

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Kansas State University
Manhattan, KS 66506

April 9-11, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. Context and Nature of Visit.....	4
II. Commitment to Peer Review	7
III. Compliance with Federal Requirements.....	7
IV. Fulfillment of the Criteria.....	7
a. Criterion One.....	8
b. Criterion Two.....	10
c. Criterion Three	12
d. Criterion Four	16
e. Criterion Five.....	17
V. Affiliation Status.....	20
VI. Additional Comments and Explanations.....	20
a. Federal Compliance Worksheet.....	21
b. Appendix A: Credits and Program Length.....	28

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The team evaluated the institution for the purposes of continued accreditation, Federal compliance, and pathway eligibility.

B. Institutional Context

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 University serves several other locations as indicated in the SAS.

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.

Since 2002 several leadership changes have occurred. Dr. Kirk Schulz was hired in June 2009 as the University President, in 2006 Dr. Duane Nellis, was hired as Provost and in January 2010 Dr. April Mason replaced Nellis as provost and senior vice president. 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.

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.

C. Unique Aspects or Additions to the Visit

1. Multi-Campus Visit – Branch Campus in Salina.

D. Additional Locations or Branch Campuses Visited (if applicable)

None.

E. Distance Delivery Reviewed

The institution is authorized to offer up to 20% of its degrees via distance learning. Currently, the institution offers 9 bachelor's degrees, 22 master's degrees and one PhD degree via distance learning. That is a total of 32 programs out of a total of 199 degree programs offered by the institution for a 16% rate. Currently, the institution has 2300 students (unduplicated count) enrolled in online programs/courses with a large majority pursuing a degree, minor, or a certificate.

1. The online programs offered by the institution are appropriate to its mission as a land-grant institution. The programs are primarily targeted for Kansas residents for degree completion at the bachelor's level including 2+2 arrangements with the community colleges. At the

graduate level, the programs offered are targeted for the professional workforce in the State. The institution also offers a number of online certificates and a minor targeted toward military personnel and working professionals in the state. Also, the institution periodically conducts a needs assessment among the various constituencies in the State and offers programs that meet the needs and matches the capacity of the institution to deliver the programs.

2. The development and delivery of the programs including curriculum, pedagogy, and assessment are done by the program faculty in the respective academic units with assistance provided by support units including the Division of Continuing Education, technology support, and the library. Course design support is provided within the academic unit as well as from the Division of Continuing Education. The courses are taught by program faculty and adjuncts approved by the faculty. The curricula, the learning outcomes and the requirements for the online programs are identical to the on-campus offerings of the same programs. The oversight of the quality of programs rests with the program faculty in the academic units.
3. Student admission, advising, and other support services (such as financial aid, accessibility assistance, and technology assistance) are provided by the academic units responsible for the programs with assistance from the Division of Continuing Education. Library resources prescribed for the courses by faculty are provided electronically to students.
4. Student verification is done through a variety of methods including login procedures, use of proctoring services, and in-person examinations. The distance learning website communicates to students that the cost of using proctoring services will be the responsibility of the students. The institutional program assessment processes include assessment of online learning. Faculty professional development includes academic integrity issues associated with online learning.

F. Interactions with Constituencies

President	Assoc. General Counsel
Provost	Dir., Affirmative Action
Chief Financial Officer	Chief Information Officer
Government Relations Officer	Associate VP Human Resources
Student Senators	Associate Director, Human Resources
NE Area Extension Director	Graduate Student Meeting (26 students)
Assoc. Director Res. and Extension	Dean, Graduate School
Assistant Director, FCS	Associate Dean, Graduate School
Assistant to the Dean, Ag	Ft. Leavenworth Dir. of Grad. Ed. And Outreach
Dean, Agriculture (interim)	Liaison to Graduate Council Assessment and Review Committee
Director, International Ag Program	Asst. VP Student Life
Asst Director Ag Nat Resources	Director of Admissions
Associate Dean, Agriculture	Assoc. VP for Student Life
Assoc Dir. Ag Research	Sr. Assoc. Dir. Financial Assistance
Senior VP for Development, Foundation	Dir. New Student Services
Chief Operating Officer & CFO, Foundation	Assoc. Dean and Director Student Life
Chamber of Commerce (10 members)	HLC Executive Committee (13 members)
Academic Deans (nine deans attended)	Department Heads (40 people)
Head, Soc, Anthro & Soc Work	Assoc. VP for Student Life
Faculty Senators (eight faculty attended)	Dir. Academic Assistance Center
Assoc Dir., Biology	Asst/ Director Housing and Dining
Dir., Ctr. Quant. Education	Dir. Alcohol and Drug Education Service
Co-Chair, Faculty Affairs	Senior Assoc. Dean for Student Life
Dir., Writing Center	
General Counsel	

Coord., Academic/Career Information Cntr Director, PILOTS Program Co-Directors K-State First (2 people) Center for Engagement and Community Development (six persons, faculty and staff) Faculty & Staff Open Meeting (60 people) Senior VP Alumni Association Associate VP Alumni Association President, Alumni Association Assessment Committee (12 Fac. & Staff) Online Program Comm. (13 Fac. & Staff) Distance Educ. Comm. (13 Fac. & Staff) Classified Staff Senate (20 Staff) Commun. & Marketing Group (6 Staff) CEO and Dean, Salina Campus Salina Campus Leaders (9 Staff) Women of K-State Advisory Group (24 Fac. & Staff) 2025 Planning Committee (3 Fac. & Staff) Office of Research (4 Fac. & Staff) Library (5 Staff And Administrators) Military Science (6 Fac. & Staff) K-State 8 Group (Gen Ed) (22 Fac. & Staff) International Programs (7 Staff)	International Students Group (10 students) Comm. For Academic Policies & Procedures (17 Fac. & Staff) Information Technology Assistance Center/Office of Mediated Education (9 Staff) Diversity Group (32 Fac. & Staff) Facilities Director and Staff (6 Staff) Student Open Meeting (13 Students) Master Planning Committee (11 Fac. & Staff) Manhattan Chamber of Commerce (10 Community Members) Kansas Board of Regents (6 Regents) Student Foundation (K-State Proud) (9 Students) K-State Athletics (2 Senior Assoc. Athletic Directors) VP Student Affairs – Services Assoc. VP, Human Resources Associate Director, Human Services Salina Campus Staff & Faculty (24 persons) Undergraduate Research Committee (10 persons)
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G. Principal Documents, Materials, and Web Pages Reviewed

KSU University Handbook Graduate Handbook Grievance Process Handbook Kansas Board of Regents Handbook Performance Agreement Report for KSU K-State 2025 Plan K-State First (1 st Year Experience) K-State University Organizational Chart K-State University Mission Statement K-State Policy and procedures Manual Policy on Integrity in Research/Scholarly Activity Provost Organization Chart Strategic Plan for Diversity Student Code of Conduct Master Plan Update Proposed Campaign for KSU Regents Performance Agreements One and Four-year alumni Surveys Assessment at K-State Academic Department Guidelines (T&P) Div. Continuing Education Materials Notebook E-Learning Faculty Modules K-State Online Website University Honors Program Website K-State 8 (Gen Ed) Website Engagement & Community Develop. Website K-State Annual financial Report 2011	K-State Annual financial Report 2010 Audit Supplemental Information 2011 Audit Supplemental Information, 2010 Revenues Pledged and Restricted 2011 Revenues Pledged and Restricted 2010 Annual Progress Report on Student Learning Assessment by College, 2011 KSU Program Review 2011 Assessment Processes Assessment Showcase Workshops Department Promotion and Tenure Docs Alumni Surveys Career and Employment Services Department Promotion and Tenure Guidelines Developing Scholars Program Office of Disability and Support Services First Year Seminars International Service Teams K-State Book Network MAP-Works McNair Scholars Program NSSE Student Outcomes New Faculty Institute Peer Review of Teaching Program PILOTS Program Senior Survey Tilford Group University Experience
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University Honors Program
Life Café
Wildcat Warm-Up
Writing Center

KSU Program Review 2006-2011
Annual Progress Reports
Library Collections and Financial Reports

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The team rated the commitment to the self-study process of members of the administration, faculty and staff as good. The comprehensiveness of the process on campus was good.

