

Mass Communications: CIP code – 09.0401

Five-year average data:

Number of majors: Bachelor (Jr/Sr) = 254 (exceeds KBOR minima); **Masters = 21** (exceeds KBOR minima)

Number degrees awarded: Bachelor = 105 (exceeds KBOR minima); **Masters = 5.4** (meets KBOR minima)

Recommendation: Continue

Mission, Centrality and Uniqueness.

The A.Q. Miller School of Journalism and Mass Communications continues a tradition of teaching that began 112 years ago: To provide quality grounding in professional skills and performance standards demanded by a media industry that is in a constant state of flux. Our journalism sequence focuses on gathering and producing news and sports information for multi-platform dissemination, and the strategic communications sequence provides grounding in advertising and public relations messaging and campaign development delivered via legacy and digital media channels. We are nationally accredited by the Accrediting Council for Education in Journalism and Mass Communications (ACEJMC), and we serve many programs on campus who rely on our courses, including Agriculture Communications, Animal Science Communications and Marketing and the College of Education's degree designed for students aspiring to teach high school journalism. We have launched interdisciplinary certificate programs. Additionally, we provide courses that serve other certificate programs and majors. Other new cooperative ventures are being developed that put the A.Q. Miller School at the heart of instruction on the K-State campus. Our graduate program includes a traditional resident MS degree option and a new online professional masters that serves students from across the nation. Our graduate courses in such areas as risk, crisis and health communication and community journalism regularly serve other programs on campus. In 2015, we joined the interdisciplinary PhD program in Leadership Communication, with partners in Communication Studies, Agriculture Communication and Leadership Studies, where we provide a scholarly focus on media and community engagement (that degree is headquartered in Leadership Studies).

Strengths, Productivity and Qualifications of the Faculty.

A.Q. Miller School faculty members have significant industry experience, providing multi-platform media design and production expertise with sound instruction in basic writing and information gathering to provide a degree plan that is strong on fundamentals, yet focused on modern applications. Several of our instructors consistently score high in teaching effectiveness (one recently received the College's Stamey Teaching Award). Sixty percent of the current full-time A.Q. Miller faculty hold terminal degrees (eight Ph.D.s and one Ed.D). Forty percent have master's degrees. We currently have five adjunct faculty members. Tenured and tenure track faculty have 2-2 teaching loads, with an expectation that 40 percent of their time will be devoted to research. Non-tenure track faculty teach 3-3 load (they do not have research expectations). All faculty are expected to devote as much as 20% of their time to service. ACEJMC accreditation standards dictate that all skills classes should be small (maximum 20 enrolled). Since 2006, Miller School graduate faculty have collectively published five books, 20 book chapters, 46 journal articles, and 91 peer-reviewed conference papers. Faculty research is diverse and routinely appears in such publications as *Journalism and Mass Communication Quarterly*, *Communication Research*, *Public Relations Journal*, *Journal of Broadcasting and Electronic Media*, *International Journal of Communication*, *Health Communication Journal*, *Newspaper Research Journal* and *Public Relations Review*. Many faculty members have involved students in their research, giving our students real-world experience in conducting research, writing conference papers and journal articles, and presenting findings while in our master's program.

Quality of Curriculum and Impact on Students.

Students entering our undergraduate program must successfully complete the nine-hour "JMC Gateway" (courses that introduce basic writing, production, and industry orientation classes) and earn a minimum grade of C in each class. Once admitted, students must maintain a 2.5 GPA minimum in their major classes. The five-year ACT average for Bachelor of Science degree seeking students is 22.9, while the average for Bachelor of Arts candidates is 24.6. Nationwide, many traditional journalism, and mass communications programs have experienced enrollment declines, and that trend has been felt here. From fall 2017 to fall 2021 the number of majors averaged 223.2 with a decrease from 475 students (290 majors and 185 pre-majors) in fall 2017 to 247 (180 majors and 67 pre-majors) in fall 2021, an overall 48% decrease. These decreases have been attributed nationwide to the decline in public trust in the news media and changes in the career ambitions of students entering college. However, future outlooks for students with media education look very promising. The Bureau of Labor Statistics anticipates as much as a 29% increase over the next five years in some media-related areas. Graduate program enrollment has constantly increased

