

# Kansas State University - KS

HLC ID 1289

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OPEN PATHWAY: Mid-Cycle Review

Visit Date: 3/11/2016

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## Context and Nature of Review

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### Visit Date

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3/11/2016

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Mid-Cycle Review

*There are no forms assigned.*

## Institutional Context

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The Review Team did not learn of any critical issues regarding Kansas State University (KSU or K-State) that should be noted here, other than the State's cuts in the higher education budget. Specifically, the state of Kansas has cut funding to higher education and it has greatly impacted K-State's budget, to the extent of having to make reductions in operations and personnel. The university is a well-regarded comprehensive, land-grant institution that demonstrates many success and faces the same challenges, including budgetary, as its peers.

During the review, the President of K-State announced his resignation to take a presidency at another university. The Review Team was assured that KSU would continue to implement the strategic plan since all units have developed their own plans in alignment with the institutional plan. Additionally, the \$1B fundraising campaign would continue since over \$866M already have been raised.

Finally, it simply should be noted that this was the first time K-State was undergoing an Assurance Review in the 4th year of the Open Pathway process. For several of the Team members, including the Chair, this also was the first 4th year review and the first review completed fully online.

## Interactions with Constituencies

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- HLC Liaison & Associate Provost for Institutional Effectiveness

## **Additional Documents**

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- Division of Student Life: Assessment of Student Learning Outcomes Plan and Annual Report, 2014-2015
- Ethnicity of Administrators Breakdown
- Faculty Demographics Fall 2015
- Fiscal and Human Resources, Physical Facilities and Infrastructure in Support of Online and Distance Classes
- Institution Profile from the Survey of Earned Doctorates, 2014
- K-State website and numerous links
- Survey of Earned Doctorates, 2014
- Student Demographics
- Student Engagement and Diversity
- Syllabi of Online and Face-to-Face Courses
- Undergraduate Assessment of Student Learning Report for Academic Year: 2014-2015
- Value of Student's Active Participation on Student Organizations

# 1 - Mission

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

## 1.A - Core Component 1.A

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

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

## Rating

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Met

## Evidence

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Kansas State University is a comprehensive, research, and land-grant institution. The university's current mission statement was developed through a collaborative process that included representation from the university's various constituents, including faculty, staff and administrators. Additionally, the mission statement was reviewed and approved by the appropriate internal groups and it was adopted by the Kansas Board of Regents in December 2008. The mission statement is succinct, two sentences, but encompassing. It clearly articulates a commitment to education, research and service, as well as to diversity and engagement. The mission statement can be readily found on the University's website and in pertinent documents, such as the strategic plan.

More recently, in 2010, K-State undertook a strategic planning process, founded in its mission, that included wide representation of faculty and staff at all levels, particularly in the development of college and departmental plans. External constituents, such as alumni and advisory boards, were also involved in this planning process that resulted in the development of an institutional strategic plan, *K-State 2025: A Visionary Plan for Kansas State University*. Updates on the Progress toward achieving the plan's goals have been provided to the university community and the Board of Regents on a regular basis.

K-State's academic programs and activities are clearly in line with its comprehensive, land-grant mission, for example, the University offers over 250 majors in a variety of areas, including agriculture, science, engineering, human ecology, and veterinary medicine, as well as social science, humanities, technology, and professional programs such as business, architecture, and aviation. As a state institution, K-State's primary mission is to serve state residents and as such, 75% of its undergraduate students are in-state. The university also serves out of state and international students,

including through its online K-State Global Campus. Also, in line with its mission, KSU offers numerous student and academic support services to assist first-generation and transfer students, approximately 34% and 41% of its undergraduate students, respectively.

K-State's planning and budgeting priorities are clearly aligned with its mission. See Criterion 5.C.1. for details.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Rating

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Met

### Evidence

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K-State's mission statement is readily found in its website and other pertinent documents, including the University's current strategic plan. The mission statement makes clear that KSU is a comprehensive, land grant university committed to teaching, research and service. The university's priorities, for example as articulated in the strategic plan, *K-State 2025: A Visionary Plan for Kansas State University*, are aligned with its mission.

The university's current mission statement was adopted by the Kansas Board of Regents in December 2008. The mission statement is fully explicated on the university's website (<http://www.k-state.edu/about/mission.html>), making clear the major dimensions and expectations of the mission, including in teaching, research, and service, as well as diversity and engagement. K-State's mission statement follows:

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

The mission statement makes clear that K-State serves both undergraduate and graduate students. The statement also notes that the University serves students from Kansas, first and foremost, as well as from throughout the nation and the world. Enrollment figures support these commitments; for example 75% of the undergraduate students at KSU are in-state, ranging from first generation to transfer students, and from less prepared to honors students.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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

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

### Rating

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Met

### Evidence

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K-State's mission statement states that "The university embraces diversity..." The explication of the statement found on the university's website notes the University is "responsive to a rapidly changing world and the aspirations of an increasingly diverse society." The explication further notes: "the institution dedicates itself to providing academic and extracurricular learning experiences which promote and value both excellence and cultural diversity." The mission statement and its explication also make references to internationalization and global community. Two of the common elements in the university's strategic plan are diversity and internationalization and both of these areas have developed their own strategic plans.