B. Integrity of the Self-Study Report

The team rated the integrity of the Self-study Report as good, but throughout the visit, team members expressed some frustration about access to data. This concern is likely the result of the virtual nature of the report and the related data sources. The content of the self-study report came off as insufficient in more than one instance and it is likely due to the transition in the way the self-study and the data are presented.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the institution to previously identified challenges to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled. The team noted the solicitation of Third Party Comment for the Evaluation Visit. Six responses were received and reviewed by the team.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. After reviewing the materials created by the University, the Team offers these observations.

- A. Credit Hours and Program Length - In order to meet the new Commission expectations related to the federally mandated policy on the credit hour, a task force recommendation was approved by the Faculty Senate in February of 2012. After reviewing this policy, the team concluded this KSU policy equates its learning experiences with semester credit hours using consistent, common and observable practices. Also, the team noted the Kansas Board of Regents established minimum credit hours needed for associate's(60) and bachelor's (120) degrees as well as additional requirements for graduate degrees.
- B. Tuition and Fees – Three colleges (Business Administration; Engineering; and Architecture, Planning, and Design) have an additional per-credit-hour fee. These fees are used for either maintaining the competitiveness of faculty salaries or for additional classroom, laboratory, or studio equipment. The team concluded these differential tuitions were appropriate given HLC standards.

IV. FULFILLMENT OF THE CRITERIA

Integrate evidentiary statements on distance delivery and the extended operations of the institution (campuses, additional locations) in appropriate criterion sections.

1. If the institution provides offerings by distance delivery, include 3-5 discrete evidentiary statements on the findings in appropriate Criterion sections, referencing appropriate Core Components.
2. If the evaluation included reviews of branch campuses (Multi-Campus Visit), include 3-5 discrete evidentiary statements on the findings related to the extended operations of the institution in appropriate Criterion sections, referencing appropriate Core Components. Submit all Multi-Campus reports with this team report, along with the schedule of visits. The evaluation should focus on the quality of the extended operations, policies and processes for assuring effective oversight, and policies and processes for evaluating and improving education across all of the institution's extended operations.
3. Incorporate your findings on distance delivery and extended operations into your conclusions for each Criterion and your recommendation on the accreditation relationship.

CRITERION ONE: 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.

1. Evidence that Core Components are met

- a. Kansas State University presents its mission in its bulletins, on the website, and in other public documents that were reviewed by the review team. The mission is appropriate for an institution of higher learning and keeps teaching, research and service at the core. The institution also made revisions to its Principles of Community in 2010. These principles express some of the central values that should guide behavior and communication on the campus. The current version of the mission statement was approved by the Board of Regents in 2008. (1a)
- b. The K-State 2025 plan represents the new administration's vision for the institution to become a top 50 public research University by 2025. This plan was developed with high levels of engagement of all internal and external stakeholders. The vision is consistent with the mission of the university and was found by the team to be widely understood and deeply embraced throughout the institution. The Board of Regents was found to be enthusiastic in its support of the plan. This vision is now in the early stages of its implementation, with academic units, student affairs and other elements of the university developing plans to align their efforts with the K-State 2025 plan. (1a)
- c. The 2002 team expressed several concerns about diversity. These have been seriously addressed with increased funding and fundraising for the Office of Diversity, and an increasing number of multicultural programs across the campus. It is noteworthy that every college has a diversity officer, usually at the assistant dean level, who is the point person for diversity in the unit. Further, diversity has been one of the undergraduate student learning outcomes since 2004. The Tilford Initiative for Multi-Cultural Curriculum Transformation has supported the development of multicultural competencies through faculty development grants to encourage faculty to integrate these competencies into their courses. Diversity has also been a priority in student recruiting, with 36% growth in African American enrollment, and 88% growth in Hispanic enrollment from 2007-2011. For Fall, 2011, 14% of the undergraduate student population were from historically under-represented groups. The university offers a full range of programs to support the success of these students, and many faculty and staff members expressed deep commitment to the success of these students. (1b)
- d. The K-State 8 goal for Global Issues and Perspectives is designed to provide all graduates to live and work within a global community throughout their lives. To this

end K-State has actively engaged in recruitment of international undergraduates now reaching 1,857 students with nonresident alien status. More than 50 percent of these students are from China where K-State has a recruitment office. There is also a recruitment office in India and more are planned in other non-Asian countries. The University has a study abroad program that is gaining popularity with students, and being supported by an additional advisor on campus. International undergraduates and graduate students report that they make friends with domestic students through the many well-organized campus events, such as the over-subscribed coffee hours held in the international center on campus. Additionally friendships are formed by resident dormitory contacts and by classroom team experiences. This focus on the international engaged is enriching the Kansas students as well as forming future connections worldwide and is deemed to be meeting one aspect of diversity: multiculturalism. (1b)

- e. Women are underrepresented 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. These funds have been fully dispersed, but the University has institutionalized the program and established the K-State Office for the Advancement of Women in Science and Engineering, which continues to support ADVANCE initiatives such as the ADVANCE Distinguished Lecture Series, to provide 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. Although continued support is needed, there is good evidence that K-State shows serious concern for diversity with respect to women. Both the mission statement and K-State 2025 now embrace diversity, and the team found that commitment to diversity was deep and broad in the university. (1b)
- f. As the most recent expression of the university's mission, K-State 2025 is clearly having an impact on the institution. Morale is high and has been boosted in large part by the new leadership of the president and provost, and the clearly stated aspiration to become a Top 50 public research university by 2025. The stakeholders with whom the team met, from Board of Regents to undergraduate students were knowledgeable and supportive of the plan, some seeing it as being a long overdue and healthy aspiration for the university. (1c)
- g. The team met with six of the nine members of the Kansas Board of Regents and was impressed with their commitment and dedication to K-State and advocacy with the Kansas legislature for support of the mission of the university and the 2025 plan. The University has regular meetings of organizational groups that are well structured to discuss mission-related issues and strategies. These include the President's, the President's Advisory Committee, the Council of Deans, Faculty Senate, Kansas State University Foundation Board and K-State Alumni Association Board, the Student Senate and the Classified Senate. The university is well organized and effectively managed to convey the land-grant mission to constituents from the top levels of the university through both traditional and electronic communication. (1c)
- h. The President, Provost, and other members of Senior Leadership meet monthly with the Kansas Board of Regents and it is apparent that there is an excellent relationship and shared understanding of the mission and its implementation. Furthermore, the Team met with representatives of the internal stakeholders—Faculty Senate, Student Senate, and Classified Senate—and all voiced strong support for 2025. In particular the Team was impressed with participation of so many people at K-State and the developmental process. The launch of the 2025 plan is widely adopted throughout K-State the comment heard from one group after another was "2025 is our plan". The

