

Kansas State University 1-Page Summaries by Program

College of Agriculture Programs

Agribusiness – Bachelor's - CIP Code - 01.0101

Agriculture Economics – Bachelor's, Masters, and Doctorate – 01.0103

The mission of the Agricultural Economics Department is to improve economic choices and management decisions of individuals, families, farms, businesses, communities, organizations and policy makers in areas related to agriculture, food, resources, and economic development. The goal of the department is to recruit students and offer relevant, applicable curricula that develop knowledgeable graduates who can think critically, think analytically and solve problems, communicate clearly and effectively, and who can work in a diverse community with integrity and cordiality. Leadership skill development is promoted by encouraging students to be involved in campus and community activities. Students benefit from practicing personal and leadership skills in real life situations.

The quality of the undergraduate programs (Agri-business and Agricultural Economics) is intimately tied to the rigor of the research and extension programs conducted by faculty in the department. The department has earned an international reputation for the quality of faculty and student research discoveries and their major contributions to disciplinary and multi-disciplinary research programs addressing problems facing state, national, and international stakeholders. The undergraduate programs in the Department of Agricultural Economics at Kansas State University is unique in the state of Kansas because no other Regents or private institution in the state offers such a comprehensive program delivered by faculty so engaged in research and extension activities relevant to the courses offered.

Students come to the department at three different stages of education. About half enroll in the department as freshman. Many students transfer into the department after learning of the programs in the Department of Agricultural Economics. Others join the program after completing a transfer program at a community college. Students are attracted to these programs because of the nature of the work required in the program and because of the excellent job opportunities.

Employment demand for graduates from the department is very good. For graduates in the 2009 academic year, the average starting salary for agricultural economics graduates was \$37,154 and for agribusiness graduates was \$35,752, which are down considerably from 2008 because of the weak economy. In academic year 2008, for example, average starting salaries were \$43,476 for agricultural economics graduates and \$36,132 for agribusiness graduates. Clearly the macroeconomic conditions are impacting starting salaries even though there are more jobs than graduates to take those jobs. The continued salary discrepancies between agricultural economics and agribusiness graduates appear to be related to the quality of the students choosing the specialty option in agricultural economics. Those students are commanding higher salaries, which may reflect the skills and aptitudes of those choosing the specialty.

In terms of assessment, the undergraduate program in Agricultural Business student achievement scores typically range from 85% to 100% on all outcome measurements. Graduates' self-evaluations show the best preparation to be in the areas of agribusiness management, financial management and agribusiness principles and issues. The identified weakness in the area of international agribusiness resulted in the development of a new course implemented in the fall of 2011.

The undergraduate program in Agricultural Economics effectively uses their assessment process to guide program improvements and facilitate curricular enhancements as well as identify student achievement. Student achievement scores typically range from 85% to 100% on all outcome measurements. The

identified weaknesses are in the areas of international economics and natural resource policy, which is likely due to the development of a new course implemented in the fall of 2011. The program has taken several actions to improve outcomes based on past assessment reports. Major improvements resulting from the assessment process of the past decade include faculty requests for a new program review, the institution of collaborative learning laboratories or recitation sections into three courses, adjustment of the topics emphasized in courses, and added attention to critical thinking and communication skill development.

Agriculture and food production are important cornerstones of the Kansas economy. Graduate students in Agricultural Economics gain expertise in economic analysis contributing to expanding management choices and decision making vital to strengthening a sustainable system of food production both in Kansas and, increasingly, around the world. This graduate program is unique with no other Regents university or private institution in the state offering a M.S. or a Ph.D. program in agricultural economics.

Incoming graduate students share a common interest in the broad fields encompassing agricultural economics, environmental and natural resources economics, and agribusiness. In 2010, 11 peer-reviewed journal articles were authored or co-authored by graduate students, 60 professional presentations and publications were presented, authored or co-authored by graduate students of the Department, and 44 awards, honors or positions of professional leadership at the local, state and national levels were bestowed on the department's graduate students.

In a 2010 study of articles developed from doctoral dissertations, recent graduates from the KSU Department of Agricultural Economics saw 63% of their dissertation work published in at least one peer-reviewed journal; the second-highest rate of all 44 U.S. departments in the study. In terms of publications in the agricultural economics profession's highest-ranking journal, the *American Journal of Agricultural Economics*, the average publication rate for all 44 schools was just 7% while graduates from Kansas State had a 16% publication rate in this journal. The findings of this research are consistent with those of a 2007 journal article that found doctoral graduates of KSU's Department of Agricultural Economics go on to become some of the top publishers in the agricultural economics profession putting Kansas State's graduates in a top-five ranking of the 22 highest ranked North American Ag Econ programs included in the 2007 study.

Graduates of the M.S. program have found employment with agribusinesses, banks, commodity firms, government agencies and other organizations. Some students also go into business for themselves. In addition, the M.S.-level training in the Department of Agricultural Economics has served as an excellent foundation for advanced training.

Placement of Ph.D. graduates in recent years has been excellent. The Department is ranked first at the web site <http://www.phds.org> in terms of student placements and was ranked in the top five by the National Resources Council (NRC). For doctoral graduates in 2011, the Department has found placements at several prestigious Land Grant Universities such as Purdue University and Iowa State University. Other Ph.D. graduates have been hired at various agencies and research institutes including Global Insights, International Food Policy Research Institute, Tropical Agricultural Research and Higher Education Center (CATIE), U.S. Centers for Disease Control, and the U.S. Environmental Protection Agency.

For the masters program, since the year of first adoption of the student learning assessment process in 2006, there have been 41 MS theses written. With a score range from 0=poor to 4=excellent, the average student achievement score between 2008-2010 was 2.65. In 2010 there were 29 students enrolled. One MS student had a peer-reviewed journal article accepted, 3 MS students presented research at professional meetings, and 10 MS students were honored with awards or positions of leadership. An example of the

latter was that Kansas State's Case Study teams placed 1st and 2nd in the American Applied Economic Association Case Study Competition, the first time a single school earned the top two places. For the Ph.D. program, since 2006 (the year of first adoption of the SLOs), there have been 19 PhD dissertations written. From 2008 to 2010, the average score is 2.52 for the Ph.D. students. In 2010 there were 23 students enrolled. Nine PhD students had a peer-reviewed journal article accepted, 60 papers presented at professional meetings were authored or co-authored by PhD students, and 35 awards or other honors were bestowed on PhD students in 2010.

Agribusiness – Masters - CIP Code - 01.0101

Agribusiness encompasses all sectors involved in the production, financing, and marketing of food, fiber, and bioenergy. The Masters in Agri-business (MAB) is a unique educational program improving the managerial decision making skills of professionals actively employed in agribusiness. The quantitative expertise and research orientation of agricultural economics faculty and the focus on the food and agribusiness sector distinguish the program from traditional Masters of Business Administration (MBA) programs. The hybrid on-campus and distance learning components of the program are unique in Kansas. The MAB program is only one of a small number of similar programs offered anywhere in the world.

The Master of Agribusiness students have undergraduate degrees that include engineering, business, agricultural economics, political science, and even English. Fewer than 20% of MAB students have undergraduate degrees from Kansas State University. Students typically come from other Big XII and Big Ten institutions as well as universities such as California-Berkley, Northwestern, Cornell, and Harvard. While enrolled, students are employed in companies throughout the food and agribusiness sector, including ADM, AGCO, Bayer, Bunge, Cargill, ConAgra, Dole, Farm Credit Services, Frito-Lay, General Mills, Hill's Pet Nutrition, Hormel, John Deere, Kroger, Land O'Lakes, M&M Mars, Monsanto, Pfizer, Pioneer/Du Pont, Sara Lee, and Wells Fargo among others. The diversity of their academic and professional backgrounds provides each MAB cohort a unique learning opportunity resulting from collaborations and networking with a diverse group of peers.

The Master of Agribusiness program requires that students have a minimum of two years of professional work experience prior to joining the MAB program. Since students remain employed during the program, job changes, promotions, and salary increases are more appropriate measure of success. Our alumni assessment survey indicates MAB students receive promotions and salary increases during and following completion of the MAB program. Although other factors are of course relevant such as the number of years that have elapsed since graduation, graduates typically enjoy salary increases of about 50% over salaries received prior to their completion of the program.

The MAB program operates somewhat autonomously from the other graduate programs in the Department of Agricultural Economics. The program largely depends upon student tuition and industry donations. No state appropriated funds are used in the direct operation of the program. Faculty are reimbursed for teaching in the program from tuition dollars generated. The effectiveness of the program is enhanced by a professional staff funded from MAB receipts to work with students, organize networking events, and manage the logistics associated with a program hosting students and involving faculty from around the world. The program has been a financial success, evident by current plans to expand the educational model by offering another MAB cohort beginning in the spring of 2012 to be located in Southeast Asia.

In the graduate program, since 2006, 83 students have graduated and 9 students have published results from their thesis project. In addition 8 students have been recognized or received an award from associations or organizations outside of the university.

Agriculture Journalism – Bachelor's - CIP Code - 01.0802

The Agricultural Communications and Journalism program is complementary to Kansas State University's institutional mission and supportive of its strategic planning themes. The program at KSU is the only one of its kind in Kansas. It focuses on educating students in the theory and skills necessary to effectively communicate accurate and unbiased technical and business-related information to producers, processors, and consumers of agricultural products. There are only four stand-alone agricultural journalism programs in other Big Twelve institutions - Missouri, Oklahoma State, Texas A&M, and Texas Tech. Nationwide, there are fewer than 20 such programs. The department works closely with the School of Journalism and Mass Communications at KSU.

Industry seeks Agricultural Communications and Journalism students because of the combination of agricultural, natural resources, and environmental knowledge and mass communications skills. Placement of students is near 100 percent. Graduates are employed in print media, public relations, advertising, marketing, strategic communications, electronic broadcasting, photography, and internet communications related to the food and fiber industries and natural resources and environmental sciences.

The quality of the students in the agricultural communications and journalism program is very high overall. Program majors have been KSU student government leaders (president and vice-president in last two years), student senators, national FFA officers (three in the last six years), and national Ag Communicators of Tomorrow officers (three in the last six years). Several have served in other student leadership roles on and off campus. Students have earned prestigious scholarships such as: Truman, Rotary Ambassadorial, Goldwater, and Chicago Mercantile Exchange. In the last five years, three students have been selected in national competition to serve as the American Agricultural Editors' Association Intern (There is only one AAEEA intern per year.). More winners of the prestigious Forrest Bassford Student Award (top Ag. Communications student in the U.S.) have hailed from Kansas State than from any other university.

Several key goals have been set forth in the department's strategic plan for the academic programs: (1) enhance the effectiveness of recruiting to increase student numbers and maintain high quality, (2) develop a focused research agenda and identify compatible research opportunities, (3) establish a departmental master's degree program which has been submitted to Kansas Board of Regents for review and approval, (4) maintain high student retention through effective advising, (5) revise the agriculture and environmental options in the Agricultural Communications and Journalism curricula, and (6) keep current and on the cutting edge through allocation of adequate resources to technology and training faculty in its use. An additional goal for the program is to further develop extramural funding for new and appropriate technology, faculty development, student scholarships, and other instructional and student development expenses.

All students in the Agricultural Communications and Journalism programs performed at the minimum or higher level of competence relative to the SLOs on which they were measured. In general, the data suggest that agricultural communications majors are well-prepared for employment in communications positions. This is also a response that comes through time and time again in the exit interviews and in comments from employers. Portfolio assessments by external professionals and strategic communications plans by clients of students' products developed in the capstone course have shown high levels of achievement. On a scale of 1 to 5 with 1 being the highest rating, the scores on portfolios ranged on average from 1.68 to 2.18 across all outcomes. The scores on client assessments of the strategic communications plans ranged from 1.00 to 2.00. Scores below 3.0 are considered above average. All students scored above the minimum expected achievement level for written, verbal, listening and visual

communication. For skills of effective analysis and communication, the scores were 86.64, 80.45, and 73.48 with 70 considered appropriate. On a scale of 1 to 5 where 5 was the highest, internship supervisors rated students 4.33 to 5.00 across the student learning outcomes.