The university provides numerous units to support diverse groups of both students and employees. Some of these include: the Office of Diversity; LGTB Resource Center; Office of Veterans Affairs; Student Access Center; and the Office International Affairs. KSU also has a number of organizations that support diversity such as the President's Commission on Multicultural Affairs, President's Commission on the Status of Women, Women of K-State, Black Faculty and Staff Alliance, Alianza (the Hispanic faculty group), and the Indigenous Alliance (Native American faculty, staff and students). Additionally, there are various multicultural and international student organizations that both support diverse students and promote diversity on campus.

The website of the Office of Diversity lists and describes numerous programs that support ethnic, gender and others forms of diversity at KSU. Some of these include: TRIO; McNair Scholars; Women in Science, Developing Scholars; Project IMPACT; among many others, including several in the various colleges. Additionally, through the Office of Diversity and the President's Commission on Multicultural Affairs, the university supports various diversity programs, including, MLK Observance Week, an annual Diversity Summit, Cultural Community Harmony week, Black History Month, Hispanic Heritage Month, and Native American Heritage Month. All of these and other events emphasizing diversity are open to the entire KSU community. Additionally, each academic college has a designated "Diversity Point Person" and in 2014, the university conducted a campus climate survey to assess the status of inclusiveness and diversity.

"Human Diversity within the U.S." and "Global Issues and Perspectives" are two areas of K-State's general education program in which undergraduate students are required to complete courses. Student exposure to specific objectives is assessed through the K-State 8 survey, with applied learning

assessed through the annual programmatic assessment process.

The number of students from traditionally underrepresented groups at K-State has grown and is somewhat representative of the state's population. According to the U.S. Census, in 2014, the population of Kansas was 77% white (non-Hispanic), 11% Hispanic, 6% African American, 3% Asian American, and 1% American Indian. KSU's undergraduate students are 83% white but only 7% Hispanic, 4% Black, 1% Asian, and less than 1% American Indian. Additionally, as acknowledged by the university, the retention and graduation rates for these students are "quite low," including a 24% 6-year completion rate for African Americans that is substantially less than the other groups. The university is discussing strategies for improving both of these rates.

It appears that KSU's senior-level administrators are diverse, although not reflective of the state's population. For example, 84% of senior level administrators (deans and above) are white, 9% African American, 5% Hispanic, and less than half-percent American Indian. Among full-time faculty both tenure and non-tenure tracks), 81% are white, 10% Asian, 4% Hispanic, 2% African American, and less than half-percent Native American; 39% are female and 61% male.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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

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

### Rating

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Met

### Evidence

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K-State's mission statement reflects the fact that the university is a land-grant institution that serves the people of the state of Kansas, the United States, and the international community. The mission statement also comments on the university's commitment to service and helping improve the quality of life for those served by the institution. Moreover, the explication of the mission statement articulates the KSU's responsibility to extend "its expertise to individuals, business, education, and government." As a land-grant institution, the University provides outreach services throughout the state of Kansas through its Research and Extension units and programs that serve youth and adults of all ages. In 2010, K-State was recognized by the Carnegie Foundation as a Community Engaged University (only 61 public institutions were thus recognized) for its commitment to service and outreach.

KSU is a public, non-profit institution of higher education and as such is not required to generate profits for a parent organization or investors. The university's mission is educational and the allocation of its financial resources supports the mission: roughly 66% of the general use funds are allocated to educational programs; 19% to research and service; 10% to the physical plant; and 5% to undergraduate scholarships and graduate fellowships.

The university engages with the larger community in various ways. For example, all nine colleges have advisory boards composed of alumni, donors, individuals who represent pertinent organizations, and other interested individuals. Some departments also work with advisory boards. Additionally, K-State engages structurally and programmatically with the larger community through its Research and Extension unit which offers numerous and varied programs and activities to youth and adults throughout Kansas. Many other outreach and service initiatives, ranging from art education to public health, are coordinated by the University's Center for Engagement and Community Development. In 2014, this Center hosted a national conference on "The Centrality of Engagement in Higher Education: Integrating Engagement across the University."

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Evidence**

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Kansas State University is a land-grant institution and as such its mission is clear and direct: to serve the diverse people of Kansas, nation, and international community. The mission statement is shared widely, known publicly, and the institution's mission is the foundation and basis for the University's programs and activities in teaching, research, and service/outreach.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

#### Rating

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Met

#### Evidence

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The institution has an extensive set of policy statements that can be accessed from the Provost's website that address an array of issues from integrity in operations across the university to the fair and ethical conduct of all stakeholder groups. These policies are outlined in the KBOR policy manual, the University Handbook, the K-State Policy and Procedures Manual, as well as the undergraduate and graduate student handbooks. The implementation of these policies, procedures and practices is evident. For example, the institution's annual budgets are publicly available and are audited at the state level. K-State has committees composed of multiple constituencies to provide advice and recommendations regarding tuition and the overall university budget.