Team recognizes that this plan has many facets and not all will be attained but it is evident that it is helping to match the mission of the University in positive growth and improvement.(1d)

- i. Shared governance on curricular and many academic matters is vested in the Faculty Senate. The senate meets monthly with the President, and Provost and is active in oversight of all policies that impact faculty. The Student Government Association represents all students in the university and works with the administration on continuous improvement of the student experience. The SGA also plays a key role in any tuition and fee increases for the university. The leadership have recently taken the lead in recommending any increases to the Board of Regents for Approval. (1d)
- j. Through the self-study report and in meetings with faculty and staff, the team learned of several examples of effective shared governance. These include the broad participation in the development of K-State 2025, the decision for increases in dependent tuition waivers for University employees, and in how the university implemented mandated budget cuts for FY 2011 and 2012. All involved multiple stakeholders, provided great transparency, and resulted in acceptable solutions to these challenges. (1d)

2. Evidence that one or more specified Core Components need institutional attention

None.

3. Evidence that one or more specified Core Components require Commission follow-up. (If On Notice, Probation, or Withdrawal is being considered, contact the staff liaison.)

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (On Notice, Probation, or Withdrawal is warranted. Contact the staff liaison.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION TWO: 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.

1. Evidence that Core Components are met

- a. Evidence of strong, consistent and realistic preparation for K-State's future can be seen in the strategic planning process which is represented by K-State 2025. This thoughtful process resulted in the development and institutional commitment of a vision to become a top 50 research institution by 2025. The process also included a good collaborative effort within University community. Under the leadership of the President, organizational goals were developed through a collaborative process involving campus governance structures and external constituencies. (2a)

- b. Evidence that attention is being paid to demographic shifts is the recognition of overall slightly declining Kansas high school graduates. K-State is trying to balance this with increased recruitment of international students. Recruiting offices are located in China, India, and there are plans for one in Viet Nam. Enrollments from these countries have increased over 8% in the last three years. Total enrollment has increased over each of the last five academic years. (2a)
- c. K-State was awarded the National Bio and Agro-Defense Facility (NBAF) in 2010 to replace an aging USDA facility at Plum Island, NY. The lab will handle research on deadly agricultural pathogens. A recent risk assessment puts the chance of a release of deadly animal pathogens at 1/10th of 1 percent. The proposed 2013 federal budget does not contain funding for the construction of NBAF and calls for the Department of Homeland Security to reassess the project, but \$10 million is included to begin the transfer of research on certain swine diseases.¹ (2a)
- d. While decreased State funding always is cause for concern, K-State's operating revenues have increased 48.69% over the last five years. Increased revenues were accomplished in part by increased tuitions. Operating expenses have increased only 27.07%. This was accomplished by reducing positions by more than 200, and the defunding of the Targeted Excellence Program. (2b)
- e. While Targeted Excellence has been defunded, funding for research has actually increased per the F&A proposal (submitted 3/30/12). (2b)
- f. Looking to the future, a technically challenged campus just a few years ago is now 70% wireless. 2011 funding was increased so that 80% of the general use classrooms can be equipped with at least basic technology over the next two years on the Manhattan campus. Currently, 25 classrooms have been upgraded and 25 more are on schedule for this year. The Salina campus is totally wireless. Also, the current IT budget has increased \$10 million over 2011 and the staff has grown by 74 FTE through consolidations across campus. (2b)
- g. All degree programs within the Regents University System are reviewed on an eight-year cycle through a departmental self-study and recommendation process. 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. These include information on student enrollment and graduation, instructional faculty headcount, faculty workload, the allocation of resources, and more. By 2011 every program had been through one cycle of review and some have 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, 28 have been discontinued, five have been retained but are being monitored for improvements, 16 met the KBOR guidelines within the three-year time frame, and three have currently been recommended for internal review and may be considered for discontinuance, merger with another program, or retained but monitored for improvement over the next three years. (2c)
- h. The 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. (2c)
- i. 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. (2c)
- j. In addition to HLC accreditation, K-State has 50 programs and four colleges that are

- accredited, two programs are certified, one is licensed, and one is registered. (2c)
- k. K-State has been a part of the Voluntary System of Accountability (APLU) since its inception in 2007. Membership requires the institution to submit data for the web-based College Portrait. (2c)
 - l. Three year targets for the current KBOR performance agreements were set by the previous administration and may not necessarily be aligned with K-State 2025 (2c)
 - m. The President and Provost have initiated the target for K-State to be a top 50 public research university by the year 2025 (currently 86th out of 116). K-State 2025 set eight metrics to be used to assess the current status and future progress of the university. K-State currently ranks near the bottom of nearly all of the metrics. In the summer of 2010 focus groups were formed across campus to include all types of constituents. Spring of 2011 public responses were studied and seven themes identified. Also integrated into the planning will be the goals from the KBOR Foresight 2020m which focused on improving student success and student learning. (2d)
 - n. The Campus Master Plan was adopted in spring of 2004. This is consistent with K-State's mission statement and vision for the future. In the fall of 2011 a special task force was formed to revise and update the master plan. An architectural consulting firm has been hired to help determine the space needs on campus in the next 15 years. (2d)

2. Evidence that one or more specified Core Components need institutional attention

- a. There were several remarks among staff in particular that jobs have been re-designed and positions have been re-classified from classified to non-classified jobs. One concern about revisions to jobs without Human Resources' review is that distinctions to exempt or non-exempt must be reviewed and legally compliant to recent changes. An investigation by the Federal Department of Labor might result in significant costs for K-State.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- a. Each academic and unit program has identified clear learning objectives and

developed discipline-specific metrics to measure student learning outcomes. The Provost has published departmental learning outcomes and assessment plans on her web page, and the Office of Assessment provides a thorough and reflective annual Feedback Report to the academic unit, copying the Dean and Provost. The Office of Assessment prepares a summary report of these Annual Progress Reports. Learning outcomes and measures differentiate between undergraduate, masters, and doctoral programs, and where appropriate, tie back specifically to the University-Level Student Learning Outcomes. For institution-level assessments, the University has switched from the College Assessment of Academic Proficiency--used in 2008 and 2010--to the Collegiate Learning Assessment Program starting in 2011. While these institution-wide assessments are too recent for evidence of curricular change, examples from Interior Design, Communication, and Aviation Technology provide evidence that academic assessment is used effectively in a process of continuous improvement to the curriculum. The institution also systematically surveys graduating seniors and graduates to collect their reflections on their K-State experience. All of this provides evidence that the organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. Programs are at different levels of proficiency in their assessment work, but are now at least 100% in compliance with the program assessment process. (3a)