College of Education Programs

Elementary Education – Bachelor’s - CIP Code – 13.1202

Secondary Education – Bachelor’s – CIP Code – 13.1205

Curriculum and Instruction – Masters and Doctorate - CIP Code – 13.0301

The mission of the Department of Curriculum and Instruction is to prepare its students to be knowledgeable, ethical, caring decision makers. The Department prepares students at the undergraduate level in elementary and secondary education. As the largest teacher preparation program in the state, the department provides a supply of new teachers to fill teaching vacancies across Kansas and many additional states. In addition, the Department offers graduate courses and programs to meet the ongoing professional development needs of educators in K-12 schools, community colleges, and universities across Kansas and the nation. All of the graduate programs are unique in their flexibility as well as their emphasis on issues of educational diversity and equity and ensuring that students develop areas of expertise specific to their interests and/or teaching assignment.

The preparation of educational personnel is accomplished through courses and experiences anchored in a foundation of professional knowledge. This knowledge is organized into the college’s conceptual framework with the following categories: (a) perspectives and preparation, (b) learning environment, (c) instruction, and (d) professionalism. This framework guides the planning and delivery of courses and experiences, and also serves as a framework for research, scholarship, and service related to the departmental mission.

Among the degree requirements in the undergraduate programs is a series of carefully planned field experiences throughout the teacher preparation programs. The unique aspect of the program is the use of professional development schools (PDS) since 1990 to deliver these required field experiences. The program was recognized nationally in 2010 as a “Distinguished Program in Teacher Education” and for “Outstanding Service to Underserved Populations.” In 2011 the Department received the national “Exemplary Professional Development School Achievement Award.”

Graduates in elementary and secondary education are very high quality teachers with strong reputations. This is documented by state assessment results, student performance-based assessment data, and numerous surveys with administrators and teachers involved in field experiences and as employers. KSU students score higher than state and national averages on content and pedagogical tests required for licensure. Final student teaching portfolio and observational assessments demonstrate required proficiencies (average scores of 5-7 on a 7 point scale). The vast majority of graduates are described as “strong” to “distinguished” by employers in follow-up surveys during their first year of teaching.

According to Career and Employment Services reports, there is a slight surplus of elementary education majors in the state and the nation to fill K-6 teaching positions. However, the increasing enrollments in elementary schools and projected increase in retirements will soon result in a balance in the supply and demand for new elementary education teachers. Demand for graduates in secondary education is high both on the state and national levels. There are currently teacher shortages statewide in all secondary teaching fields. These shortages combined with projected future retirements indicate a strong demand for future secondary teachers.

K-State student mean scores are higher than state and national means on both the PLT and content exams in most areas tested. Our goal is a pass rate of 80% on all exams. The actual pass rate for the PLT is over 90% and the pass rate for content exams in the area of licensure range from 80-100%. Student teaching portfolio scores have been consistently high for the past eight years. Our goal is for each student teacher to score at least 80%. The average scores on all four sections of the portfolio have ranged from 80% – 100%. Final Student Teaching Evaluation scores also have remained high over the past eight years. The majority of scores fall into the “proficient” range. Results from the Undergraduate Program Exit Survey indicate that the majority of students “agree” to “strongly agree” that they have been well prepared in their “general education,” “foundations of education,” and “professional studies.” Results from the Employer/Supervisor Survey are exceptionally high. Almost without exception, principals “agree” to “strongly agree” the new K-State teachers they supervise are competent in the areas of planning, instruction, learning environment, professionalism, technology, diversity, foundations, and students and learning.

Because of the five-year license renewal requirement for the nearly 30,000 teachers in the state of Kansas, there is always an ongoing need for graduate courses in Curriculum and Instruction. One of the popular options for license renewal is the completion of eight graduate credit hours every five years. As a result, there is ongoing demand for graduate courses in curriculum and instruction. Many teachers seek the M.S. in Curriculum and Instruction as they complete their needed graduate credits for renewing their teaching license. Some graduate students take individual graduate courses in curriculum and instruction to improve their expertise in particular areas. The advanced preparation of teacher educators, community college faculty, and instructional leaders has been a long-standing priority in the college.

The M.S. in Curriculum and Instruction is designed to accommodate full-time practicing professional teachers. Masters candidates are required to reflect on past practice, synthesize new experiences, and apply resulting outcomes to school-based best practices in the core categories of curriculum, instruction, diversity, research, and instructional technology. Candidates also further their skills in an area of subject area expertise or area of emphasis consistent with their school based needs (e.g., multicultural education, English-as-a-second language, etc.). The degree is flexible, intellectual, and practical. Surveys completed by candidates each semester indicate they are very satisfied with the high quality of the program they completed.

Although we do not track our students’ employment following completion of the M.S., most (55% from FY06 – FY10) were employed when they applied for admission to the program. Only 5% of the students admitted to the M.S. from FY08 to FY10 identified themselves as non-teachers. The rest identified themselves as K-12 teachers (64%), licensed but not teaching (11%), in a teaching-related field (7%), community college faculty (2%), and university faculty (7%).

Graduates of the curriculum doctoral degrees have been able to find professional positions in their respective fields and have found the degree programs valuable in obtaining employment in those positions. Follow-up surveys of graduates conducted by the Graduate School and the department report many program strengths, strong student satisfaction, and relatively few concerns with the program. Faculty members believe that the coursework in the program is appropriate and the doctoral dissertation is a substantial, quality experience.

In summary, the teacher education program has received awards and recognition for the high quality of the program and its graduates. Teacher education students maintain high scores on exams required for state licensure, and performance-based assessments demonstrate students possess the knowledge, skills, and dispositions necessary to be outstanding teachers. Surveys of faculty, teachers, administrators, and employers continue to indicate a high level of satisfaction and regard for undergraduate programs. The Kansas State Department of Education and the National Council for the Accreditation of Teacher

Education (NCATE) conducted an accreditation visit in April 2010. As a result, KSDE and NCATE renewed the accreditation of the KSU program. The accreditation visit included review of graduate programs. These large high quality programs are cost effective in terms of the expenditures required to offer required courses and field experiences. Collectively, the programs offered through the Department of Curriculum and Instruction contribute to the economic development of the State of Kansas by preparing human capital in the form of K-12 teachers and educators in other professional roles.

As a result of a thorough assessment process of student learning, Curriculum and Instruction Masters, Ph.D. and Ed.D have implemented at least 13 program improvements. Most frequently, the mean scores have been in the upper end of the “proficient” category. The 2010 scores are typical of most years with mean M.S. student rubric scores ranging from a low of 2.63 (upper end of basic) in “Research and Scholarship” to a high of 3.71 (upper end of proficient) in “Ethical and Caring Behavior”. Doctoral student mean scores ranged from a low of 3.17 (proficient) in “Research and Scholarship” to a high of 3.83 (upper end of proficient) in “Ethical and Caring Behavior”. The area most consistently identified for improvement has been student preparation for research and scholarship. Additional courses, course requirements, and course improvements in research have been developed. Assessment results related to research and scholarship will continue to be monitored.

Educational Leadership – Masters and Doctorate – CIP code – 13.0401

Adult and Continuing Education – CIP code – 13.1201

The Department of Educational Leadership serves important functions on behalf of the university and college. At all levels, the department has responded to what Gardner called ‘a cry for leadership,’ estimating that the nation will need approximately 2.4 million women and men who are purposively prepared to assume leadership roles at their respective levels in such entities as civic governments, corporations, religious organizations, schools, and professions. At the present time, the enormous popularity of the department’s programs through the Command and General Staff College at Fort Leavenworth (adult education) and the equally popular leadership academies in partnership with public school districts throughout the state of Kansas (educational leadership) speaks volumes to the department’s centrality to college and university mission—i.e., high enrollments in the programs strongly suggest their relevance. On that basis alone, all programs in this department are flourishing for quality reasons, making the department central to the university and college.

The Department of Educational Leadership offers the M.S. and Ed.D degrees in educational leadership, along with state-approved professional licensure for persons wanting to pursue careers as public school administrators/leaders. The doctoral degree (Ed.D) in educational leadership at KSU is one of only three terminal degree programs in P-12 leadership among the Regent institutions in Kansas, and is unique by its emphasis on practitioner preparation on behalf of the state of Kansas. The masters (M.S.) degree in educational leadership is unique as well through its innovative and nationally recognized leadership academy model of field-based learning. Students admitted to these graduate programs must meet specific entrance requirements that include minimum standardized test scores. Students admitted to either the M.S. or Ed.D program have the option of taking a degree with or without licensure. All students must take a core of leadership courses which are augmented by college-wide requirements relating to research and foundations of education. Students pursuing licensure within advanced degrees must take the same college-wide research and foundations courses, but the curriculum is longer due to licensure-specific state board of education course title requirements.

At the M.S. level, a licensure path leads to licensing by the state of Kansas to serve as a school principal. Students pursuing the Ed.D degree without licensure must complete a program of studies which has a minimum length of 94 semester hours, with broader opportunities for course selection related to their

career interests. Ed.D degree recipients who simultaneously pursue professional licensure most often include licensure at the superintendency level, although that is dependent on their prior license history.

The degree-granting history at the M.S. and Ed.D levels in educational leadership at KSU is exemplary in productivity and applicability to students' career goals. Examples of graduates' success include employment in large urban school district superintendencies throughout the United States, as well as tremendous influence and placement saturation among Kansas' 289 public school districts. Additionally, the educational leadership program counts among its graduates persons who hold such positions as professor, community college president, a number of state department of education positions, and so forth. Finally, the program's worth to the institution and the broader profession is exemplified by the Kansas State Department of Education's recent request that the department establish and direct a statewide educational leadership institute, with a state requirement for all licensed school leaders' participation as a condition for leadership license renewal.

Evidence of high quality of graduates in the M.S. and Ed.D in Educational Leadership rests in professional license examination pass rates, in employment data, and in constituent demand for the program. Graduates of the M.S. program in Educational Leadership frequently pursue professional licensure as a school leader. This test is administered by Educational Testing Service (ETS) and is reported to the Kansas State Department of Education (KSDE). Historic pass rates of test-takers earning M.S. degrees at KSU is consistently at the 100% mark. Historic placement data indicates nearly 100% of graduates find new enhanced employment. The Department of Educational Leadership currently has longstanding partnership agreements with the Geary County Schools, Salina Public Schools, and the Dodge City Schools; further, new leadership academies have been requested by the Topeka Public Schools and by the Manhattan/ Ogden School District. As further evidence, Geary County's administrative leadership team is comprised mostly of KSU graduates, and many classroom teachers in that district are KSU leadership academy graduates as well.

Graduates of the Ed.D in Educational Leadership frequently pursue professional licensure as a district leader. This test is administered by ETS and is reported to KSDE. The historic pass rate of test-takers earning Ed.D degrees who also pursue district licensure through KSU is consistently at the 100% mark. Historic placement data indicates nearly 100% of graduates find higher level jobs. Graduates are now serving, or have recently served, as senior school district leaders including in large district superintendencies in the states of Colorado, Florida, Kansas, Missouri, Nebraska, New York, North Carolina, Texas, Washington, and many more. Other graduates are serving in educational organizations or units of government or the private sector, such as the professoriate in the states of Arkansas, Kansas, Louisiana, Nebraska, Texas, and Virginia, and in other high levels of employment such as Kansas Commissioner of Education, Chancellor of the Community College System of Spokane, etc. KSU's Ed.D in Educational Leadership program is the largest in the state of Kansas and is actually more heavily subscribed than its M.S. program.