K-State's academic policies and procedures (e.g., the grading policy, grade forgiveness policy, and class attendance/absence policy) and statements about academic honesty are outlined in the University Bulletin, the website for the Registrar's Office and numerous other portals, all of which are easily accessible and searchable on the institution's website. Student's rights and responsibilities are outlined in the Student Code of Conduct, the Student Handbook, and the Graduate Handbook. The institution has an established procedure for ensuring responsible and ethical conduct of research, provides guidance for compliance with external grant funding via the Office of Research and Sponsored Programs Policy and Procedures Manual and has policy statements regarding appropriate use of technology.

The KBOR policy manual provides guidance on a number of matters related to fair and ethical behavior of the governing board, administration, faculty/staff and students. Examples include the requisite conflict of interest and financial disclosures for members of the governing board, specification of the authority and processes for establishing new academic units and programs or discontinuing programs, matters concerning intellectual property. Personnel policies are articulated in numerous documents including the University Handbook, the Department Head/Unit Manual and the KBOR policy manual. There are clearly established grievance procedures for faculty, staff and students, which are outlined in the University Handbook and university policy on sexual harassment.

A review of the evidence confirms that K-State operates with integrity in its financial, academic, personnel, and auxiliary functions. The evidence also affirms that the institution establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.B - Core Component 2.B**

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

### **Rating**

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Met

### **Evidence**

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Besides participating in the national Volunteer System of Accountability (VSA) through College Portrait, K-State provides straight-forward information to prospective students online through the Office of Student Life website. The website includes information about crisis assistance, a Critical Incidence Response Team, the Student of Concern Guide, campus safety, student conduct, reports and policies, etc. An online Student Success Guide provides information about academic support, enrollment and classes, tuition costs, loans and financial aid, student involvement, graduation and career planning, health services, student jobs, living options on campus and off campus, majors and programs, sports and recreation, safety, technology, etc.

The online 2015-2016 Undergraduate Catalog lists all K-State faculty (see University Faculty tab) along with their titles, academic degrees and year of their K-State appointment.

Higher Learning Commission accreditation of K-State is noted in the online 2015-2016 Undergraduate Catalog (see About the University tab) with a link to the Office of Assessment website which provides details about K-State accreditation history and status.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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

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

### Rating

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Met

### Evidence

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The institution provides two sources of evidence that the governing board's deliberations reflect the institution's interests. The first is a 10-year strategic plan developed by the Board, titled *Foresight 2020*. It consists of goals related to educational attainment, economic alignment, and university reputation, each with a set of aspirations (e.g. increase retention rates) and measures (student success indices). The second are examples of the Board's minutes, which are organized around the work of standing committees for academic affairs, fiscal affairs and audit, and governance. The work of these committees, in turn, reflects the Board's priorities as stated in *Foresight 2020*.

Evidence that the Board considers the interests of both internal and external constituencies is also found in the Board minutes. Note that the Board (called the KBOR) has oversight not just for K-State, but for over 30 state institutions for higher learning, including many community colleges and the University of Kansas. Hence, the KBOR must -- as a matter of course -- attend to a wide range of interests across numerous external constituencies. The regents visit each institution every 2 years to gain input from internal constituents.

The KBOR Policy Manual, Chapter 1, provides evidence that the governing board is independent of competing interests. It specifies how Board members are appointed, their source of legal authority, rules for communicating with the Board, procedures for public comment to facilitate transparency. While members are appointed by the governor, their terms are set by policy, and their charge is to advocate on behalf of the universities.

The delegation of day-to-day operations to the university leadership is also specified in the KBOR policy manual. The manual also indicates that academic governance is the purview of the faculty.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Evidence

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K-State provides evidence of both a commitment to academic freedom and academic responsibility. Appendix C of the University Handbook is titled "Academic Freedom and Tenure." The document articulates the principles of academic freedom and tenure first endorsed in the national "1940 Statement of Principles of Academic Freedom and Tenure." These include full freedom of research, freedom in the classroom, and freedom to speak as citizens. It also emphasizes the obligations of faculty to be accurate, exercise appropriate restraint, and to not represent themselves as representing the institution.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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

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

### Rating

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Met

### Evidence

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K-State provides oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students. This includes established procedures and policies mandating that individuals who conduct research undergo regular training and certifications (i.e., Collaborative Institutional Training Initiative) and submit financial interest statements when applying for federal grants. Specific policies are clearly outlined in the Policy on Integrity in Research and Scholarly Activity (Appendix O of the University Handbook), as well as the Office of Research and Sponsored Programs Policy and Procedures Manual.

There are a number of resources, easily accessible electronically, that are available to provide guidance to students on the ethical use of information sources. For example, there is the Honor and Integrity System website that provides students with tips on ethical behaviors; which according to information provided in the assurance argument was accessed by 25% of the student body in 2013 and 2014. In 2015, K-State Libraries began offering online training modules addressing a variety of issues including Illegal and Unethical Behavior, Social Networks, and Email Etiquette, with the intent to help students navigate the burgeoning array of information resources available to them. The institution also has policy statements regarding the appropriate use of technology.