- b. The University Handbook identifies the education of students as a fundamental mission of the University (paragraph C32.2). The University supports effective teaching in numerous ways. These include annual awards for effective teaching, both University-wide and college-based. These awards, which amount to over \$165,000 annually, provide institutional recognition to 20-30 outstanding faculty annually. (3b)
- c. The University Handbook recognizes that a variety of academic facilities and pedagogies are critical to institutional excellence, and charges the academic departments with developing criteria and standards appropriate to their missions (paragraph 32.3). Accordingly, each academic department has developed standards for annual evaluation, promotion, and tenure that include not only criteria and standards for instruction but also for research, creative activity and service. Upon approval by majority vote of the faculty, by the Dean and the Provost, the website of the Office of Academic Personnel retains these comprehensive plans and posts them on its website. Each of these documents includes how the department will evaluate instruction, and thus individually and collectively they provide evidence of the organization's commitment to instruction. Notable among these are include the Department of Educational Leadership and the Department of Psychology. In both these examples, the faculty are encouraged and expected to develop specific evidence of effective teaching, including such elements as syllabi in which expected course and student learning outcomes are stated along with evidence of how courses/expectations are aligned with the department's mission and goal statements; evidence that courses taught conform to the department's Learning Outcomes; evidence of new coursework established and/or curriculum improvement activities and peer assessments of teaching. Including this kind of deep, personalized instructional portfolio in the annual evaluation is evidence that the organization values teaching effectiveness. (3b)
- d. The Faculty Senate has supplemented the University Handbook by voting that all instructors of all ranks are to be evaluated by students for each course and each section that they teach each year. Two course rating systems, IDEA and TEVAL, are available for program faculty to use in these evaluations. (3b)
- e. The Center for the Advancement of Teaching and Learning, with 3.3 FTE employees, provides a forum for faculty to exchange best practices on effective teaching; the Center also coordinates several programs to enhance effective teaching, including the Faculty Exchange for Teaching Excellence, the New Faculty Institute, the Peer Review of Teaching Program, and Instructional Design and Technology

- Roundtables. In addition, the Principles of College Teaching is a graduate course offered through the College of Education for graduate students and faculty. Faculty indicate that they do take advantage of these programs and that teaching effectiveness is of utmost importance to them. Students have also indicated the importance of good teaching by initiating the Enhanced Classroom Experience Committee, a 21 member group of students and faculty representing all colleges, to enact policies and procedures to foster excellent learning environments. (3b)
- f. The University has instituted a variety of programs to create and enhance learning, especially during the transition year to the University. K-State First incorporates Connecting Across Topics Communities, First Year Seminars, the K-State Book Network, and the Guide to Personal Success, four distinct programs that work together to enhance student learning and success. In addition, the institution has taken care to construct diverse learning communities, including, for example, international students. Data from 2008-2010 show significantly improved retention rates for students participating in these programs. The Developing Scholars Program selects students from under-represented groups to work as paid research assistants for K-State faculty. The program also provides academic, social and financial support. Students in this program have received numerous honors, including membership in honorary societies, finalist for Rhodes and Truman fellowships, internships at MIT, Harvard, ExxonMobil, and other awards. In addition, the University has numerous programs that target specific learning communities, such as Upward Bound, the PILOTS program, and the Academic Early Warning Program. (3c)
 - g. The Undergraduate Research Committee provided evidence of extensive and deep involvement of undergraduates in research. There are nine NSF funded REU sites and at least a dozen REU projects affiliated with individual research grants. The organization has a long-standing INBRE grant that has supported over one hundred KSU undergraduates with over \$700,000 in support over the last ten years. Where appropriate, colleges have incorporated research into student capstone experiences, including senior projects in Engineering, senior recitals in Music, and action-based research portfolios in the College of Education. Colleges and academic units showcase student research and creative activity achievements. (3c)
 - h. Classroom facilities on the Manhattan campus are currently undergoing a major upgrade. In 2011, funding was increased so that by 2013 80% of the 134 general purpose classrooms will have basic technology, to include internet connectivity, video and audio inputs, LCD projector or other display device, and connector for laptop. All of the classrooms on the Salina campus are already so equipped. The Manhattan campus has an additional 33 multimedia classrooms. At least eleven specialized studio classrooms are equipped for special needs in programs such as statistics, music, physiology, etc. Students engage in clinical practice in the veterinary teaching hospital, a 185,000 square foot facility that sees 17,000 cases per year. Agronomy, Animal Sciences and Industry, and Grain Science and Industry collective manage over 4,000 acres of farm land for research and instructional purposes. In addition to general purpose classrooms and technology-equipped classrooms, the University has many specialized learning facilities, including labs in science, studios for the arts, practice, recital and concert venues for the performing arts, 29 aircraft and one helicopter for the aviation programs. (3c)
 - i. In addition to general purpose classrooms, the University has many specialized learning facilities, including labs in science and engineering, studios for the arts, practice, recital and concert venues for the performing arts, plant and animal science facilities, aircraft and helicopters for the aviation programs. (3c)
 - j. The Academic Assistance Center, conveniently located in Holton Hall along with other organizations associated with student life on campus, provides a wide variety of services in support of student learning. This includes a 2-3 credit hour course on the University Experience to equip students with the skills needed to transition to successful University learning, free tutoring, walk-in assistance in writing and

mathematics. The center also provides testing to assist in placing students in the proper mathematics sequence, and offers two mathematics review courses. The center provides other services to students such as credit by examination, entrance and professional examinations, certification and licensure, English proficiency examinations, for examples. (3d)

- k. Within the Center, the Academic Transition Program assists domestic multicultural students in connecting them with resources on campus and providing them with the academic and emotional support they might want during college. The PILOTS program is a year-long freshman retention program that provides academic structure, offers individual attention, and assists students in making a strong connection to the campus community. (3d)
- l. The Office of Disability Services provides a broad range of supportive services in an effort to ensure that the individual needs of each student are met. With a budget of nearly \$300,000, this office serves more than 500 students annually. (3d)
- m. The K-State 2025 strategic goals include making the organization the most military-inclusive public university in the nation. The military-related portion of the student body is 10.7% of the student body today, up from 6.9% two years ago. Because military-affiliated students are also often non-traditional students, the University has created the Office of Non-Traditional and Veteran Student Services to support the needs of these students. The Veteran's Center is a sub-unit of this Office, and is located in the basement of the Student Union. (3d)
- n. International students are an important component of the student population at Kansas State University. The recent revision of the general education requirements recognizes this importance by including global issues and perspectives as one of the K-State Eight. The rationale as determined by the faculty: "A global perspective is imperative for K-State graduates who will continue to live and work within a global community throughout their lives." The presence of international students on the campus breathes life into this requirement. In addition, this is an opportunity to expose the future economic, scientific, cultural and political leaders of other nations to US culture. K-State recognizes the importance of international students and vigorously recruits them. The students are supported by the University from the moment they step off the airplane in Kansas and are met by a K-State student. The Office of International Student Services provides multiple levels of support, from national student organizations, to English as a second language services, to pairing international undergraduates with American buddies. The Office also assists with visas, passports, and related issues, as well as assuring compliance with federal regulations. International students report broad satisfaction with their experience at K-State. (3d)
- o. The K-State library system includes a large main library, branch libraries supporting several specific colleges, and K-State Salina. The recently improved main library, Hale Library, is an inviting place for students to study and gather, with "gate counts" increasing annually across five years until the past year. Volumes in the library have also generally increased annually, but it is noted that the K-State library budget has historically ranked 11th out of 12th in the Big 12 institutions. The library system provided agreement documentation with the Greater Western Library Alliance and the Western Regional Storage Trust (WEST). They are investigating the possibility of attaining membership in the Association of Research Libraries, which would require a substantial increase to personnel and materials, but would significantly support the K-State 2025 mission of becoming a top 50 public research institution. The library has instituted an innovative presence, recognizing that students require library support at the point in time the need arises. As an example, the library has added a pop-up "ask a librarian" window so students can obtain assistance from any location at anytime.