The MS and Ed.D in Education Administration and Leadership adheres to national standards as expressed by Interstate School Leaders Licensure Consortium (ISLLC) and as approved by national and state accreditations through NCATE and KSDE with all learning outcomes aligned. Their student learning assessment led to a highly successful 2010 National Council for Accreditation of Teacher Education (NCATE) and Kansas State Department of Education (KSDE) program review and reapproval. For the MS, students completing a state licensure exam (measuring all six objectives) have passed at a rate of 100% for the last two years. Students' portfolios indicated 100% passing rates on all six standards (a rubric score of 2 or higher is needed, a 2 is considered basic). In addition, for the last two years 100% of the students have received scores at a rubric level of 3 or higher (proficient to distinguished) from university faculty on each of the SLOs. For the Ed.D, trend data for the KSDE is available for the Content Area (which includes the six leadership standards) and 100% of the candidates have passed and

performed at the level of either proficient or distinguished. (A level of basic is minimal for passing.) Candidates have also achieved an A average on all foundations courses taken at KSU, 100% pass rates on all internships, and 100% pass rates on research (at a level of basic or higher. Rarely does a candidate achieve below proficient or distinguished on the research component).

The Department of Educational Leadership also offers the M.S., Ed.D, and Ph.D degrees in adult and continuing education. Students admitted to these graduate programs must meet specific entrance requirements that include minimum standardized test scores.

Students pursuing the M.S. degree take a minimum 33 semester hours. Eighteen hours (core courses) are required of all students. Professional electives are designed to reflect the student's main area of interest as well as provide a broad base of knowledge in the field. Programs of study vary among masters degree students only with respect to the professional elective sequence. Students pursuing the Ph.D degree complete a minimum 90 post-baccalaureate hours of graduate-level coursework. In contrast, students pursuing the Ed.D program complete a minimum 94 post-baccalaureate hours of graduate-level coursework.

The degree-granting history at the M.S. and Ph.D/Ed.D levels in adult and continuing education at KSU is exemplary in productivity and applicability to students' career goals. Examples of graduates' success include employment in business, industry, the health professions, military organizations, nonprofit agencies, and so forth. The adult education program counts among its graduates many professors in public and private institutions of higher learning, high-ranking university administrators, governmental agencies, and more. Graduates hold senior leadership positions such as State Director of Adult Education for the State of Kansas, and as Associate Director of Adult Education for the State of Kansas. Numerous graduates also hold Adult Education Center Directorships, and many others serve as Coordinators of Adult Learning Centers throughout the state of Kansas. Finally, the program's worth to the institution and the broader profession is exemplified by funded grants and contracts with the armed services through Fort Leavenworth's Command and General Staff College and through funded programs with the Kansas Board of Regents Adult Education Office.

Doctoral (Ed.D/Ph.D) and masters (M.S.) degrees in adult and continuing education are also central to the mission of Kansas State University. Commonly accepted trend data predict an American society that will be increasingly challenged to educate its workforce in new workplace skills, to address expanding levels of illiteracy among the nation's adult population, to teach the growing number of adult learners in postsecondary education settings, and to provide learning opportunities for an aging population. Kansas State University is one of only three Big 12 universities having graduate programs in adult education. KSU has uniquely responded to all these needs through creation and delivery of an adult basic education academy via partnership with the Kansas Board of Regents (KBOR) to impact 31 adult learning centers statewide; through creation and delivery of an online masters degree in adult education serving the state and nation; and through creation and operation of a very large Fort Leavenworth-based program—all with national and international impacts.

Evidence of high quality graduates from the M.S. in Adult and Continuing Education rests in employment data upon graduation and in the close partnership between KSU and the Command and General Staff College at Fort Leavenworth. The program counts a significant number of adult education graduates who have progressed to the rank of colonel and who are serving as brigade commanders. The program counts among its graduates a high-ranking military officer who now serves as a three-star Navy SEAL Chief of Staff in the Combined Interagency Joint Task Force at the Pentagon.

Graduates in the Ed.D/Ph.D Adult and Continuing Education program currently hold impressive and influential positions as professors in higher education in numerous states including Arkansas, Illinois, and

Oklahoma. Graduates currently hold impressive and influential positions as deans and associate deans at colleges and universities throughout the nation. Graduates currently serve in a myriad of positions in the military, business and industry, and nonprofit sectors including positions at the Pentagon, at the United States Army Command and General Staff College, and at the U.S. Department of State. Other examples include graduates holding positions as Training Manager, U.S. State Department, African ACOTA Peacekeeping Program; Associate Professor, Combined Arms Center U.S. Army Command and General Staff College; Associate Director, Office of Educational Innovation and Evaluation, Kansas State University; Assistant Vice President, Kansas State University; Chief Librarian, University of Ontario Institute of Technology; and Associate Professor, Adult and Higher Education Program Area Coordinator, University of Oklahoma.

It should be additionally recognized that degree conferral productivity is not the full extent of credit-generating or professional impact-generating activity in the Department of Educational Leadership. Some numbers of persons pursue professional educational leadership licensure apart from degree-earning activity. Likewise, new academic programs in this department have begun to attract new enrollments and new degree seekers—e.g., the new online masters degree in adult education, which is already maximally subscribed. Similarly, the department has many other partnerships with area school districts and military populations that may or may not result in degrees or semester credits, but which have enormous impact on current and future collaborations. In all cases, these degree and license programs are variously approved by the Kansas Board of Regents (KBOR), the Kansas State Board of Education (KSBE), the National Council for Accreditation of Teacher Education (NCATE), and the University Council for Educational Administration (UCEA).

The assessment process for the M.S. and Ph.D. Degrees in Adult and Continuing Education is focused on continuous improvement. Faculty plans to revise course content to more closely align with program student learning outcomes. Increased attention has been placed on evaluating student writing and development of higher level thinking skills. The revised assessment plan is one year into implementation and future assessments will be used to identify future enhancements in student learning.

In sum, programs in EDLEA and EDACE are heavily subscribed, generate sizable enrollments, result in appropriate degree conferrals, and are recognized for their quality at multiple rigorous accreditation levels. All these elements make KSU the institution of choice for doctoral programs in educational leadership. As a bottom line, the program's small number of faculty and high number of graduates holding state and national senior executive and policy positions makes the department's employment profile disproportionately impactful.

Special Education – Masters and Doctoral – CIP Code - 13.1001

Academic Advising – Masters - CIP Code - 13.1101

Counseling and Student Development – Masters and Doctoral - CIP Code - 13.1101

The Department of Special Education, Counseling, and Student Affairs (SECSA) fulfills the College's mission by delivering exemplary instruction to students at the undergraduate and graduate levels; producing, interpreting, and disseminating sound and useful research, scholarship, and other creative works; providing leadership, collaboration, and service within the profession; and promoting understanding and celebration of diversity. SECSA is comprised of four components: special education, counseling, student affairs and academic advising. SECSA offers undergraduate courses that support education and student development along with graduate courses that serve students in other programs in the College of Education. SECSA offers one of only two master's programs in school counseling and the only doctoral program in Kansas in counselor education and supervision accredited by CACREP. The graduate program in academic advising is unique and was developed in collaboration with the National Academic Advising Association (NACADA). All programs in SECSA are high quality programs that are

innovative, informed by current research and professional practice, are collaborative endeavors, and maintain a position of excellence in the field. SECSA faculty members are active and make significant contributions to their professions, the College, the University, the State, and the Nation.

The master's degree program in special education is designed to provide skills, knowledge, and application strategies for students planning to teach some of the most challenging students in the public schools. The program is based on standards and requirements from three main areas: the Kansas State Department of Education, the Council for Exceptional Children and National Council for Accreditation of Teacher Education (NCATE). Meeting the standards set forth by these bodies coupled with the expertise of the faculty in the department has allowed the faculty to create a degree program which is thorough, rigorous, and research-based. Both the Kansas State Department of Education and NCATE have approved KSU's special education programs.

The need for special education teachers in Kansas and surrounding states is quite high and this has added to the demand for the special education program. The relatively new path designed for KSU students allowing them to gain a provisional endorsement in special education as a part of their undergraduate degree, shows every sign of increasing the number of students that will stay on to complete a graduate program.

There are two special education doctoral degree granting institutions in the state of Kansas – Kansas State University and the University of Kansas. The program at KSU has the reputation of being more “practitioner oriented.” KSU's approach is unique in its focus on collaboration and consultations, its strong emphasis on programming for cultural and linguistic diversity, and its individual attention to student needs and goals. KSU's program is the largest in the state focusing on Adaptive Special Education, and has been a state, regional, and national leader in the areas of consultation/collaboration, and transition from school to adult life. The KSU program also offers endorsement at the Functional level, a program not available at many Kansas institutions. Most of the doctoral students in this program are professionals in the field of special education who have returned to graduate school after some time engaged in the practice of their profession. Many seek an additional endorsement, either in special education or in administration, but some plan to teach at the college or university level.

The majority of graduates from the master's program stay in Kansas and work in Kansas schools, but they are also recruited heavily from other states, particularly Texas, Missouri and Nebraska. Currently, special education teachers in this area are being hired on “waivers” – special dispensations for the Kansas State Department of Education that allow untrained personnel to fill positions when the district is unable to find qualified teachers. These teachers then fulfill all requirements for full endorsement as they are teaching special education. Faculty members receive numerous inquiries from districts in Kansas and surrounding areas regarding graduates availability to fill their needs.

As for the doctoral students, they plan to work as administrators in schools or care facilities, higher education faculty members or master teachers. Recent program graduates are working as principals, directors of special education and as faculty members at other institutions of higher learning (SUNY-Geneseo, Ft. Hays, Pittsburg State, Central Arkansas State and including institutions in Taiwan, Iran, and China). The small number of persons currently in this field is of great concern. With the increase in the attention paid to special education in the 1970's, a large number of people were drawn to leadership positions in the field at one time. Those individuals are reaching retirement age and there will be a continuing need to replace them. All doctoral programs in this field will need to significantly increase their recruitment efforts to avoid a real shortage in higher education and special education administration.

The MS and Ed.D Special Education graduate faculty are diligent in ongoing review of data from student internships, comprehensive exams, and dissertations. In the masters program, 100% of masters students

have been successful in their portfolio defense of a written portfolio consisting of 21 professional skills, though 4 had to redo parts of their products. Assessments have guided revision of the exams and projects to provide students with a clearer focus on the specific competencies to demonstrate. All students who have successfully completed the Ed.D program have demonstrated extensive knowledge of general and special education by passing comprehensive written exams in research, statistics, and philosophy in addition to their chosen specialties. Basically, 100% have passed SLO assessments relating to their ability to adapt to changing situations, make complex decisions, solve problems, and evaluate actions in a professional education setting.

The master's degree program in Counseling and Student development is comprised of two specializations, school counseling and college development. The quality of both programs is very high. The school counseling specialization meets the standards of state and national accrediting bodies and it enables students to become licensed as a school counselor. The Council for Accreditation of Counseling and Related Programs (CACREP), the National Council on Accreditation of Teacher Education (NCATE), the Kansas Board of Regents, and the Kansas State Board of Education have approved this program.

Graduates in the masters of School Counseling have been able to find employment, as have graduates in College Student Development. In a challenging economy, being flexible, adaptable, and geographically mobile can be helpful in the employment process. To date, graduates are employed as school counselors while they complete their internship. Current needs of schools and communities in dealing with the increasingly complex array of societal and individual problems ensure the high demand for school counselors. College student development graduates have generally been able to find employment, but again being flexible, adaptable, and mobile can facilitate the job seeking process.

The department offers both the Ph.D and Ed.D in Counseling and Student Development. The counselor education and supervision specialization is accredited by CACREP. Students in this doctoral program often seek licensure as a professional counselor in Kansas. NCATE has also approved this program. For students completing doctoral degrees in Counselor Education and Supervision, the demand is high across the country. Some students in the doctoral program in Student Affairs in Higher Education are employed in positions they retain upon graduation. Others seek leadership and administrative positions in higher education.

Based on discussions of assessment results, the masters program in Counseling and Student Development implemented revisions in course sequence and content resulting in increased student achievement. Their assessment plan is reviewed regularly to determine its alignment with professional standards and achievement of students. In the current assessment plan, 86% to 100% of the students achieved to a satisfactory level on the learning outcomes.

