.

While there is oversight from the provost and the Office of Assessment, programs and units ultimately control their own assessment processes. K-State's philosophy is that the faculty and staff in the programs and units are the experts in the respective areas and should design and self-manage their assessment processes. This system assures the relevancy of assessment in each field. Although some programs have moved slowly toward a fully implemented assessment process, most programs have completed the assessment cycle a few times at this point.

As an HLC Assessment Academy project, and in an effort to streamline the assessment process at all levels, the Office of Assessment is implementing an online assessment management and reporting package. This technology will assist programs by providing a clear organization and format, allowing periodic data submission, providing accessible and comparable data from former assessments, and most important, providing a mechanism for immediate feedback from the Office of Assessment so the feedback can be used in a timely fashion to improve assessment processes.

Kansas State University requires the assessment of distance courses/programs to use the same processes as all courses/programs. This includes the use of student course evaluations to evaluate the teaching of distance courses, and our program review process for evaluating the merits of distance programs (or programs with distance components). With regard to the assessment of student learning, we currently integrate distance courses/programs into the overall program assessment processes described earlier in this section. There are eight undergraduate degree completion programs and 21 graduate degree programs that are delivered entirely online, as well as three undergraduate and 17 graduate certificate programs. Four additional graduate programs use online components. In assessing student learning, our assessment processes do not disaggregate the distance courses/programs from the face-to-face courses/programs, but assess student learning across all learning environments together. Programs use student learning data from such assessments to make improvements to programs. Generally, programs report that students are demonstrating satisfactory levels of learning, and if not they make adjustments to their programs or curriculum. A complete list of programs that include distance components can be found in the resource document along with examples of programs that have assessed student learning across multiple learning environments.

Assessment cycle: http://www.k-state.edu/assessment/slo/documents/The_Assessment_Cycle.pdf

Protocols for reporting assessment activities: <http://www.k-state.edu/assessment/process>

Degree program/unit SLOs: <http://www.k-state.edu/assessment/degprogunit>

Institution-Level Assessments

K-State participates in several institution-wide assessments coordinated through the Office of Assessment. The Graduating Senior Survey and the One-Year and Four-Year Alumni Surveys are administered on an annual basis. The Senior Survey is designed to give undergraduate students the opportunity to reflect upon their K-State experiences. The Alumni Surveys give graduates one and four years out an opportunity to reflect upon their years at K-State through the perspective of their added experiences since graduation.

The survey results identify the strengths of K-State as well as areas that need improvement. The surveys include issues relating to satisfaction with K-State regarding academic programs, intellectual and personal growth, student services, and preparation for a career or graduate/professional school. The information gathered from these surveys is compiled into a report, which is forwarded to all relevant units, academic as well nonacademic. Several academic units use the feedback as part of their annual assessment process or specialty accreditation. Nonacademic units use the feedback as a measure of student satisfaction about the services they provide. The survey results are generally very positive, but do suggest areas to examine for improvement.

The National Survey of Student Engagement is administered every three years. The NSSE survey has been administered four times since its inception (2001, 2004, 2007, and 2010). Results of the NSSE are sent to all central administrators, academic deans, and nonacademic service unit heads. Nonacademic units use the NSSE results to seek ways to improve services, as all student services on campus are evaluated. The survey results allow comparisons to peer and regional institutions. Some academic programs use the student satisfaction ratings of their learning as part of program review, accreditation, or assessment results.

K-State's assessment of student learning outcomes for the Voluntary System of Accountability College Portrait will involve scores from the College Learning Assessment. K-State had administered the College Assessment of Academic Proficiency from 2008 to 2010, but switched to the CLA for 2011, for a number of reasons. The test (CAAP or CLA) is administered in the fall to first-year freshmen and in the spring to graduating seniors. Scores from the CAAP indicate that generally seniors scored higher on the tests of critical thinking and writing compared to freshmen; however, the difference was not always statistically significant. Results from the first administration of the CLA will be available in late spring 2012.

The Office of Assessment also facilitates meetings of the University Assessment Facilitators. This group is composed of the point person for assessment from each college and other units, usually an associate dean or the chair of the assessment committee. The mission of the group is to provide a university-wide forum to discuss all issues related to assessment.

Senior survey: <http://www.k-state.edu/assessment/surveys/seniorsurvey/index.htm>

Alumni surveys: <http://www.k-state.edu/assessment/surveys/alumnisurvey/index.htm>

NSSE survey: <http://www.k-state.edu/assessment/surveys/nsse/index.htm>

College Portrait: <http://www.collegeportraits.org/KS/K-State>

Faculty and Unit Staff Involvement in Assessment of Student Learning

K-State faculty and appropriate staff are expected to be directly involved in every aspect of student learning assessment. Programs and units determine the knowledge, skills, and values assessed as student learning outcomes, with oversight provided by the College Assessment Review Committees, whose members help programs and units understand and adhere to the outcomes assessment process. In many programs and units, faculty and staff involvement in the assessment process is exceptionally high. Examples include:

- The College of Education has developed a comprehensive and integrated unit assessment system that provides information for use in monitoring student performance toward the degree and managing and improving unit operations and programs. (See the College of Education Manual for Assessment in the resource room.)
- The College of Engineering provides annual faculty workshops to enhance knowledge and proficiency on assessment.
- The College of Veterinary Medicine uses faculty review of the assessments for decision making on curriculum design, assessment practice, and enhancement of student learning.
- The Department of Human Nutrition is an exemplary program for assessment of student learning that involves faculty engagement in closing the loop. Faculty continually revise their assessment plan using longitudinal tracking to identify curricular elements that are less than effective, and then develop ways to improve the curriculum.
- The Division of Student Life sponsors an annual workshop to enhance proficiency in learning outcomes assessment.

Program Improvements Resulting from Assessment

The critical part of assessment is “closing the loop,” where the data inform faculty of issues needing attention and the faculty make adjustments to the program based on this feedback. Assessment efforts across campus vary, with some academic programs having made numerous changes to their programs based on assessment feedback.

Examples of programs that have effectively used assessment results for program improvement include:

Interior Design Program

Based on internal self-assessment of SLOs related to graphic communication skills and foundational theories, course content in studios has been reorganized to layer content in a new way to foster a stronger proficiency of skills at an earlier level. This allows for more advanced skills to develop in advanced studio classes. At the end of each semester the interior design faculty participates in an assessment session, reviewing major SLOs demonstrated among studio cohorts. These assessment meetings allow for the team to make determinations about program resources that will impact the future of the curriculum. Based on comprehensive self-study, the program (1) instituted a series of minor curricular adjustments, (2) identified immediate areas for targeted assessment, and (3) set goals for a new five-year assessment plan.

Communications Program

The 2009-2010 assessment data resulted in a year-long evaluation of the undergraduate communications major curriculum. Actions and revisions implemented include the development of a system to adequately measure all eight SLOs in a three year rotation. The new plan is to use assessments from required courses that students take before the senior colloquium. A process was initiated to create an inventory of all course assignments that

fulfill the student learning outcomes to reveal gaps and redundancies in the curriculum. A senior colloquium course will be piloted in 2012. By fall 2012 the plan is to require a research methods course for all majors.

Department of Aviation Technology

The professional pilot faculty found that students were not meeting expectations in some senior-level assessment criteria. One change they made was to replace a 400-level aviation safety course with a 200-level safety course, establishing a culture of safety earlier in the student's career. Other results of the program's assessment include moving content from one course to an earlier course to better prepare students for more advanced concepts they will encounter in later courses. Resulting assessment findings documented increased student achievement.

College of Engineering

As a result of assessment initiatives, the college has adopted rubrics for learning outcomes and monitors the learning process through a curricular flowchart to ensure that students are scaffolding learning in an appropriate sequence. To ensure a high quality foundation of cross-curricular learning, the college developed joint committees with mathematics, chemistry, physics, statistics, and English. To improve content and instruction, faculty from the college and the respective programs meet each semester to review the assessment of student learning and issues that arise.

Rewards for Assessment Efforts

In 2008, to recognize the educational impact resulting from successful applications of assessment processes in programs, the Office of Assessment initiated an annual Assessment Showcase. This showcase encourages faculty to learn from each other by sharing strategies, findings, and outcomes from their program's experience with the assessment process. Sessions and panels are led by faculty, with handouts and materials made available on the Office of Assessment website. Each year at the showcase, several awards are presented to those programs that have demonstrated significant progress in their assessment process and in improving student learning.

Office of Assessment workshops: <http://www.k-state.edu/assessment/resources/workshops.htm>

Challenges

While the faculty in all programs have defined SLOs and developed assessment plans for their programs, there is still much room for improvement.

Programs that are governed by an external accrediting body are required to report on the assessment of student learning, so they are most likely to have developed detailed assessment processes. Many of the programs that do not have external accreditation have worked to develop a quality assessment process. There are still a few programs that do not have such external accreditation that have been slow to develop and utilize assessment to enhance their programs. Continued efforts of the Office of Assessment to work with faculty in some of the latter programs are necessary until an all-encompassing culture of assessment is attained.

Some of the College Assessment Review Committees are very actively engaged with their faculty (e.g., College of Education, College of Engineering), while others face challenges due to the natural diversity of areas within the respective college. It is important to continue to develop the culture of assessment within all colleges and units and to provide assistance to the CARCs.

Component 3b

The organization values and supports effective teaching.

Many programs at K-State take great pride in their ability to provide high quality teaching for students. The university mission states: “Through quality teaching, the university is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person.” There is much evidence to support the notion that teaching is an area of strength at the university.

Valuing Effective Teaching in Policies

Importance of Teaching Excellence

The value placed on teaching begins with policies, and at K-State the University Handbook is the source of academic policy. The handbook provides a general statement on the fundamental importance of teaching excellence in the university mission (Section C32.2). It is recognized that each department will define specific expectations for teaching, as well as the criteria and weight given to teaching in the processes for evaluation, tenure and promotion, and reappointment. K-State expects its teaching faculty to be committed to excellence, and recognizes that a variety of instructional environments and pedagogies are critical to teaching excellence (C32.3). Departments are encouraged to consider all forms of teaching appropriate to their missions.

University handbook: <http://www.k-state.edu/academicpersonnel/fhbook>

Department guidelines and documents: <http://www.k-state.edu/academicpersonnel/add>

Criteria for Teaching Evaluation

K-State considers course ratings (student ratings) as an important source of information in the evaluation of teaching effectiveness (C34.1-C34.5). In October 2009 Faculty Senate modified the university policy regarding student ratings procedures to be more consistent with regular practice of many departments. All instructors—all ranks, full-time or part-time, and graduate teaching assistants—are now required “to be evaluated by students for each course and section they teach each year in order to provide themselves and their departments with information pertaining to teaching efficacy as well as provide material for the assessment of the relationships between SLO achievement and teaching” (C34.1).

Two course ratings systems—the IDEA System and the TEVAL System, both developed at K-State—are available to faculty and graduate teaching assistants. Both systems provide space for additional questions, as well as for open-ended comments, if faculty members want to customize their forms. The university encourages all teaching faculty to use feedback from students to continue their development toward excellence.

The university handbook recognizes that course ratings should never be the only source of information about teaching. For the purposes of faculty evaluation and professional development, other forms of evidence of teaching effectiveness might include peer evaluations, preparation of innovative teaching materials, reading lists, and syllabi (C34.2).

Course rating systems: <http://www.k-state.edu/catl/ratings>

Rewarding Teaching Excellence

K-State demonstrates the value it places on teaching excellence through a variety of teaching awards. Honors are awarded at the university, college, and departmental levels.

The Coffman Chair for University Distinguished Teaching Scholars is the highest honor that a teaching faculty member can receive. It was created in 1995 to underscore a commitment to excellence in undergraduate teaching and learning. Sixteen faculty members acknowledged as leading teacher scholars have been appointed to the chair, each for one academic year. All retain the title of University Distinguished Teaching Scholar throughout their careers at Kansas State.

This award is actually an appointment that comes with considerable responsibility. Each nominee must provide a plan for their year as the Coffman Chair that promotes and enhances excellence in undergraduate teaching and learning at the university. The work of the Coffman chairs has led to numerous innovations that remain available to K-State faculty today.

Innovations from the projects of Coffman Chairs include:

- Faculty Exchange for Teaching Excellence
- The Traits of a Teaching Scholar website
- Engaging the Learner DVD
- January Excellence in Teaching retreat
- Distance Learning Video Gallery
- First-Year Seminars

There are a number of teaching awards that are privately funded by gifts to colleges or departments. The number of teaching awards that exist provides evidence of the value that the university places on the scholarship of teaching. The table below lists many of the teaching awards at the university.

Table 7. Annual Awards Recognizing Teaching Excellence

SELECT TEACHING AWARDS	Year Created	Annual Awards
University Awards		
Coffman Chair for University Distinguished Teaching Scholars	1995	1
Presidential Awards for Excellence in Undergraduate Teaching	1996	3-4
Presidential Award for Excellence in Undergraduate Advising	1999	1
University Distinguished Faculty Award for the Mentoring of Undergraduate Student in Research	2009	1
Commerce Bank Distinguished Graduate Faculty Award	1955	2
College Awards		
Commerce Bank Undergraduate Outstanding Teaching Award	1968	4
Agriculture: Fall and Spring Faculty of the Semester		2
Arts and sciences: William L. Stamey Teaching and Advising Awards		varies
Business administration: Ralph E. Reitz Outstanding Teaching Award		1
Human ecology: Myers-Alford Teaching Award		1
Veterinary medicine: Pfizer Distinguished Teacher Award		1
Veterinary medicine: Norden Teaching Award		1
Veterinary medicine: Teva Award for Teaching Excellence	2004	1
Veterinary medicine: Merial Award for Teaching Excellence	2004	1
Veterinary medicine: Bayer Award for Teaching Excellence	2004	1
Veterinary medicine: Novartis Award for Teaching Excellence	2004	1

Support for Effective Teaching

Center for the Advancement of Teaching and Learning

The Center for the Advancement of Teaching and Learning was established to coordinate the exchange of ideas on teaching and learning among faculty and administrators across the campus community. For the past 40 years the center has championed efforts to improve teaching at K-State, particularly at the undergraduate level.

The university's course ratings systems (IDEA and TEVAL) are maintained and administered through the center. The director works with individual faculty members seeking to improve or enhance their teaching and collaborates with university and college committees to promote the enhancement of the educational experience for K-State students.

Many in-house professional development opportunities for teaching faculty are coordinated through CATL, supported by university funds, and usually organized through the time and effort of K-State faculty members. Especially successful programs are described below.

Center for the Advancement of Teaching and Learning: <http://www.k-state.edu/catl>

Faculty Exchange for Teaching Excellence

The Faculty Exchange for Teaching Excellence, established in 1998, promotes crossdisciplinary networks of faculty interested in the enhancement of teaching and learning. A faculty member selected to serve as coordinator is assisted by an advisory committee comprised of 10 to 12 faculty members from across the university. FETE's mission is to organize retreats, workshops, and seminars so teachers can share ideas in a collegial and informal environment.

Faculty Exchange for Teaching Excellence: <http://www.k-state.edu/catl/fete>

Peer Review of Teaching Program

The Peer Review of Teaching Program, implemented at K-State more than a decade ago, seeks to help faculty members develop and document their teaching by producing course portfolios. Supported by funding through the Office of the Provost, the program is designed to support about 12 faculty members each year in a community of scholars who write about the intellectual work involved in their teaching and who share that writing with interested colleagues. Coordinated by a former participant, each year's participants are paired and meet monthly with faculty mentors who have previously developed course portfolios.

Peer Review of Teaching Program: <http://www.k-state.edu/catl/peerreview>

New Faculty Institute

The New Faculty Institute, initiated in 2006, introduces newly hired faculty to K-State's mission, which certainly includes teaching. An experienced faculty member serves as coordinator. New faculty members often take advantage of the informal networking opportunity to share teaching strategies and challenges.

New Faculty Institute: <http://www.k-state.edu/nfi>

Instructional Design and Technology Roundtables

The Instructional Design and Technology Roundtables are offered three to four times each semester. Supported by the Center for the Advancement of Teaching and Learning, the Office of Mediated Education, and the Information Technology Assistance Center, these interactive sessions are tailored for K-State faculty members interested in sharing the challenges and solutions for teaching in an online environment and using online tools to enhance the classroom environment.

Instructional Design and Technology Roundtables: <http://id.ome.ksu.edu/roundtable>

Information Technology Assistance Center

The Information Technology Assistance Center provides services to help teachers develop skills in teaching with technology. Instructional designers work individually with faculty members seeking to find better ways to engage students online, whether in distance courses, hybrid courses, or face-to-face courses using technology. iTAC offers workshops and general assistance with K-State Online to help faculty members utilize elements of this learning management system for premium efficiency and the greatest impact on student learning outcomes.

Information Technology Assistance Center: <http://www.k-state.edu/itac/about.html>

The Tilford Group

The Tilford Group is a research and development “think tank” of interdisciplinary faculty, administrators, staff, and students who work together to develop a multicultural curriculum model. In 2000-2001 the Tilford Group conducted focus groups with faculty and students. A set of multicultural competencies, compiled as a result of those and subsequent discussions, is now available to all faculty as they design courses and experiences to help today’s students learn the knowledge and skills necessary to live and work in a diverse world. Tilford Incentive Grants, financially supported by the Office of the Provost and all academic colleges, have been awarded to selected recipients for the past four years. The goal of the grant program is to encourage the infusion and assessment of the Tilford multicultural competencies.

Tilford Group: <http://www.k-state.edu/tilford>

Division of Continuing Education

The Division of Continuing Education supports faculty members who teach or want to develop courses offered as distance education. While faculty members are responsible for the development, instruction, and evaluation of their courses, the division provides guidelines and tools to use when designing and developing a distance education course. They also offer funding for the development of courses or programs using a competitive process that funds the strongest proposals.