As noted in the evidentiary statement for 2.A, K-State has specific statements and policies regarding academic honesty and integrity. The institution also requires all students to adhere to its Honor Pledge. The policies are outlined in the Student Handbook, the Graduate Handbook, the University Handbook (Appendix F: Academic conduct, academic honesty, and honor system constitution), University Bulletin and the website for the Registrar's Office. K-State requires that course syllabi include statements about academic honesty and expectations for classroom conduct. Faculty are also encouraged to include a statement about copyrighted material, if it is applicable to the course reading assignments.

The evidence confirms that K-State's policies and procedures create an environment for the responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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

### **Evidence**

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Kansas State University operations are guided by policies provided by the Kansas Board of Regents as well as policies found in the University Handbook, the K-State Policy and Procedures Manual and undergraduate and graduate handbooks. All of these policies are available on the Kansas State University website. Operations that spring from these policies span teaching, research, outreach, business and finance, etc. and are consistent with those found at other Research One institutions. KSU operates with integrity; all operations are conducted in a transparent, ethical and responsible manner.

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

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

### **3.A - Core Component 3.A**

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

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

### **Rating**

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Met

### **Evidence**

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The KBOR policy manual demonstrates a clear commitment to and obligation for regular review of curriculum at all levels of academic degrees. The Board also provides guidelines for conducting intensive program reviews. At K-State, undergraduate academic program reviews are conducted on an eight year cycle; graduate programs are also reviewed every eight years but require less intensive mid-cycle review in the fourth year. The institution has a clearly delineated schedule for which programs are up for review in each year. The academic program review process provides an opportunity to assess whether programs are: (a) meeting the state minima regarding the number of majors and graduates; (b) meeting the intended goals; and (c) are appropriate for the degree programs. Results of the program reviews are forwarded to the KBOR for approval. Academic programs that require external accreditation are all current in their accreditations at the time of this review. The documented evidence affirms that the academic programs are current and require levels of student performance that are appropriate to the degree awarded.

K-State has two learning goals that are consistent across levels of academic degrees, which are (1) knowledge and (2) academic and professional integrity. At the undergraduate level, there are three additional broad institutional undergraduate learning goals: critical thinking, communication, and diversity. At the graduate level, there is one additional institutional learning goal: skills, which actually includes critical thinking and the ability to communicate. A review of K-State's website reveals that various academic programs also identify learning goals at both the undergraduate and graduate levels. The website for the K-State Office of Assessment provides a variety of tools and resources for assessment of learning outcomes and academic programs. The evidence affirms that K-State articulates and differentiates learning goals for its various degree programs.

KBOR policy specifically requires that higher education institutions in Kansas ensure that institutional procedures regarding program reviews, selection of qualified faculty and instructional and student support services for off-campus/distance education and online courses and programs maintain the same high quality standards as on campus, face-to-face programs and courses. According to the K-State Assurance Argument, the same faculty are typically used to teach face-to-face and online versions of courses. The institution uses the same courses for academic programs that are offered in both face-to-face and online. Supplemental information provided by K-State indicates that in some instances that the same syllabi are used in both face-to-face and online courses (e.g., engineering). A review of sample syllabi provided by the institution confirmed that courses offered in the various formats utilize similar assignments and course schedules, and demonstrate similar levels of rigor. The syllabi review also confirmed that program quality and learning goals are consistent across modes of delivery.

The evidence provided by K-State demonstrates a commitment to ensuring consistency and quality in academic programs and corresponding courses across modalities, and provides the necessary resources to assist students and faculty in being successful in the learning and teaching processes. For example, the K-State Global Campus webpage provides a variety of resources for instructors teaching online courses. This includes a syllabus template, a “quality e-learning checklist” to assist in course planning and an “e-learning quality rubric” that faculty can use to assess issues of “quality related to the design, development and delivery of online courses.” In addition, the same learning management system, CANVAS is used for courses delivered through face-to-face formats and the K-State Global Campus.

Online programs that are offered through consortium arrangements have learning goals that have been cooperatively developed by: (a) the member institutions of the Great Plains - Interactive Distance Education Alliance (GP-IDEA); and (b) a consultant for the AG\*IDEA consortia for two of the programs. Assessment plans for the remaining AG\*IDEA programs are developed at the institutional, rather than consortium level.

K-State’s offerings of dual credit/concurrent enrollment classes is currently under internal review and assessment. At the time of this review, the Polytechnic campus is the only one offering dual credit courses. The campus complies with KBOR policy regarding curriculum design, annual review by university faculty in the disciplines, and related policies. In recognition of HLC standards for faculty that will take effect in September 2017, K-State’s Polytechnic campus is working to ensure that the qualifications of their affiliated high school faculty will be in compliance with the HCL standards. If compliance cannot be established, the dual credit programs will be eliminated from K-State’s portfolio of academic offerings.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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

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

### Rating

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Met

### Evidence

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The university organizes General Education through the K-State 8 program, requiring students to take courses in eight broad topic areas, but allowing them to customize the selection of courses they take to meet the requirements according to their areas of disciplinary interest. The university provides students with central resources explaining the purposes and structure of the program.