The masters program in School Counseling assesses five outcomes documenting that all students achieve at an acceptable level, supported by 100% passing the nationally normed Praxis for School Guidance and Counseling. A self-study of student learning resulted in programmatic refinements to augment areas of professional, legal, and ethical aspects of school counseling, as well as addressing the needs of multicultural students and students with special emotional and cognitive needs.

Student achievement in the PhD in Counselor Education and Supervision has been high. The student learning expectations are current and assessments strong based on the results of the annual assessment review. The self-study for the Counseling and Related Educational Programs (CACREP) review resulted in programmatic refinements to enhance the program, including the addition of an additional research course. Over the past three years all students achieved the learning outcomes for the PhD in Counseling and Student Development (Counselor Education and Supervision). For Learning Outcome 1, five students met the part of the learning outcome related to research courses and four met the part of the outcome

related to doctoral prelims. For Learning Outcome 2, five students achieved the outcome in EDCEP 977 and Internship, and three additional students met the outcome as part of their internship. For Learning Outcome 3, seven students achieved the outcome in EDCEP 987. In summary, all doctoral students who participated in the relevant experiences achieved the outcomes.

Student learning outcomes for the PhD in Student Affairs in Higher Education were revised in 2010 based on review of the program and courses by faculty. This resulted in curricular and course content revision. Current assessments indicate that these changes have enhanced the educational impact of the program. Future assessments will determine the extent of the educational impact.

The masters program in Academic Advising was approved by the Kansas Board of Regents in 2008. Since its inception there have been 78 graduates of the program. The master's program was developed in collaboration with the National Academic Advising Association. This program is offered through the Division of Continuing Education, is completely online, and has students from across the country and outside the United States (e.g., Canada and Japan). Student demand for this degree program is very high and continues to be strong. The relationship with NACADA is believed to be a significant factor in the demand for this program. Some graduate of the MS in Academic Advising continue their advising positions upon completion of the degree. Others are seeking to move into academic advising. Given the current focus on academic advising and its relation to retention, there are positions available. However, being flexible and mobile are factors that enhance opportunities for employment.

Based on assessment of student achievement in the M.S. Academic Advising program, curricular enhancements have been made in content as well as changes in online delivery of the program. Student achievement in the program, based on course grades, has been very high. Informal feedback from professionals in the field reaffirm that the program is meeting workplace needs.

College of Human Ecology

Apparel and Textiles – Bachelor's and Masters – CIP code – 19.0901

Interior Design – Bachelor's – CIP Code – 50.0408

The Department of Apparel, Textiles, and Interior Design's (ATID) mission is to offer instructional, research, and outreach programs of the highest quality to fulfill the land grant mission and to educate undergraduate and graduate students in apparel, textiles, and interior design. The Department's mission aligns with the university and college missions in that it discovers, disseminates, and applies knowledge to meet the basic human needs of clothing and shelter and also to improve the human condition, or quality of life, through improvements in the disciplines, professions, and industries we serve through scholarship, teaching and outreach. The Department of Apparel, Textiles, and Interior Design is the only academic unit in the state of Kansas with these degree programs, scholarship focus, service, and outreach expectations. No other university in Kansas offers a bachelors or masters degree in apparel and textiles.

The department strives not only to prepare students for success in today's world, but also to help students adapt to a continually changing world by inculcating in them an appreciation and desire for life-long learning. In addition to coursework that prepares students for their chosen field, the curricula for all programs require a broad base of general knowledge. Over the last ten years there has been an effort to infuse global intercultural competencies throughout ATID curricular offerings, thus enabling all students to be informed, productive, and responsible citizens, who are able to function effectively in a global society. In addition, the department has become known for our focus on sustainability as it relates to the disciplines we represent.

The Bachelor of Science in Apparel and Textiles (AT) has two areas of specialization: Apparel Marketing, and Apparel Design and Production. The option in Apparel Design and Production is accredited by the National Association of Schools of Art and Design (NASAD). The Apparel and Textiles (AT) program prepares students to excel in a wide range of jobs in the apparel, textile and retail industries. Compared to a business curriculum, the AT curriculum provides students with knowledge about textile and apparel product that is necessary for success in this multibillion-dollar industry. Students specializing in apparel marketing graduate with a competitive advantage that comes from combining the study of all aspects of the global apparel complex with apparel product knowledge and business principles and practice. Students choosing to follow the apparel marketing specialization prepare for careers in the business, marketing, and retailing aspects of the fashion industry and global supply chain. Students specializing in apparel design and production use their knowledge of apparel, business and sophisticated technologies in design careers, apparel manufacturing, quality assurance, and product or line development.

The Interior Design program is accredited by both the Council for Interior Design Accreditation and the National Association of Schools of Art and Design. The Interior Design program at Kansas State University has been consistently recognized as one of the best interior design programs in the nation. The Interior Design program at Kansas State University is highly regarded for preparing graduates well for entry-level professional positions in the multi-disciplinary building design industry. A selective process for admissions is used because demand for admissions to the program exceeds capacity. Interior design is a profession requiring technical and theoretical knowledge, multiple professional skills, creativity, aesthetic sensibility, cultural awareness, environmental sensitivity, social responsibility, and ethical accountability in professional practice. Incorporating this complex set of attributes, professional designers contribute to the health, safety, and welfare of a diverse global public. This program offers students a supportive educational experience that addresses each of these professional requirements in a logically structured sequence.

ATID students also are given the opportunity to expand their educational experience by engaging in a variety of experiential learning opportunities including service learning, internships, domestic study tours, international study tours, and study abroad programs. All students graduating with a B.S. degree in apparel and textiles and approximately one-third of interior design students complete at least one internship for academic credit. The Department offers at least one domestic and one international study tour each year. Apparel Design and Production students frequently enter creative works in both regional and national juried competitions and have received first and second place awards and honorable mention awards. The department has nationally approved student chapters of American Society of Interior Designers, and the International Interior Design Association. Interior Design students win an average of three major awards in competitions each year.

Although the general economic downturn has had negative impacts on the apparel and textile industry, according to Career and Employment Services reports from August 2006 through May 2009, 71% of AT graduates report their employment status after graduation. Of those reporting, 79% are employed and 7% are furthering their education. Students completing the ID program are in high demand and generally find desirable employment easily. In recent years employment rates have been slightly lower than usual because of the slowing of the building industry as a result of the general economic downturn. Even though this is currently the case, according to Career and Employment Services reports from August 2006 through May 2009, 92% of ID graduates report their employment status after graduation. Of those reporting, 74% are employed and 8% are furthering their education.

The department offers a resident M.S. degree in Apparel and Textiles and a distance M.S. degree in Apparel and Textile Merchandising. Resident graduate program emphases are in design, product development, and marketing of apparel and textiles. The distance M.S. degree specialization in

Merchandising is offered through the Great Plains Interactive Distance Education Alliance (GPIDEA), an online multi-institution degree program. This innovative program provides professionals in the industry with the theoretical background in merchandising often providing for diversification or career advancements

Masters students in Apparel and Textiles have continued to distinguish themselves by having their research and design activity accepted for juried presentations and exhibitions at national and international professional meetings and exhibitions. In addition, their research is usually published in a refereed venue. Masters students regularly receive awards for their potential for success from the International Textile and Apparel Association.

Graduates with the Apparel and Textiles master's degrees generally seek jobs in management level positions in apparel, textile, and/or retail businesses, often at corporate headquarters of large multinational corporations. With the broad and deep knowledge of the entire textile, apparel, and retail value chain they gain through earning the M.S. degree, they tend to move rapidly through business ranks. The increase in the number of graduate students in Apparel and Textiles is an excellent and desired result of the addition of the distance component of the master's program in Apparel Merchandising through GPIDEA.

The Apparel and Textiles and Apparel and Textiles Merchandising programs implement a thorough process of assessing eight student learning outcomes based on the core competency areas recommended by the International Textile and Apparel Association. Desired outcomes for competencies in the undergraduate apparel and textiles program were achieved and clearly documented. In 2010, the faculty increased standards to assure programmatic rigor. The masters program documented student learning achievement, but exposed two challenges: 1) maintaining data collection when faculty leaves the university and 2) lack of a holistic summary of student learning, both of which are currently being addressed.

The Interior Design faculty conducts ongoing assessment focused on continuous improvement. Evidence of student learning is demonstrated through student work, annual interviews with graduating students, and program evaluation from employers of students doing internships. The CIDA Visiting Team Report and annual progress reports indicate that students' work achieve the expected outcomes, and in many cases exceed the minimum standards.

Design programs are among the few disciplines in higher education that require more human and physical resources than many higher education degree programs. Interior design and apparel design are similar to peer design programs in that they require small class sizes resulting in smaller student-to-teacher ratios. The department's academic programs and faculty also require space for studio instruction and laboratories for research and instruction. In addition, the department provides storage and management space and personnel for care and management of over 15,000 historic artifacts for Kansas State University's Historic Costume and Textile Museum. In the near future additional funding for personnel and a new heating, ventilation, and air-conditioning system to support the museum will be needed. Although there are many reasons to expect the cost of implementing the programs in ATID to be much higher than average at Kansas State University, the Department of Apparel, Textiles, and Interior Design manages on average to use only 1.2% of the university's general use expenditures while producing 1.0% of the undergraduate SCH and 0.4% of the graduate SCH.

Family Studies and Human Services – Bachelor's and Masters – CIP code – 19.0701

Communication Sciences and Disorders – Bachelor's – CIP Code – 51.0201

Early Childhood Education – Bachelor's – CIP Code – 19.0706

The School of Family Studies and Human Services (FSHS) provides high quality educational programs, training, and services; increases knowledge and skills through multi-disciplinary research, teaching, and scholarship; and contributes professional leadership to enhance the quality of life for individuals and families in Kansas, the country, and the world. The School is a large multidisciplinary unit, which ranks a close third among all University Departments in total student credit hours for on-campus instruction. FSHS is ranked first among all University academic departments with respect to total dollars obtained from external grants and contracts. The School is responsible for three bachelor programs and one M.S. degree program involving seven specializations – early childhood education, communication sciences and disorders, life span human development, marriage and family therapy, family studies and human services and two Great Plains Interactive Distance Education Alliance (GPIDEA) M.S. specializations, in Family Financial Planning, and Youth Development. The M.S. specialization in Early Childhood Education is offered primarily with distance education.

Several programs elsewhere in the State are concerned with early childhood education, human services, communication disorders, or family finances, but are not offered with the unique family systems approach we offer. Centers of student learning, outreach, and research include the Institute for the Health and Security of Military Families, Hoeflin Stone House Early Childhood Education Center, KSU Family Center, KSU Speech and Hearing Center, and the PowerCat Financial Counseling Center. The School currently occupies space in Justin Hall, Campus Creek Complex, Stone House, and Edwards Hall. The FSHS research Institute for Personal and Financial Planning rents an office suite for its downtown Manhattan financial therapy research clinic.

All FSHS degree programs obtain high ratings from accrediting agencies, which include the Commission on Accreditation for Marriage and Family and Therapy Education, American Speech-Language Hearing Association, the National Council for Accreditation of Teacher Education, the National Council on Family Relations Certified Family Life Educator program, and the National Association for Education of Young Children. The Certified Financial Planner Board of Standards recently added a case study which was adapted from the School's graduate curriculum.

The Communication Sciences and Disorders (CSD) program has maintained 80-100 undergraduate students over the past eight years. Since 2003, enrollment in the Early Childhood Education (ECE) major has increased dramatically from 64 students to over 90 students. More than 90% of ECE graduates pass the Educational Testing Service national professional exams and earn teacher licensure. Demand for the undergraduate degrees in Family Studies remains stable at 418 majors. Family Studies students compete successfully for admission to regional university graduate programs in their field. The Personal Finance Planning specialization within the Family Science degree program has received graduate fellowships and presented research at the Association for Financial Counseling and Planning Education conference.