Division of Continuing Education: <http://www.dce.k-state.edu>

Office of Mediated Education

The Office of Mediated Education provides innovative and reliable academic technology solutions in support of the K-State academic mission. Applications include K-State Online, K-State’s course management system, and Axio Survey, a web-based survey creation tool that can be used with classes. Services include web presentation, video and audio webcasting, and CD/DVD duplication.

Office of Mediated Education: <http://ome.k-state.edu>

E-Learning Modules

K-State’s E-Learning Faculty Modules is built as an interactive website, where K-State faculty members are welcome to contribute as well as learn how to effectively teach online. The site is organized for three levels of expertise: (1) Beginners’ Studio for those new to e-learning, (2) E-Learning Central for those with some experience and a desire to advance, and (3) Advanced Workshop for the truly experienced interested in the latest advances in online learning. A series of topic-related modules has also been developed for instructors interested in subjects such as assessment of student learning, fair use and copyright, and accessibility. In development are five-minute modules presented by faculty members who are experts in using different aspects of instructional technology.

E-Learning Faculty Modules:

http://www.elearningfacultymodules.org/index.php/E-Learning_Faculty_Modules>About

ELATE

ELATE—the Electronic Learning and Teaching Exchange —was initially developed through collaboration by K-State instructional designers, faculty members, and the Division of Continuing Education. Launched in spring 2009, this free public resource is designed as a virtual tool to create a “network of practice” of teachers and learners in the e-learning world. ELATEwiki won the national Sloan-C Effective Practice Award in October 2009.

ELATEwiki: <http://www.elatewiki.org>

Wakonse Conference for College Teachers

Faculty are encouraged and supported to attend national conferences or workshops to enhance teaching skills. Since 2002 K-State has sent nearly 60 faculty members to the annual week-long Wakonse Conference for College Teachers. Their attendance is co-sponsored by funding from the Office of the Provost and the faculty members' departments.

Wakonse Conference: <http://www.k-state.edu/catl/Wakonse>

Support for and Development of Graduate Teaching Assistants

In many departments, graduate teaching assistants play an important role in the instruction of undergraduate courses. Their responsibilities range from assisting faculty members who teach the courses to teaching courses on their own. To assure high quality GTA instruction for K-State undergraduates, these departments offer preparation and supervision for their graduate students who teach. The programs vary, depending on the type and level of teaching involvement expected. The Graduate School, in conjunction with the Center for the Advancement of Teaching and Learning, hosts an afternoon session to discuss the expectations and responsibilities of graduate students who will have teaching responsibilities.

For four decades the Principles of College Teaching course has been offered to graduate students and faculty members every semester at Kansas State University. The course is specifically designed for graduate students who plan to become faculty members and for graduate teaching assistants seeking preparation to teach while pursuing their graduate studies. Although taught through the College of Education, the vast majority of students who enroll represent a wide range of other disciplines.

The university monitors all GTAs in their initial teaching assignment with regard to their teaching and communication skills in the classroom or laboratory. A survey was developed to provide GTAs with important feedback on their classroom or laboratory communication skills. A majority of departments across campus utilize the Office of Assessment's version of the survey, while a select number of departments administer their own modified version of the survey. The survey is administered to students in classes and labs during the fifth to sixth week of the GTAs' first semester of teaching. Survey results, along with written student comments, provide feedback to the GTAs and their departments to determine if there are any communication difficulties. All GTAs receive a list of resources and an interpretation guide along with the survey results, and are encouraged to discuss the results with their department head. The final report is sent to the respective department heads, the deans, the provost, and the president, as well as to the Office of International Programs.

GTA communication survey, including results for last 10 years:

<http://www.k-state.edu/assessment/surveys/gtasurvey/index.htm>

Student-Based Programs that Support Effective Teaching

Honor and Integrity Systems

The K-State Honor and Integrity System has a primary goal of helping students learn to make ethical decisions in the midst of academic dilemmas. To advance that mission the Honor and Integrity staff provide required wording for all course syllabi, as well as help faculty members better understand how to facilitate this area of character development in the classroom. They provide assistance to individual faculty members or departments as a whole. Their website provides students and faculty tips for enhancing honesty and integrity in academic programs.

Enhanced Classroom Experience Committee

The Enhanced Classroom Experience Committee was established in October 2010 by the Student Governing Association to “assist in defining and enacting policies and procedures that will foster learning environments that are engaging, cutting-edge, and thought provoking.” SGA selected the 21 members to represent students and faculty from each of the eight undergraduate colleges. The committee, led by students, is a collaborative effort of students and teachers at K-State to enhance environments for teaching and learning.

Graduate Student Council

The Graduate Student Council strives to provide informational meetings, workshops, and forums that enhance the professional development of graduate students. They offer a series of workshops, with presentations by K-State faculty members and administrators. A few of the workshops deal with issues of teaching and advising at the college and university level.

Challenges

There is strong support for effective teaching throughout the university, but not every faculty member who needs such support takes advantage of all that exists. The evaluation system offers a forum for department heads to mentor faculty and encourage their participation in teaching development opportunities.

The efforts on the part of our students suggest a strong desire for effective teaching and learning environments. Student leadership proposed the policy for every course to be evaluated, which was approved by the provost and Faculty Senate. More recently, the students initiated the Enhanced Classroom Experience Committee as a way to collaborate with faculty to improve the classroom experiences of all students. As the discussions move forward, it will be important for faculty to take the leadership role since teaching style is individual to each person. The intention is not to impose a “one-size-fits-all” classroom environment, but to improve the quality of teaching and learning throughout the institution.

Component 3c

The organization creates effective learning environments.

In addition to its history of support for effective teaching, K-State has also placed the creation of students' educational experience as a theme in its most recent strategic planning efforts. The 2008-2012 plan included Strengthen the Teaching, Learning and Student Life Environment as an initiative. This theme committed Kansas State University to provide an outstanding educational experience for all of its students, both inside and outside the classroom: "The university is dedicated to delivering excellent teaching, learning, advising, and student life experiences. By supporting quality undergraduate and graduate education, the university prepares well-educated, highly qualified professionals with expertise to compete in dynamic, global job markets."

For the K-State 2025 vision, two of the seven themes for which strategies are being developed are the undergraduate educational experience and the graduate scholarly experience. Future planning will seek to add to the many programs already in existence, starting during the recruiting process and extending throughout a student's academic career.

Establishing Learning Environments: Recruitment and Pre-Arrival Programs

New Student Orientation

New students and their parents participate in orientation and enrollment sessions prior to their first year on campus. Summer 2011 set a record attendance of 7,482 attending one of the 12 sessions offered. The sessions ensure that students and parents are provided with information about financial assistance options, how to use our variety of academic assistance programs, what type of career planning services K-State offers, campus housing options, and more. The Graduate School sponsors an orientation program each semester for all new graduate students with special sessions for international students and those appointed to graduate assistantships. All international students are required to participate in a special orientation sponsored by International Student and Scholar Services

Orientation and enrollment: <http://www.k-state.edu/admissions/orientation>

Graduate orientation: <http://www.k-state.edu/grad/students/virtualorientation/springorient.html>

International student orientation: <http://www.k-state.edu/iss/orientation/index.html>

Wildcat Warm-up

A three-day program, Wildcat Warm-up helps new students connect to current students, faculty, and staff. Students also learn about student success strategies and K-State traditions. In summer 2011 we hosted 430 students at Wildcat Warm-up, a record attendance. Since the program was introduced in 2004, attendance has been steadily climbing.

Wildcat Warm-up: <http://www.k-state.edu/nss/wildcatwarmup/index.htm>

Programs Targeting Students from Specific Underrepresented Groups

Kauffman Scholars, College for a Day, MAPS, and ADVANCE

In Component 1b several programs were discussed that seek to establish a stronger learning environment among high school and soon-to-be college students from underrepresented groups. The programs for Kauffman Scholars, College for a Day, MAPS, and other Summer Bridge programs are all in place and helping students to develop important skills for learning and surviving in a college environment. In addition, the ADVANCE grant, preparing young women for careers in the STEM fields, has facilitated the ability of our faculty and staff to motivate and prepare female students to pursue careers in fields that are often traditionally populated by males. The K-State Office for the Advancement of Women in Science and Engineering, or KAWSE, was created to continue to support ADVANCE initiatives and serve as a resource for those interested in the full participation of women in the STEM disciplines.

Upward Bound and Upward Bound Math & Science

Upward Bound is a federally funded educational enhancement program for economically and educationally disadvantaged high school students. The program is designed to provide students with academic and personal support and to assist them in preparing for college, business, or vocational-technical schools. Upward Bound Math & Science is a similar program for high school students interested in math and science fields. Upward Bound programs serve nearly 150 students annually.

Upward Bound: <http://www.k-state.edu/upwardbound>

Upward Bound Math & Science: <http://www.k-state.edu/ubms>

College of Engineering Programs for Middle and High School Students

The College of Engineering hosts numerous opportunities for pre-college students to interact with engineers, engineering material, and competitions intended to spur interest in a career in engineering.

- Future City Competition: <http://www.engg.ksu.edu/rld/future-city>
- Engineering Day: <http://www.engg.ksu.edu/rld/engineering-day>
- Scholarship Day: <http://www.engg.ksu.edu/rld/scholarship-day>
- MathCounts Competition: <http://www.engg.ksu.edu/rld/mathcounts>
- US FIRST Robotics Competition: <http://www.engg.ksu.edu/rld/first-robotics>
- Boy Scout Merit Badge Conference: <http://www.engg.ksu.edu/rld/boy-scouts>
- Engineering and Science Summer Institute: <http://www.engg.ksu.edu/rld/essi>

Establishing Learning Environments: First-Year Programs

K-State First

A great college experience starts with a great first year. K-State First is an integrated effort to create an outstanding university experience for first-year students at Kansas State University. The program provides new students with a transition to college-level learning and college life in four important ways:

- By fostering campus community and feelings of belonging.
- By offering opportunities for diverse activities and interactions.
- By raising academic expectations with engagement and compassion.
- By empowering students with a strong sense of personal responsibility and social agency.

K-State First helps students establish the foundation for a successful college career by providing early classroom experiences with exceptional faculty members and offering a variety of core assistance programs for first-year students. The program is funded by the Office of the Provost.

K-State First has four core programs:

- CAT Communities: <http://www.k-state.edu/first/cat.html>

- First-Year Seminars: <http://www.k-state.edu/fys>
- K-State Book Network (KSBN): <http://www.k-state.edu/ksbn>
- Guide to Personal Success (GPS): <http://www.k-state.edu/gps>

First-Year Seminars are courses proposed by faculty members through an application process, and require faculty to design classes within certain guidelines. The intention is to create positive learning environments and more interaction with the professor. Class sizes are limited to 22 students. The number of sections available for the First-Year Seminars has increased in each of the first three years. Data from the first three years of the program suggest that it has a positive influence on retention rates.

Table 8. K-State First: Comparing Retention Rates for Participation in First-Year Seminars to Non-participants

Fall	Participation in First-Year Seminars	Number of Students	Average Student ACT Score	Retention Rate 1st to 2nd yr
2008	Participants	244	24.15	83.6%
	Non-participants	3,297	24.20	78.4%
2009	Participants	358	24.90	82.7%
	Non-participants	3,108	24.12	80.3%
2010	Participants	450	24.60	88.2%
	Non-participants	2,954	24.17	80.6%

K-State First-Year Seminars: www.k-state.edu/fys

University Experience

University Experience is a student success course open to all interested first-year students on the Manhattan and Salina campuses. This graded course can be taken for 2 or 3 credits, depending on the components for which a student enrolls. University Experience courses are designed to help students find effective ways to make the transition from high school to college and typically enrolls 450 students. The course introduces students to a variety of academic techniques that are essential to college success. All students are also required to engage in a minimum of six hours of community service. Students who take the University Experience course for 3 credit hours participate in two extra sessions each week in which they practice the academic skills that are introduced in the course. University Experience students are clustered in common sections of social science, science, and/or math courses, and a peer leader provides supplemental instruction to support their success in these courses.

University Experience: <http://www.k-state.edu/aac/universityexperience>

PILOTS Program

The PILOTS program is an academic success program for first-year students with ACT composite scores of 21 or lower. The purpose is to support student success by offering smaller classes, built-in tutoring, a private tutoring lab, and extra assistance with writing. All students in the program also enroll in University Experience during the fall semester and Academic/Career Decisions during the spring semester. The PILOTS program can accommodate 200 students each semester. Students benefit from individual academic counseling and monitoring of academic performance. Academic achievements of PILOTS students are encouraged through performance awards and scholarships.

PILOTS: <http://www.k-state.edu/pilots>

Academic Early Warning System

Colleges offering classes for first-year students have implemented the academic early warning system, which checks all grades during the fifth week of the semester. Those first-year students who show grades that would place them on academic probation are contacted and advised to seek assistance from professors, instructors, graduate assistants, or advisors. This system has been in place in various places around the university for a number of years, but was formally implemented in fall 2009 for all freshmen.

Academic early warning: http://www.k-state.edu/registrar/a_r

Salina academic warning: <http://sal.k-state.edu/student-services/aac/facultyalert.htm>

MAP-Works

MAP-Works is a technological solution that enhances student success by assessing students' transition to all aspects of the college environment. Assessment results are shared with faculty and staff directly connected to particular students so they can effectively direct them to resources that will aid in their success. Students also receive the reports of their results that connect them to campus resources. MAP-Works is launched the third week of the fall semester for first-year students so interventions can be timely and intentional. The program was launched in fall 2010 on the Manhattan campus and in fall 2011 on the Salina campus.

MAP-Works: <http://www.map-works.com/Overview.aspx>

Educational Supportive Services

The Educational Supportive Services program is a federally funded TRIO program intended to assist first-generation, low-income, and disabled students earn their undergraduate degrees. Available to participants are Academic Enrichment classes, a 3-credit-hour program designed to help students improve their thinking, writing, and leadership skills. ESS also offers tutoring help, and academic, financial, and personal counseling services.

The program has been effective in accomplishing its objectives:

- 85 percent of all ESS participants were retained from the fall of 2008 to the fall of 2009, which exceeded the original objective of 60 percent.
- 87 percent of all ESS participants were in good academic standing during the 2008-2009 academic year, which exceeded the original objective of 80 percent.
- 69 percent of new participants in 2003-2004 graduated by the completion of the 2008-2009 academic year, which exceeded the original objective of 50 percent.

Educational Supportive Services: <http://www.k-state.edu/ess>

University Life Café

University life café is a website that helps students balance their personal and academic life, access self-assessments, watch videos about real-life experiences, and more. Created through collaboration by many campus offices, students, and faculty, university life café allows students and professionals to communicate and load content about personal well being, including art, photos, stories, and experiences.

The site, coordinated by K-State's Counseling Services, was named by the American College Personnel Association as one of the Top 10 Innovations in College Counseling for 2009-2010.

University life café: <http://www.universitylifecafe.org>

Creation of the site: <http://www.k-state.edu/media/k-state-statement/vol32/60210ulc.html>

Active University-Level Learning Environments

K-State has established a number of "learning communities" that target specific populations of students to share learning experiences, provide mutual support, and develop a stronger academic culture. From the University Honors program to the Developing Scholars program and residential learning communities, K-State seeks to bring together students who share the same goals and provide them with unique learning opportunities.

University Honors Program

The honors program provides opportunities for motivated and talented students to enhance their education not only within the university but also within the community and at an international level. Prior to 2006 each college facilitated its own honors program. The university-wide program initiated in January 2006 was designed so that excellent undergraduate students in each college could not only work with exceptional faculty members, but also meet and collaborate with other dedicated students from around the university. The honors

program is intended to be a mark of distinction that sets students apart in their job search and graduate or professional school applications.

Acceptance into the honors program requires a 28 or higher composite ACT score, and about 30 to 35 percent of eligible incoming students apply to enter into the program each year. During their junior and senior years, students are challenged to tie their interests and experiences together with an honors project or thesis, working with a faculty member on a scholarly paper or project.

Since the change to the university-wide program, one of the challenges has been student retention in the program. For the first cohort in 2006, 164 students were accepted into the program. Of that total, 28 ultimately completed all requirements to graduate with the honors designation on their transcript, for a completion rate of 17 percent. The 2007 cohort accepted 266 students into the program, with 16 graduating in spring 2011 and another 37 who were enrolled for the fall 2011 semester. More research needs to be done to determine the causes of the low retention rates in the program. As these are identified, strategies will be implemented to address the issues.

For the 2006 cohort, it should be noted that more than 50 percent of the graduates have chosen to pursue some form of postgraduate education.

Honors program: <http://www.k-state.edu/ksuhonors>

Developing Scholars Program

The Developing Scholars Program was mentioned in Criterion 1b, since it targets students from underrepresented groups to work as paid research assistants for K-State faculty. Sixty students are enrolled annually in the program, and an individual student may participate for up to three years. The program provides academic, social, and financial support; fosters mentoring and tutoring relationships among participants; and organizes events where students can publicly present their research. Data from the program show that many students who participate in Developing Scholars receive various academic honors and experiences.

Honors Received by Developing Scholars (2008-2009)

- National Honorable Mention for Excelencia in Education.
- Phi Beta Kappa, Phi Kappa Phi, Golden Key, and other honor societies.
- National scholarship competitions: Rhodes finalist (FY 2008); Truman finalist (FY 2009); Gilman recipient (FY 2008); Lideres de Hoy Essay recipient; Landmark Scholar
- Johnson Cancer Center Research Awards (eight awards in FY 2009).
- Internships at MIT, Harvard, GM, ExxonMobil, Cargill, and others.
- Acceptances into Ph.D. programs at Berkeley in physics, North Texas State in sociology, Nova Southeastern U. in marriage and family counseling, and Kansas State University in chemical engineering.
- Placement in K-State veterinary school, in law schools, and in graduate programs across the country.
- Six Outstanding Senior awards were awarded in 10 years.
- One scholar was selected for Teach for America (Bronx), two are medical doctors, two more are in medical schools, and five are practicing architects.