2. Evidence that one or more specified Core Components need institutional attention

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FOUR: 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.

1. Evidence that Core Components are met

- a. The institution has a rich array of programs that demonstrate its support for inquiry, research, and application of knowledge at all levels. The vision to be in the Top 50 research institutions in the United States by 2025 is backed up by a strong research infrastructure to support faculty and staff efforts to obtain extramural awards. The seed grant program, the Faculty Development Awards, and workshops on winning grant awards focus on developing faculty members into productive researchers. The success achieved is evident in the trend of increasing extramural funding and in the establishment of major centers of excellence – such as the Arthropod Genomics Center, and Emerging and Zoonotic Diseases Center – and national resources such as the Bio-security Research Institute and the Bio & Agro Defense Facility. (4a)
- b. The institution has a well-organized and professionally run University Research Compliance Office which ensures responsible conduct of research. The office supports the work of the Institutional Review Board, the Animal Care and Use Committee, and the Biosafety Committee. The Office of Research and Sponsored Programs offers many educational programs for faculty, staff, and students on responsible conduct of research, export controls, and conflict of time and commitment. (4d)
- c. The institution supports engagement of undergraduate students in inquiry and creative activity through a myriad of programs that provide research experience to undergraduate students. These include programs such as McNair, Honors, Developing Scholars, Kansas Research Forum, Johnson Center for Cancer Research, Space Grant, Summer UROP, as well as 57 courses with research experience. Student presentations of the research projects demonstrate their capacity to engage in inquiry and discovery of knowledge. The institution has constituted a task force of faculty and staff to develop action plans to encourage, increase, and measure the participation of undergraduates in research, scholarly and creative activities, and discovery. (4c)
- d. The revised general education requirements have been implemented in fall 2011 semester. A common set of distribution requirements for students in all programs

has been articulated. The faculty are enthusiastic about the new general education program. (4b)

- e. The common learning outcomes at the undergraduate and graduate levels speak to broad knowledge and learning skills. Assessment of learning outcomes for undergraduate programs are systematically collected and reviewed at the college and institutional levels and the results demonstrate that students achieve their learning outcomes both in the breadth and in the major. The annual Assessment Showcase highlights institutional best practices in assessment of student learning in online and face-to-face modalities, and the use of assessment results for program improvement. Additionally, the institution conducts periodic internal review of programs to ensure quality and currency. (4c)

2. Evidence that one or more specified Core Components need institutional attention

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

4. Evidence that Core Components are met

- a. The K-State 2025 Strategic Plan was developed through a highly collaborative and engaged process. Numerous groups of faculty, staff and Manhattan community members affirmed that they were actively involved in the development of this plan. Many of these same constituency groups stated that they were also involved in the preparation for the Higher Learning Commission visit. The staffs from facilities, Student Affairs, the K State Foundation, Intercollegiate Athletics, academic department chairs and the Center for Engagement and Community Development were explicit and enthusiastic about their involvement in the development of the new strategic plan either through membership on various committees or through focus groups. (5a).
- b. Through the President's Commission on the Status of Women, the President of Kansas State University has an opportunity to listen to and review an annual report detailing the concerns and recommendations of the seventeen (17) female members of the commission regarding women's issues. The Commission focuses on the roles, needs, and opportunities of women students, faculty, and staff at K-State, and they make recommendations accordingly. Through the self-study and interviews with members from this commission, the members felt that this venue provided an

opportunity for women at K-State to gain the support that they need to be successful and feel valued at the institution. However, there were concerns about outstanding issues related to pay and opportunities for promotion which they hope to have addressed in the future. (5a).

- c. Kansas State University's Office of Military Affairs has been responsive to collaborating with Fort Riley and Fort Leavenworth. These efforts have extended into the offices of the K-State Student Veterans' Organization, the Institute for the Health and Security of Military Families (which is housed in the College of Human Ecology), and K-State's Division of Continuing Education. These efforts have contributed to 10.6% of the student body having military connections (i.e., active duty, veterans, or military dependents). (5a).
- d. Kansas State University has expressed a commitment to engage in support of its various civic partners through the 2011 Principles of Community statement. This statement was endorsed by several campus groups, including the Student Governing Association, Graduate Student Council, Graduate Council, Faculty Senate, and Classified Staff. This commitment to engage demonstrates a reaffirmation of K-State to its land-grant heritage, and conforms to the performance agreements that have been established with the Kansas Board of Regents. (5b).
- e. Through the work of the President's Commission on Multicultural Affairs and the Office of Diversity, Kansas State University has demonstrated a commitment to campus diversity promotion. Since the 2002 HLC visit, the campus has seen significant changes in diverse student enrollment (an increase of 83.8% by 2011), diversity in faculty and staff (increases of 70% and 25.6% respectively), and modifications of curriculum to include multicultural content (the Tilford Model). These outcomes have been validated and represent a significant amount of progress in the area of diversity. These two entities continue to provide the leadership for the campus in achieving this commitment to diversity, but the work continues due to continued concerns. (5b).
- f. Through meetings with student members and employees of the Kansas State University Foundation, it was confirmed that the K-State Student Foundation has been responsive to the needs of its constituents. The mission of the organization is to raise awareness among current and future alumni about the importance of giving back to K-State, while cultivating philanthropy across the university. Through the K-State Student campaign, monies become available for two awards -- one recognizes five students for exceptional service to the institution, and the other provides support to K-State students who have demonstrated extreme financial need as demonstrated through the Office of Financial Aid. (5c).
- g. The Institute for the Health and Security of Military Families at Kansas State University responds to the needs that are created by the chronic effects of war on military personnel and their families. Providing specialized training on working with military families, conducting comprehensive research on and programs for military family issues, and providing services to the State of Kansas and the nation that address current and future needs of military families are the primary focuses of the Institute. The Institute is one of several initiatives that have operations through the K-State - Fort Riley Partnership Resolution. (5c).
- h. In an effort to respond to the demands of its communities, Kansas State University created the Center for Engagement and Community Development in 2006. Through interviews with staff members, advisory board members, and a review of the self-study, it was affirmed that the CECD has been successful in promoting engagement across the breadth of its campus- in teaching, research, and outreach - while also connecting the vast resources of K-State to the significant issues of public need facing Kansas and communities worldwide. An example of the achievement of the CECD includes the Rural Grocery Initiative. Feedback from citizens groups has been used to focus research in agricultural economics, human nutrition, and journalism and mass communications. Additionally, the feedback was used to generate and focus grant proposals for the USDA Rural Development and the Agriculture and Food

Research Institute. (5c).