The CSD undergraduates have had the benefit of an updated curriculum that covers the entire scope of practice in the profession. The Fall 2010 American Speech-Language Hearing Association accreditation site visit team reported that the CSD program is a “national gem”. CSD has had continuous accreditation since it became part of the School in 1994. Ninety percent of CSD graduates are accepted into graduate school in order to earn an M.S. degree in CSD. The M.S. in CSD is required to practice as a speech-language pathologist. Students who graduate in the MS emphasis in CSD program have a 100% employment record. One-half of the students are employed in medical settings and one-half are employed in a school setting. On many occasions students are recruited for full-time employment by the externship placement site which includes: Madonna Rehabilitation Hospital in Lincoln, Nebraska; St. Luke Hospital in Kansas City, Kansas, Topeka Rehabilitation Hospital, and numerous Kansas school districts.

In the Communication Sciences and Disorders program, all professional courses at the undergraduate level provide the foundation for graduate training. Therefore, when the program evaluates student

outcomes, the undergraduate and graduate curricula must be viewed as a whole and not as two mutually exclusive entities. With regards to the 190 Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology certification/assessment standards evaluated annually and in all areas of direct and indirect assessment measures, the CSD Program demonstrates successful student learning achievement of all standards. A number of different assessment tools are used to verify that students are meeting the 190 certification/assessment standards. For the past eight years the KSU graduates have successfully passed the examination 100% of the time on their first attempt. This percentage is well above the national average of 84%.

The ECE program was reaccredited by the National Council for Accreditation of Teacher Education (NCATE) in 2009. The laboratory school operated by this program at Stone House has always had full accreditation by the National Academy of Early Childhood Programs and the National Association for the Education of Young Children, and is licensed by KDHE. This program includes a distance education degree program that received the Region VII Exceptional Program Award from the Association of Continuing Higher Education. Demand for ECE graduates is high, and has been fortified by the 2008 redesign of the curriculum for early childhood unified inclusive (early childhood special education) birth through kindergarten teacher licensing.

The FSHS undergraduate degree program offers two undergraduate majors/emphases - Family Studies and Human Services and Personal Financial Planning (PFP). The FSHS program has maintained continuous Approved Program status for the Certified Family Life Educator (CFLE) certification process since 1993 and is one of the top three universities from which new CFLEs obtain this prestigious credential. Opportunities for international study have increased dramatically since 2003, including study tours and related classes in South Africa, Northern Ireland, Mexico, and China.

The PFP undergraduate emphasis is registered with the Certified Financial Planner Board of Standards, Inc. in Washington, D.C., and also certified with the Association for Financial Counseling and Planning Education to offer the Accredited Financial Counselor and Accredited Housing Counselor designations. The unit is the only program in the nation to send at least one team of students to the National Collegiate Financial Planning championship during each year of the competition that began in 2000. The PFP program has won the National Collegiate Financial Planning championship twice since 2003. The quality of students in the PFP program is demonstrated by their success in academic scholarship and outreach. Undergraduate students have received graduate fellowships and presented research at the Association for Financial Counseling and Planning Education conference. Undergraduate students provide peer financial counseling through the PowerCat Financial Counseling center.

FSHS students compete successfully for admission to regional university graduate programs in their field. Each year two or three FSHS undergraduates are admitted to our own highly selective Marriage and Family Therapy program within the FSHS masters degree program. The number of students pursuing a degree in Family Studies and Human Services continues to remain quite high. Since the fall of 2008, the FSHS major has been offered at the Salina campus. By the Fall of 2010, 51 students had declared an FSHS major at Salina. Demand for the undergraduate option in Personal Financial Planning remains stable. Most students in the program are sophomore and junior transfer majors. Currently there are 60 majors.

Employer demand continues to be high for our human services graduates. For the reporting period, approximately 40% of interns have been offered jobs by their sponsoring agencies upon graduation. For the most recent academic year for which data is available (2008-2009), 72% of FSHS responding graduates found employment and 18% pursued further education immediately after graduating. Students with the emphasis in PFP are actively recruited for positions in the financial counseling and planning profession. For example, graduates from the program have a standing offer of employment with

Amerprise Financial Advisors. Demand for graduates should continue to increase in the future. Jobs Rated Almanac rated the financial planning profession the number one rated profession, which is an indication of growth in the profession. Although most PFP graduates stay in Kansas for employment, a few students travel out-of-state for career opportunities in major U.S. metropolitan areas renowned as financial industry centers.

The FSHS graduate program includes specializations in Communications Science and Disorders (CSD), Early Childhood Development (ECE), Family Financial Planning (FFP), Family Studies and Human Services (FS), Lifespan Human Development (LHD), Marriage and Family Therapy (MFT), and Youth Development (YD).

The M.S. emphasis in CSD typically has 22-27 graduate students enrolled at any given time. The program graduates between 10-14 students each year. The CSD graduate program takes two years to complete (4 semesters and 2 summer sessions). Graduates of the M.S. emphasis in CSD have a 100% employment record. One-half of the students are employed in medical settings and one-half are employed in a school setting. On many occasions students are recruited for full-time employment by the externship placement site; those sites include: Madonna Rehabilitation Hospital in Lincoln, Nebraska; St. Luke Hospital in Kansas City, Kansas, Topeka Rehabilitation Hospital, and numerous Kansas school districts.

The ECE emphasis has been revised so that it is delivered primarily through distance education using innovative video and interactive technology. The quality of the program is supported by a Region VII Exceptional Program Award from the Association of Continuing Higher Education. Most of the graduate students have undergraduate degrees from Kansas Regents universities or highly reputable private colleges and many have substantial experience teaching for school districts and apply to obtain credentialing for special education. Participation in related professional courses offered to support Kansas Head Start and school districts is steadily increasing.

The FFP specialization is registered with the Certified Financial Planner Board of Standards, Inc. in Washington, D.C., and also certified with the Association for Financial Counseling and Planning Education to offer the Accredited Financial Counselor and Accredited Housing Counselor designations. Upon graduation FFP students are eligible to take the national Certified Financial Planner (CFP™) designation exam; the CFP mark is the highest attainable certification in the profession. FFP graduate students have presented research at the Association for Financial Counseling and Planning Education conference, they assist by supervising undergraduates who provide peer financial counseling through the PowerCat Financial center, and participate in conducting financial therapy research at the Institute of Personal Financial Planning clinic for community residents. The demand for the M.S. degree focused on Family Financial Planning with GPIDEA continues to be strong. The unit restricts admission as a way to manage enrollment burden. In 2010, one-third of all students enrolled in any of the University's eight GPIDEA M.S. programs were enrolled in FFP distance courses (65 students enrolled with FFP). Graduates in the FFP emphasis are actively recruited for positions in the financial counseling and planning profession.

The FS degree has continuously maintained its Approved Program status with the National Council on Family Relations for Certified Family Life Education, and there has been an increase in the number of FS graduates who enter Ph.D. programs. Many FS students are active with research presentations at the National Council of Family Relations, and most take a practicum course that provides strong professional experience in teaching, research, or human service program development. The demand for the M.S. degree focused on Family Studies and Human Services (formerly Family Life Education and Consultation) has increased during the review period. Therefore, the acceptance rate has been reduced to 66% and enrollment remains stable around eight students per year.

Lifespan Human Development faculty members have achieved international recognition of which two have been invited for international research presentations in France and China. The LHD program has a small group size to allow faculty to work closely with each student. LHD faculty members also have a strong research and teaching exchange program with South China Normal University. A LHD graduate student won the Presidential Award for Undergraduate Teaching in 2009. LHD students have presented their research nationally and internationally. Twenty-five applications for the LHD degree emphasis were received and their quality was high, for an acceptance rate of 80%. To meet the increasing demand for LHD content across the School and with GPIDEA, four courses are offered online during evenings to allow employed professionals to complete the degree. FS and LHD graduates who do not continue their education in doctoral programs are readily employed by Kansas and regional human service agencies. For example two recent FS graduates provide services to families at Ft. Riley with Cooperative Extension.

The Commission on Accreditation for Marriage and Family Therapy re-accredited the MFT graduate program in 2008 as one of 63 accredited M.S. programs in the United States. Admission to the MFT graduate program is highly selective, at 35% of M.S. applicants. In 2007 the M.S. program was revised to add clinical training on domestic violence, substance abuse, and evidence-based practice. During the past three years, 100% of the MFT M.S. graduates who took the national marriage and family therapy exam in Kansas passed. MFT students participate in research teams led by faculty members and most present posters or papers at the American Association of Marriage and Family Therapy or Kansas AMFT annual conferences. Due to its faculty time-intensive clinical training and national reputation MFT admission is selective and stable at about 12 students admitted per year.

The YD-GPIDEA program is led by a member of the USDA/North Central multi-state national research team that focuses on the impact of 4-H as social capital, and was invited to present about the history of youth work at a conference at Durham, England. A faculty member serving on most YD M.S. degree committees has extensive experience as a 4-H youth development county agent, and another YD M.S. committee supervisor has been responsible for multi-year grant projects focusing on adolescents in economically disadvantaged communities. The YD students' *Improving the Health of Adolescents* course requirements include conducting community-based observational research. Youth Development course enrollment was 32 students in 2010. Since 2007 there have been 70 students admitted to the YD GPIDEA degree program and 35 have completed the program. A substantial majority of YD professionals were and continue to be employed as youth workers for local, state, and federal agencies.

In the Family Studies undergraduate program, all students scored above the minimum level of achievement in understanding and application of theoretical frameworks and scored high in written and verbal communication. As a result of assessment, a new research methods course is currently being developed to enhance learning of gathering and interpreting reliable information.

The Personal Financial Planning undergraduate program focuses on understanding fundamentals of the financial planning process, knowledge of standards of ethical conduct, and the value of participating in professional groups and activities. Direct assessment results document students achieve beyond the expected level in knowledge areas. Higher levels of participation in professional groups and activities will continue to be encouraged.

In the early childhood education bachelor's degree program, 100% of the students met each of the student learning objectives by performing at 75% or higher. Results confirm that courses and clinical experiences are appropriate to support the development of professional knowledge and skills required for teachers of young children.

In the Communication Sciences and Disorders program, all professional courses at the undergraduate level provide the foundation for graduate training. Therefore, when the program evaluates student outcomes, the undergraduate and graduate curricula must be viewed as a whole and not as two mutually exclusive entities. With regards to the 190 Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology certification/assessment standards evaluated annually and in all areas of direct and indirect assessment measures, the CSD Program demonstrates successful student learning achievement of all standards. A number of different assessment tools are used to verify that students are meeting the 190 certification/assessment standards. For the past eight years the KSU graduates have successfully passed the examination 100% of the time on their first attempt. This percentage is well above the national average of 84%.

For the Communication Sciences and Disorders MS specialization, all students are assessed throughout their undergraduate and graduate programs, and upon completion of the M.S. degree. A number of different assessment tools are used to verify that students are meeting the 190 certification/assessment standards. Results from the national examination are tracked by the CAA for all accredited programs. For the past eight years all KSU graduates pass the national examination on their first attempt. This percentage is well above the national average of 84%. The CSD program demonstrates that all 190 certification standards had been fulfilled. At the exit interview the accreditation site visit team complimented the faculty for maintaining a program that offered the highest level of training for undergraduate and graduate students.

Assessments in the Early Childhood Education Masters program emphasis indicate that students demonstrate a very high level of knowledge of child development, are successfully planning appropriate lessons and teaching strategies for young children's developmental characteristics and needs, and implement a high level of theoretical knowledge and research skills in their practice. Assessing knowledge of research methods, written and verbal communication skills, knowledge of critical controversies, and application of ethical standards will be added to the assessment process in the coming year.

For the Family Financial Planning MS specialization, the exam measuring student knowledge of the CFP® Code of Ethics, the student test score mean over the period 2006 – 2010 was 87% with a minimum passing score of 70%. Through faculty discussion of assessment data, special emphasis addressing student learning needs were addressed in course content. Student achievement in the use and application of time value of money was inconsistent, so a new textbook was adopted in an attempt to reinforce math competencies. Results indicate that students are doing a reasonably good job of understanding and applying the Certified Financial Planner Board of Standards, Inc. ethics rules. It is anticipated that further progress will be made with the adoption of new textbooks that incorporate ethics in the planning process.