Developing Scholars: <http://www.k-state.edu/scholars>

Residential Learning Communities

Academic cluster floors place students in similar majors together in a community. Cluster advisory teams help plan programs for the cluster floors. Those teams include residence hall professional and student staff as well as representatives from the academic colleges associated with the majors. Cluster floors are offered for agriculture, architecture, business, engineering, and pre-health. There is also a leadership cluster floor, a community service cluster floor, and new in 2009-2010, an honors cluster floor. K-State First initiated its first residential learning community in fall 2011.

Programs for Assisting Student Learning

K-State has developed numerous programs designed to provide academic assistance for students. Some programs target at-risk students, while others work with any student who requests assistance. These programs include the following:

Table 9. Programs Providing Academic Assistance

Program/Service	Targeted Population	Website
Academic Transitions	Second-generation students from underrepresented groups on academic warning	http://www.k-state.edu/aac/atp
Second Opportunity for Academic Refocus at K-State (SPARK)	Students who have been dismissed after their first semester at K-State	http://www.k-state.edu/aac/SPARKS.htm (site under construction)
Student Support Services at Salina	Low income and first generation students, as well as those with documented disabilities	http://www.salina.k-state.edu/studentsupportservices/staff.htm
Scholars Assisting Scholars	Open to all students taking courses in STEM fields	http://wesp.ksu.edu/SAS
Academic and Career Information Center	Open to all students	http://www.k-state.edu/acic
Writing Center	Open to all students	http://www.k-state.edu/english/writingcenter
Disability Support Services	Students with disabilities	http://www.k-state.edu/dss
Advising (admissions, college, program, academic, etc.)	Open to all students	Admissions Office: http://www.k-state.edu/admissions Colleges: see college websites
Tutoring	Educational Support Service Program: open to program participants Other: depends on academic program	http://www.k-state.edu/ess/tutoring.htm http://www.k-state.edu/aac/tutoring
Housing and Dining Services	Open to all residents of residence halls	http://housing.k-state.edu/arc/index.php

Enhancing the International Learning Environment

Office of International Programs

The Office of International Programs plays a major role in preparing domestic students for study abroad opportunities and international students for adapting to the U.S. culture.

K-State students can study overseas through bilateral exchanges with more than 150 partners in more than 50 countries around the world, as well as participate in direct enrollment or through the university's membership in consortia. For the past three years, from 2008-2009 through 2010-2011, an average of 547 students each year participated in overseas educational opportunities coordinated for academic credit across the university.

To assist international students who have chosen to attend K-State, the English Language Program provides one point of contact. Enrollments in ELP have increased from 214 students in FY 2005 to more than 900 students in FY 2010, and student credit hours generated by the ELP have increased from 1,838 to more than 13,519 in the same period.

International Student and Scholar Services provides both immigration assistance and programming offerings to the increasing number of international students attending Kansas State University. Overall, international student numbers reached their highest level ever in FY 2011, with 1,857 international students on campus from more than 100 different countries. The office also organizes many events intended to enhance cultural understanding in the international environment, including evening workshops, Coffee Hour, trips, and International Buddies.

Office of International Programs: <http://www.k-state.edu/oip/about/index.htm>

English Language Program: <http://www.k-state.edu/elp>

Office of Study Abroad: <http://www.k-state.edu/studyabroad>

International Students and Scholar Services: <http://www.k-state.edu/iss>

International Teams

International Service Teams is a student-led program in the School of Leadership Studies that sends interdisciplinary teams of students to communities abroad during the summer break. The teams work with the community to plan and implement service projects.

More than 300 students have participated in the International Service Teams throughout the program's 21-year history. On average, 12 to 15 students are accepted into the program each year. International Service Teams have worked with more than two dozen communities worldwide to design projects based on specific community needs. Past projects have focused on health, education, and environmental concerns as well as other developmental issues. Throughout the program team members gain leadership experience and develop an appreciation for unique cultures and perspectives.

International service teams: <http://www.k-state.edu/leadership/internationalTeams.html>

Preparing Student for Careers

Career and Employment Services

Career and Employment Services seeks to assist students in making effective career decisions; to help prepare students for the recruitment and interviewing process through resume writing, mock interviews, and other job-seeking skills; and to search for employment opportunities. The 2009-2010 Senior Survey indicated that 83 percent of respondents who used CES were satisfied with the services. Below are some indicators of the effectiveness of CES:

Table 10. CES by the Numbers: 2009-2010

4.6	Average rating of career advising received (5.0)
7	CES-affiliated career fairs
9	Percent of graduates seeking employment six months after graduation
361	Presentations to students
482	Employers recruiting on campus
4,713	Jobs and internships listed online
7,156	Students who attended career fairs
8,550	Participants in CES presentations
10,097	Activated K-Staters

Career and Employment Services: <http://www.k-state.edu/ces>

Career Fairs

Opportunities for students to connect with employers occur through career fairs. These career fairs are coordinated by CES and bring more than 700 employers to campus for networking, career information sharing, and interviewing. These fairs help students connect their major with career options, pursue internships (in some cases for academic credit), and successfully apply their college degree to full-time employment opportunities.

Career fairs: <http://www.k-state.edu/ces/students/kstatefairs.htm>

Academic Majors Fair

Another opportunity for students to connect with majors and careers is the Academic Majors Fair, held each fall. The event not only provides students with easy access to information about all K-State academic programs, but it also gives academic departments the chance to initiate discussions with students who are exploring options for majors, secondary majors, minors, and careers.

At the fall 2011 event 77 academic and student life representatives were represented at the fair. More than 749 students attended, and 75 percent of the students registered were freshmen. More than 99 percent of the students who attended indicated they would recommend the fair to other students.

Academic Majors Fair: <http://www.k-state.edu/acic/majorsfair>

Establishing Distance Learning Environments

The Division of Continuing Education is the arm of the university that extends academic services and programming to individuals who are not traditional campus students. K-State has provided distance education to Kansans since 1974, and to the world for the better part of the past 15 years. Delivery of information and education is completed in face-to-face settings or through online methods. Noncredit short courses, conferences, workshops, and online noncredit and credit courses and programs are all offered.

DCE partners with academic departments to assist in the development and delivery of courses, degree programs, and degree completion programs at the undergraduate and graduate levels. While the academic expertise remains within the colleges, the many services necessary for students who study away from campus are provided by DCE. In addition, services are offered by DCE to the many faculty partners who teach and provide expertise to DCE students and constituents.

The growth of the distance programs and students has been incredible over the past 10 years. The total enrollments in distance courses during the 2009 academic year grew to almost 14,500 from about 7,500 in 1999. As the numbers of students who chose to study at a distance grew, the division developed many new services in response to needs. These services are offered in conjunction with the service provided by the DCE coordination team, which deals with students, faculty, programs, and systems on a constant basis.

- Bachelor's degree completion programs are offered to students who seek to complete their degrees after a break, or after working on an associate's degree.
- The Distance Student Service Survey is an assessment of services offered by campus to students.
- An electronic newsletter, The Leading Edge, connects distance students with campus
- DCE Facebook and Twitter accounts keep distance students apprised of events on campus and connect them socially with K-State.
- The Facilitation Center assists faculty by proctoring tests and by distributing materials.
- The Pinnacle Honor Society is an honor society that initiates distance students who meet specific academic standards.
- Second Wind is a program for student-athletes who left the university without completing their bachelor degrees.
- Academic Fresh Start assists students who were dismissed from the university and are seeking to return to K-State after three or more years absence.
- Distance students have online access to K-State Libraries' resources.

Challenges

Kansas State University provides a variety of student life programs that support the educational experience and student learning. One of the major opportunities for the enhancement of student success is through more effective communication with students and other stakeholders. Through enhanced communication, more students can become aware and take advantage of the developmental experiences and support systems available to them.

The growth of K-State First presents a challenge in terms of the need for enhanced financial support. This program has a high priority in the K-State 2025 mission. Effective coordination among K-State First and other first-year programs will be key to increasing retention rates. In addition, there is a need for continued improvement in the residential learning communities, the honors program, and other scholar programs.

Component 3d

The organization's learning resources support student learning and effective teaching.

Technological Support for Teaching and Learning

With the number of online classes that have emerged, it is important for K-State to provide the support necessary to maintain effective online learning environments. The Office of Mediated Education provides enhanced services, processes, and technology for the university's academic community by facilitating interactions between teachers, learners, and researchers to support the fulfillment of K-State's land-grant mission.

Online and Technology Assistance

As noted in Criterion 2b, less than half of the general use classrooms on the Manhattan campus are currently equipped with technology, but a plan is in place to have 80 percent of these classrooms equipped with basic technology by 2013. There are also more than 400 computers and nine collaborative workstations available on campus in computer labs. In 2011 about 70 percent of the campus was available for wireless login, with the goal of 100 percent wireless by 2013. The Salina campus has 25 general use classrooms, and 100 percent are equipped with at least basic technology. All the Olathe classrooms are equipped with technology.

The Information Technology Assistance Center, located in Hale Library, provides information technology assistance to students, faculty, and staff. This unit supports and maintains all centrally funded university technology classrooms, university computing labs, and the Information Commons in Hale Library. Orientation and training are required to use these technology classrooms.

The Media Development Center offers faculty and students access to a high-end computer lab for video editing, producing CDs/DVDs, scanning and editing images, creating PowerPoint presentations, developing web pages, creating audio recordings, and more. Equipment checkout offers digital still cameras, digital video camcorders, tripods, projectors, laptops, audio recorders and other audiovisual equipment to faculty, students, and staff at no charge. Instructional designers are available to assist faculty in developing engaging learning environments for both on- and off-campus students.

The Adaptive Technology Lab, located within the Media Development Center, supports individuals with disabilities. This lab works with faculty and students to develop technological solutions to help students with disabilities succeed in their academic careers.

K-State Online provides an e-learning environment for Kansas State University's on-campus and distance education communities. This Internet-based learning management system is a collaborative effort involving many K-State contributors: the Office of Mediated Education, the Division of Continuing Education, the Information Technology Assistance Center, Computing and Telecommunications Services, and the users (instructors, advisors, and students). An online tour of features offers a quick overview of the system.

The Office of Mediated Education provides innovative and reliable academic technology solutions for the university. This unit is responsible for maintaining and upgrading K-State Online. Other services include web presentation, video and audio webcasting, application integration, and CD/DVD duplication.

K-State Online: <http://public.online.ksu.edu/about>

K-State Online features tour: <http://online.ksu.edu/Welcome/coursetour/index.html>

Office of Mediated Education: <http://ome.ksu.edu>

K-State Libraries

The university library system at K-State includes a large main library (Hale Library) and branch libraries for architecture, engineering, math/physics, veterinary medicine, and K-State Salina. The Libraries work together to provide resources and services to support student learning through courses, partnering with core general education classes, one-on-one assistance, library facilities, and providing print and online resources to support the curriculum.

Library instruction is offered to teachers for their classes, with coordinated efforts to provide instruction to Expository Writing, Public Speaking, and other multiple section classes that coordinate with the library. The effectiveness of the instruction is assessed annually, with improvements incorporated, including:

- Timing of library instruction is more effective when given as students begin their papers and assignments.
- Assignment development: library and classroom faculty work together to design effective assignments that encourage students to learn to locate, evaluate, and cite information resources appropriately.
- Efficient use of the physical library environments and technology to support student learning.

Hale Library, the main campus library building, is a spacious, inviting facility that has been increasingly popular for students as a studying and gathering place since it was renovated and reopened in 1997. Gate counts increase annually, with nearly a million visitors during the 2010-2011 fiscal year. Additional improvements were made to the building in the summer of 2009, including consolidating service points and print reference collections for easier building navigation, moving print materials that are now available online to storage, and providing additional furniture and equipment to accommodate group study needs as well as quiet, individual study.

Ask a Librarian provides comprehensive service upon request, including reference, research instruction, referrals to experts, and assistance in locating campus and community resources. Students and faculty may communicate with library staff in person or by telephone, email, or instant messaging. Instant messaging is quite popular with students who may be reluctant to approach someone at a service desk, but who are much more comfortable with an anonymous online interface. Services can be provided to anyone in the world, including distance learning students, students in their homes, and faculty in their offices. With the availability and popularity of online resources, the need for online assistance has grown, and the library has dedicated staff to serve patrons both online and in the library. In March 2011 K-State Libraries launched a new mobile website to accommodate the growing use of mobile technology.

Libraries resources: <http://www.lib.k-state.edu>

Ask a Librarian: <http://www.lib.k-state.edu/reference/vref/index.html>

Mobile website: <http://m.lib.k-state.edu>

Facilities and Resources to Support Effective Teaching and Learning

Division of Student Life

The Office of the Vice President for Student Life/Dean of Students hosts many programs to support students in their lives at Kansas State University. In addition to those programs and services mentioned in Component 3c, the following offices provide support to students:

<i>Academic Assistance Center</i>	http://www.k-state.edu/aac
<i>Greek Affairs</i>	http://www.k-state.edu/greek
<i>K-State Student Union</i>	http://union.k-state.edu
<i>K-State Union Programming Council</i>	http://www.k-state.edu/upc
<i>McNair Scholars Program</i>	http://www.k-state.edu/mcnair
<i>Military Affairs</i>	http://www.k-state.edu/military
<i>New Student Services</i>	http://www.k-state.edu/nss
<i>Non-Traditional and Veteran Student Services</i>	http://www.k-state.edu/nontrad
<i>Student Activities and Services</i>	http://www.k-state.edu/osas
<i>Student Life</i>	http://www.k-state.edu/studentlife

Technology Classrooms and Learning Environments

Many technologically enhanced classrooms are supported from general university funding and are centrally scheduled. General university classrooms are checked daily and are on regular schedules for major upgrading. Technology classrooms funded and supported by individual departments are maintained and scheduled by the departments. The ongoing challenges with enhanced classrooms are the steadily increasing expectations of incoming students and the constant need to upgrade equipment.

Classrooms are by no means the only important learning environments. Depending on student learning outcomes, learning environments take many forms: modern science laboratories (biology, chemistry, geology), agricultural lands and related sites (agronomy, grain science, animal science), studios (architecture, art, interior design), and practice rooms for the performance arts (music, dance, theatre). Some programs require very specific environments: an airport for pilot training, a fully equipped hanger for aviation maintenance, a functioning teaching hospital for veterinary medicine. Off-site learning environments are critical to the practical learning of some programs; for example, student teaching takes place in regional public schools.

Challenges

Increased cooperation between teaching faculty and library faculty will enable more students to learn appropriate methods of locating, evaluating, and citing information sources. Not all students are being reached. Many students and faculty find the information sources directly available from K-State Libraries to be inadequate for their research and study, and they must rely on interlibrary loan to obtain necessary materials. While interlibrary loan is an effective stopgap measure, it does take longer to obtain material and prevents some students from accessing the best material possible for their research.

The Libraries continue to investigate the possibility of attaining membership in the Association of Research Libraries, which would require a substantial increase to the Libraries' materials and personnel budget. Membership in ARL makes sense as a long-term strategy within the K-State 2025 mission as it would affirm that the library has reached an accepted standard for sufficient resources to support teaching and research at a top 50 public research institution.

Historically, the library budget has consistently ranked 11th among the Big 12 schools. The university added \$500,000 to the Libraries acquisitions budget in 2007, 2008, and 2009 to offset inflation, prevent journal cancellations, and add a very modest number of new acquisitions.

Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

A Life of Learning

Promoting a life of learning among students is central to K-State's mission as a land-grant institution. As the university fosters and supports inquiry and creativity among its faculty, staff, students, and administrators, numerous outcomes emerge. When faculty members engage in cutting-edge research, scholarship, or creative expression, they may be contributing to human, system, animal, or economic well-being; the human condition; theory development and application; the human spirit; or the social good. With such role models in the academy, students' own intellect and passions are touched, leading to an enhanced interest in furthering their knowledge base.

The various research, academic, and extension programs at K-State provide access for students and constituents from Kansas as well as many beyond the state borders. Acquisition of grants and extramural funding enhance the productive capacity of the university and the state, as jobs are created, while also expanding the educational level of students with graduate degrees. In addition, the outcomes of research and scholarly programs can provide direct assistance to Kansas communities, the state, and the nation. Research grants in biosafety can help secure food production and distribution while cancer research provides breakthroughs for health care. Educational grants can enhance classroom practices and student learning and readiness.

Centers and institutes provide additional focus to the research, academic, and service missions of the university. For example, the Center for Aging works actively to improve conditions and practices in retirement communities, while the Center for the Health and Security of Military Families reaches out to military communities all around the nation to assist in developing stronger military families.

Lifelong learning also involves building a solid foundation of general education, the broad coverage across disciplines exposing students to ideas and practices beyond the linear path of the major. Effective general education can plant seeds in students' minds that lead to growth that is not easily measured.

A K-State education is also tied to practical knowledge, a key aspect rooted in the definition of the land-grant institution. Such knowledge is central to the missions of agriculture, engineering, and human ecology, as well as the professional schools of business, veterinary medicine, aviation, and architecture. Graduates are prepared to immediately engage in work in their chosen fields.

Yet education is empty without the underlying thread of responsibility. Knowledge is to be acquired responsibly, and practiced in the same way. All programs have the responsibility of preparing students who are committed to maintaining the appropriate ethical standards of practice in their respective fields.

Component 4a

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

K-State History of Scholarship

K-State has a rich history in discovery, research, and the application of knowledge since its beginnings as a land-grant institution in 1863. The first graduate instruction was offered as early as 1868, and the first master's degrees awarded by 1871. The first Ph.D. degree was awarded in 1933. Early research focused on questions of practical concern in the profession of agriculture. Early focus areas included plant physiology and nutrition, the impacts of human activity on land and the appropriate use of the Kansas grassland prairie, and the health and well-being of food animals.

The historical perspective of the origins of K-State scholarship helps to understand the current expressions of research strengths. For example, the focus on understanding grassland ecology led to the establishment in the 1970s of the Konza Prairie Biological Station. This 8,000-acre outdoor living laboratory was acquired by the Nature Conservancy and is leased to K-State's Division of Biology for ecological research. NSF has funded this research since the late 1970s through their Long Term Ecological Research program.