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during this five-year period (19 students in AY2017 to 28 during in AY2021) a growth rate of nearly 48%. The Miller School's graduate program has a long history of preparing students both for advancement in their professions, as well as for academic careers in doctoral programs. Students entering the program must meet and maintain a minimum GPA requirement of 3.0, as well as take the GRE to ensure the admittance of high-quality students. Many of our graduate students have continued their education in top journalism and mass communications doctoral programs across the country. ACEJMC accreditation remains our academic and professional standards benchmark (we were reaccruited in 2019). Students continually win awards competitions sponsored by professional associations, such as the Kansas Press Association and the Kansas Association of Broadcasters, and our media outlets consistently place near the top in national student media competitions. Another measure of success is data from on-site evaluation of our interns, where supervisors gauge students' workplace performance and career readiness, and we also gather feedback from companies that hire our graduates. Over the past five years, our department has averaged a total of 105 (72.4 B.S. and 32.6 B.A.) degrees conferred. We have experienced a 66% decrease in graduates since 2017, a number that reflects the dramatic decrease in students during the Covid-19 pandemic. Graduate program degree conferrals have remained consistent across the same time period, averaging 5.4 graduates each year and reaching a high of 7 graduates in AY2018.

External Demand.

We currently enjoy a five-year 95% placement average among students entering the job market or graduate programs (the fifth highest placement rate on campus). Graduates are employed by a variety of media companies and/or firms needing communications specialists. The average salary for graduates is \$38,000 per year ranging between \$22,000 to \$78,000 for entry level jobs. It is also common for many of our students to be working professionally even prior to graduation. Students are often able to secure jobs as social media managers, news reporters, broadcast sports crew, and many other positions that allow them to gain real-world practical experience prior to completing their formal education. Overall, 78% are employed in Kansas and surrounding states (54% of graduates work in Kansas). The remaining 22% are scattered across the nation and throughout the globe. In addition to performance indicators cited above, annual surveys are conducted among recent alumni, who register a high level of satisfaction with their educational experience. In our graduate program, at least 19 alumni from the past eight-year period have been, or are currently in, doctoral programs. Additionally, at least 30 alumni since 2004 have successfully entered the industry or advanced professionally with the grounding they received through their advanced degrees.

Service to the Discipline, the University and Beyond.

Beyond our traditional departmental and campus academic service, faculty and graduate students also share their expertise with local, state, and national media organizations. Miller School faculty serve and lead in various scholarly and professional organizations. Faculty members routinely consult with media outlets and other corporate and not-for-profit organizations. The Miller School itself houses two service-specific organizations: The Huck Boyd National Center for Community Media and the Journalism Education Association – a service organization supporting scholastic journalism education. Faculty members and graduate students also frequently lend their communication skills to organizations such as the Public Relations Society of America and the American Advertising Federation. Additionally, we either directly or indirectly operate a campus newspaper, radio, television, magazine, and yearbook outlets that provide campus and community service as well as “hands on” training in media operations for majors and non-majors on campus.

Cost Effectiveness and Program Needs.

The A.Q. Miller School has maintained a five-year average instruction budget of \$2,722,672 for faculty salaries and benefits, which is reflected in tenured and tenure track faculty contracting 40% of their time in teaching, while instructors carry a larger 60% load. In comparison, we have maintained an average SCH average of 7,434, which yields an average revenue of \$2,349,144 (figured on the current in-state undergraduate tuition rate). This reflects an enrollment decline precipitated by changing market factors, as well as an overall decline in enrollment at K-State, but as outlined below, we are creating new alliances that allow us to develop more market relevant degree options that will increase our appeal among the 18-24 age group and to professionals needing technical retooling. Changes in our industry have created a need for a degree program that is increasingly technology dependent, but digital technology is, overall, less expensive. A college fee has created a supplemental fund for acquiring faculty and some lab computers. The heaviest challenges will continue to be acquisition of broadcast equipment and continual software upgrades.

INTERDISCIPLINARY PROGRAMS

Life Science: CIP code - 30.1801

Number of majors: Bachelor (Jr/Sr) = 154.4 (exceeds KBOR minima)

Number degrees awarded: Bachelor = 66.7 (exceeds KBOR minima)

Recommendation: Continue

Social Science: CIP code - 45.0101

Number of majors: Bachelor (Jr/Sr) = 165.8 (exceeds KBOR minima)

Number degrees awarded: Bachelor = 97.2 (exceeds KBOR minima)

Recommendation: Continue

Physical Sciences: CIP code – 40.0101

Number of majors: Bachelor (Jr/Sr) = 15.8 (does not meet KBOR minima)

Number degrees awarded: Bachelor = 6.9 (does not meet KBOR minima)

Recommendation: Continue (in accord with KBOR AY 2020 Strategic Program Alignment Review)

Humanities: CIP code – 24.0103

Number of majors: Bachelor (Jr/Sr) = 4.2 (does not meet KBOR minima)