The Family Life Education and Consultation M.S. specialization underwent substantial changes in their student learning assessment process generating new outcomes and assessment criteria focused on family life education in addition to consultation, which had been the sole focus. Faculty determined that students need continual practice locating, analyzing, synthesizing and critically evaluating empirical research. The newly revised student learning outcomes will be assessed in the capstone experience. In the past eight years, students have successfully passed the examination 100% on their first attempt. This percentage is well above the national average of 84%. A number of different assessment tools are used to verify that students are meeting the 190 certification/assessment standards.

The Life Span Human Development M.S. specialization determined the assessment plan designed in 2004 was too cumbersome to manage and did not provide discriminating data. Earlier assessment indicated that students were achieving slightly above an average level in understanding theories and research findings and well above average in understanding and appreciating how human development. A new assessment

plan beginning in 2011 will assess knowledge of principles, alternative theories explaining human development, knowledge of critical controversies, application of ethical standards, and both written and verbal communication skills.

The Marriage and Family Therapy Program M.S. made significant changes to their assessment process due to the expectations of the American Association for Marriage and Family Therapy's Commission. The MFT program uses one primary evaluation measure administered five times. Continuous improvement in student achievement is demonstrated through the assessments showing high levels of understanding and demonstration of skills in every area before graduating.

Assessment data is reviewed by Great Plains-IDEA Youth Development faculty at regularly held annual faculty meetings. Trends are discussed, and actions are taken to improve student learner outcomes. Kansas State University faculty review the course curriculum annually. Review of assessment results (i.e., final exam/project and oral defense completion) takes place each semester with teaching and supervisory committee faculty. Since its inception, 42 students have graduated from the Youth Development Masters program. Each of these students completed a final exam/project which was scored by a committee of faculty on a scale of 1-to-4 ("Unsatisfactory" to "Exceeds Expectations") across six learning domains. Total scores for the graduating students ranged from a low of 18 to a high of 23.

Dietetics – Bachelor's – CIP code – 51.3101

Dietetics – Masters – CIP code – 19.0501

Hotel and Restaurant Management – Bachelor's – CIP Code – 52.0901

Foodservice, Hospitality Management, and Dietetics Administration – Masters – CIP Code – 52.0901

The programs in the Department of Hospitality Management and Dietetics (HMD) are based on the premise that understanding the needs of people in their environments is the basis for successful hospitality management and dietetics practice. The programs and the philosophy of HMD are consistent with the mission of the College of Human Ecology to discover, disseminate, and apply knowledge to meet basic human needs and improve the human condition. The programs are central to the mission of Kansas State University and the Regents System because they are directed to advancing the well-being of Kansas, the nation, and the international community. As does the College and University, we seek to embrace diversity, encourage engagement, and stress commitment to the discovery of knowledge, student education, and improvement in the quality of life and standard of living for the people of our state, our region, and our nation. All of our degree programs are unique in the College of Human Ecology, unique in the University, and unique in Kansas. While Ft. Hays State University has a Bachelor of Business Administration in Tourism & Hospitality Management, the program does not include a foodservice component which is a strength of the KSU program. KU Medical Center is a partner institution with KSU in the Master of Science in Dietetics online program through GPIDEA.

The undergraduate dietetics program holds mandatory continuing accreditation from the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The most recent accreditation decision was in February 2010, with the maximum 10-year reaccreditation received. The average pass rate on the national credentialing examination is 91% for on-campus students and 94% for the online undergraduate dietetics students over the past five year period as compared to the national average of 80%.

Graduates of the undergraduate didactic program in dietetics compete for a dietetic internship after graduation and thus continue with their education and training. While the national match rate for selection to a dietetic internship is at 50% and dropping, KSU's on-campus didactic program in dietetics has a 77% match rate. Graduates of the online dietetics program have an 85% match rate. The coordinated program in dietetics moves graduates directly into the workforce. Employment data for these graduates are strong

with an average of 81.5% of graduates finding a job within 3 months of graduation. Graduates are working in both in-patient and out-patient hospital settings, in long-term care, as school nutrition program directors, in WIC, and other public health initiatives.

The outcomes for Dietetics are based upon the Commission on Accreditation for Dietetics Education (CADE) 2008 Accreditation and Eligibility standards. As a result of earlier assessments, new methods of teaching ADA Nutrition Care Processes were established in particular to address the changing revisions in coding and terminology. Learning outcomes for the 2009-2010 academic year indicated that knowledge requirements and competencies were achieved at expected levels.

The online Master of Science in Dietetics, which provides a program with considerable choice in electives to match the diversity of dietetics practice, is meeting the need for Registered Dietitians for master's level education. The MS in Dietetics is offered in concert with seven other universities through the GPIDEA consortium. The online program was only approved by the KBOR in 2008 and is already gaining reputation as an outstanding program with students from Kansas, Wisconsin, California, New York, Missouri, Arizona, Tennessee, Kentucky, Colorado, Florida, and Okinawa, Japan enrolled. The online M.S. in Dietetics will have its first graduate in December 2011.

The Dietetics MS implements an effective assessment process. All outcomes have been met, but assessment measures indicated areas of program improvement. Based upon outcome measures, new methods of teaching ADA Nutrition Care Process were established in particular to address the changing revisions in coding and terminology. Based upon results indicating that students needed more in-depth understanding of medical nutrition therapy, a five credit-hour course was divided into two courses. Both courses have also been revised since 2008.

The Hotel and Restaurant Management (HRM) program holds voluntary continuing accreditation from the Accreditation Commission for Programs in Hospitality Administration (ACPHA), the accrediting arm of the International Council on Hotel, Restaurant, and Institutional Education (CHRIE). The most recent accreditation for a maximum eight year period was granted in 2010. Only 52 hospitality programs nationwide hold this accreditation. The HRM program at KSU is the only full baccalaureate degree program in hospitality in the state, combining foodservice, lodging, and convention/meeting management in one degree program. It is also the only accredited program in the state.

Demand for the Hotel and Restaurant Management program is strong. Employment data for these graduates shows an average of over 90% of graduates finding a job within 3 months of graduation. Graduates work in a variety of settings such as contract management, college and university dining, full-service hotels, full-service and casual dining restaurants, meeting planning, clubs, resorts, beverage sales, catering, and other areas.

The SLOs for Hotel and Restaurant Management are inherent in the accreditation standards for the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The original three student learning assessments demonstrated high levels of student achievement, but in 2010 the HRM faculty revised the original three SLO's to create global assessment measures for each of the program's eight outcomes for assessment.

The Master of Science programs in HMD consist of an on-campus program in Foodservice, Hospitality Management and Dietetics Administration. The Master's program has taken on a more hospitality management orientation as the hotel and restaurant aspect of our department expanded. The hospitality industry's demand for advanced degrees is beginning to grow as more and more baccalaureate-prepared individuals enter the work force. Hotel corporations, restaurant chains, and contract management companies are beginning to recognize the importance of advanced education and training in foodservice

and hospitality management. Thus, we believe we are on the leading edge of a growing demand for masters-prepared individuals in this area. The new BS/MS concurrent program with the HRM undergraduate program is expected to bolster program growth along with the growing number of individuals applying to our program from out-of-state and international locations. Many of the graduates of the Master of Science degree in Foodservice, Hospitality and Dietetics Administration move directly into the HMD PhD program. Others are actively employed in the hospitality industry in college and university foodservice, long-term care, restaurants, and hotels.

The Foodservice, Hospitality Management and Dietetics Administration M.S. assesses knowledge about the industry and skills in analysis, change theory, appreciation of the importance of building a diverse workforce, management skills and an understanding of the research process. All Master's students have successfully demonstrated proficient performance on key SLOs.

Human Nutrition – Bachelor's, Masters, and Doctorate – CIP Code – 19.0501

Athletic Training – Bachelor's – CIP Code – 51.0913

The mission of the Department of Human Nutrition is to discover, disseminate, and apply knowledge to promote improved food choices, nutritional status, and the well-being of people. Academic programs at the graduate level provide information for dietary guidance and range from molecular level studies of nutrient metabolism to studies of interrelationships of exercise and nutrient intake and behavioral research on factors related to food selection and maintenance of health. The only unit of its kind in Kansas, it offers B.S., M.S. and Ph.D. programs in nutrition. In 2003, the Athletic Training program was approved as a B.S. degree program. The department's greatest strength is that it represents the full spectrum of human nutrition: the molecular and gene level, human metabolism and performance, nutrition education, consumer behavior, sensory analysis, public health nutrition, and clinical nutrition. The Department participates in interdisciplinary programs such as the graduate program in food science, the undergraduate program in nutrition and exercise with kinesiology, and the interdepartmental Masters of Public Health.

The Department has several elements that make it unique to the College, State, and Regents system, and among peer departments nationally. The Department has a world renowned Sensory Analysis Center and has an accredited animal care facility which is one of the few in the nation in human nutrition programs. The Department includes the largest nutrition and kinesiology undergraduate program in the nation and offers an accredited B.S. degree program in Athletic Training which is one of the largest in the nation. Finally, the Department provides one of the few undergraduate curricula in public health nutrition in the nation.

The Athletic Training degree program allows students to gain hands on experience working with the Department of Intercollegiate Athletics, as well as offering needed personnel to support the University's athletic programs and maintain optimal performance of our athletes. The Athletic Training program focuses on maintaining peak physical performance of athletes, prevention of athletic injuries, modalities of treating common athletic injuries, and on-site care and prevention of injuries with athletes. An athletic training laboratory has been assigned to the department for teaching athletic training courses and practica, all of which require room and equipment for clinical assessment. The Athletic Training Program also received a 10 year accreditation renewal of the program.

The B.S. in Athletic Training Program enrollment increased rapidly over time, with 157 students declared for the 20th day enrollment in fall 2010. We have had an average of 52 juniors and seniors per year over the last 5 year period. The 5-year average number of B.S. graduates in Athletic Training per year is 14 graduates per year. Unfortunately, this enrollment is not sustainable as we have a maximum of 24 clinical slots for the junior class and 24 slots for the senior class each year. A number of around 100 to 115 total students per year would be more appropriate for us to allow students who enter the program to graduate.

Almost all the Athletic Training graduates pass the national exam to become Certified Athletic Trainers. Graduates of the Athletic Training program are always in high demand with nearly 100% either getting employment or going onto graduate school.

The Athletic Training program assesses 12 standards as an on-going evaluation and assessment of student learning to ensure that all athletic training students are meeting and exceeding the expectations. On average, 85% of the students achieve beyond the minimum acceptable outcomes in the assessments for Facilities Design and Budget, 91% in the assessment of medical evaluations, and 90% pass the final board exam to become Certified Athletic Trainers on the first attempt. As a result of a successful comprehensive evaluation, including a self-study and on-site re-accreditation visit, the program was awarded continuing accreditation by the Commission on Accreditation of Athletic Training Education.

Kansas State University is the only comprehensive nutrition program in the state of Kansas offering B.S., M.S., and Ph.D. degrees in Nutrition. Extension programs provide the people of Kansas with food and nutrition information and research-based educational opportunities to guide their selection and handling of food for safety, economy, health, and well-being. Our faculty help educate pre-school and K-12 teachers to better understand and implement nutrition concepts to better teach their students across our state. Programs are targeted to assist the food industry in developing newer and more nutritious and safer food products, educate consumers, and provide educational opportunities to food, nutrition and health care professionals, educators, and low income audiences. The educational component of the United States Department of Agriculture's Supplemental Nutrition Assistance Program (SNAP) provide services to more than 70 counties in Kansas and specifically targets low income audiences. Extension programming has focused on high risk audiences by developing partnerships with such agencies as the North Central Area Agency on Aging and the Governor's Hunger Task force to enhance food security of citizens. "Dining with diabetes" is an example of an extension program aimed at reaching a high risk population. The development of KNACK-on-line via a partnership with the Centers for Disease Control and Prevention targets those who work with adolescents to combat the ever increasing rate of adolescent obesity. Extension faculty also work with the Department of Education on School Wellness policy development. Department faculty have contributed to the research base of Kansas by working with Hills Pet Food, MGP Ingredients, Frito-Lay and Sorghum, Wheat and Dairy Industries.