- i. The University has a broad based program for sustainability from a recycling and waste reduction program to classes and research. The Office of Sustainability, created in 2008, helps to promote the various university programs and strategies on sustainability. Students reported on the bike rental program and the university shuttle. The facilities staff gave examples of how new construction and renovations complied with many of the green building guidelines, and that the university had its own waste disposal system. (5c).
- j. The Manhattan Chamber of Commerce members reported that the location of the University and the active partnerships have had significant influence on the attractiveness of the Manhattan community as a place to live and retire. (5d).
- k. It was very evident in the meeting with the Chamber of Commerce that the community highly values the relationship with the university. The members provided a number of examples of this important partnership: the creation of the Discovery Center (a cultural and science center), business and manufacturing internships, participation on college advisory groups, university speakers' series, and cultural events. There were examples of the economic impact on the community resulting in a 3% unemployment rate and a more vibrant and diverse school district. (5d).
- l. The University's ongoing commitment to its Land Grant mission was evident in the amount of research and education that it is contributing to the economic vitality of the larger regional and State economy. This is evidenced by the work of the K-State's various academic centers and institutes and the ongoing support for Extension Agents. The presence and work of K-State is also responsible for the attraction of new business and industry in the region including the future move of the National Bio and Agro-Defense Facility. (5d).
- m. Kansas State University has consistently been recognized by Military Advanced Education magazine as a Top Military-Friendly College/University. Additionally, its director of the Office of Military Affairs was the 2010 honoree as the Fort Riley Distinguished Trooper Award. These exemplify the work that K-State has done to achieve the goal of consistently being a military-inclusive land-grant institution. (5d).

2. Evidence that one or more specified Core Components need institutional attention

None.

3. Evidence that one or more specified Core Components require Commission follow-up.

None.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

Recommendation: No Change.

Rationale for recommendation: Kansas State University, in the view of the Visiting Team, meets the Criteria for Accreditation and the Federal Compliance Requirements.

B. Nature of Institution

1. **Legal status** No Change.
2. **Degrees awarded** No Change.

C. Conditions of Affiliation

1. **Stipulation on affiliation status** No Change.
2. **Approval of additional locations** No Change.
3. **Approval of distance delivery** None.
4. **Reports required** None.
5. **Other visits scheduled** None.
6. **Other embedded change request** None.
7. **Campus Evaluation Visit** None.

D. Commission Sanction or Adverse Action None.

E. Summary of Commission Review

Timing for next comprehensive visit (academic year – 2021-2022)

Rationale for recommendation: Evidentiary information present indicated the institution meets the Criteria for Accreditation and also meets the Federal Compliance Requirements.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

(This section is optional.)

WORKSHEET FOR THE EVALUATION TEAM ON FEDERAL COMPLIANCE REQUIREMENTS

This worksheet becomes an appendix to the team report.

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

1. Institutional Snapshot, Federal Compliance, and Accompanying Documents for the Self-Study, April 2012
From the Compliance section on the electronic materials UBS drive provided to the team, the Board of Regents web site, and the Kansas State University web site:
2. Division of Financial Services Current Tuition Rates
3. 3rd Party Comment Notification_Homepage Feature
4. Office of Student Financial Services Homepage
5. S and D-Notification of Student Complaints
6. Statements and Disclosures
7. Student Handbook_Complaints and Grievances
8. Transfer Information
9. Transfer Qualifications for Select Programs
10. USDE_Official Cohort Default Rates for Schools
11. Kansas Board of Regents policy on tuition and fees
12. www.dce.k-state.edu/students/services/exams
13. Kansas State University's A-133 audit results
14. www.k-state.edu/assessment/accreditation/ksu.htm

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition). New for 2012: The Commission has a new policy on the*

Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*

- **Contractual Relationships:** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

- **Consortial Relationships:** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

 The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM’S CONCLUSIONS:

 X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

 The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends follow-up.

 The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends follow-up.

 The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: There is clear documentation showing that the institution is in compliance.

Additional Monitoring, if any: None required.

APPENDIX A: CREDITS AND PROGRAM LENGTH

A: Answer the Following Questions

Institutional Policies on Credit Hours

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes

No

Comments:

- Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

Yes

No

Comments:

- For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes

No

Comments:

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes

No

Comments:

Application of Policies

- Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

- Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

- If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments: In addition to reviewing course descriptions and syllabi, two team members (Sandefur and Venugopalan) met with the Dean and staff of the Division of Continuing Studies in one meeting, and with faculty and staff involved in on-line courses in another meeting.

- If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

- Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

Programs Reviewed by Team, including learning outcomes, contact hours, and expectation for homework or work outside of instructional time:

Agronomy
 A.Q. Miller School of Journalism and Mass Communications
 Art
 Biochemistry
 Division of Biology
 Economics
 Mathematics
 Finance
 Civil Engineering
 Family Studies and Human Services

Other Syllabi Reviewed by Team:

GEOG 100 World Regional Geography
 EDCI 943 Principles of College Teaching
 Biology 198 Principles of Biology
 Econ 682 Development Economics
 COMM 105 Public Speaking IA
 MUSIC 280 Percussion Ensemble
 AGRON 305 Soils
 BIOL 612 Freshwater Ecology
 CNS 100 Introduction to Architectural Engineering and Construction Science
 PHYS 114 General Physics 2

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes

No

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Kansas State University
Manhattan, KS 66506

April 9-11, 2012

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

- I. Overall observations about the organization4
- II. Consultations of the Team4
 - A. General Education(1)4
 - B. University Honors Program4
 - C. First Year Experience4
 - D. Decentralization5
 - E. 2025 Initiative5
 - F. Department Best Practice5
 - G. Compensation Methodology5
 - H. Classified Staff Rewards5
 - I. Training for supervision..... 5
 - J. Evaluating On-line Instruction6
 - K. Diversity.....6
 - L. Human Resources6
 - M. General Education (2)6
 - N. Distance Education6
 - O. Financial Statements.....6
 - P. Research Expectations6
 - Q. Staff and Faculty Satisfaction.....7

I. Overall observations about the organization

Members of the visiting team make the following general observations about Kansas State University.

- On the campus, there is assertive and competent leadership particularly at the presidential and provost level. This leadership will serve the University and its constituents well for years to come.
- From our observations, the faculty of Kansas State University are highly motivated, take pride in the organization and express firm commitments to scholarship, teaching and service.
- There is meaningful strategic planning occurring on the campus with broad institutional buy-in.
- Because of institutional momentum toward creating a financially self-supporting athletic program, there is a large (\$1.6 to \$1.8 million) movement of funds from athletics to arts and sciences.
- There is substantial support for KSU in the Manhattan community.
- For the team's work on campus, we learned from students that KSU is a supportive and inclusive place; a place where shared governance works in a transparent structure.
- Government relations is a strong and effective element of KSU administration.