Number degrees awarded: Bachelor = 4.4 (does not meet KBOR minima)

Recommendation: Continue (in accord with KBOR AY 2020 Strategic Program Alignment Review)

Clinical Lab Sciences-Med Tech: CIP code – 51.1005

Number of majors: Bachelor (Jr/Sr) = 3.2 (does not meet KBOR minima)

Number degrees awarded: Bachelor = .8 (does not meet KBOR minima)

Recommendation: Continue (in accord with KBOR AY 2020 Strategic Program Alignment Review)

Mission, Centrality, Uniqueness

The College of Arts and Sciences houses several interdisciplinary and multidisciplinary degree programs that allow students to take courses from faculty from diverse disciplines and to tailor unique learning experiences that are not commonly available within a single department. The programs offered are in Humanities, Life Science, Physical Science, Social Science and Medical Lab Science. The programs are central to the mission of K-State because they provide a general liberal arts education that allows students greater flexibility to diversify their educational experiences.

Strengths, Productivity, and Qualifications of the Faculty

These programs, offered through the Dean's Office in the College of Arts and Sciences, are unique because they are not housed in a single department, have no faculty exclusively affiliated with them, and are not tied to a single discipline. Courses in the interdisciplinary programs are typically drawn from a wide range of departments within and outside the college that, when taken together, fulfil the program degree requirements.

Quality of Curriculum and Impact on Students

Students enter these programs at all class levels (e.g., first-year students through seniors). For example, some students will be juniors or seniors when they enroll in one of these programs, because they self-selected out of a major (e.g., changed from physics into physical sciences). Other students enter one of these programs when they first arrive at K-State as first-year students or sophomores (depending on transfer status). The tracking of students for enrollment and/or post-graduation endeavors is challenging because there is not a single department that provides oversight for most of the interdisciplinary programs. Informal oversight occurs from seven dedicated academic advisors in the College of Arts and Sciences who work individually with students to identify the best educational opportunities available to them.

Cost Effectiveness and Program Needs

Because there are no faculty associated specifically with these programs, and courses for the programs are chosen by students from the participating departments according to their interests, these are incredibly cost-efficient programs that offer students valuable options with existing resources. Administration costs are minimal, with advisors supervising students' plans of studies.

Descriptions of these programs are provided below. The descriptions of the Humanities, Physical Science, and Medical Lab Science programs were previously reported in 2020 as part of KBOR's requested Low Enrolled Program Report, but also appear here. It was decided at the time to continue these three programs.

Humanities, B.A. CIP code – 24.0103

Number of majors: Bachelor (Jr/Sr) = 4.2 (does not meet KBOR minima)

Number degrees awarded: Bachelor = 4.4 (does not meet KBOR minima)

The Humanities degree program is an interdisciplinary program involving 10+ departments in the College of Arts and Sciences. While each of the departments has its own major, there was a need to create a broader degree in humanities that would be attractive to students who were not interested in any single discipline. It offers the opportunity for students to expand their knowledge across disciplines. It also serves as a gateway for student success for those students who have tried several majors but are not satisfied with any specific one. The humanities degree program is a pathway to a degree for those students

Although the number of graduates and majors is low, the degree program costs nothing to administer. There are no faculty dedicated to the program, nor a department with overhead costs.

Humanities majors are qualified for many types of jobs in business, education, nonprofit, and other fields (Study.com, 2020). Their preparation includes communication classes, writing classes, public speaking, and cultural competence. Humanities graduates enter the job market or are accepted into graduate studies or law school. The Kansas Board of Regents' DegreeStats website shows annual salaries average \$28,200. Payscale.com (2020) lists the average salary for a BA in Humanities to be over \$64,000. Pay will depend on whether the graduate goes into nonprofit or for-profit fields, or graduate school.

The primary strength of the program is that it offers a pathway to graduation for students who are undecided on a major or not interested in specializing in one discipline. Also, the program is offered at no cost to the university since all courses in the program are offered by multiple departments for their own degrees.

Life Science, B.S./B.A., CIP Code: 30.1801

Five-year average data:

Number of Majors: Bachelor (Jr/Sr) = 154.4 (meets or exceeds KBOR minima)

Number of degrees awarded: Bachelor = 66.7 (meets or exceeds KBOR minima)

The Life Science degree is a multidisciplinary major that deals with studies of living organisms and life processes. This degree allows students the ability to obtain a general science education across multiple life-science departments. The degree program has basic biology, chemistry, math, and psychology requirements, together with 21-24 more advanced science requirements, a statistics requirement, and 14 elective hours from two or more of the following fields: biochemistry, biology, microbiology, organic chemistry, physical anthropology, and psychology.