Students enrolled in the B.S. in Human Nutrition program may elect to concentrate in one of three options: 1) nutrition and kinesiology; 2) public health nutrition; and 3) nutritional sciences. All of the programs have had significant growth since the last KBOR review. Growth in the B.S. in Human Nutrition has been through the public health nutrition option and the nutritional sciences option. The dual degree nutrition and kinesiology option has remained steady with a healthy enrollment averaging slightly more than 100 students per year. In the Fall 2010 20th day report, we recorded 109 students in the nutrition and kinesiology option; 48 in the public health nutrition option; and 45 in the nutritional sciences option.

One third of our undergraduate nutrition majors also get a degree in Dietetics and go on to a career as practicing Registered Dietitians. In the nutritional sciences option, most of our graduates go onto professional school or graduate school. The nutritional sciences option was designed as a pre-med, pre-dental, and pre-Ph.D. program. Actually, KSU has a high acceptance rate into medical/dental/ graduate schools for nutritional sciences graduates. These students represent some of our best students. The nutrition and exercise students often go onto sports and nutrition positions, work at fitness centers in corporate or hospital based settings, go to physical therapy school, and in some cases osteopathic or chiropractic schools.

In the last BOR review we had ample M.S. students graduating per year. This time we have 3.4 M.S. in Human Nutrition per year graduating (17 in 5 years). This lower number is due to two reasons. First, we

participate in the newly established Master of Public Health program which is interdisciplinary and has a nutrition track (eight MPH graduates from Human Nutrition in the past five years). This is a professional degree and many students prefer this degree over the traditional M.S. Human Nutrition degree. Second, we participate in the interdisciplinary Food Science M.S. program and we have had 11 graduates where Human Nutrition faculty were the major advisors of those students. With all three programs considered, the number of master's students being prepared by Human Nutrition faculty is approximately seven per year.

We have 100% job placement in the M.S. programs. One of our recent M.S. students is a Ph.D. student at the University of Wisconsin and one of our former M.S. students recently was awarded a Ph.D. in Nutrition from the University of California-Davis, probably the best program in the United States. M.S. students both in human nutrition and food science have found employment in General Mills, Kraft, Quaker Oats, Unilever, and Ocean Spray to name a few companies. Many of our graduate alumni have received the College of Human Ecology Award for Outstanding Research and several of the recipients for Public Service are Human Nutrition alumni.

The Ph.D. program recently had areas of specializations created to give more focus for students in a department that is rather diverse. There are now four separate tracks for Ph.D. students: 1) Sensory Analysis and Consumer Behavior, 2) Nutritional Sciences, 3) Public Health Nutrition, and 4) Public Health Physical Activity. These areas were created in response to both student demand and faculty concerns that the current program was too general and lacked structure. One unique graduate feature is in the Sensory Analysis and Consumer Behavior track where all students are required to have an industry internship and an international experience prior to graduation.

The Ph.D. program has had three graduates per year, an increase since the previous report of one graduate per year. The Ph.D. program more than meets BOR minimum requirements. Moreover, these trends reflect a shift in becoming a predominantly Ph.D. graduate program as opposed to an M.S. program, which indicates increasing maturity of the research base to support an expanded level of Ph.D. education. For instance, the average number of Ph.D. students has been consistent at 20 per year. In addition, the Ph.D. program recently implemented focused tracks (listed above) making the doctoral program more attractive to potential students interested in a particular emphasis in Human Nutrition.

Students in the Ph.D. program get their choices of jobs from industry to academia. We have 100% job placement in the Ph.D. programs. Recent Ph.D. students have received employment at Procter and Gamble, Inc., Sensory Spectrum, Inc., Miami University of Ohio, Truman State University, Drexel University, Oakland University in Michigan, and an NIH sponsored post doc at the Burnham Institute in Orlando Florida.

The Human Nutrition program thoroughly assesses students learning in four primary categories. The assessments led to several major changes in the undergraduate program. First and foremost was the splitting of the HN 630 Clinical Nutrition class into two classes by shifting course content and hiring of a new instructor. A second change was a revision in course sequence to better address student needs. Impact on learning is currently being assessed. In a lab situation when asked to assess and interpret nutrition data, the average score was 92% on the assessment, with only 1 student scoring below the 80% level. In reference to retrieving, evaluating, and managing nutrition information, the average score was 89% and the average score for presentation was 95% and no students scored below the below 80%. The Graduate program in Human Nutrition assesses four student learning outcomes. Their assessment process has recently been implemented so longitudinal data is forthcoming.

Interdisciplinary Programs

Human Ecology – Bachelor's and Doctorate – CIP Code – 19.0101

The mission of the College of Human Ecology is to discover, disseminate, and apply knowledge to meet basic human needs and improve the human condition. The College of Human Ecology is the seventh largest human sciences unit in the nation. Although most students are enrolled in specialized programs in departments within the College, the General Human Ecology program options provide opportunity to study both the breadth and depth of content focused on the quality of life of individuals, families and communities. In addition, the presence of a large and capable faculty representing diverse academic disciplines is a valuable resource for the general human ecology programs at both the baccalaureate and doctoral levels including the bachelor's option in Family and Consumer Sciences Teacher Licensure.

The B.S. in Human Ecology serves students seeking family and consumer sciences teacher licensure, students seeking a broad foundation in human ecology as preparation for specialized graduate study, and students seeking knowledge and contextual understanding to address human needs. In some cases, General Human Ecology serves students who are undecided about a specialized major. Occasionally, students who are not admitted to upper division status in a degree program turn to General Human Ecology to compose a program of study that supports career goals. Undergraduates pursuing Family and Consumer Sciences Teacher Licensure seek to address societal issues such as parenting, personal financial literacy, and nutrition and wellness.

Graduates from the General Human Ecology program have diverse professional goals. Graduates of the B.S. in Human Ecology are prepared to address human needs from multiple and synergistic perspectives. Recent graduates are engaged in masters and doctoral programs, in business management, in human services, and in communications and education careers. Placement records indicate that recent graduates are employed in human services, communications, education, extension, management, human resources and related career fields. Academic advisors in Human Ecology and staff in Career and Employment Services support General Human Ecology students in planning programs that lead to rewarding career opportunities.

Students in the B.S. in Human Ecology can qualify to meet family and consumer sciences teacher licensure standards for Kansas. The program is one of two approved family and consumer sciences teacher licensure programs in the state. Employment demand is especially strong for general human ecology graduates who complete teacher licensure requirements. All graduates who sought teaching positions in recent years have secured work in their field. Nationally and in Kansas, family and consumer sciences teacher position openings have exceeded the number of qualified applicants for a number of years. Employment demand is increasing as many school districts offer early retirement incentives. Some school districts employ teachers with temporary credentials and support their completion of licensing requirements. Demand for family and consumer sciences teachers is expected to continue in the future.

The Ph.D. program in Human Ecology is a multidisciplinary, interdepartmental program consisting of six areas of specialization. The areas of specialization within the Ph.D. program are: Apparel and Textiles (AT), Foodservice and Hospitality Management (FHM), Marriage and Family Therapy (MFT), Lifespan Human Development (LSHD), Personal Financial Planning (PFP), and Family Studies (FS). The caliber of the program is evidenced by high rankings from external sources, the national and international reputations of the graduate faculty, and the courses that support the program and each specialization.

The graduate program in Apparel and Textiles prepare students for positions in education, industry, and public service that require expertise specific to the field. An overarching mission is to facilitate environmental and social responsibility through scholarship, education and outreach that enhance ecologically sustainable products, processes, and behaviors. Individual programs of study and capitalizing on the interests and disciplinary backgrounds of students and faculty are developed to build the theoretical, technical, and methodological skills necessary to solve human ecological problems involving

apparel and textiles. The department does not formally track metrics related to employers and career placement. However, faculty members maintain contact with alumni to informally track career placement and advancement. The perception is that all doctoral graduates secure a position in their area of study.

The curriculum for the PhD in Foodservice and Hospitality Management provides a strong foundation for students to develop research skills as well as in-depth knowledge of the industry. Most graduates of the PhD program move into faculty positions and thus students are also expected to gain skill as educators and future faculty members. Students in the HMD PhD program annually attend the Graduate Student Education and Research Conference in Hospitality and Tourism where they present their research with the other PhD students in the U.S. Students also present research at other conferences, both domestic and international. Graduates of the HMD PhD program have gone on to successful careers as faculty at institutions such as North Dakota State University, Grambling University, University of New Orleans, Washington State University, Colorado State University, Youngstown State University (Ohio), Johnson & Wales University (Charleston, SC), California State University at Pomona, University of Puerto Rico, Dong-A University (Korea), and Ewha Woman's University (Korea).

With the implementation of a student created portfolio for our PhD program, the Marriage and Family Therapy program had an increase in publications and presentations by students, an increase in student involvement in professional organizations, and an increase in doctoral students involved in undergraduate teaching. All PhD students are expected to publish two articles in refereed journals and are expected to demonstrate excellence in teaching and service. For example, at our 2010 professional conference, KSU MFT students co-presented more than 13 posters. In addition, as a requirement for the portfolio, each PhD student is required to teach undergraduate courses, which has increased, not only their professional development, but also options during intersessions for undergraduate students. In addition, 100% of our graduates who take the national MFT licensing exam in Kansas have passed the exam in the past three years. Moreover, the Marriage and Family Therapy program emphasis has national accreditation and ranks among the leading programs in the nation. All of our students are members of our professional association, the American Association for Marriage and Family Therapy. Graduates from our doctoral program either find employment in universities, in training institutions, in agencies, or in private practice. The demand is high for family therapists throughout the country and our graduates are quick to find employment.

Overall, the Life Span and Human Development specialization provides students with opportunities to study developmental processes and transitions from conception to death, the factors influencing the course and direction of development, and implications of these for research, applied programs and social policy. The program is core to most of the School's graduate programs providing coursework on change over time in individual developmental processes within. KSU's program is the only doctoral degree program in Life Span Human Development in Kansas. The goal of the program is to continue high quality instructional and research experiences for students through coursework, mentored teaching experiences and research including co-authoring presentations and publications. Five students completed the Lifespan Human Development doctoral program during the current review cycle and each of them are currently employed by institutions of higher education across the country within their areas of expertise (100% placement rate).

In the course of two years, the PFP doctoral program has become highly competitive. In 2009, there were 13 applicants, with nine students admitted. By 2011, there were 50 applicants with 11 students admitted which shows a strong demand for the new doctoral program in PFP. As of 2010, there have been approximately four applicants for every one opening in the program. Ninety percent of applicants live outside of Kansas and almost all enrollees are individuals who would have not normally applied to a Kansas Regents program. Although the program is still too new to report the first graduates, several students have been recruited to apply for academic positions at universities and colleges, including the

University of Georgia and Colorado State University. The Ph.D. students emphasizing Personal Financial Planning have achieved a 100% passing rate on the national examination to be recognized as a Certified Financial Planner (CFP).

In 2003, the graduate program was titled Family Life Education and Consultation (FLEC). In 2007, the faculty began to revise the curriculum to broaden the focus (and title) to Family Studies (FS) in order to meet the needs of students and more accurately reflect the expertise of the faculty and trends in the field. This new curriculum was implemented in Fall 2009. Especially important is the enhancement of research methodology training. The PhD degree in FS has continuously maintained its Approved Program status for Center for Family Life Education (CFLE) through National Council on Family Relations (NCFR). All PhD students complete a practicum. These range from creating and teaching undergraduate courses to working with state-level agencies to improving statewide services to creating, implementing and evaluating Extension programming to creating and implementing life skills for a federal agency. While not all of our students have the goal of becoming academicians, a high percentage of our graduates of the PhD program during this time period (75%) have been hired into tenure-track positions nationally and internationally (e.g., University of New Hampshire, Baylor University, Kansas State University, University of Nebraska, University of Alabama, State University of New Orleans, and a new university in Saudi Arabia). Kansas State University is among the top three programs for training CFLEs including a growing number of international students (e.g., Taiwan, Ghana, Saudi Arabia, Tanzania, and Korea).