The university also states five Undergraduate Student Learning goals which all undergraduate programs are expected to address within the contexts of their major programs. These goals are addressed by departments through their department-specific learning outcomes assessment measures, and student perceptions of their learning are also examined through student surveys.

A review of K-State 8, Undergraduate Student Learning Goals, and a sample of department-specific learning outcomes shows that programs consistently emphasize collecting, analyzing, and communicating information, understanding human and cultural diversity, and developing students' ability to understand and produce scholarly or creative work.

The institution's integration of human and cultural diversity into student's educational experience is demonstrated through one of the university's undergraduate learning goals, implemented and assessed at the college or program level, and two of the university's K-State 8 goals. The institution documents departmental assessment of the undergraduate learning goals as part of the program-level learning outcomes assessment.

All tenure and tenure-track faculty are expected to be actively involved in scholarly and creative work, which is defined and monitored at the department level and reported to the Provost's Office through the annual evaluation process. University support for research in terms of annual research expenditures has been steadily increasing. Graduate student scholarly activity remains steady, in terms of doctoral degrees completed, and the university is actively developing infrastructure which will allow it to increase and monitor the number of undergraduates participating in research.

Additional documentation provided by the institution demonstrated a two-tiered approach to assessment of courses in the K-State 8 program, using information from the annual program assessment process and detailed surveys of students who complete K-State 8 courses. When it is fully implemented, this system will be used to assess each K-State 8 area every two years. In the future, it will be important to see if this two-tiered system provides useful information about each of the K-State 8 areas, and if it proves to be sustainable over time.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

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

### Rating

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Met

### Evidence

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Kansas State University has sufficient faculty resources with appropriate authority to carry out its teaching and learning mission and has actually reduced the student to faculty ratio from nearly 23 to 1 down to 21 to 1. This is a positive trend considering the institution has experienced some enrollment growth during that time. The faculty FTE numbers range from 447 in Arts and Sciences to 39 in the College of Veterinary Medicine. Hispanic, American Indian and African American faculty represent just under six percent of the total instruction lines while those populations equal just over ten percent of the student body in 2015. The biggest discrepancy is in the Hispanic population where the students represent over six percent of the population but the Hispanic faculty comprise only three percent of the total.

The University Handbook dictates that each academic unit develop criteria and an evaluation process for effective teaching and a review of each of these indicates proper procedures are in place with specific alignment of individual departments and the university mission. Achievement of teaching and learning outcomes, instructional portfolios and peer assessment are regularly used in the faculty evaluation process.

In *Section C: Faculty Identity, Employment, Tenure* of the University Handbook there is extensive detail of the faculty review process including detailed guidance for probationary, instructor and post-tenure review and performance improvement. There are appropriate expectations for performance and evaluation as well as prescriptive actions for improvement when evaluations are substandard.

The Polytechnic campus offers dual credit for high school students and is currently evaluating the qualifications of the high school faculty teaching the classes to determine compliance with HLC standards. KSU is aware that many of the instructors do not meet the guidance on faculty qualifications and if not met by September 1, 2017 they will discontinue the dual credit programs.

KSU relies heavily on a senior survey to determine student access to faculty and whether student support staff are adequately trained and prepared to do their job. The survey has a large number of respondents and does confirm that faculty are accessible and staff are adequately prepared to support students, at least among those students classified in senior status. It would likely be helpful to have some assessment of the services from underclassmen who may not have as much experience with the faculty and staff support ecosystem.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Rating

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Met

### Evidence

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KSU provides substantial support for students and teaching that are appropriate for a large institution. General support for students is provided through New Student Services or the Academic Assistance Center, which offers full courses on transitioning to student life or immediate assistance for things like free tutoring, writing labs, math support and placement testing.

The campus has segmented support programs for vulnerable student populations such as multicultural, veterans, nontraditional, students with disabilities and international to name a few. All of these units and other support programs attained service levels of over eighty percent satisfied in the Senior Survey tool.

Academic advising on campus seems to benefit from the proximity of the NACADA executive offices located at KSU. Easy access to resources and professional programming through NACADA has made advising a campus strength. In addition to advisors, the university utilizes mentors and academic success coaches to support students. This structure is very effective in providing needed support for at-risk populations.

Teaching is supported at KSU through the Teaching and Learning Center with a variety of professional development or individual consultation opportunities on a continuing basis. Well over 1,500 faculty members utilized this resource annually to help improve their instruction. This center also supports graduate assistants in their pursuit of teaching excellence and promotes a belief in individual learning styles and comprehensive assessment of teaching through evaluation of learning outcomes. Technology support in the classroom is also provided by Information Technology Services including support of the Canvas learning management system.