This pattern of sustained research funding has resulted in several astonishing accomplishments since the last HLC site visit. First, through NSF EPSCoR funding and K-State's Targeted Excellence program, K-State has led the founding and development of ecological genomics as an academic discipline. Second, understanding and forecasting the ecological consequences of global climate change has become a research priority. Third, K-State expertise extends beyond the confines of the Konza Prairie Biological Station, with an international linkage to the savannahs of Sub-Saharan Africa, a growing relationship with South Africa's University of Limpopo, and national leadership in NSF's new National Ecological Observatory Network.

The historical perspective also provides an understanding of the advances in food safety and security that have occurred since the last HLC site visit. The BioSecurity Research Institute, or BRI, a BSL-3Ag laboratory complex for select agent research on plants and animals, was constructed and is now registered for select agent research. K-State's Targeted Excellence Program supported the establishment of the Center for Genomic Studies of Arthropods Impacting Human, Animal, and Plant Health, also known as the Arthropod Genomics Center. These two advances convinced the U.S. Department of Agriculture to move the Arthropod Borne Animal Disease Research Unit from Laramie, Wyoming, to Manhattan, Kansas, and effectively added seven adjunct faculty members to K-State's animal disease research enterprise. K-State was further recognized by the Department of Homeland Security. The Center of Excellence for Emerging and Zoonotic Diseases was formed in 2010, and the National Bio and Agro-Defense Facility will be constructed on land adjacent to the BRI.

K-State has a practice of translating scholarship and discovery into practical application and into the marketplace. Intellectual property resulting from K-State scholarship is held by the Kansas State University Research Foundation, established in 1942. KSURF currently works with the Institute for Commercialization to bring technologies to industry. Recent examples include resistant starch technology developed at K-State and currently licensed by MGP Ingredients, Inc, of Atchison, Kansas; ultrasound technology to monitor meat quality licensed to Cattle Performance Enhancement Company of Oakley, Kansas, and non-embryonic stem cell technology offering potential for human stem cell banking for biomedical use.

Infrastructure to Support K-State Research and Scholarly Activities

The administration of K-State's scholarly activities is through the vice president for research. One important service of this office, via the Office of Pre-Award Services, is for the review and signature of all research/outreach/service grant proposals and contracts. A second important service is to provide the federal government with assurances of research compliance. K-State's University Research Compliance Office, or URCO, manages the compliance committees that review projects in the light of federal requirements. These committees include the Institutional Review Board for human subject research, the Animal Care and Use Committee for research involving vertebrate animals, and the Biosafety Committee for research involving microbiology and molecular technology. The latter is of increasing importance since the onset of select agent research within the BRI. URCO is exceedingly active in educating the campus community on these federal compliance issues, also including responsible conduct of research, export controls (including 'deemed' exports), and conflicts of time and commitment.

The Office of Research and Sponsored Programs, with funding from the vice president for research, offers programs and resources to stimulate scholarship on campus. ORSP issues a weekly listing of upcoming grant proposal opportunities across all disciplines, and encourages our faculty members and students to subscribe to the Community of Science for weekly targeted updates. Workshops on all aspects of winning grant awards are offered frequently to faculty members, staff members, postdoctoral fellows, and graduate students, as are workshops on setting expectations in graduate education and resolving conflicts that may arise, responsible conduct of research, and deemed export controls.

Limited financial resources are available as well. ORSP manages two small grant programs. The University Small Research Grant program funds small projects as seed grants. The Faculty Development Award program provides resources to promote faculty travel. The primary focus is on providing junior faculty members with resources for exposure at international meetings. K-State also encourages travel to meet with program officers at organizations such as NSF and NIH.

Since 2002 the Targeted Excellence program has probably had the largest impact on the campus scholarly activity. It was developed and managed by the Office of the Provost, and was funded by revenues from tuition increases. The program called for proposals from interdisciplinary teams, and through an extramural peer review process, identified scholarly areas for strategic investment at K-State.

More than \$21 million was invested in a total of 31 projects over this funding period, and projects that have proven sustainable include:

- Developing Scholars Program, an undergraduate scholars program
- Food safety and security program
- Center for Understanding Origins
- Ecological genomics
- Arthropod Genomics Center
- Institute for Civic Discourse and Democracy
- Africa in the Global Context: The Political Economy of Agriculture, the Environment, and Human Health

These programs reinforce the contention iterated in the introductory comments that K-State scholarship embraces a broad range of constituencies, and focuses both inward on our faculty, staff, and students as well as outward to the community, the nation, and the world. Due to budget cuts from the state, the program was discontinued in FY 2010.

The K-State Libraries have also been challenged in providing sufficient information resources particularly in the last decades, with extreme inflation rates in the publishing industry for academic materials, particularly in the sciences. To compensate for this shortage, the Libraries have developed these strategies:

- An efficient interlibrary loan system to obtain materials needed from other libraries as quickly as possible.
- Responsive services to assist students and faculty in finding high quality information.
- Maximize consortial opportunities for licensing of electronic content.

Indicators of K-State Success in Research and Scholarship

By all criteria, the scholarly enterprise is thriving at Kansas State University, with undergraduate students, master's and doctoral students, and faculty members working in concert throughout the spectrum of academic disciplines.

Perhaps the most objective measure of scholarly activity, certainly within the basic and applied sciences, is the level of extramural research funding secured by our faculty members. All of the awards made to our faculty members are published by the Office of Research and Sponsored Programs. During the past academic year, the number of research proposals submitted from Kansas State University reached an all-time high (1,379), with more 950 proposals funded. Although the extramural funds received lagged a bit this past year (\$124,600,000) from previous years due to federal continuing resolutions, the trend for increased extramural support received by K-State faculty members continues.

Table 11. Total Extramural Awards and Millions of Dollars Received



Based upon both extramural and state-sponsored activities, Kansas State University ranked 124th among all colleges and universities nationwide in NSF research expenditures in 2009 (the last data available).

Faculty members have achieved recognition both internationally and within the university for their scholarly activities. Kansas State University has a two-step process, although each step is independent, for recognizing the high achievement. The Graduate School confers the Distinguished Graduate Faculty Award to two faculty

members annually. The university recognizes, as the highest level of university recognition, the University Distinguished Professor rank.

Extramural research funding: <http://www.k-state.edu/research/awards/index.htm>

Distinguished Graduate Faculty: <http://www.k-state.edu/grad/faculty/DGF%20Recipients.pdf>

University Distinguished Professors: <http://www.k-state.edu/grad/faculty/udp/distpro.html>

Undergraduate Environment for Research and Scholarship

The support for research, scholarship, and creative activity among faculty and graduate students is clearly a part of the mission at K-State. In addition, several research programs are available for undergraduate students, and many more have emerged. With K-State 2025, it is expected that these opportunities will increase in the future. In 2010 nearly 200 undergraduate students participated in a funded formal research program, and approximately 1,500 were involved in non-funded course related research projects. Some of the formal funded programs are described below.

McNair Scholars Program

In existence since 1995, the McNair Scholars Program serves 20 to 28 students annually who are either low-income, first generation, or a member of a group currently underrepresented in higher education. The program's objectives are to assist students while they are undergraduates and to prepare them for entry into graduate school, with the ultimate goal being completion of their doctoral degree.

The current grant funds \$34,100 in stipends for students participating in the Pre-research Colloquium and Summer Research Internship Program. In addition, K-State has been awarded an NSF EPSCoR grant for \$20,310 to provide students majoring in the sciences with undergraduate research experiences.

McNair Scholars receive assistance from the McNair staff with academic and career planning, graduate school application, preparation for the GRE, writing skills, and the use of technology. The core of the program is a paid research internship that pairs the student with a K-State faculty member.

Through the program, students become part of a vibrant and connected learning community. In their first semester, students participate in a colloquium on research and graduate education, and complete a group project, beginning the formation of a community of learners who support and encourage each other. In each subsequent semester, students meet weekly for McNair Seminar sessions where they learn and share together about research, searching for graduate programs, writing personal statements, refining their curriculum vitas, developing their writing skills, and preparing for the transition to being a graduate student. In the summer each cohort of students participates in a research internship, during which they again meet weekly to share and discuss their research experiences and to prepare for the GRE. Following the internship, students present their research at a conference where they extend their learning community to include McNair Scholars from across the nation.

There are a number of indicators of the success of this program. On the 2009-2010 Senior Survey, 71 percent of respondents who participated were satisfied with this program. The McNair Scholar Competency Self-Assessment is an instrument used to assist scholars annually in preparing them to complete a doctoral degree. Results from this program demonstrate its effectiveness:

- 127 participants have completed their bachelor's degree since the first graduating class in 1996.
- 76 percent of those graduating enrolled in graduate programs.
- 59 percent of those who enrolled in graduate school earned their master's degrees.
- 19 percent are currently enrolled in doctoral programs.
- 9 percent have earned doctoral degrees.

McNair Scholars Program: <http://www.k-state.edu/mcnair>

University Honors Program

The honors program was discussed in Criterion 3b, but it is noted here that one of the requirements for the program is completing a supervised project involving the research, scholarship, or creative activity relevant to the honors student's field of study.

Developing Scholars Program

This program has also been discussed in other sections (Criteria 1b and 3b). It serves a very specific role of connecting students of all ranks with academic research and scholarship. All projects are supervised, and students present their work at a seminar at the end of the academic year.

Johnson Center for Basic Cancer Research Grant Program

The Johnson Center for Basic Cancer Research, in existence since 1980, works to advance the research on cancer, while also training the next generation of cancer researchers. The center, through private funding, provides awards to 50 undergraduates each year. Students whose applications are accepted work on their research projects with a faculty mentor. If the student makes progress on the research project, both the student and faculty mentor receive an award of \$1,000 at the annual banquet in the spring semester. During the history of the program about 900 undergraduates have been supported by about \$1 million. Starting in 1995 the center has had an award program that pays summer stipends to graduate students in our affiliated laboratories. To date, that program has provided \$380,000 to 100 students. The center also offers a program that supports graduate student travel to scientific meetings. Since 1996 the center has funded 309 students for a total of \$166,000.

K-INBRE Program

The purpose of the Kansas Idea Network of Biomedical Research Excellence program is to strengthen the ability of researchers in Kansas to compete for NIH awards by building a critical mass of senior and junior researchers, along with graduate and undergraduate students and post-doctoral fellows. The overall theme of the Kansas researchers is cell and developmental biology. K-State participates in the program along with other research universities in the state. More than 300 awards have been provided to undergraduate students during the past 10 years of the program.

K-State Research Forum and the Capitol Graduate Research Summit

To promote graduate and undergraduate research, the Graduate Student Council organizes the K-State Research Forum and is involved in organizing the Capitol Graduate Research Summit. In 2010 more than 150 graduate and undergraduate students participated in the Kansas Research Forum (held every year for the past 15 years), presenting their research in both oral and poster sessions. More than 30 faculty/administrator judges evaluated these sessions, with the top 10 graduate research posters being selected to participate in the Capitol Graduate Research Summit. At the summit, held at the Capitol Building in Topeka, these students present their research to legislators, Kansas Board of Regents members, and the general public, and they compete against peer researchers from The University of Kansas, Wichita State University, and the University of Kansas Medical Center. These events provide excellent opportunities for students to share their research with the K-State community as well as with members of other Kansas academic institutions, to gain experience presenting their research in a professional setting, and to learn about the research being conducted by their peers.

Summer Undergraduate Research Opportunity Program

The Summer Undergraduate Research Opportunity Program, or SUROP, at Kansas State University gives undergraduates from underrepresented groups a firsthand experience with the research process. This experience helps students prepare for graduate school and other advanced study. Students spend nine weeks during the summer at K-State participating in the research programs of faculty mentors. The mentors are active researchers throughout the university and are committed to increasing participation of underrepresented students in their fields. The nine-week program runs through June and July each summer. During summer 2010, ten students participated in the program.

The K-State Graduate School provides participants with a stipend of \$3,000. In addition, the program pays travel expenses (up to \$300) and residence hall room and board.

Students participating in the SUROP work closely with faculty members as part of their research teams. Students are expected to spend about 40 hours per week working with their research teams and to be contributing members of this group. By the end of the nine-week period, students should have produced tangible results from experimental research and will report the results in a special research forum.

SUROP is an excellent experience for students who plan to attend graduate or professional school. Participation in a program like this provides a firsthand look at the process and excitement of discovery through research, and such experience is viewed favorably by the admissions committees for graduate and professional schools.

Kansas NASA Space Grant Consortium

The Kansas Space Grant Consortium, formed in 1991, is a member of the National Space Grant College and Fellowship Program, a network of 52 Space Grant Consortia funded by the National Aeronautics and Space Administration. The Kansas Space Grant Consortium is a partnership among NASA, the consortium members, and Kansas industry. The consortium is involved in numerous national, statewide, and individual member activities. Members of the consortium include Emporia State University, Fort Hays State University, Haskell Indian Nations University, Kansas State University, the University of Kansas, Pittsburg State University, Wichita State University, and the Kansas Cosmosphere and Space Center.

The goal of the consortium is the development of initiatives that support both national and state priorities that derive from NASA's emphasis on STEM education and research. At K-State the Space Grant Program provides support for undergraduate and graduate training through the mechanisms of scholarship and fellowship awards that develop mentoring and research opportunities for students. In addition, the Space Grants support research infrastructure consistent with NASA goals.

A special emphasis of the Kansas Space Grant program is the development of multidisciplinary research activities and expertise involving cooperative efforts among the students and faculty of the member universities. Each year K-State submits a proposal to the state Space Grant Consortium director for "base funding" to support programs for that year. At K-State the associate dean of the Graduate School is currently the university director of the K-State NASA Space Grant. This funding is typically in range of \$20,000 for scholarships/fellowships and \$30,000 (with a one-to-one match) for other consortium-supported activities.

At K-State this yearly base funding supports the following activities:

Undergraduate Scholarships and Graduate Fellowships

Kansas Space Grant Consortium Graduate Student Fellowships at Kansas State University are intended to support graduate students working in science, technology, engineering, and mathematics disciplines, specifically, those graduate students pursuing interests related to NASA objectives. NASA works toward exploration and increased understanding of space and extraterrestrial bodies, and toward greater understanding of Earth (particularly through the study of Earth from space-based platforms). Selection of fellowship recipients is based on a competitive review-based application/award process. A total of two \$1,000 KSGC Undergraduate Student Scholarships and two \$3,000 KSGC Graduate Student Fellowships are available for the current funding period.

Over the past three years, more than \$14,000 has been awarded as undergraduate scholarships to 22 undergraduate students. These awards have ranged from \$500 to \$1,000 per student. Over the past three years, more than \$25,000 has been awarded as graduate fellowships to six different K-State graduate student researchers. The awards ranged from \$3,000 to \$8,000 per student.

Targeted Fellowship/Scholarship Funding

Kansas Space Grant Consortium Fellowship and Scholarship funds are also used on a case-by-case basis to support students involved in specific research projects, and targeted recruitment and retention programs. In this way these funds can be used to complement and leverage the non-F/S funds committed to small research grants and recruitment, retention, and outreach programs.

Over the past three years, more than \$93,000 of these grant funds have been used in support of outreach, Extension, and student design teams programs at K-State. The outreach and Extension programs are primarily

related to recruitment/retention of underrepresented STEM students at the K-4, middle-school, and undergraduate-level through financial support of long-running and very successful programs such as the K-State Summer Undergraduate Research Opportunities Program (SUROP), EXploring sCIence Technology and Engineering (EXCITE), and the K-State Insect Zoo. Over the past three years, more than 200 students have been impacted through the funds supplied to these programs. Over that same time period three STEM-related design teams (totaling more than 60 undergraduate student members) have been affected by Kansas Space Grant Consortium Fellowship and Scholarship funds. During the past three years, more than 3,000 K-4 students have participated in educational tours at the Insect Zoo.

Small Research Grants

Kansas Space Grant Consortium Small Research Grants at K-State are intended to assist in the support of student salary, materials/supplies, and travel on projects directly related to NASA Mission Directorates and/or to the NASA Education Mission. The maximum funding request for a KSGC Small Research Grant is \$15,000. Potential applicants are provided references and links regarding NASA Mission Directorates and NASA Education Portfolio Strategic Framework.

Undergraduate Research Embedded in Courses

The K-State Office of Assessment has identified 57 undergraduate courses that include a research experience defined as students implementing their own research that results in a presentation. In 2010 approximately 1,700 undergraduates were enrolled in courses with a research component.

Improving the Research Enterprise

In early 2010 President Schulz assembled a Research Infrastructure Task Force with the following charge: “Define and present priorities at Kansas State University in the areas of research, scholarship, and creative activities that will enhance the university’s international prominence. The task force should take a broad, overarching approach and examine the areas from priority research/scholarship subject areas to administrative needs and changes. The task force will make recommendations on steps that should be taken by the university to enhance its scholarly mission in the new decade.”

As a means of accomplishing this task, the RITF developed an instrument to survey the needs and perceptions of the campus community. The report issued by the RITF clearly articulated needs in research infrastructure, research administration, policies regarding interdisciplinary work as counting toward tenure and promotion, and policies regarding graduate student recognition in scholarship.

The university administration, in concert with K-State 2025, is systematically addressing the task force findings.

Research Infrastructure Task Force report: <http://www.k-state.edu/president/initiatives/ritf>

Challenges

The research and scholarly enterprise at K-State has made great strides since 2002, via the Targeted Excellence program and the increasing number and dollar amounts of grant and extramural funded activities. The vision of K-State 2025 incorporates significant increases in a variety of areas within the research enterprise: increasing research and development expenditures, increasing the number of doctorates awarded, and increasing the percent of undergraduates involved in formalized research experiences. To improve to the degree necessary to attain top 50 status will require additional funding for research facilities, lab spaces, faculty positions, tuition grants for graduate research assistants, and administrative support for undergraduate research, to name a few.

Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

General Education

The previous University General Education program had been in place since 1997. In 2003 K-State began an extensive review of the program. One significant problem with the program was the lack of courses submitted by faculty to be approved for UGE credit, especially courses at the junior/senior level that were suitable for nonmajors. Advisors, faculty members, and administrators agreed to develop a more consistent, streamlined, and meaningful program.