II. Consultations of the Team

- General Education (1)*** The revision of General Education curricular requirements has been a positive step. The institution is engaged in the early stages of articulating clear statements of outcomes for General Education and an assessment plan for General Education. The Team recommends that the institution assure that its assessments of General Education, whether direct or indirect, are both reliable and valid. While the assessment of student learning outcomes in the programs is in place, a similar effort to define and assess student learning outcomes in General Education will move the institution forward in clearly communicating the intent, the purpose, and the outcomes of this important component of all programs to students and other constituencies.
- University Honors Program*** The University Honors Program offers challenging and unique experiences for high achieving students. Expanding the enrollment in the Honors Program can be an asset to the institution in several ways including recruiting high achieving students and providing high quality experience for such students. Such an effort has the potential to contribute significantly to the strategic goals of the institution to improve its profile to that of a top-tier research university. The current Honors Program suffers from some issues including less than desired enrollment, a low rate of completion of honors requirements by the students (less than 20% starting in the Honors Program complete the requirements), and an apparent lack of high level of commitment from all the Colleges. The Honors Program can also benefit from additional staffing to provide better student support and advising to assist the students to complete the honors requirements in a timely fashion. Collaborative efforts between the program and the Colleges can be helpful in making the Honors Program a jewel among the programs at the institution.
- First Year Experience*** There might be merit in more broadly-based programming for the freshman year. The University does a good job with shorter term orientations and

- programming targeting specific groups, but the scope of these programs is often limited, and assessment reports on some are absent from the self-study. One program with solid metrics, K-State First, has increased enrollment steadily in the first-year seminar and reached 450 students in 2010. Across a 10-year plan, as monetary resources and willing faculty increase, more freshmen seminars are to be added. Some of the institutional goals in the 2025 initiative, such as an enhanced freshman and sophomore experience and an international experience, can only be fully realized by a combination of small, targeted programs coupled with broader, more comprehensive approaches. For example, organization is already building diverse, multicultural learning communities utilizing the K-State First model. The Team recommends that the institution consider continued expansion of first-year programming with the strategic goal of reaching a larger and broader student population, with more intentional coordination.
- D. ***Decentralization*** Decentralization to the Colleges causes many issues. Interdisciplinary programs may suffer and the Team encourages observations of governance, resources allocation and curriculum development.
- E. ***2025 Initiative*** K-State is praised for its 2025 initiative and its inspirational goals. The pride it has in undergraduate education is appreciated and it clearly will not be compromised by growth in research, scholarship, creative and entrepreneurial endeavors. The University is aware of the need for increased resources and plans a multiple pronged approach for new support from the State, tuition, external grants and contracts, and philanthropy. This will be an ongoing and daunting task that cannot be sustained even by the billion dollars planned fund-raising campaign. The University is currently behind its peers in faculty numbers and students especially graduate students. Furthermore, the infrastructure and the historic buildings require a major overhaul to be competitive. While the donor gifts to date have been extraordinary, it is understood by the President and Board of Regents that significant endowed chairs and student scholarships will be required. Also, new buildings, upgraded IT, and major research instrumentation will be a constant demand for sustained excellence. The Team also notes that the half billion dollars of deferred maintained is overwhelming, and one goal that is less likely to appeal to donors or taxpayers. Nonetheless the Team is impressed with the enthusiasm and priority setting of the new leadership and is confident that gains will be made towards these laudatory goals.
- F. ***Department Best Practice*** Work with innovative departments to develop best practices for curriculum redesign, including staffing changes that could result in salary savings. The Team recommends the development of a method for allowing departments to use these savings to increase faculty and staff salaries.
- G. ***Compensation Methodology*** Review the existing mix of models for compensating faculty, staff, and units who produce revenue through on-line courses, certificates, and degree programs. Develop a standardized model or set of models that provide incentives for faculty to engage in these efforts.
- H. ***Classified Staff Rewards*** Engage in benchmarking on alternative ways of rewarding classified staff given state limitations on salary increases. These include cash recognition awards, flexible work hours, and telecommuting.
- I. ***Training for Supervision*** Explore with governance groups the need for training for academic staff and faculty that will be supervising other employees. Classified staff supervisors are required to receive this training.

- J. ***Evaluating On-line Instruction*** Given the extensive development of on-line education, encourage departments, especially those that are significantly involved in on-line programming, to consider including guidelines for evaluating on-line instruction for the purposes of promotion and tenure.
- K. ***Diversity*** The significant progress on diversity made over the past decade is most commendable. The Team was impressed with the commitment shown by so many faculty and staff and the actions taken to increase diversity in students, faculty and staff. These diversity advocates will need to see signs of continued university commitment to diversity if this positive trend is to continue. The University seems to recognize a “glass ceiling” for women considering the numbers of women in upper administration. Adding a few groups to the Cabinet with female heads is not equated to making real changes. The Women’s Association appears quite vibrant, involved and knowledgeable. Women in full professor positions and minority faculty appear to be under-represented. This should be considered for action in K-State 2025.
- L. ***Human Resources*** Human resources processes and practices will be submitted to a review by a human resources consultant. The Team strongly encourages this effort. The observations of the team suggest that the HR function is dated, user unfriendly, and results in perceptions of unfairness. Up to date HR practices and systems will be needed to support the ambitious 2025 goals for the University.
- M. ***General Education (2)*** The organization recently reorganized General Education distributional requirements to the K-State Eight. These appear to be well-considered and appropriate for institutional goals and aspirations. The class entering in Fall 2011 will complete the new General Education curriculum. This is still a work in progress and is now using indirect assessments of student learning. As the institution gains experience with the new requirements the Team recommends that it takes steps to assure that its measures, whether direct or indirect, are both reliable and valid. Perhaps the institution may wish to initiate a new Assessment Academy project, or consider a Pathways Project, for assessment development for General Education.
- N. ***Distance Education*** The organization has extensive and growing distance education offerings, and applies the same student learning outcomes regardless of the mode of delivery. This is certainly an appropriate practice that conforms to best practices. However, the organization has chosen to not disaggregate assessment of student outcomes based on the mode of delivery. Some accrediting organizations will require this disaggregation to examine results across modalities, and best practices generally also recommend such disaggregation and comparative assessment by delivery methods. The organization might reconsider its current practice and disaggregate the data.
- O. ***Financial Statements*** The Team recommends K-State consider engaging an external auditing firm to conduct an A-133 Compliance Supplement including K-State grants and contracts only.
- P. ***Research Expectations*** The Team We also suggests, especially if resources are not forthcoming from the State, grants, and partnerships, that expectations for research grow slowly. Changes to formal expectations for faculty in Promotion and Tenure documents should not be revised until multiple resources exist to increase research skills. Travel funding should be available and more funds should be used for developmental activities. Women, particularly, noted the lack of support for development and hopefully, the \$10,000 allocated to this purpose by President Schulz is rapidly and significantly increased. Formal mentoring programs should in place in which senior faculty mentor junior faculty. The Team did hear

new faculty discussing having a mentor, but there is little evidence available about the extent of such mentoring. Achievements should also be noted by significant rewards, such as more money for research and travel.