The Kansas State Libraries are central elements in supporting the teaching and learning environment

as described in their strategic themes including promoting and supporting student success. The Libraries identify objectives that include assessment of student learning and library instructor effectiveness, programs for international and domestic students studying abroad, engagement with Student Life and Undergraduate Studies and expanding work with the Academic Learning Center. All of these activities integrate the Libraries with teaching and learning activities at KSU.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3.E - Core Component 3.E**

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

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

#### **Rating**

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Met

#### **Evidence**

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The university offers students co-curricular opportunities that address a wide range academic and personal interests and are appropriate to a large public research university with a land-grant mission.

Additional documentation provided by the institution demonstrates that the institution also systematically monitors ways in which the institution assesses student enrichment related to their broader mission, including embracing diversity, encouraging engagement, or discovery of knowledge.

Additional documentation provided by the institution also demonstrated that systematic annual assessment efforts are in place for co-curricular learning opportunities and student services within the Office of Student Life.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3.S - Criterion 3 - Summary**

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

#### **Evidence**

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The evidence provided in the assurance argument and supplemental materials confirm that Kansas State University provides high quality education, wherever and however its offerings are delivered. The institution's degree programs are appropriate to its mission and the population served and are adequately resourced to ensure that students have access to high quality academic programs and support services. Kansas State University has demonstrated a commitment to student learning, effective teaching and an enriched educational environment, wherever and however its offerings are delivered.

## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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

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

### Rating

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Met

### Evidence

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K-State has a comprehensive program review process in place for undergraduate (eight-year cycle) and graduate (four and eight-year cycle) programs. The cumulative, regular review process takes place over a year and half is driven by guidelines established by the Kansas Board of Regents and culminates in review reports to the Regents.

K-State has a transfer credit policy, accessible on its website, which defines terms, and explains the process for awarding credit, grades, and appeals, as well as the credit-awarding options for military and advanced credit. K-State does not award credit for prior learning and is in the process of migrating away from inclusion of credit exam (e.g. Advanced Placement) grades in the calculation of

### K-State student GPAs.

At the time of reporting, all programs eligible for accreditation at K-State are approved and have full accreditation, certification and licensure.

Systematic collection of graduate employment data and/or graduate/professional school enrollments by Career and Employment Services results in university-wide and college-level reports. These reports are distributed to all administrators, deans and department heads with departments having the potential to use the graduate employment information to modify course work and programs.

K-State has given careful attention to dual credit programs and has discontinued dual credit opportunities when high schools are unable to meet the necessary qualifications for their faculty. K-State has process in place to review dual credit for appropriate level of rigor, expectations for student learning, and faculty qualifications.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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

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

### Rating

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Met

### Evidence

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The university maintains an annual cycle of learning outcomes assessment in undergraduate programs, with departments providing annual updates on their assessment efforts and actions taken based on their findings. Information from these updates demonstrates how departments are using assessment to improve support for student learning, and allows the institution to verify that faculty are substantively engaged in using program-level assessment data in their departments.

The university gathers additional assessment data from institution-level surveys of graduating seniors, alumni, and undergraduate student engagement. The university's practice of comparing findings across these surveys is consistent with best practices for self-reported student survey data, helping address potential concerns about low response rates and representativeness of responses by identifying themes across multiple data sources.

There are no links to documents in the evidence file pertaining to assessment of co-curricular learning, but additional documentation provided by the institution also demonstrated that systematic annual assessment efforts are in place for co-curricular learning opportunities and student services within the Office of Student Life.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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

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

### Rating

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Met

### Evidence

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K-State has established retention and graduation rate goals for its undergraduate programs, to be comparable to benchmark institutions. These are key metrics in the K-State 2025 strategic plan. For the most recent cohort, K-State's retention rate was 83% compared to 87% for the benchmark average. K-State's six-year graduation rate was 59% compared to 70% for the benchmark average. Although the K-State rates are below the benchmark average they are within the range for benchmark institutions. Until recently K-State has been a nearly open-admissions institution and so in that context these rates are reasonable in comparison with the benchmarks.

Starting in 2013, the Kansas Board of Regents allowed K-State to set additional admissions standards. Future entering cohorts will be better academically prepared. The access mission is maintained by allowing acceptance of 10% of the class "by exception". Such students are supported to success by participating in the "Plan for Success program.

K-State calculates and disseminates reports on new freshman undergraduate retention and graduation rates annually, and are included as part of the K-State 2025 strategic plan annual progress reports. K-State participates in the CSRDE, a national consortium for retention and graduation rate reporting and develops and distributes internal reports for key decision makers that include detailed information related to retention and graduation. These reports allow for peer comparisons at detailed levels. K-State also prepares and distributes detailed retention/graduation rate grids for each undergraduate college. These data resources can be used to identify where efforts need to be focused.

K-State makes use of progress to degree information to support improvements. Changes to

undergraduate admissions standards and "Plan for Success" are noted above. K-State makes use of the information to support improvements through several initiatives, for example: participation in the EAB Student Success Collaborative; summer bridge programs especially for students from educationally underrepresented groups and focused in the colleges of business, agriculture, and engineering; strengthening of academic advising; programs for first generation or at-risk students such as "University Experience"; and the use of the early warning system "MapWorks".