The program has many majors and is especially important as a pre-cursor to a range of health-related graduate and professional programs such as medical school, with nearly 90% of majors declaring a pre-health designation. Enrollment has been steady, even as overall college enrollment has been trending down. The five-year average ACT score is 27.

Many of these majors leave the university prior to graduation to begin their programs of study in medical professions of nursing, chiropractics, physical therapy, veterinary medicine, optometry, and pharmacology, none of which are offered at Kansas State University. However, many do finish their degree programs at KSU. Most of these graduates continue their education in medically related programs. Employed graduates work as customer care representatives, medical professionals, laboratory technicians, educators, and in wildlife organizations (e.g., zookeepers and rangers).

Physical Science, B.S./B.A., CIP Code: 40.0101

Five-year average data:

Number of Majors: Bachelor (Jr/Sr) = 15.8 (does not meet KBOR minima)

Number of degrees awarded: Bachelor = 6.9 (does not meet KBOR minima)

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The program is a mix of courses across multiple departments in the College of Arts and Sciences and the College of Engineering. The physical science disciplines include biology, biochemistry, chemistry, geography, geology, mathematics, physics, statistics, and computer science. All courses that may be used for this degree are already taught for the majors in those departments.

The Physical Sciences degree is an interdisciplinary program involving eight departments in the College of Arts and Sciences and computer science in the College of Engineering. While each of the departments has its own major, there was a need to create a broader degree in physical sciences that would be attractive to students who were not interested in any single science discipline. It offers the opportunity for students to expand their knowledge across disciplines. It also serves as a gateway for student success for those students who may have tried several majors but are not satisfied with any specific one. The general sciences degree program is a pathway to a degree for those students

Although the number of graduates and majors is low, the degree program costs nothing to administer. There are no faculty dedicated to the program, nor a department with overhead costs. Graduates with a physical sciences major are qualified for many types of technical and engineering positions across many industries. Recent graduates have taken positions as project managers, associate engineers, and other related jobs. Their plan of study prepares them for a broad array of industry positions, as well as graduate studies in the sciences.

The primary strength of the program is that it offers a pathway to graduation for students who are undecided on a major or not interested in specializing in one discipline. Also, the program is offered at no cost to the university since all courses in the program are offered by multiple departments for their own degrees.

Social Science, B.S./B.A., CIP Code: 45.0101

Five-year average data:

Number of majors: Bachelor (Jr/Sr) = 165.8 (meets or exceeds KBOR minima)

Number of degrees awarded: Bachelor = 97.2 (meets or exceeds KBOR minima)

Quality of Curriculum and Impact on Students

Social science is a branch of learning that examines society's institutions including their structures, theoretical foundations, evolution, and interrelationships (e.g., how they affect and are affected by human behavior). The social science disciplines include anthropology, economics, geography, history, mass communications, political science, psychology, and sociology. Students in the social science program must submit for approval a plan of study to an interdisciplinary social science advisor within the College of Arts and Sciences. Proposals must include a rationale or thematic design, which includes a list of courses covering interdisciplinary perspectives. In addition to the focused theme, the program has a breadth and a methods requirement, though both allow for significant freedom for student choice. The program culminates with a capstone in which students reflect on and explain how their chosen courses contribute to interdisciplinary learning for their theme.

Service to the Discipline, the University, and Beyond

The program has many majors, with many students entering after their sophomore year. Enrollment trends are consistent with overall college enrollment patterns. The five-year average ACT for students in the program is 22. The program provides an option for students who might have decided that their initial choice of social science major was not for them and allows them to translate their coursework to an individualized plan of study. This provides a substantial retention service for the university. It also appeals to students who might be drawn to more than one social science and do not wish to specialize.

External Demand

Graduates are employed in a diverse range of occupations. The occupations that have the largest numbers include managers, public servants, educators, and sports related professions (e.g., professional athletes, recruiters, medical assistants, trainers, and sports writers).

Medical Laboratory Sciences (Clinical Lab Science/Med Technology), BS/BA CIP Code – 51.1005

Five-year average data:

Number of Majors: Bachelor (Jr/Sr) = 3.2 (does not meet KBOR minima)

Number of degrees awarded: Bachelor = .8 (does not meet KBOR minima)

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Medical Laboratory Science program is a mix of courses across multiple departments in the College of Arts and Sciences. There are two clinical directors of the MLS program listed as adjunct faculty (unpaid) who work at the two hospitals with whom we have agreements. The science and health disciplines include biology, biochemistry, chemistry, mathematics, physics, and statistics. All courses that may be used for this degree are already taught for the majors in those departments. Completion of the program, including the clinical hours, prepares students to sit for the American Society for Clinical Pathology Board of Certification exam.