In fall 2011, after years of planning and development, the new general education program—the K-State 8—was phased in. This program addresses concerns raised about the prior program and provides students with a clearer set of expectations for their general education requirements.

The K-State 8 was designed to expose students to the breadth of knowledge necessary for lifelong learning. All students are required to complete credit-bearing course work in eight areas of content that represent core knowledge across all disciplines and majors:

- Aesthetic experience and interpretive understanding
- Empirical and quantitative reasoning
- Ethical reasoning and responsibility
- Global issues and perspectives
- Historical perspectives
- Human diversity within the U.S.
- Natural and physical sciences
- Social sciences

During the 2009-2010 academic year, departments across the university were asked to designate undergraduate courses taught by their faculty, in which a substantial learning outcome essential to students' work in the course represented content within a given K-State 8 area. Courses could be "tagged" for up to two of the eight areas. These tagged courses were then identified in the student information system, and lists were developed from which students and advisors could select appropriate courses to meet K-State 8 requirements.

Implementation began for all incoming freshmen in fall 2011. Students who entered K-State prior to fall 2011 were allowed to either remain in the previous general education program or opt into the K-State 8.

Program Monitoring

Oversight of the K-State 8 program falls under a governance triad consisting of the provost's designee for general education, the K-State 8 Faculty Council, and the K-State 8 College Council. The K-State 8 Faculty Council has 16 members, two faculty representatives selected by each of the eight undergraduate colleges.

Their responsibilities currently focus on course tagging and assessment of student learning. The K-State 8 Council has eight members, one administrative representative from the dean's office of each undergraduate college. Their charge is to consider program assessment and efficiencies in the program implementation. The designee and the two councils work closely together and with the Office of Assessment.

During the first few years of implementation, the program will be monitored carefully, allowing the opportunity for continuous improvement of the program. Reports will be generated to show the number of K-State 8 tagged courses being offered in each area, helping to determine whether more courses are needed in certain areas. In addition, an annual report will be generated that summarizes students' selection of K-State 8 courses by major and college. This report will provide information on how students from different colleges or programs utilize courses tagged for the K-State 8. These reports will be shared with the provost, deans, department heads, program directors, and advisors, and Faculty Senate.

K-State 8 tags for new courses and changes in K-State 8 tags will be handled through normal course and curriculum approval procedures. The department faculty responsible for a course makes the decision about whether and how to tag a course for the K-State 8, and the Academic Affairs Committee of Faculty Senate plays a major role in approving these decisions.

Assessment of the K-State 8

The K-State 8 Assessment Plan was developed by members of the K-State 8 Faculty Council in consultation with faculty and the Office of Assessment, and approved by the Faculty Senate in fall 2010. Since the tagged courses in each K-State area will differ in content, students will not be assessed on learning of any specific material. The purposes of the K-State 8 assessment are: (1) to validate that all students gain the required exposure to content in all eight areas and (2) to demonstrate that students can recognize and articulate a breadth of knowledge gained from their selected course work.

Assessment of Program Completion

Validation that all graduating students have completed the required credits for the K-State 8 will take place as part of the graduation check process in the students' final semester. The student information system performs this check automatically, with students and their advisors able to view the student's academic record at any time. Students and their advisors are able to view the students academic record at any time, so progress toward meeting the minimum K-State requirements can be checked periodically. Students who have not completed the required K-State 8 course work will not be eligible to graduate. Students are responsible for tracking their program requirements, with assistance from their advisors as necessary.

Assessment of Student Learning

Each semester two of the K-State 8 areas will be assessed using a learning assessment survey. The assessment plan is designed so that all eight areas will be assessed over a two-year period—two areas each semester for four semesters. The long-term plan will also rotate the assessment of each of the eight areas across both fall and spring semesters so that different courses are included in the assessment.

At the end of each semester a survey will be sent electronically to a number of randomly selected students who have just completed courses tagged under the two selected areas. The surveys, designed by faculty within each specialty area, include questions that identify learning related to the specific K-State 8 area. Perceived knowledge and applied skills gained in the specific area are examined using a Likert scale format as well as open-ended questions.

Reports will be provided to the colleges to share with their departments. Departments are encouraged to consider how the assessment results demonstrate their majors' breadth of knowledge across the K-State 8 as well as how effectively their tagged courses contribute to the K-State 8. Solutions to fill educational gaps will continue to be the responsibility of the academic programs.

Proposing any changes to the program based on assessment results will be the responsibility of the provost designee and the K-State 8 councils. Decisions about such changes will be the responsibility of Faculty Senate. Surveys from all eight areas will be piloted in spring 2012 with groups of randomly selected students representing all undergraduate colleges. The survey results will be examined for validity and reliability to determine their ultimate usability for assessment purposes. Based on these results, necessary adjustments

will be made to the surveys. A second pilot test is planned for fall 2012 to retest the surveys for validity purposes.

It is expected that as the university moves forward with the K-State 8 program in place, continuous improvement will be applied to the list of tagged courses, the requirements of the program, and/or the assessment and evaluation plan. Of most importance is that the university continues to monitor the quality of the program and make necessary adjustments to accomplish the overall goal of general education.

K-State 8: <http://www.k-state.edu/kstate8>

Interdisciplinary Programs

Interdisciplinary academic programs provide additional opportunities for learning and research across traditional academic department lines, as well as ways for both students and faculty to increase the breadth and depth of learning and intellectual inquiry.

Table 12. Degree-Granting Interdisciplinary Programs

Interdisciplinary Programs	Colleges or Departments Involved	Enrollments 2009-2011
College of Arts and Sciences interdisciplinary majors	Departments related to humanities, life science, physical science, and social science	Bachelor's Humanities: 57 Life science: 1,622 Physical science: 36 Social science: 1,037
Food Science Institute	Colleges of Agriculture, Arts and Sciences, Engineering, and Veterinary Medicine	Bachelor's: 497 Master's: 296 Ph.d.: 39
Interdepartmental genetics program	Colleges of Agriculture and Veterinary Medicine	Ph.D.: 28
Security studies	Departments of History and Political Science	Master's: 117 Ph.D.: 71
Master of public health	Colleges of Agriculture, Arts and Sciences, Human Ecology, and Veterinary Medicine	193
Women's studies	Departments related to arts, humanities, social science, education, family studies, and the Departments of American Ethnic Studies and Women's Studies	Bachelor's: 89
Gerontology	Departments related to life science, social science, arts, humanities, nutrition, family studies, interior design, horticulture, and the Department of Gerontology	Master's: 62
Entrepreneurship	All departments in business, with mass communications and agriculture economics	Bachelor's: 140
Genetics	Colleges of Agriculture, Arts and Sciences, Veterinary Medicine	Ph.D: 28
Agriculture Education	Multiple departments in the College of Agriculture	Bachelor's: 226
Pre-Vet Agriculture	Multiple departments in the College of Agriculture	Bachelor's: 97
Agricultural Technology Management	Colleges of Agriculture and Engineering	Bachelor's: 224
Biochemistry	Colleges of Arts and Sciences, Agriculture, Human Ecology, and Veterinary Medicine	Master's: 14 Ph.D.: 83
American Ethnic Studies	Colleges of Agriculture; Arts and Sciences; Architecture, Planning, and Design; Education; Human Ecology	Bachelor's: 43
Clinical Laboratory Science/Medical Sciences	Multiple departments in the College of Arts and Sciences	Bachelor's: 50
General Business Administration	All departments in College of Business Administration	Bachelor's: 149
Business Administration	All departments in College of Business Administration	Master's: 171
Athletic Training	Colleges of Arts and Sciences and Human Ecology	Bachelor's: 412
Professional Master of Technology	Colleges of Business Administration, Engineering, Arts and Sciences, and Technology and Aviation	Master's: 2
Technology Management	Multiple departments in the College of Technology and Aviation	Bachelor's: 330

Student Organizations and Competition Teams

Students also broaden their education through participation in the more 450 student organizations on campus. Through these organizations, students can get to know students from all areas brought together around a similar interest, whether that interest is dancing, parachuting, or other activities. Students can deepen their understanding of their chosen career path or explore paths unrelated to their majors. These organizations also offer students the opportunity to build their leadership and organizational skills through service as an officer or committee chair.

The Office of Student Activities and Services provides support for students in general, but also supports student organizations. Student organizations must register with the OSAS office in order to be eligible to apply for services from the office. Once registered, organizations can hold meetings on campus, gain funding from the Student Governing Association, and participate in a variety of university-sponsored activities.

Students also compete on a variety of teams. K-State competition teams have been honored at the state, regional, and even national levels of activity. Just a few are listed below:

- American Society of Agricultural and Biological Engineers Robotics Team
- National Agri-Marketing Competition
- Judging teams for a wide variety of agricultural studies
- K-State Solar Car Racing Team
- K-State Debate Team
- K-State Financial Planning Team

University-Supported Lectures

Opportunities abound on campus for students to attend lectures and events given by experts from across the country invited to K-State to share their knowledge, experience, and advice to students. Some of these lecture series include:

- Landon Lectures (nationally and internationally known public figures):
<http://ome.ksu.edu/lectures/landon>
- Provost Lecture Series (nationally known speakers address higher education issues):
<http://www.k-state.edu/provost/academic/lecture>
- Dorothy L. Thompson Civil Rights Lecture Series: <http://www.k-state.edu/dthompson>
- Lou Douglas Series on Public Issues: <http://www.k-state.edu/ufm/LouDouglas.htm>
- Vernon Larson International Luncheon Lecture Series:
<http://www.k-state.edu/oip/friends/vernonlarson.html>
- Huck Boyd Lecture Series (focus on rural development topics): <http://www.huckboyd.ksu.edu>
- Chester E. Peters Lecture on Student Development: <http://www.k-state.edu/chetpeters>
- International Activities Council Lecture Series:
<http://www.k-state.edu/provost/academic/iacleecture>
- Many colleges and departments host lecture series regularly or as part of a yearly theme or celebration of a special event

K-State instructors support the lecture series by choosing relevant lectures for their classes and requiring students to attend and share their experiences through reports, papers, or class discussions.

Challenges

The implementation and continuous improvement of the K-State 8 will be a high priority in the coming years. This process was built into the initial K-State 8 proposal and will require commitment from faculty and administration. The assessment process will identify areas for improvement and enhancement, and appropriate modifications will be made to address any issues that arise.

Developing “general education” options for graduate students is always a challenge. Graduate students are often focused in very narrow areas of study and scholarship, with fewer opportunities to network and collaborate outside their more limited environments. However, the increase in interdisciplinary graduate programs is beginning to broaden some students’ opportunities to work with a wider array of faculty members in many departments and colleges. A central effort by the university to expand these offerings would enhance the graduate student experience considerably.

Component 4c

The organization assesses the usefulness of its curricula to students who live and work in a global, diverse, and technological society.

Assessing the Usefulness of the Curriculum

Preparing students to live in a global, diverse, and technological society is a priority at K-State. K-State assesses the usefulness of its curriculum in a variety of ways, using program review, accrediting bodies, alumni, advisory boards, and employees for feedback.

Accreditations and Program Review

In addition to university-level accreditation by the Higher Learning Commission, 50 programs and four colleges at K-State are accredited by various national, international, or regional agencies. Most accrediting agencies require programs to provide documentation of their assessment processes. These accreditations demonstrate the quality of K-State's programs, as they have met the standards of quality upheld by the accreditation bodies. Accreditation status reports can be found on the website with links to the different standards and requirements.

When a program receives feedback from an accreditation review team that has raised issues concerning the program, the provost, dean, and appropriate program staff discuss how such issues can be addressed in order to maintain accreditation. K-State greatly values all of its accredited programs and is dedicated to providing the adequate funding and support necessary to maintain the accreditation.

Program review, discussed in Component 3a, is the avenue through which the Kansas Board of Regents assures that K-State programs meet the standards set by the state. Programs are on an eight-year cycle of reporting to the Board. KBOR not only examines the minima, but it also wants information on the relevancy of each degree program, the jobs that are taken upon graduation, and the economic needs filled by each program.

Accreditation status reports: <http://www.k-state.edu/assessment/accreditation/ksu.htm>

Program review: <http://www.k-state.edu/pa/programreview/index.htm>

Career and Employment Services

One of the best assessments of a K-State degree is how graduates fare in the job market. What do employers think of a degree earned at K-State? K-State Career and Employment Services surveys students each semester and provides reports on the career plans for graduates, including job placement or plans for graduate school. Historically, between 85 to 90 percent of K-State graduates are either employed upon graduation or committed to pursuing some form of additional education. The table below shows these statistics for the entire university since 2002. Specific colleges will experience higher employment rates than others, depending on the profession or career being pursued.

Table 13. Placement of Graduates (2002 to 2010)

Year	Percent Employed	Percent Accepted in Graduate or Professional School	Percent Pursuing Other Education
2002-2003	63.6	18.3	3.9
2003-2004	68.7	18.1	3.0
2004-2005	71.3	17.4	2.9
2005-2006	71.0	18.0	3.0
2006-2007	72.0	18.0	3.0
2007-2008	72.0	18.0	2.0
2008-2009	69.0	17.0	3.0
2009-2010	66.0	19.0	4.0
2010-2011	70.0	18.0	4.0

College and Departmental Advisory Boards

In addition to the above assessments, many degree programs seek feedback on their students and curricula from professional and industry representatives or alumni from their programs, often through the formal avenue of a departmental, program, or college advisory board. These boards provide a channel for communication between the department faculty and employers of graduates. The board members might offer advice to departments about new industry trends, the relative quality of recent graduates, and suggestions for useful areas of curricular focus for greater success in preparing students for the current and future workplace environment. These boards provide a unique view of the students, as they can compare the quality of learning at K-State with students from other institutions. Many departments have altered their programs based on feedback from their advisory boards. The Division of Student Life has a Parents and Family advisory board that offers advice on issues related to students.

Internationalization of Degrees and Programs

Assessing the preparation of students for the global and diverse society is accomplished in several ways. First, K-State has greatly expanded the offering of courses on international topics. Nearly 300 courses are now offered that focus on international or cultural topics (not including foreign language courses). Over the past three years, an average of around 8,100 students enrolled in these courses. The increase in students completing an international course or study abroad experience is one of the goals for learning outcomes that the university set as part of its performance agreements for 2010-2012 with the Board of Regents. These courses are extending into nearly every curriculum. In addition, the new K-State 8 general education program will assure that all students will graduate with at least one course relating to international topics.

The assessment of student learning related to international outcomes will be part of the assessment of the K-State 8, both through indirect assessment on the senior survey and course assessment by the instructors. In addition, as part of their program's assessment plan, many programs have already added a student learning outcome that addresses global issues. For accredited programs, many contain a standard for international aspects of the discipline.

The K-State 8 program will also require students to take coursework relating to diversity in the U.S., and the assessment process will be the same as for internationalization. The university already has a broad learning outcome for diversity, and more than 100 different assessments of program-specific learning outcomes relating to human diversity already exist.

During the past decade K-State had set goals to have 10 percent of the student population be international students and for 10 percent of K-State domestic students to have study abroad experiences. Given the influx of international students, the Office of International Programs has increased the offerings of the English Language program. The office has also sought to work more closely with colleges and programs to assist and coordinate international study opportunities. Students, both international and domestic, can find support, funding opportunities, and ideas for their endeavors and experiences through this office.

The new mission of K-State 2025 could revise or alter the previous administration's specific goals for the university's internationalization of the student body, but preparing students for international opportunities is at the forefront of the 2025 mission, as evidenced by the inclusion of international as one of the common elements to be integrated across all themes. As new objectives are developed for the plan, methods will be designed to assess the university's progress.

Office of International Programs: <http://www.k-state.edu/oip>

Preparation for the Technological Society

Academic programs, with the feedback received from alumni and external sources, have stayed abreast of the technological advances in their specific fields. Accredited programs must meet the technological standards for student learning and curricula. Professional programs must prepare students to enter their career paths with up-to-date technology. Such technologies might include software, tools for analysis, or other field-specific needs. The use of these technologies might be the result of conversations at advisory board meetings.

Campus technology resources were discussed in Criterion 3d, and the plan for upgrading more general use classrooms to basic technology was mentioned. At present 70 percent of the Manhattan campus is currently wireless-accessible, with the goal to be 100 percent accessible by 2013. Both Salina and Olathe are already 100 percent wireless-accessible. Technology was noted as a common element in the development of the strategic objectives for K-State 2025. As focused objectives emerge from the planning process, technology will clearly be integrated into them.

Challenges

As K-State continues to develop and implement assessment plans for all programs, it is important that departmental faculty participate more fully. This challenge does not apply to all programs, as faculty members from many programs have been fully engaged in the assessment process from the start. The late adopters in the assessment process will need faculty to be more engaged. Many programs have also instituted student involvement in the assessment process, which is becoming a standard for assessment, and will need some attention in the coming years.

Through work with K-State's Career and Employment Services, the university community can also see how potential employers value a broad education where students are prepared to work in a culturally and technologically diverse environment, further promoting the value of a broad-based education.

The current planning processes surrounding K-State 2025 will lay the groundwork for the future assessment processes. As these plans crystallize, the assessment metrics will also be identified.

Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Honor and Integrity System

The K-State Honor and Integrity System is geared to educate students and faculty. Students are required to adhere to the honor pledge: “On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.” Faculty and students who detect violations of the pledge are encouraged to report these to the Honor System office, which processes and tracks the violations.

When a violation is reported, a case investigator is assigned from the 54-member Honor Council, which is composed of faculty and students. After a thorough investigation, the decision is made to either send the case to a panel for a hearing or to simply determine the appropriate outcome.

The table below shows the incidence of reported violations since 2005.