K-State uses the IPEDS definitions to calculate retention and graduation rates for undergraduate cohorts, and as well uses the nationally accepted norms established by CSRDE, thus processes and practice meet standards for good practice. K-State also participates in the College Portrait and the Student Achievement Measure (SAM) project, which also provide standard measures of retention and graduation rates for new freshmen cohorts, and transfer students, both at K-State and at other US institutions.

<http://www.studentachievementmeasure.org/participants/155399>

[http://www.collegeportraits.org/KS/K-State/undergrad\\_success](http://www.collegeportraits.org/KS/K-State/undergrad_success)

In response to questions from the Team, K-State provided additional evidence of attention to progress to degree for graduate students. Theme 3 of the strategic plan is focused on the quality of the graduate student experience (<http://www.k-state.edu/2025/documents/2025-3-graduate-final-action-plan.pdf>). K-State although not explicitly stated in the strategic plan, a supplemental response explained that "the retention and persistence of graduate students is at the heart of all of these strategies, with the ultimate goals of improving our national reputation among our graduate programs and our graduate students, as well as increasing the number of PhD degrees we award." The K-State Graduate School reviews information from the Survey of Earned Doctorates and especially is focused on time to degree; while this is an appropriate metric, K-State is encouraged to look at additional metrics, as well. The Graduate School is working directly with programs to monitor student retention, and timely completion.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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

### **Evidence**

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The evidence demonstrates that the institution has viable systems in place for assuring the quality of its programs, using assessment of student learning to improve curricular and co-curricular learning experiences, and maintaining attention to student persistence and completion. Implementation over the next few years will demonstrate whether these systems are sustainable and can be expected to contribute to the institution on an ongoing basis.

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

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

### Rating

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Met

### Evidence

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K-State demonstrates that it has the needed fiscal resources to operate. The 2015 annual data report to HLC showed a viability CFI of 1.35, which is within the acceptable range. Operating revenues plus state appropriations, grants and endowments put the university in a positive position relative to expenditures.

As expected for a university of its size, K-State has more than 5000 employees, including more than 1,000 instructional faculty and staff. Evidence that the human resources are sufficient to support the operations is provided throughout the assurance argument, across multiple criteria.

To ensure physical facilities meet K-State needs, the institution completed a master plan in 2014 in connection with the K-State 2025 master plan and supported in part by the general campaign. The master plan includes the space for instructional and research missions, and for campus expansion, utilities, green space and landscaping, and transportation. More than a dozen building projects are recently completed or in progress.

K-State has a \$1B general campaign underway which has raised over \$866M at time of writing of this report. The campaign funds are supporting building projects, faculty endowed chairs, and student scholarships. The campaign focus is supporting an institutional goal of becoming a top 50 research

university; K-State acknowledges this is an ambitious goal. The National Bio and Agro Defense Facility and the Biosecurity Research Institute are features that suggest this is an attainable goal.

Technology and information technology services support the teaching and research missions of the university. Nearly all classrooms have basic technology to support instruction (wireless and computer projection capability). Information technology support and services include comprehensive help desk services, wireless and communications technology, cyber-security systems upgrades and infrastructure, recent transition from homegrown learning management system to CANVAS, student data systems that include a student information system upgrade and degree audit upgrade, a data warehouse under construction, and data and IT services for the research mission.

In response to questions about support for online/distance education K-State provided supplemental material describing how the K-State Global Campus is supported. The K-State Global Campus has a budget of \$6.8M generated from fees for credit courses taught online, which support 47 staff members and 26 student workers. The Global Campus provides student and faculty services to the academic units for course delivery by regular faculty and instructional academic staff. The Global Campus uses the same learning management system, CANVAS, as is used for courses delivered in predominately face-to-face formats.

K-State has an internal budget allocation process responsible for preparing and coordinating budgets for all K-State units, for reporting, and for attending to legislation that impacts budget and budget decisions. The budget allocations are aligned with the K-State mission - 37% for instruction, 27% for research, 10% for public service. A Budget Advisory Committee, initiated by the president, provides advice to the president, VP for finance, and the provost. The Budget Office oversees the development of the budget and related activity. The Office of Financial Services provides fiscal and accounting services and is responsive to internal and external audits.

Policy and processes are in place around hiring to assure that employees are hired according to qualifications in the position descriptions. Orientation and training programs are in place for new employees as appropriate for their occupation (support staff, faculty, new department heads). Ongoing training opportunities are offered, including training for teaching support, and in the areas of research compliance.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

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

### Rating

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Met

### Evidence

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Evidence that the governing board is knowledgeable about the institution, provides oversight and meets its legal and fiduciary responsibilities is verified and summarized in the evidence statements provided for 2C.