- Q. ***Staff and Faculty Satisfaction*** In addition, based on the premise that behavior that is measured and rewarded is more likely to occur, The Team recommends that metrics about staff and faculty satisfaction be added to K- State 2025. In addition, the Human Resources function should be designed to have the support and resources that such a department must have in a research university. There may also be implications for employee productivity and retention as well without appropriate Human Resources functions.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: Kansas State University, KS

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 4/9/12 - 4/11/12

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, D

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: No Change

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2001 - 2002

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2011 - 2012

TEAM RECOMMENDATION: 2021-2022

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Kansas State University, KS

TYPE OF REVIEW (from ESS): Continued Accreditation

No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	5	
Bachelors	82	
Programs leading to Graduate		
Masters	70	
Specialist	0	
First Professional		
Doctoral	43	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
<p>Campuses: Additional Locations:</p>	<p>Salina (KSU-Salina) Dodge City (Dodge City Community College) ; Dodge City (Dodge City District Learning Center) ; Ft. Leavenworth (U.S. Army Command General Staff College) ; Garden City (Garden City Community College) ; Garden City (Garden City District Administration Building) ; Junction City (Geary County USD 475 Board Room) ; Liberal (Seward County Community College) ; Olathe (Kansas State - Olathe) ; Overland Park (University of St. Mary's Center for Graduate and Continuing Studies) ; Wichita (KU Medical Center Sunflower Room)</p>	
<p>Course Locations:</p>	<p>None</p>	

Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	Kansas City, MO (Kansas City Design Center) ; Salt Lake City, UT (Marriott City Center)	

Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Additional Locations:	None	
Course Locations:	None	

Distance Education Programs:

Present Offerings:

Bachelor - 01.0901 Animal Sciences, General (B.S. Animal Science & Industry) offered via Internet; Bachelor - 01.1001 Food Science (B.S. Food Science & Industry) offered via Internet; Bachelor - 15.1501 Engineering/Industrial Management (B.S. Technology Management) offered via Internet; Bachelor - 19.0701 Human Development and Family Studies, General (B.S. FSHS) offered via Internet; Bachelor - 19.0706 Child Development (B.S. Early Childhood Education) offered via Internet; Bachelor - 45.0101 Social Sciences, General (B.S. Interdisciplinary Social Sciences) offered via Internet; Bachelor - 51.3101 Dietetics/Dietitian (B.S. Dietetics) offered via Internet; Bachelor - 52.0101 Business/Commerce, General (B.S. General Business Administration) offered via Internet; Certificate - 01.10 Food Science and Technology (Certificate (GR) Food Safety and Defense (AG*IDEA)) offered via Internet; Certificate - 01.1001 Food Science (Certificate (GR) Food Science) offered via Internet; Certificate - 01.1001 Food Science (Certificate (UG) Food Science) offered via Internet; Certificate - 01.1099 Food Science and Technology, Other (Food Safety and Defense (GR certificate)) offered via Internet; Certificate - 01.1103 Horticultural Science (Advanced Horticulture (GRAD certificate)) offered via Internet; Certificate - 13.0301 Curriculum and Instruction (Certificate (GR) Digital Teaching and Learning) offered via Internet; Certificate - 13.1199 Student Counseling and Personnel Services, Other (Certificate (GR) Academic Advising) offered via Internet; Certificate - 14.0301 Agricultural Engineering (Biobased Products and Bioenergy (Grad certificate)) offered via Internet; Certificate - 14.0801 Civil Engineering, General (Certificate (GR) Transportation Engineering) offered via Internet; Certificate - 19.0401 Family Resource Management Studies, General (Financial and Housing Counseling (GRAD certificate)) offered via Internet; Certificate - 19.0401 Family Resource Management Studies, General (Personal Financial Planning - (GRAD certificate)) offered via Internet; Certificate - 19.0701 Human Development and Family Studies, General (Certificate (GR) Youth Development) offered via Internet; Certificate - 27.0501 Statistics, General (Certificate (GR) Applied Statistics) offered via Internet; Certificate - 30.1101 Gerontology (Certificate (GR) in Gerontology (GPIDEA)) offered via Internet; Certificate - 30.2801 Dispute Resolution (Certificate (GR) Conflict Resolution) offered via Internet; Certificate - 30.2801 Dispute Resolution (Certificate (UG) Conflict Resolution) offered via Internet; Certificate - 42.0101 Psychology, General (Certificate (GR) Occupational Health Psychology) offered via Internet; Certificate - 44.0401 Public Administration (Certificate (GR) Public Administration) offered via Internet; Certificate - 51.2399 Rehabilitation and Therapeutic Professions, Other (Certificate (GR) Horticultural Therapy) offered via Internet; Certificate - 52.0101 Business/Commerce, General (Certificate (GR) Business Administration) offered via Internet; Certificate - 52.0213 Organizational Leadership (Certificate (GR) Organizational Leadership) offered via Internet; Certificate - 52.1301 Management Science (Certificate (GR) Mgmt of Animal Health Related Organizations) offered via Internet; Doctor - 19.0101 Family and Consumer Sciences/Human Sciences, General (Ph.D. Human Ecology - emphasis in Personal Financial Planning) offered via Internet; Doctor - 45.0901 International Relations and Affairs (Ph.D. Security Studies (videoconf to Ft. Leavenworth)) offered via Closed circuit; Doctor - 54.0101 History, General (Ph.D. History (videoconf to Ft. Leavenworth)) offered via Closed circuit; Master - 01.0101 Agricultural Business and Management, General (M.S. in Agribusiness (Annual Program)) offered via Internet; Master - 01.1001 Food

Science (M.S. Food Science & Industry) offered via Internet; Master - 04.0601 Landscape Architecture (M.S. Community Development (GPIDEA)) offered via Internet; Master - 11.0201 Computer Programming/Programmer, General (Masters Software Engineering) offered via Internet; Master - 13.0301 Curriculum and Instruction (M.S. Curriculum and Instruction) offered via Internet; Master - 13.04 Educational Administration and Supervision (M.S. Educational Leadership) offered via Internet; Master - 13.1199 Student Counseling and Personnel Services, Other (M.S. Academic Advising) offered via Internet; Master - 13.1201 Adult and Continuing Education and Teaching (M.S. Adult, Occupational and Continuing Education) offered via Internet; Master - 14.0701 Chemical Engineering (M.S. Chemical Engineering) offered via Internet; Master - 14.0801 Civil Engineering, General (M.S. Civil Engineering) offered via Internet; Master - 14.1001 Electrical and Electronics Engineering (M.S. Electrical Engineering) offered via Internet; Master - 14.1901 Mechanical Engineering (M.S. Mechanical Engineering) offered via Internet; Master - 14.3701 Operations Research (M.S. Operations Research (www to Ft. Leavenworth) (IMSE)) offered via Internet; Master - 15.1501 Engineering/Industrial Management (Masters in Engineering Management) offered via Internet; Master - 19.0501 Foods, Nutrition, and Wellness Studies, General (M.S. Dietetics (GPIDEA)) offered via Internet; Master - 19.0701 Human Development and Family Studies, General (M.S. FSHS - emphases in Youth Development or Financial Planning (GPIDEA)) offered via Internet; Master - 19.0901 Apparel and Textiles, General (M.S. Apparel and Textiles - Merchandising emphasis (GPIDEA)) offered via Internet; Master - 30.1101 Gerontology (M.S. Gerontology (GP*IDEA)) offered via Internet; Master - 42.0101 Psychology, General (M.S. Psychology (Industrial/Organizational Psychology)(Annual Program)) offered via Internet; Master - 45.0901 International Relations and Affairs (M.A. Security Studies (videoconf to Ft. Leavenworth)) offered via Closed circuit

Recommended Change:

(+ or -)

Correspondence Education Programs:

Present Offerings:

None