Table 14. Honor and Integrity Violations (2005 to 2010)

Fiscal year	# Violations
2005-2006	127
2006-2007	118
2007-2008	100
2008-2009	109
2009-2010	134
2010-2011	154

Honor and Integrity System: <http://www.k-state.edu/honor/>

Copyright and Responsible Use of Information

Library instruction, including copyright basics, proper citing of sources, and responsible use of information, is made widely available through the K-State Libraries website and instruction program. All students in basic courses such as University Experience, Expository Writing, and Public Speaking receive this instruction, along with many other courses where the instructors elect to provide this instruction along with assistance in research techniques specific to the academic discipline. Students who transfer into K-State might not receive the same exposure to copyright issues, unless the instructor provides specific guidelines for written work.

Informing the university community about copyright issues has always been difficult, with many inaccurate ideas and misconceptions about copyright common in the university setting. Copyright education has recently been centralized for the university at K-State Libraries, in the new Scholarly Communications and Publications Department. This office has set up a copyright service, with simple-to-use online resources and consulting services to advise faculty and students about copyright issues, referring and working with legal counsel as needed.

Library instruction: <http://www.lib.k-state.edu/depts/undergrad/index.html>
Copyright: <http://www.k-state.edu/copyright/>

Research Compliance

The University Research Compliance Office was discussed in Components 1e and 4a. The office ensures that research is conducted responsibly. “University activities that may involve research on human subjects, laboratory animal care and use, or propose to use recombinant DNA or biohazardous materials, must comply with applicable federal, state, or local rules, regulations, and guidelines. K-State has university-wide committees that provide regulatory oversight and guidance in these three critical areas. Individuals who plan efforts in any of these areas must receive formal approval from the appropriate compliance committee prior to commencement of the project.”

Research compliance: <http://www.k-state.edu/research/comply/index.htm>

Campus Support

Many other initiatives on campus, covered elsewhere in this report, touch upon the responsible acquisition of knowledge as well, including the Office of Affirmative Action, the Office of Academic Personnel, and the Division of Human Resources. All these areas provide training specifically geared toward faculty and staff in learning to interact appropriately with colleagues and students in the university setting, as well as providing confidential services for people with complaints and conflicts.

Challenges

K-State has many resources and opportunities available for responsible information use, but improvement can be made in encouraging more people to pursue these opportunities. The Honor and Integrity System, for example, urges faculty members to report all violations of the honor code, no matter whether the faculty member will be requesting a hearing or not. It is unknown how many violations occur that go unreported. Reporting violations sets a level of expectations for students and faculty that can inhibit further violations.

Informing and educating faculty and students about responsible research and scholarship is an ongoing effort. The Office of Compliance continues to provide online training, workshops, and other resources for use by faculty members and students pursuing research projects.

Programs are currently in place to convey the expectation for academic integrity in education and scholarship. Maintaining a culture of integrity requires continued communication among faculty, students, and staff concerning the expectation of high standards of integrity and the resources that exist to facilitate such a culture.

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Kansas State University has a long history and a significant commitment to engaging with and serving its students, citizens, and communities worldwide. This commitment to engagement is reflected from the university's founding legislation, the Morrill Land-Grant Act, to the K-State mission statement, which states, in part, that "through outreach and engagement initiatives, partnerships are established with various stakeholders to translate knowledge and basic research into applications that address public needs."

In addition to the mission statement, the university's Principles of Community acknowledges that K-State is a part of multiple communities, and has "an obligation to be engaged in a positive way with our civic partners." Furthermore, reflecting its commitment to engagement, the K-State 2025 Visionary Plan recognizes Engagement, Extension, Outreach, and Service as one of its seven major themes. In recognition of our commitment to engagement, K-State received the Carnegie Community Engagement Classification in 2010.

Component 5a

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

Serving Our Constituencies

As one of the nation's land-grant universities, K-State views its external stakeholders to be, first and foremost, the citizens of Kansas. K-State has also developed strong partnerships with the military, some located in the state (e.g., Fort Riley, Fort Leavenworth, and McConnell Air Base) and with others around the globe through our distance programs. We have also developed campus-community partnerships with numerous small business, large industry, and economic and community developers. Our internal constituents include our students—both on-campus and distance—as well as our faculty, Extension professionals, and classified and unclassified staff.

K-State maintains an array of channels of communication for gathering community perceptions of engagement from its constituencies. Input is obtained via regular communication with elected officials and government agencies that include our city, county, state, and federal elected representatives. K-State is also in regular contact with the Kansas Departments of Commerce, Agriculture, and Health and Environment, as well as the USDA Office of Rural Development. Through these interactions we not only communicate our ideas and initiatives but also hear the concerns and priorities of Kansas citizens through their elected representatives. For example, monthly meetings between K-State administration and Manhattan city officials provide the university with regular input and feedback regarding K-State's planned initiatives and issues.

An example of this city-campus interaction is illustrated in the annual budget process. K-State funds proposals relevant and necessary for the local community, such as those for street improvements and recycling initiatives. These proposals are then incorporated into Manhattan's city budget.

In addition, staff from K-State's Center for Engagement and Community Development, the Huck Boyd National Institute for Rural Development, and Kansas PRIDE meet monthly with economic development stakeholders. These stakeholders represent the Kansas Department of Commerce, NetWork Kansas, the Kansas Small Business Development Councils, and various county economic development staff. These meetings have resulted in two annual economic development conferences: the Kansas Marketplace and an economic gardening conference.

These communications have also leveraged K-State's information base regarding economic development policies and business grant and loan opportunities, and they have built strong relationships between K-State and statewide economic development professionals. Finally, in 2010 K-State created the position of director of community relations and assistant to the president. This individual acts as a continuing liaison between K-State and the local community.

Feedback from Councils and Advisory Groups

K-State also maintains a very important feedback channel through numerous advisory boards and program development councils. K-State colleges, departments, and administrative centers widely use advisory boards as

vehicles for obtaining input and direction about their particular academic or administrative unit. For example, K-State obtains feedback about its military engagement through such advisory groups as the Fort Riley Family Readiness Group and the Student Veteran's Organization. These groups provide opportunity for families and students to have a voice in guiding campus-military community engagement efforts.

Kansas State Research and Extension is also rich with departmental advisory panels, councils, and committees. It is estimated that KSRE has formal relationships with more than 200 advisory stakeholder groups who provide continuous input and feedback on research and extension initiatives, priorities, and direction. KSRE also conducts surveys to gauge community priorities and issues. Data obtained from these surveys help direct KSRE's focus.

Kansas Research Extension: <http://www.ksre.k-state.edu>

Feedback from the Community

Another important source of citizen feedback is through various community and town hall meetings organized and facilitated by K-State faculty and staff. These meetings range from informal athletic Catbacker (i.e., booster organizations around the region) meetings to the more formalized community meetings organized and facilitated by K-State's Institute for Civic Discourse and Democracy. ICDD has held community deliberations across the state, in various states across the U.S., and in international communities on topics that include health care, education policy, immigration, economic security, energy policy, and the mission of our public schools. The results of these deliberations are then incorporated into grant proposals, research projects, and outreach initiatives.

For example, through its Rural Grocery Initiative, K-State has solicited stakeholder perceptions and feedback through surveys, interviews, and group deliberations. Feedback from citizen groups has been used to focus research in agricultural economics, human nutrition, and journalism and mass communications. This feedback has also been used to generate and focus grant proposals for the USDA Rural Development and the Agriculture and Food Research Institute. Information collected from rural grocers and rural grocery stakeholders has also served as foundational information in rural grocery best practices generated by the initiative. Information collected through rural grocery dialogues has been transformed into journalism class material as students have developed a statewide grocery educational campaign.

The student-run volunteer center, HandsOn Kansas State, maintains formalized memoranda of understanding with 20 organizations in Manhattan and the surrounding communities, and works with about 60 organizations each year. Collaboration, engagement, and interaction are integrated within these partnerships, and feedback from the community members working within these organizations is ongoing. The student-run center provides K-State students with a local community engagement infrastructure. In the 2010 calendar year HandsOn Kansas State offered 1,581 volunteer and service opportunities; mobilized more than 1,500 volunteers who completed 3,500 service hours; provided more than 143 training hours to volunteers and volunteer site leaders; served 86 schools, faith-based organizations, government agencies, nonprofits, civic groups, and businesses; and recognized 1,200 volunteers and 50 community partners/groups during the year and as a part of a campus/community volunteer and service recognition.

Institute for Civil Discourse and Democracy: <http://icdd.k-state.edu>

Rural Grocery Initiative: <http://www.ruralgrocery.org>

HandsOn Kansas State: <http://www.handson.k-state.edu>

Feedback from Internal Constituencies

Feedback from K-State's internal constituents is generally assessed through university open forum meetings as well as formal and informal surveys. President Schulz arrived at K-State in June 2009 with a commitment to transparency. This commitment has translated into open forums with faculty and staff twice each semester, including multiple open meetings regarding the university's budget situation in 2009-2010. At these meetings the president answers many questions directly from faculty and staff members. As mentioned in an earlier

section, the central administration sought feedback from all internal constituencies regarding their ideas for budget reductions or revenue generation. This process resulted in 1,400 suggestions.

As the K-State 2025 strategic discussions progressed, focus groups involving faculty, staff, and students were organized. Output from these focus groups was placed on the university website and all constituents were invited to provide comments, discussion, and criticisms. This information was then used to make adjustments to the strategic objectives. This process has been very involved from the start, and is described in Criterion 2d.

First Lady Dr. Noel Schulz formed The Women of K-State to generate communication among female faculty and staff about issues of gender in the workplace. This group partnered with the President's Commission on the Status of Women to survey female faculty and staff to determine issues of importance that need to be addressed on our campuses. Out of the first offering to 2,543 women, 904 responded to a 90-item questionnaire. The survey yielded 100 pages of comments and six pages of major themes of concern, such as maternity leave, equitable pay, and flexible hours. Many of the items listed as needs by the constituents have been discussed, and central administration is considering possible actions.

In a similar vein, the President's Commission on Multicultural Affairs helps provide direction on the activities necessary for enhancing the diversity mission of K-State. More on this group and their activities can be found in Criterion 1b.

K-State also obtains engagement data about our internal stakeholders from survey sources, including the National Survey of Student Engagement, Office of Assessment, K-State Libraries, the Division of Continuing Education, Kansas Campus Compact, Kansas State Research Extension, and the Office of International Programs, as well as course evaluation data gathered at the Center for the Advancement of Teaching and Learning.

Finally, K-State President Kirk H. Schulz actively encourages communication with students and community members through social media, such as Facebook, Twitter, and YouTube. This utilization of social media helps K-State obtain immediate, informal feedback about various university events, initiatives, and ideas.

Diversity and multicultural programs: <http://www.k-state.edu/directories/orgs-mc.html>

Facebook: <http://www.facebook.com/kstate>

Twitter: http://twitter.com/k_state_news

YouTube: <http://www.youtube.com/kstate>

Challenges

While K-State has made strong connections to many communities and external constituents, we need to continue to communicate with such groups and expand our reach. We need to continue to seek more ways to enhance the institutionalized community listening mechanism. Campus and community partnerships require a high level of understanding and intentional practices specifically directed toward reciprocity and mutuality. More communication and continued transparency will be expected.

It is a challenge for campus partners to always consider learning from community partners. If campus faculty and staff continually think about issues of reciprocity and mutuality, it will help address this challenge. When engaging with community partners, it is important to initiate and nurture collaborative, two-way partnerships and to develop strategies for systematic, continuous communication. On campus, the community voice should be included, when appropriate, in committee composition and in institutional decision making and planning. K-State should make explicit to community partners their value as stakeholders. Maintaining authentically collaborative, mutually beneficial partnerships takes ongoing commitment.

K-State is in the process of developing its 2025 Visionary Plan. This process provides an important moment to analyze the institution's capacity to address the needs and expectations of our stakeholders. K-State will also use its designation as an engaged institution by the Carnegie Foundation and this self-study as springboards toward an increased commitment to campus/community engagement.

Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Commitment to Engagement and Outreach

K-State's commitment to engagement and outreach stem from its land-grant heritage. K-State is the one of the original land-grant universities, and as such, federal legislation directs K-State to be engaged with its statewide stakeholders. The 1862 Morrill Act directed universities to teach subjects related to agriculture and the mechanical arts and to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

The Hatch Act of 1887 is the legislation that established agricultural experiment stations for the purpose of conducting agricultural research. The Hatch Act also called for the diffusion of agricultural information to the public. This aspect of the legislation was largely responsible for the establishment of agricultural education in the public schools. The 1914 Smith/Lever Act established the cooperative extension service, which had the practical effect of taking the knowledge of the university to the citizens of Kansas. K-State takes its land-grant mission seriously and is truly committed to its outreach and engagement.

K-State's commitment to engagement is also demonstrated in its 2011 Principles of Community, particularly in the statements where "we acknowledge that we are a part of the larger Kansas community and that we have an obligation to be engaged in a positive way with our civic partners" and "recognize our individual obligations to the university community and to the principles that sustain it." These statements promote the spirit of engagement.

The university's 2008-2012 Strategic Plan proposed several action items designed to support K-State's continued community engagement. For example, one action item called for K-State to "contribute to the well-being of all citizens of Kansas and beyond." A strong emphasis on community engagement is also present in K-State Research and Extension's strategic plan. According to the strategic plan, KSRE is "dedicated to citizen involvement, entrepreneurship, and a strong local presence."

As discussed in Criterion 2, K-State's performance agreements with the Kansas Board of Regents include goals for engagement. In 2010 K-State entered into a Civic and Community Engagement performance agreement in which K-State committed to building collaborative, reciprocal, and mutually beneficial partnerships with students, Kansas citizens, and communities resulting in the exchange of new knowledge. In the first year of the agreements K-State exceeded its targets for engagement activity.

Engaging with Stakeholders

Given these significant commitments to engage with constituents, the question is whether K-State has adequate institutional capacity and infrastructure. The capacity to engage begins with the Extension service, through which K-State has a presence in every Kansas county and in four Agricultural Experiment Stations located throughout the state. Numerous campus engagement centers spanning all colleges are dedicated to outreach in particular content areas.

Campus engagement centers and institutes: <http://www.k-state.edu/directories/engagement.html>

Center for Engagement and Community Development

In 2006 K-State created a centralized administrative unit, the Center for Engagement and Community Development, to organize, coordinate, catalyze, benchmark, and celebrate K-State's engagement mission. CECD has deepened the campus capacity to engage as it has built campus-community networks to address community development needs (Community Development Academy), civic engagement needs (Institute for Civic Discourse and Democracy), and rural development needs (Rural Grocery Initiative).

Center for Engagement and Community Development: <http://www.k-state.edu/cecd>

Kansas Campus Compact

Numerous campus units focus primarily on engaging students either through distance or with external audiences. K-State has taken a leadership role in organizing Kansas Campus Compact, part of a national organization committed to student civic engagement. Kansas State University is a charter member and host site for Kansas Campus Compact. K-State hired and now houses the KsCC executive director. KsCC strengthens the capacity of faculty and students to pursue engagement through service learning and through participation in AmeriCorps programs and other community engagement activities.

Kansas Campus Compact: <http://www.k-state.edu/ksc>

Academic and Co-Curricular Activities

K-State engages external stakeholders through several academic activities such as Open House, Family Day, and a variety of lecture series open to the public. In addition, K-State engages audiences through its arts and humanities programs. The McCain Auditorium series attracts national acts and performers. The theatre, dance, and music programs engage external audiences through their various performance series. The campus has several museums and galleries that draw both internal and external groups. These include the Beach Museum of Art, which features traveling art exhibits focusing on 20th-century American art; the Chang Gallery, exhibiting student and faculty work from the College of Architecture, Planning, and Design; and the Chapman Gallery and Kemper Art Gallery, which display student and faculty art and traveling exhibits.

K-State also offers a wide array of co-curricular summer camps that draw in students from around the state and country for a variety of purposes. Examples include band camp, FFA, forensics camps, Boys State, History Day, First Tee, Discovery Days, ARTSmart classes, and various STEM-related programs. In 2010 K-State hosted 68 summer camps drawing 5,225 participants.

Arts: <http://www.k-state.edu/arts>

Arts and Humanities Association of Manhattan: <http://www.ahamanchattan.org>

Division of Continuing Education

The Division of Continuing Education provides capacity for supporting the engagement and service mission of the university by extending educational opportunities to those outside the traditional university setting via face-to-face or online program delivery. These programs help meet the need for knowledge among place-bound constituents who are seeking a degree or need CE certificates and hours to maintain or gain credentials.

K-State's distance offerings include one online Ph.D. program, 22 online master's degree programs, eight online bachelor's degree completion programs, and many distance certificates that range from certification for students without formal college degrees to graduate-level certificates. One of the unique centers at K-State is the Institute for Academic Alliances, jointly administered by the dean of the Division of Continuing Education and the dean of the College of Human Ecology, and which is housed in the latter college. The Institute for Academic Alliances develops and manages collaborative distance learning alliances that respond to critical educational needs. The IAA provides tested strategies and tools for establishing and managing collaborative distance education programs. Currently, the IAA has more than 2,550 participants.

The Big 12 Consortium, a multi-state alliance founded in 2007, offers fully online nuclear engineering courses to students both within and outside the Big 12 and is currently developing additional programs in energy and water resources. The Great Plains Interactive Distance Education Alliance, or IDEA, was founded in 1994 to

capitalize on the institutional resources of 11 major research universities in order to sponsor graduate education programs in the human sciences through distributed learning technologies.

Student service programs have been developed by the university, often with the help of DCE, to serve students who desire to return to the university after some time away and for those who were dismissed at an earlier time for academic reasons. Some of these programs include:

Second Wind

This program offers former K-State student-athletes who left the university without earning a degree a chance to get a college degree. It challenges students to achieve personal and professional goals by finishing a K-State bachelor's degree.

Bachelor's Degree Completion Programs

Kansas State University offers degree completion programs that allow students to continue working while pursuing a college degree. These distance education programs are designed for people who have completed at least two years of college. Students receive university courses delivered in a variety of ways and attention from the program coordination staff.