An affirmation of the institutions commitment to shared government is detailed in a 2013 letter from the president to the faculty. Therein, he outlines the roles of various task forces that provide direction on research infrastructure, master planning, undergraduate research, faculty compensation, human capital. The letter specifies that task force reports are shared unedited with the campus, revised based on input, finalized and then transitioned into an implementation phase. Evidence of shared governance is provided through links to minutes of administration-faculty-staff deliberation at the levels of the faculty senate, student government association, university support staff senate, and annual faculty meetings within colleges. In addition, faculty, staff and students sit on the university budget advisory committee.

Academic policy and requirements are set by the faculty, primarily through the faculty senate committee. Academic programs are as well. They originate in departments, and then obtain approval at the college curricular committee level on up to the senate. Evidence of these processes is provided through links to the faculty senate committee and academic affairs committees, with minutes of actions taken on program proposals and policies. Evidence that the promotion and tenure process is faculty managed is provided through links to the faculty affairs committee minutes. Similar evidence is provided for professional staff affairs. Student governance is demonstrated at a link to the student government association. The association has committees in 6 major areas, including one for allocating a portion of the student activity fee, and one that advises the Privilege Fee Committee that reviews line-item fees and addresses long-term financial planning.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Rating

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Met

### Evidence

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K-State links the budget planning process and mission through the K-State 2025 strategic plan priorities and a set of principles established by the president's Budget Advisory Committee, which set this alignment as among important budget principles.

The student experience informs budget goals and attention to a quality student experience is integral to the K-State 2025 strategic plan. The role of assessment of student learning, although indirect, is involved in the priority setting and movement to goals at the program and college level through program review and reflections on graduation outcomes of students. In addition, progress to degree metrics are integral to the K-State strategic plan (Cr 4C) and so programs that support student learning and progress to degree are tied to the budget process.

The K-State 2025 strategic plan and the budget planning process appear to provide a framework for institutional planning that includes administration at all levels, faculty and shared governance, students, and in some cases external constituents. Strategic plans have been developed for units within K-State and university-wide such as the campus master plan, and climate study efforts.

The Budget Advisory Committee is representative of all key constituent groups in the university. Along with the institutional leadership team, the budget advisory committee considers fluctuations in state funding, enrollment trends and patterns, demographics of the state's high school population, changing state and federal regulation, revenue potential and tuition and fees, and other factors in considering recommendations on budget to the president and president's cabinet.

Institutional planning has recognized a number of emerging trends. The university Engineering Initiative recognizes a shift to interest in and demand for engineering graduates by funding an increase in engineering program enrollments. Declines in the Kansas high school graduates has dictated an increase in recruiting of international students, and growth of online programming. Technology and

IT services are recognizing and planning for shifts to cloud storage as part of an effort to meet security and storage needs along with cost-containment needs.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Rating

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Met

### Evidence

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Evidence that the institution monitors its performance is provided through links to dashboards and updates related to budget performance, student learning outcomes, student feedback on surveys, accreditation outcomes, enrollment data, program reviews, faculty salaries, and student job placement rates, among others. Performance measures are structured around annual assessment of goals specified in the K-State 2025 strategic plan. Evidence of monitoring is provided through a link to the 2014-15 annual progress report. The report tracks 8 outcomes: research expenditures, endowment, national academy members, faculty awards, doctorates granted, retention rates, 6-year graduation rates, and percentage of undergraduates involved in research. These are bench-marked against 10 peer institutions.

Evidence that the institution is utilizing data to improve institutional effectiveness is provided through broad descriptions of initiatives (rather than with links to specific evidence). The assurance arguments describe, for instance, efforts to improve graduation and retention rates that include enhanced advising, early warning systems, and an initiative to increase scholarship funding. The institution reports that first to second year retention reached 83.5% for the fall 2014 incoming cohort, the highest retention rate on record. Efforts to assess the relative impact of various interventions on outcomes are not described.

Initiatives to increase grant funding, recruit star faculty, and receive more national faculty awards are also briefly described.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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

### **Evidence**

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K-State has provided evidence of a positive fiscal position and substantial and aligned planning efforts oriented to the 2025 strategic plan. Strategic priorities include planning for an improved undergraduate experience, improved graduate education, and an enhanced research enterprise. K-State has an active fundraising comprehensive campaign and has raised \$886M of the \$1B goal. A budget planning process is in place and activities of a Budget Advisory Committee support planning for the future. Planning includes shared governance and communication across faculty, staff, students, administration and other constituent groups.

## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

## Review Summary

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### Conclusion

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Based on the evidence provided by the university, including the additional information requested by the Review Team, the Team concluded that Kansas State University meets all five Criteria (and every Core Component) for continued accreditation. K-State is a strong, long-standing, comprehensive, land-grant university with many notable programs and activities. The Review Team notes the recent implementation of a complex but solid assessment strategy for the institution's General Education program. The implementation and operation of this assessment will require continuous oversight and monitoring and the next HLC Review Team will need to review its success.

### Overall Recommendations

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#### Criteria For Accreditation

Met

#### Pathways Recommendation

Eligible to choose

*No Interim Monitoring Recommended.*