The General Human Ecology fourteen learning outcomes are assessed on a 3-year rotating basis. Teacher Licensure students score consistently above the national average. Students have consistently met or exceeded expectations on assignments and examinations administered as a part of the Foundations of Human Ecology and Seminar in Human Ecology classes. Annual assessment review has resulted in significant actions, including: 1) major curriculum revisions in required and elective courses; and 2) syllabus development and implementation of new courses.

The Ph.D. program specialization in AT assesses five student learning outcomes with over 80% of the students achieving in the highly proficient level of expectation. The PhD in Human Ecology with Specialization in Foodservice and Hospitality Management assesses student learning in knowledge of the hospitality industry, the issues affecting it, research competency, and teaching effectiveness. All graduate students have met the SLOs achievement benchmarks. In the Ph.D. program emphasis in MFT, student learning data indicated strong achievement in all areas (4.5 to 5.0 on a scale of 1 to 5) except in research skills 3.65 and critical thinking 3.9. Curricular revisions were implemented as a result to address concerns of student achievement in these areas. In the Ph.D. program in the LSHD emphasis, five students completed preliminary examinations that met or exceeded expectations of faculty. Faculty recently decided to revise the assessment process and will implement this revision in the coming year. The Ph.D. program emphasis in PFP does not currently have any results of direct assessments because the program began in August 2009 and has not had any students complete coursework, preliminary examinations or dissertations to date. For the Ph.D. program emphasis in FS, there were 15 students who completed their final oral examination (FSHS 999) during the review period. Another 26 students completed the final exercises for FSHS 950 (Advanced Family Theory) while approximately 20 students presented their findings from FSHS 890 (Research Methods II). A new assessment process began in academic year 2010-2011 so data for this period will be reported with these new measures.

Gerontology – Secondary Major and Masters – CIP Code – 30.1101

The nation (Kansas in particular) is aging at an unprecedented rate. People are living longer but according to some recent research, that life extension has been accompanied by increasing disabilities leading to the need for additional qualified service providers. The mission of the Center on Aging is to “identify and address the challenges and opportunities of an aging society.” This goal fits well within the missions of

the College of Human Ecology and the university itself as they seek to “develop a highly skilled and educated citizenry necessary to advance the well-being of Kansas, the nation and the international community.”

The programs and research offered by the Center on Aging are interdisciplinary in nature and involve faculty across colleges. The gerontology program seems especially well qualified to match the mission of Kansas State University which calls for excellent teaching, research and service to develop a highly skilled and educated citizenry necessary to advance the well-being of Kansas, the nation and the international community. In addition, the university encourages engagement, the discovery of knowledge, education of undergraduate and graduate students, and the improvement in the quality of life and standard of living of those we serve. Our students combine their degrees in gerontology with other specific interests such as financial planning, communication science and disorders, medicine and other degree areas.

We have worked with the Kansas Department on Aging (KDOA) to identify innovative nursing home care practices through the PEAK project with grant funding totaling over \$1.25 million over a seven year period. Smaller grants have included assessment of a kindergarten in a nursing home, sexuality in long-term care, evaluation of a universal worker model and ombudsmen attitudes about older adult sexuality. Several of our more recent large grant proposals have scored well in review but have not gained funding as these resources have continued to be more competitive. These proposals have been interdisciplinary with faculty from Apparel, Textiles and Interior Design; Sociology; Gerontology; and Statistics as well as the social work program at Kansas University.

Service is a core component of the Center on Aging’s mission. Our KS Department on Aging funded project provided the Center on Aging access to the 340 nursing homes in Kansas. Though the funding for this project has ended we have continued our connection to these homes by leading the Kansas Culture Change Coalition. Our work connects us locally where we have provided aging simulation activities as well as presentations to service organizations about aging issues. Our students are involved in all of these activities as we think it is important to blend didactic education with real-world experiences. Two of our master’s degree students participated in our research study of sexuality in long-term care as a first step in formulating a path to research in a distance education course.

At the undergraduate level KSU has the only secondary major in gerontology in the U.S. The secondary major lends more credibility than a minor and can be paired with any major. Our students are finding that this enhancement helps them to find jobs and placement in graduate and medical programs. We are also unique in our approach to instruction as we think it is imperative that our students learn firsthand about gerontology. We match them with older adult mentors, ask them to do service projects for and with aging adults, and provide them with hands on activities that help them to experience aging on a personal level. Our secondary major is unique in that it builds on our reputation as leaders in quality of life for residents in long-term care and with our partnership with Meadowlark Hills, a local retirement community in Manhattan, which is seen as a leader in caregiving practices.

Our master’s degree in gerontology is part of the Great Plains IDEA program. Nationally recognized as a leader in on-line collaboration, this program combines the expertise of faculty from six universities: North Dakota State, Missouri, Iowa State, Texas Tech, Oklahoma State and Kansas State. Students appear to select KSU over the other universities because they receive a credential in gerontology -- the master’s degree in gerontology. The other universities offer this degree as a specialization of another program such as family studies. It is the same program but with a different title. This applied degree program trains students to work in service delivery, policy, program evaluation, and other important areas of need for aging populations.

Since students completing a secondary major must complete additional academic courses beyond those required for their degree, student commitment is strong. They tend to be highly motivated and good students. Students applying for the master's program must have a GPA of 3.0 or higher to be admitted into the program. They must provide references and a written essay as evidence of their ability to perform in the program. The master's in gerontology is an applied program, expected to prepare students for careers in aging. Because the focus was not designed for preparation for additional work in academia we have looked for students with experience in aging fields rather than on their academic performance which for some has been years earlier. These students tend to contribute more in the classroom. The average age of our students is 40. The average years of work experience in a gerontological field is approximately ten years. Because our enrollment has recently become much more competitive we have focused more on students with excellent academic backgrounds that include advanced degrees. We recently accepted a veterinarian, as well as an executive vice president of a Fortune 500 organization. We have had a medical doctor who also had a degree in law, and many administrators in long-term care facilities, aging programs, or AARP.

Based on exit interviews, virtually all recent secondary major graduates have obtained employment or gone on to graduate or professional programs after graduation, with approximately 9 out of 10 choosing careers that are aging-related, regardless of their primary majors. We have seen our student numbers rise from 40 to 175 in five years. These numbers reflect recruitment by advisors across campus who have learned that the secondary major has been helping students get into med schools and graduate programs. Unfortunately, we have no documentation of employment status for our graduate program alumni. Many of these students are already employed in an aging organization and are using the degree to climb a career ladder.

Current demographic trends project increasing demand for professionals in all disciplines with knowledge and training in aging. Increased opportunities will be available in the service sector to provide all aspects of health care, social services, transportation, housing needs and legal assistance. More researchers are needed to study the aging process and diseases associated with aging, more designers are needed to produce products and living areas to meet the special needs of older persons, and more business, financial, and legal consultants are needed for advising older clients.

The Secondary Major in Gerontology assesses eight student learning outcomes. As a result of the assessment process the program replaced portfolio assessment with final examinations. This has led to a much larger pool of information to learn. In addition, the program has revised course content to include learning in such areas as diversity and research. The 2009-2010 data confirm that all of 34 students except for one scored at or above expectations when their scores for were averaged. Eight students met expectations, 20 students were above expectations, and the remaining five students scored well above expectations.

The student learning outcomes for the Great Plains IDEA Master's in Gerontology program were written by faculty from the six participating universities in the Great Plains Gerontology program. The primary change in the assessment process was in creating a more specific scoring rubric that breaks down each of the outcomes into its separate components. Findings are discussed at bi-annual meetings that guide program improvement. Current assessment results indicated that over 90% of students met or exceeded performance expectations for topical area understanding and applied research findings and skills to solve problems, and 82% met or exceeded expectations for synthesized critical issues related to aging from a multidisciplinary perspective.

Public Health – Masters – CIP Code – 51.2201

The mission of the Kansas State University Master of Public Health Program (MPH) is to provide education, research, and service across multiple disciplines of public health, impacting human, animal, and community health locally, regionally, and globally. The centrality of the program is illustrated by the fact that the public health infrastructure in the United States and Kansas is dependent on people and requires a workforce that can meet the continuing and emerging challenges of the 21st century. Many of the public health issues of our nation are mirrored in the population of Kansas, with the state ranking very low in many aspects of public health.

KSU's MPH degree has four emphasis areas that are aligned with the strengths of the University: (1) food safety and biosecurity; (2) infectious diseases and zoonoses; (3) public health nutrition; and (4) public health physical activity. Compared to accredited schools and other graduate programs of public health in the United States, this blend of areas of emphasis, for a Master of Public Health degree, is very unique. The program supports the university's land grant mandate through research, service and extension activities and integrating public health related activities with our multiple college and department partners to provide a strong linkage to individuals, families and communities throughout the state. This program is also very unusual because of its close relationship with one of only 28 colleges of veterinary medicine in the United States. This alignment provides outstanding opportunities and linkages to tremendous expertise in emerging diseases and population-based health solutions.

Events in the opening years of the 21st century have reinforced and confirmed the need for public health professionals. The ever growing world-wide obesity epidemic is only the tip of the iceberg. Other health issues facing us include the lack of health care for a growing population of medically indigent, an aging population, impending crises foreshadowed by natural disasters and acts of bioterrorism, and outbreaks of emerging zoonotic infectious diseases.

The public health infrastructure in the U.S. is dependent on people and requires a workforce that can meet the continuing and emerging challenges placed upon the health care system. As the population ages and becomes increasingly diverse, the need for public health services will expand and, as they do, so will the number of jobs.

The convergence of animal, human, and environmental health issues has created the need for veterinarians with a level of knowledge and skills that is not being achieved by either new graduates or the current pool of veterinarians. Unprecedented changes in food animal production and health, human and animal demographics, diseases, concern for animal well-being and welfare, antibiotic resistance, and biotechnology are occurring. In addition, increasing threats to animal populations and the food supply from the introduction of exotic animal diseases, either accidentally or intentionally, requires a much larger nucleus of veterinarians with training in population health concepts if the State of Kansas and the U.S. are to be prepared to manage exotic disease outbreaks and maintain the security of the food supply. Farm-to-consumer food safety programs, driven by both market and regulatory forces, require veterinarians and food safety inspectors with a broad base of knowledge and skills in public health and population medicine.

The quality of students is demonstrated by an increase in diversity, full graduate admissions, success in core courses, and an excellent employment record after graduation. The MPH program has sought to attract a diverse, knowledgeable group of students, and it has succeeded. Diversity has increased every year, demonstrated by the change in student enrollment of 88% Caucasian in 2009 to 79% in 2011. For the past five years, full graduate admission rates were very high at 88% of all admissions. In addition, admitted students included three Muskie fellows, four Fulbright scholars, and one Truman scholar. Students attracted to our program have included current College of Veterinary Medicine students and those interested in the dual DVM/MPH degree, physicians and nurses seeking more education or a career

change, and other members of the health workforce who wish to expand their public health knowledge and credentials.

The Master of Public Health degree has long been considered the most appropriate “terminal” professional graduate degree for the nation’s public health workforce in middle to upper management. As part of accreditation standards, the program tracks graduates’ success in obtaining employment within 12 months of graduation. Using that metric, for AY 2008-2010, 100% of the graduates of the Kansas State University MPH Program seeking employment have found job placement within 12 months of graduation. Their jobs have been in a broad range of occupations, to include local, state, and federal governmental agencies, private veterinary practice, non-governmental agencies, and other health-related organizations. A few of our graduates have returned for further education toward advanced academic (Ph.D.) or professional (D.V.M. or M.D.) degrees.

Of the students who completed all course requirements, the average GPA was 3.80, with 96.9% of all their grades in the five Master of Public Health Summary core areas of public health being an A or B. In the alumni survey, 50% rated the curriculum very good or excellent and 64% rated the instructions as very good or excellent.