2+2 Agreements

K-State also has 2+2 agreements in place with community colleges in Kansas and other states. K-State is currently partnered with 22 community and technical colleges in Kansas and five colleges in Texas, Illinois, and Missouri. These agreements allow transfer students to plan ahead for completion of the degree work that takes place after leaving the community college. Students are able to take courses online, and many eventually complete their degrees at K-State. These 2+2 partnerships build capacity through flexible online course offerings that enable individuals to access the resources of K-State while remaining within their communities and at their jobs. The degrees earned through 2+2 partnerships help enrich communities remotely.

The ongoing goal is to develop academic programs that allow distance students to earn certificates and undergraduate or graduate degrees from K-State. The growth of our distance programs has been incredible over the past ten years. The total enrollments in distance courses has grown from about 7,500 in 1999 to almost 14,500 in 2009.

Division of Continuing Education: <http://www.dce.k-state.edu>

Second Wind: <http://www.dce.k-state.edu/courses/secondwind>

Bachelor's Degree Completion Program: <http://www.dce.k-state.edu/courses/bachelorsdegree>

2+2 agreements: <http://www.dce.k-state.edu/affiliations/2+2>

Great Plains IDEA

First convened in 1994, the Great Plains Interactive Distance Alliance has evolved from a collegial group of human sciences academic administrators who shared a common interest in educating rural professionals through distance technologies and shared courses. It is now a premier postsecondary distance education program that sponsors inter-institutional undergraduate and graduate degree programs and develops policy and practice models for inter-institutional distance education programs. It allows students from participating universities to take courses across the consortium, a cooperative model of education.

Coordinated at Kansas State University, other universities involved include Central Washington University, Colorado State University, Iowa State University, Michigan State University, the University of Missouri, Montana State University, the University of Nebraska-Lincoln, North Carolina State University, North Dakota State University, Oklahoma State University, South Dakota State University, Texas Tech State University, and the University of Kansas Medical Center. Human sciences programs offered are community development, dietetics, family and consumer sciences education, family financial planning, gerontology, merchandising, and youth development.

AG*IDEA is a program affiliated with the Great Plains IDEA and is a national consortium of land-grant universities offering programs and courses in agriculture disciplines. Those disciplines include agricultural education; agricultural mechanization; bioenergy and sustainable technology; food safety and defense; grasslands management; horticulture; soil, water, and environmental science; and swine science. In addition to K-State,

other members of the consortium are Auburn University, California State University–Chico, Clemson University, Colorado State University, Iowa State University, Michigan State University, Montana State University, North Carolina State University, North Dakota State University, Oklahoma State University, South Dakota State University, Texas Tech University, University of Arkansas, University of Florida, University of Georgia, University of Kentucky, University of Missouri, and University of Nebraska–Lincoln.

Great Plains IDEA: <http://www.k-state.edu/ksugpidea>

AG*IDEA: <http://www.agidea.org>

Challenges

A significant capacity challenge for energizing community engagement is the lack of institutional infrastructure and resources (institutional and limited extramural) for broadening and deepening classroom-to-community engagement. The School of Leadership Studies has served as the coordinating body for community engagement and service learning opportunities through their work with Kansas Campus Compact. Future efforts are needed to identify, benchmark, and evaluate service learning classes offered through the university. This will be one of the responsibilities of the new vice provost for undergraduate studies, to be hired spring 2012.

Recognizing engaged work by faculty is inconsistent across departments. Some departments reward external engagement in the annual evaluation and promotion and tenure process, while others do not place priority on such work. If engaged work is valued, then it must be rewarded. The institution needs to initiate study, dialogue, and reflection to promote and reward the scholarship of engagement more consistently.

Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Engagement Activities

K-State is engaged in numerous ways to address the needs and dreams of Kansas citizens and communities. While an exhaustive discussion of K-State's responsiveness is not possible in this document, two important websites provide a general overview of the variety of ways K-State engages with Kansas' citizens.

First, an indication of the breadth of K-State's outreach and engagement can be seen in the variety of university centers and institutes that address significant issues facing stakeholders.

A second important website is the Informal Report to State Legislature from K-State Research and Extension. This annual report provides an overview of KSRE engagement with Kansans on a wide range of issues, including community development, civic engagement, food security, support for military families, assisting local food entrepreneurs, reaching underserved audiences, water preservation through education and service learning, increasing biofuel production, and food safety initiatives.

Centers and institutes: <http://www.k-state.edu/directories/engagement.html>

Informal Report to the State Legislature: <http://www.ksre.ksu.edu/library/misc2/un26.pdf>

The Health of Kansans

One of the many areas of focus for K-State has been the goal to improve the health of Kansas citizens and communities. One Health Kansas is a program that promotes awareness and understanding of the interconnections among human, animal, and environmental health, and will help the citizens of Kansas understand related challenges affecting the health of Kansas children and adults. It was developed by K-State and funded by the Kansas Health Foundation.

The Youth Behavior Research Laboratory in the Department of Kinesiology aims to identify media, environmental, behavioral, and psychosocial influences on physical activity and healthful eating in children. Laboratory research teams draw on this information to develop and evaluate community-based programs to prevent obesity. K-State Research and Extension is also involved in promoting healthy behaviors through a number of their own outreach and engagement initiatives.

More than 300,000 individuals in Kansas live in poverty. They are at increased risk for hunger, poor nutrition, obesity, and a host of chronic diseases. The Kansas Family Nutrition Program and the Expanded Food and Nutrition Education Program are KSRE and federal partnerships offering nutrition and food safety education in approximately 80 Kansas counties. These programs serve individuals and families who are eligible to receive food assistance. In 2010, 1,358 families with 2,074 children enrolled in EFNEP, 5,700 youth participated in EFNEP programming, and 638 pregnant women received EFNEP education.

Another Extension program is Senior Health Insurance Counseling for Kansans, or SHICK. SHICK counselors, K-State Research and Extension agents, and an army of volunteers help Kansas citizens understand health care options by comparing their Medicare drug plan at the end of each year to plans offered for the following year. Whether individuals change insurance drug plans or not is up to them, but many have saved money simply by knowing their options. In 2010 KSRE agents and volunteers helped 3,536 Kansans compare their current drug plans with Medicare options. Those who changed plans saved nearly \$1.9 million, according to data provided by local county Extension offices in the 2010 State SHICK Report.

K-State is also involved in enhancing public health through its work in food security. The Food Science Institute facilitates the undergraduate, graduate, and distance education programs and provides both research and technical assistance for the food industries in such areas as food chemistry, food microbiology, food safety, veterinary medicine, cereal science, dairy science, meat science, food service, sensory analysis, food engineering, human nutrition, and product development.

EFNEP: <http://www.ksre.ksu.edu/humannutrition/p.aspx?tabid=72>

SHICK: <http://www.ksre.ksu.edu/FinancialManagement/p.aspx?tabid=61>

Animal Health

Kansas State University is widely recognized as a state, national, and international leader in animal health. The most visible indicators of K-State's leadership in animal health include our College of Veterinary Medicine and the Beef Cattle Institute.

College of Veterinary Medicine

The College of Veterinary Medicine is dedicated to scholarship through innovation and excellence in teaching, research, and service to promote animal and human health for the public good. The college has a long history of engagement, outreach, and service to the veterinary community through approximately 30 annual conferences and workshops. The veterinary community served ranges from Kansas, where the college works with the state of Kansas and rural communities to place veterinary students into rural parts of the state, to the international arena, where, for example, veterinary faculty have worked in Afghanistan to reestablish the veterinary profession.

Beef Cattle Institute

The purpose of the Beef Cattle Institute is to create a collaborative environment at Kansas State University to tackle today's and tomorrow's issues facing the beef industry through education, research, and outreach. Since its founding in 2007, BCI researchers have produced multiple tools for producers, including numerous fact sheets and protocols on the topic of cattle health and nutrition.

BCI also maintains a national online training program for beef and dairy production to educate English- and Spanish-speaking beef and dairy producers, animal transporters, livestock auction market employees, and bovine veterinarians. Through this effort BCI collaborates with the National Cattlemen's Beef Association, the American Association of Bovine Practitioners, and the Livestock Marketing Association. Web-based audiovisual training modules on topics such as animal welfare, environmental stewardship, and food safety practices for the beef and dairy industries are available.

The BCI has also teamed with the American Association of Bovine Practitioners and the Livestock Marketing Association. The AABP modules provide online continuing education training for AABP members. More than 150 online CE modules are available for credit.

Beef Cattle Institute: <http://www.beefcattleinstitute.org>

Online training for beef and dairy production: <http://www.animalcaretraining.org>

Building and Sustaining Kansas Communities

In addition to addressing the needs of Kansans' health, K-State works through several avenues to help build and sustain the health of Kansas communities.

Greensburg, Kansas

Perhaps the most powerful example of this engaged work took place after a tornado-decimated Greensburg, Kansas. On May 4, 2007, an F5 tornado-struck Greensburg, Kansas (population 1,500), killing ten people and ultimately destroying more than 95 percent of the town. University faculty and professional staff worked closely with city and county government officials, county Extension staff, and the citizens of Greensburg and Kiowa County to assist with the community's recovery and rebuilding.

Most significantly, local citizens and university staff used this tragic moment to work in partnership to rebuild and transform communications in Greensburg and Kiowa County. Immediately following the tornado, Greensburg citizens literally used post-it notes to communicate with one another. Community and university partners have now worked to create the Kiowa County Commons, a facility that houses the KSRE office, the Kiowa County Library, the Kiowa County History Museum, and a state-of-the-art media center that features print, audio, Internet, and video communications. This communication facility opened in 2011. Other partnerships were developed to bring the latest wireless technologies, WiMax, to all citizens of Kiowa County so that all county citizens have wireless web access. These university/community partnerships have ultimately produced a cutting-edge model of rural communications for the 21st century.

Kansas Pride

In a time of shrinking rural populations, Kansas PRIDE recognizes that developing livable communities involves looking at several aspects of community life. The Kansas PRIDE Program is a citizen-based community development program that encourages and empowers local volunteers to improve the quality of life in their community. In 2011, 69 Kansas communities were enrolled in PRIDE.

The program is a collaborative effort between K-State Research and Extension and the Kansas Department of Commerce. These two organizations work together to assist citizens in organizing, planning, and implementing community improvement projects. The program also plays a key role in maintaining and evaluating the progress of community development and recognizing the success of positive community efforts. Enrolled communities are asked to examine the local social, economic, and physical environment by completing a Community Assessment Tool. Through this citizen-based community development program, local volunteers are encouraged and empowered to improve the quality of life in their communities. Beyond looking at what the communities do for improvement, PRIDE looks at how they approach their work as community sustainability relies on their efforts, and the degree to which they develop community agency and resilience.

In the 2010 PRIDE Report the community improvement organization reported working with 441 partner organizations, which allowed them to complete more than 1,000 community improvement projects statewide. In 2010 the Kansas PRIDE program generated 59,745 hours of volunteerism. At the most current Kansas appraisal of the dollar value of volunteerism by the Independent Sector, this equates to an investment valued at just over \$1,122,608.

In addition to the volunteer hours generated, PRIDE communities reported raising \$181,204 in public and private funds to reinvest in their local community improvement efforts. Bringing organizations together in communities is a key element of the success of PRIDE volunteer efforts.

Kansas Pride: <http://www.kansasprideprogram.ksu.edu/PRIDE/welcome.htm>

Community Development Academy

In addition to PRIDE, K-State has created the Community Development Academy in partnership with KSRE, USDA, the Kansas Department of Commerce, and the Federal Home Loan Bank. The academy's mission is to empower community leadership through increased knowledge, leadership skills, recharged spirits, and inspired community action to help communities embrace opportunities for sustainability and improved

quality of life. The CDA, like PRIDE, is homegrown, locally driven community revitalization. It is more all-encompassing than PRIDE in that it suggests multiple avenues to accomplish community development.

Community Development Academy: <http://www.k-state.edu/cecd/cda>

Knowledge Based Economic Development

In terms of economic development, K-State has several centers and initiatives in place to help the Kansas business climate. Knowledge Based Economic Development is a partnership between seven entities from K-State and the Manhattan community working to support the growth of knowledge-based companies in the region through access to world-class university research, a talented workforce, facilities, business services, and capital.

KBED recruits companies to relocate or expand to the Manhattan area to enhance their relationship and collaboration with K-State. KBED fosters a strong entrepreneurial environment, focusing on companies that complement K-State's existing research strengths, specifically animal health, food science and safety, grain science, mechanical and nuclear engineering, nano science, and plant science. Due to the efforts of KBED, two animal health companies have located in the region in the past two years due to the close proximity to K-State.

The result of the relationships formed between KBED and knowledge-based companies is not only enhanced research opportunities and revenues for the university and its faculty, but also the creation of high paying, knowledge-based jobs for the community to enhance its economic development mission.

KBED: <http://www.pickmanhattan.com>

Institute for Commercialization

The role of the Institute for Commercialization (formerly known as the National Institute for Strategic Technology Acquisition and Commercialization), is the commercialization of intellectual property produced through K-State. The institute strengthens regional economies by facilitating the commercialization of new technologies through the promotion of related research and education.

The institute, a partnership among the state of Kansas, Kansas State University, the city of Manhattan, and the Manhattan Chamber of Commerce, is dedicated to the start-up and expansion of technology-based, high-growth enterprises and enabling the commercialization of university and underutilized corporate intellectual property. The Institute for Commercialization provides opportunity assessment; strategic partnership design; technology acquisition, management, and licensing; business development; and technology transfer support activities for entrepreneurs to commercialize intellectual property emanating from basic research at K-State.

During the 2010 calendar year the institute partnered with 205 faculty, students, and businesses.

Advanced Manufacturing Institute

The Advanced Manufacturing Institute offers a full spectrum of services that integrate business and creativity with design, technology, and engineering services. AMI is a part of the K-State College of Engineering and is a Kansas Technology Enterprise Corporation Center of Excellence. In 2010 AMI was accepted into the National Instruments Alliance Partner Program, a worldwide network of consultants, system integrators, developers, channel partners, and industry experts who collaborate with the program to provide complete, high-quality virtual instrumentation solutions to customers. Since its inception AMI has assisted more than 500 companies with the planning, design, testing, and launch of new products, such as B&W Hitch in Humboldt; Cashco in Ellsworth; Detroit Diesel Remanufacturing in Emporia; Hawker Beechcraft in Wichita; and Unit Rail in Atchison. In FY 2011 AMI worked on 41 industrial research and development projects with 21 unique clients and completed 73 technical assistance projects with 43 different clients partnered with 20 faculty and staff and 18 students.

Advanced Manufacturing Institute: <http://www.amisuccess.com>

Acceptance into National Instruments Alliance Partner Program:

<http://www.k-state.edu/media/newsreleases/nov10/partners111710.html>

Rural Grocery Initiative

Another economic development partnership is the Rural Grocery Initiative. Rural grocery stores represent a critical infrastructure for America's rural communities. These stores are an important part of the economic engine that drives rural communities, providing essential jobs and taxes. They are a vital source for rural nutrition and health, providing a supply of fresh fruits, vegetables, dairy, and protein.

Grocery stores are also vehicles for community development, serving as sites where social capital is created and sustained. Yet these food retail stores and the communities in which they operate are struggling. Just since 2007, 82 of 213 rural grocery stores have closed in Kansas.

K-State's Rural Grocery Initiative was initiated in 2006 to address this crisis. The RGI is a community/campus initiative involving multiple university centers and departments as well as statewide nonprofits, rural grocery stores, and government agencies. The RGI is working to identify and develop new models of community capacity building, promote rural business development and sustainability, and enhance food security for rural areas. From this initiative, communities are mobilizing to establish new stores, sustain their existing grocery stores, create new jobs, and provide healthy, nutritious food for their citizens. The initiative has also spawned much action research, including mapping food distribution networks, creating an Internet food brokerage system, developing "buy local" education campaigns, building an extensive web presence, and offering rural communities and store owners the latest and best information on sustaining small business and rural grocery stores. In 2010 K-State's Rural Grocery Initiative was recognized by the International Community Development Society with its Outstanding Community Development Program Award.

Rural Grocery Initiative: <http://www.ruralgrocery.org>

Environmental Sustainability

Beyond working to sustain communities economically or through health initiatives, K-State has long recognized that campus and community sustainability depends on environmental sustainability. In partnership with the U.S. Green Building Council, The Princeton Review named K-State one of the 286 green colleges "who have demonstrated an above average commitment to sustainability in terms of campus infrastructure, activism, and initiatives." K-State is the only university in Kansas that has achieved this designation.

Recycling and waste reduction efforts have existed on campus for more than two decades, and the campus Recycling Advisory Committee has acted for more than 15 years to provide oversight of the university recycling program and to track community sentiment about waste issues through surveys like the 2010 Recycling Survey. In 2010 K-State created the Energy and Environment program to reduce energy use through more effective energy management. In its first year this program saved the university more than \$700,000 in overall energy consumption and other operational savings.

K-State also has an extensive array of sustainability research, centers, and initiatives throughout campus. Just a few of these include the Consortium for Environmental Stewardship and Sustainability, Apparel Re-Use, the Kansas Center for Agricultural Resources and the Environment, the Center for Sustainable Energy, the Wind Applications Center, and the Kansas Environmental Leadership Program. As a highlight, 11 K-State units helped lead the Take Charge Challenge, a nine-month energy conservation competition that pitted K-State and the city of Manhattan against the University of Kansas and city of Lawrence. Manhattan and K-State won the competition in October 2011 as well as the \$100,000 prize for energy improvements for the community.

Office of Sustainability

K-State raised the level of its commitment to sustainability in 2008 by creating a new director of sustainability position within central administration to network and coordinate existing efforts across the university as well as to catalyze new efforts. The Office of Sustainability, led by this new position, has accomplished a number of notable developments since its inception. Some of these include an award-winning annual sustainability conference; a sustainability website serving as a hub for campus news, resources, and research related to sustainability; an undergraduate sustainability internship program; university representation on the Manhattan Bicycle Advisory Committee; and success in securing external research grant funding with other faculty.

K-State sustainability website: <http://sustainability.k-state.edu>

Central Great Plains Climate Change Education Partnership

The director of sustainability leads this NSF-funded effort toward greater climate literacy in the Great Plains. The partnership is a combination of regional university entities, focused in Kansas and Nebraska, as well as additional partners interested in how climate variability and climate change will impact agriculture and rural communities.

Partnership activities are focused on engaging agricultural and rural stakeholders throughout Kansas and Nebraska over a two-year period to identify educational needs in the central Great Plains to enable rural stakeholders to best adjust to future climate scenarios that may affect agriculture, rural families, and livelihoods. The project is in its second year and is preparing to develop a proposal for Phase II funding from NSF to implement an array of educational programs for agricultural producers, rural communities, and rural educators throughout the region.

Great Central Plains Climate Change Education Partnership: <http://www.k-state.edu/cgp-ccep>

Students

Another primary constituent group depending on university service is the student body. K-State demonstrates its responsiveness to student needs through a variety of facilities, programming, services, and engaged activities.

Perhaps the most visible student facility is the K-State Student Union. The Union provides our students and campus community the convenience of a wide range of services that address their daily campus needs. Multiple educational, recreational, social, and cultural programs, most free of admission, are provided to enhance and assist student and community out-of-class experiences. Real-time leadership opportunities are available through several Union governing committees that provide the opportunity to make decisions that can make a difference for students and the campus.

The Chester Peters Recreational Center and the K-State Child Development Center also represent examples of the way Kansas State University has heard student needs and goals, and responded in collaborative ways to enrich campus life.

The parking garage, located just south of the K-State Student Union, was completed in 2010. It was built to provide additional parking for students on campus, and was, in part, a response to student requests.

International Student Engagement

K-State has also worked to respond to the needs and issues of our international students. Needs of international constituents are addressed by K-State representatives in home-nation countries, by special programming, and through general on-campus assistance.

K-State's International Presence

Recruiting offices in China and India provide a special dimension of service for students interested in K-State. These offices promote and maintain awareness of K-State as a higher education option and offer a friendly, local K-State presence for potential students. In 2010 K-State was one of nine schools from the U.S. that received an invitation to an exclusive graduate student recruitment event in China. More than 190 graduate students from China attend K-State, and through the networks built in China, K-State will continue to increase the presence of Chinese students on campus. In addition, active partnerships with major universities in China and India aid student recruitment, promote the exchange of scholars, and provide enhanced research opportunities.

China Scholarship Council's 2010 International Graduate Scholarship Fair:
<http://www.k-state.edu/media/newsreleases/oct10/china100410.html>

International Student and Scholar Services

International Student and Scholar Services at K-State responds to the needs of international students and scholars by providing a comprehensive orientation to campus, residence halls, academics, and campus services. Resource fairs, information sessions, translated documents, and assistance from interpreters all aid newly arrived international students. Cultural programs are designed to assist students' adjustment to the U.S. culture, safety and security in the U.S., adjustment to U.S. foods, healthcare in the U.S., sexual health at K-State, and nutrition and body image in U.S. culture.

Inclusiveness is promoted through the participation of U.S. students in a "coffee hour" lecture series where international students share information about their home countries. There are also planned shopping trips and the International Buddies Program. Reaching beyond academics, ISSS staff members provide comprehensive support and assistance with immigration and numerous other matters of concern to international students and scholars.

International Students and Scholar Services: <http://www.k-state.edu/iss>

Military Partnerships

K-State is a military-inclusive land-grant institution, and has maintained collaborations with nearby military posts Fort Riley and Fort Leavenworth for more than 60 years. K-State works to support its military constituents along three major lines of effort: research and scholarship, academic programs, and service and outreach programs.

Two military publications have recognized K-State for its military-inclusive partnerships aimed at helping those affiliated with the military to continue their education and transition into the civilian work force. In 2010 K-State was the Military Advanced Education magazine Top Military-Friendly Colleges and Universities honoree for the fourth year in a row. For the third time in a row G.I. Jobs magazine designated Kansas State University as one of the most military-friendly schools in the nation for 2011, an honor indicating that K-State is in the top 15 percent of all colleges, universities and trade schools nationwide, and that the university actively recruits military students and offers programs to meet their needs.

As part of K-State's 2025 Visionary Plan, the K-State Office of Military Affairs is working toward being recognized as one of the nation's most military-inclusive public universities.

Office of Military Affairs

The Office of Military Affairs is responsible for collaborations between K-State and Fort Riley and Fort Leavenworth. These efforts extend into numerous facets of the K-State community, including the K-State Student Veterans Organization, the Institute for the Health and Security of Military Families out of the College of Human Ecology, and K-State's Division of Continuing Education.

The director of military affairs is primarily responsible for the stewardship of outreach and community programs and the development of new opportunities for the university. The director also assists President Schulz directly with maintaining strong relationships with national, state, and local military organizations. In 2010 the director was honored with Fort Riley's Distinguished Trooper Award, given in recognition of a citizen's sustained public service and contributions to the Fort Riley community.

Office of Military Affairs: <http://www.k-state.edu/military>

Fort Riley's Distinguished Trooper Award:

<http://www.k-state.edu/media/newsreleases/jun10/degroataward62510.html>

Military Professional Development

Since 2007 various colleges (the Colleges of Agriculture, Engineering, Human Ecology, and Veterinary Medicine and the K-State Libraries) have contributed to specialized pre-deployment training for officers at Fort Riley, Fort Leavenworth, and the Kansas National Guard before they deploy to Iraq or Afghanistan. The curriculum is customized for each group, but typically includes basic agriculture, entrepreneurship, cultural awareness, ethnic issues, Extension 101, religious issues, veterinary topics, and women's place in society. The

courses have also created an information reach-back capability that allows questions from officers and troops deployed to be sent to K-State and answered quickly.

K-State Libraries faculty have developed and facilitate a military book lecture series featuring award-winning authors and military leaders who are associated with events in the books. These events are sanctioned by the Army as Leadership Professional Development activities. Individual events have been attended by more than 200 individuals from Fort Riley and Fort Leavenworth and by faculty and community partners.

Fort Riley Partnership

Located approximately 12 miles from K-State's Manhattan campus, Fort Riley makes an ideal partner for K-State research, teaching, and engagement. A formal institutional partnership between K-State and Fort Riley was first established by Jon Wefald, former K-State president, and Maj. Gen. Bob Durbin, former commanding general of Fort Riley, in April 2008. This partnership agreement was renewed in September 2011 by President Schulz and Major General William C. Mayville.

The K-State–Fort Riley Partnership Resolution sets the following objectives: enhancing each institution's ability to accomplish its mission through collaboration; enhancing the professional and personal quality of life for each institution's constituent communities; creating new and innovative opportunities and programs that add great value to each institution through partnership; and increasing capacity at each institution to steward, manage, and sustain major resources through collaboration, innovation, and partnership. Much of the collaboration is through DCE, including K-State Salina airframe and power plant mechanic certification classes; the 2+2 program with Barton County Community College; Fort Riley Extension; Evening College classes offered in eight-week sessions on the K-State campus; and distance education courses and degree programs offered anywhere in the world.

K-State–Fort Riley Partnership: <http://www.k-state.edu/media/newsreleases/aug09/fortrileypact81909.html>

2+2 program with Barton County Community College:

<http://www.dce.k-state.edu/affiliations/2+2/barton/fort-riley>

Evening College: <http://www.dce.k-state.edu/courses/eveningcollege>

Distance education: <http://www.dce.k-state.edu/distance>

Institute for the Health and Security of Military Families

Fort Riley maintains a close relationship with K-State's College of Human Ecology through the Institute for the Health and Security of Military Families. The institute is dedicated to comprehensively responding to the chronic effects of war on military personnel and their families. Programs include training projects targeting the prevention and/or response to family maltreatment and domestic violence among military personnel and the National Guard Family Resilience Program.

The institute conducts research on the effects of trauma on deployed personnel and family members; studies the effects of deployment on marriages, children, employment, and family income; and develops research and training programs on violence prevention in military personnel. Speech and language services for traumatic brain injury and other disorders are also provided, along with programs for children and youth of deployed service members.

Institute for the Health and Security of Military Families: <http://militaryfamilies.k-state.edu>

Kansas Operation Military Kids

K-State also operates a Kansas Operation Military Kids center, supporting community networks and educational opportunities for military-connected youth and their families. Whether the family has a loved one who is active military or reserve component, OMK provides a variety of programs, including summer camps, community awareness campaigns, mobile tech lab use, and military culture trainings to speak out for military kids through hub communities. Kansas OMK also generates opportunities for new research studies. For example, a current study on the work-life quality of military social services contractors resulted from the long-standing affiliations that National Guard and Reserve contractors have had with the state OMK team and local projects.

Fort Leavenworth Partnership

Fort Leavenworth is approximately 120 miles from campus and is the home to the Command and General Staff College for the U.S. Army. The K-State collaboration with Fort Leavenworth is primarily academic. Four graduate academic programs are taught for officers stationed at Fort Leavenworth. These programs are facilitated through a variety of means: face-to-face instruction, simulcasting, online technology, or a hybrid combining all of these methods. The programs offered at Fort Leavenworth include master's programs in adult and continuing education, security studies and operations research, and Ph.D. programs in adult and continuing education and in history. The adult and continuing education program is the longest running program, but all programs have seen strong enrollments.

K-State has maintained a presence on Fort Leavenworth with a full-time director position reporting to the dean of the Graduate School. The director is also involved with seeking additional opportunities for partnerships for K-State and Fort Leavenworth.

In addition to academic programs, K-State also facilitates leadership training for the spouses of incoming brigadier generals. These spouses will play key roles on their assigned military posts, and their leadership is critical to the success of the assignment. The program is funded through a grant, and the week-long trainings are conducted 11 times each year.

Challenges

K-State has shown its responsiveness to constituents in a variety of ways. From students and faculty to citizens in Kansas, and to regions beyond the state borders, all constituents can find services and programs available to provide assistance across many areas. Maintaining the high level of engagement and finding ways to stay connected with its constituents will be the primary challenges for K-State in the coming years.

Component 5d

Internal and external constituencies value the services the organization provides.

Support from Communities in Kansas

K-State receives both solicited and unsolicited information indicating that constituents value the university's engagement and services. Evidence of value comes from a variety of sources, including citizen support and specific testimonials about various K-State outreach and engagement initiatives.

For example, the development of the K-State Olathe campus is an example of engagement and collaboration, and ultimately, a story of Johnson County expressing that they value this partnership. Initial talks about creating a new K-State campus in Olathe began in 2005 between K-State, the Kansas Bioscience Authority, and the city of Olathe. These early discussions focused on how the new innovation campus could target bioscience to expand the educational and economic growth opportunities of the region.

In 2006 K-State became aware that the University of Kansas was interested in pursuing a countywide sales tax increase in Johnson County to fund the development of new local campus buildings. K-State and KU worked in partnership to support the Johnson County Education Research Triangle, or JCERT, tax. In early 2007 K-State Olathe Innovation Campus, Inc., was established as a not-for-profit entity. By mid-2007 the location of the campus had been identified and K-State was working with the city of Olathe and the KBA to finalize the development agreement. Shortly afterward, K-State Olathe administrators began making contact with area schools to identify potential areas for collaboration. The campaign for the JCERT tax continued throughout the year and was a success, with Johnson County citizens voting to support the tax and the partnership despite the downturn of the economy during fall 2008.

Support from Kansas communities is also expressed through the PRIDE program, discussed earlier in Criterion 5c. The numerous community development testimonials, on the PRIDE Community Success Stories website, speak for themselves as evidence of the successful partnerships with K-State Extension staff and the state of Kansas. In addition, the Rural Grocery Summit case study has added another chapter in K-State's partnerships with communities, and illustrates how citizens value K-State's work in rural communities.

There are also very intentional efforts to understand how K-State's constituencies view the outreach and partnerships. K-State Research and Extension, for example, has contracted with a campus evaluation office to assess and build Extension's capacity to evaluate the value and impact of the variety of programs it conducts. This institutional initiative illustrates the system-wide commitment Extension has to understand the impact of its work across Kansas.

In addition, several indicators illustrate that both internal and external constituencies value the services K-State provides. For example, through their support of various physical plant, academic, and community service initiatives, students have indicated that they value K-State's work and direction. Specific examples of this support were mentioned earlier, and include student willingness to take on higher fees to build and then expand the Chester E. Peters Recreational Complex, expansion of the K-State Student Union, construction of the K-State parking garage, construction of a new Child Development Center, and support for funding of the HandsOn Kansas State student volunteer center.

Results from the NSSE

K-State's Office of Assessment administers and analyzes the data from the National Survey of Student Engagement every three years in order to systematically assess and improve progress in meeting student expectations and needs. NSSE provided results regarding students' participation in community engagement initiatives. One key finding from the NSSE shows K-State at comparable levels to our Carnegie peers in terms of students' intent to participate in community service opportunities. Four specific questions on the NSSE address the value of services and educational experience for undergraduate students. The trend data for these responses demonstrate that students value their experience at Kansas State University.

Additional information, collected by Office of Assessment through alumni surveys, indicates that alumni generally believe that their experience at K-State increased their commitment to public service. In a three-year longitudinal analysis of the survey, alumni who indicated a public service commitment increased from 63.2 percent in 2007 to 67 percent in 2009.

K-State's NSSE results compared to Carnegie peers:

<http://www.k-state.edu/assessment/surveys/nsse/carnegie.pdf>

Financial Support

One can infer that university constituencies value K-State through their financial support. Two significant internal fundraising programs that have been highly successful involve the faculty and staff and the students. The All-University Campaign was initiated in 2008 as a way for faculty and staff to contribute directly to either general scholarship programs or more targeted programs such as financial aid for classified staff or departmental funds. Participation in this program has grown from 32 percent of the faculty and staff contributing in 2008, to 39 percent in 2011. The increasing commitment of the faculty and staff to this program demonstrates the family culture at K-State and the value placed on people.

On the student side, K-State Proud started in 2007 as a way for students to help students. It is a student-led fundraising campaign with the goal of establishing a culture of philanthropy among students and assisting students in need of financial aid. Its success is demonstrated through the funds raised and awards won. In its first five years of operation K-State Proud has raised more than \$450,000, with more than \$117,000 raised in 2011. At the 2009 Affiliated Student Advancement Programs conference, the K-State Proud program was named the outstanding external program. The K-State Student Foundation, which facilitates the program, also won awards in 2009 for their new member training and development program and for outstanding student leader. The K-State Proud program is a testament to the commitment of K-State students to the continuous improvement of the university.

In addition, 26 percent of all living alumni contribute to K-State's annual Telefund campaign, an alumni-supported student scholarship fundraiser. This figure ranks first among Big 12 universities who solicit alumni in support of student scholarships. K-State is also first in the Big 12 for the percentage of graduates who are members of the Alumni Association and has been ranked first for 14 years.

Beyond the faculty, staff, and alumni giving for scholarship and university academic programs, alumni and friends of K-State have taken significant leadership roles in funding physical plant expansion and renovation. In the last five years, privately funded capital improvements and planned improvements include the new leadership studies building, a new equine educational center, a new university parking garage, renovation of East Stadium into a university welcome center, and an expansion of Justin Hall.

Participation in Outreach Facilities

Another source of evidence that indicates K-State stakeholders value the engagement and service the university provides is through use and participation in our outreach facilities. For example, university and departmental event planners utilize the resources provided by the K-State Student Union. Food court sales at the student union have held steady from 2001-2010, but catering sales during that same time have increased by nearly 26

percent. Reservations for meeting rooms in the K-State Student Union have increased by nearly 270 percent since 2001. The Union Program Council schedules and organizes a variety of events: lectures, movies, art galleries, multicultural events, university festivals, and others. These events are open to both campus and community, and while the number of events scheduled has slightly declined over the past decade, attendance has increased by nearly 375 percent. The K-State Student Union annually hosts more 13,000 meeting and events per year and averages 15,000 in foot traffic every day.

The Chester E. Peters Recreational Complex, which is supported by student fees and open to students, faculty, staff, and community members, recorded an annual usage of 541,100 visits in 2007-2008, 532,300 visits in 2008-2009, and 535,000 visits through 2009-2010.

The Alumni Center's first full year of operation was 2003-2004, and during that year the center logged 594 events with 42,756 attendees. In 2009-2010 the Alumni Center recorded 725 events with 45,414 attendees.

A Good Place to Live and Retire

Finally, several trade publications speak to the value K-State provides the Manhattan area in terms of places to live. Publications have suggested that citizens consider retiring to Manhattan, in large part because of the value of K-State. Two publications, *Money* magazine and *U.S. News and World Report*, identified Manhattan as an attractive place to live and retire precisely because of the outreach and engagement Kansas State University offers. An example from the website 55-Alive illustrates this value.

"As home to Kansas State University, Manhattan is a Big 12 college town that allows you to attend world class cultural and sporting events without the hassle of the big city. . . . The Kansas State University Wildcats provide a variety of sporting events (a few years ago the football team was ranked #1 in the country for three straight weeks; in 2006 the women's basketball team won the NIT Championship). McCain Auditorium and the Manhattan Arts Center offer a sampling of world-class cultural performances that most towns of 50,000 can only dream of hosting. The Landon Lecture Series at Kansas State has drawn most former presidents of the last 30 years, as well as political leaders, newsmakers, historians, and Nobel Prize winners. Plans are also under way for a \$30 million equestrian center, for both competitive shows and Kansas State large animal science programs."

Money Magazine:

http://money.cnn.com/galleries/2007/moneymag/0703/gallery.bp_retireyoung_new.moneymag/9.html

U.S. News and World Report: <http://www.usnews.com/listings/retirement/kansas/manhattan>

55-Alive: <http://www.55-alive.com/BooksandGames.php?artID=4006>

The Future of Engagement and Service at K-State

The process of completing the application for the Carnegie "engaged university" designation, and completing this self-study has allowed K-State to take stock of its current level of engaged activity. In the K-State 2025 vision, engagement and service represent one of seven main themes. Clearly, engagement and outreach are part of K-State's identity, and will remain a strong aspect of its activity in the years to come.

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