Although the number of graduates and majors has been low, the numbers have increased in the past few years. One limiting factor is that there are only a limited number of spaces available for students at the clinical sites. Since it is taught across multiple departments using courses that are already offered, the degree program costs little to teach. There are no faculty dedicated to the program, nor a department with overhead costs. There is an advisor in the Dean's office who assists students with their plan of study and the clinical placement. K-State has affiliation agreements with two Kansas City hospitals for the clinical sites, but students are encouraged to seek other placement sites as well. We are working on more affiliation agreements with additional hospitals in the KC area.

Graduates with the Medical Laboratory Science (MLS) degree are qualified so sit for the ASCP Board of Certification exam. We have a 100% pass rate for those students who complete the program. Graduates are hired upon graduation into the medical lab field. There is growing demand for graduates who pass the exam which opens opportunities in the health care field in high paying positions (\$60,000).

The primary strength of the program is that it offers a strong program that prepares students for an in-demand career in the health care industry. Jobs are plentiful. The university has affiliation agreements with hospitals for clinical placements in place and will soon be adding more sites. Also, the program is offered at little additional cost to the university since all courses in the program are offered by multiple departments for their own degrees. KBOR agreed to continue the program as part of the KBOR AY 2020 Strategic Program Alignment Review.

International Studies - Secondary Major: CIP code - 302001

Five-year average data:

Number of majors: Bachelor (Jr/Sr) = 27.6 (meets or exceeds KBOR minima)

Number of degrees awarded: Bachelor = 15.2 (meets or exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness – What do we do and why do we do it

The Secondary Major in International and Area Studies (IAS) promotes understanding of the international community through its commitment to interdisciplinary study. The program allows students to fashion a field of academic engagement tailored to their own interests. Completion of the secondary major demonstrates that students have made a substantial investment in learning about international issues by taking courses across several disciplines and by writing a thesis based on in-depth research. The program offers excellent preparation for graduate study and a valuable background for many careers. It is characteristic of the Liberal Arts experience in the College of Arts and Sciences. International Studies is a common major at peer institutions. KU has a B.A. and an M.A. in International Studies. NCSU, which was identified as a strong peer model for K-State in the 2025 plan, offers a B.A. in International Studies (as do the University of Nebraska and Texas A and M). Overall, the KSU course requirements for the degree are in line with other programs, nearly all of which are interdisciplinary, and many of which require a geography course, an anthropology course, a political science course, a language, several electives, and a capstone. The KSU degree is set apart by the fact that it is a Secondary Major. This is a major strength and unique quality of international studies at KSU—because it is a secondary major, it can be completed by students in any college, in any degree path. The Secondary Major currently attracts students across colleges at KSU—we have had students graduate from Agriculture, Business and Architecture, for example. At many of our peer institutions, the degree is a B.A., which means it cannot be completed by students in other degree plans/colleges without adding general education requirements. This has served as a recruiting opportunity over the last year. Because IAS draws on the faculty strengths in existing programs across the university, the cost to run the program is low.

2. Strengths, productivity, and qualifications of the faculty – Who does it (faculty profile)

Because IAS is an interdisciplinary program, it draws on faculty strengths from across the university. The four required courses for IAS are World Regional Geography (GEOG 100); Introduction to Cultural Anthropology (ANTH 200 or 204); One International Relations Course (typically a Political Science course); and a capstone, Senior Research in International Studies (DAS 525—currently taught by a Modern Languages faculty member). The secondary major also has a four-semester language requirement and requires four electives from three different departments. Elective courses have been identified in a wide range of departments across the university, including Agriculture, Art, History, Economics, Education, Leadership Studies, Architecture, Political Science, Anthropology, English, Modern Languages, Music, Sociology, and more. The class size and methodology correspond to the best practices in those respective disciplines. IAS is under new leadership this academic year (2021-22) and plans are being developed for enhancing outreach activities. At present, the major research activity is related to the students' work in the capstone course the results of which can be shared with the KSU community through the annual student research forum in the department of Modern Languages, Initials, taking place each spring.

3. Quality of Curriculum and Impact on Students – How well do we do it and who thinks so

As a secondary major, IAS draws on students from across the university. As such, they are high achieving students who are deeply engaged with their fields of study and motivated to develop new knowledge and insight that will help to move forward their chosen areas of interest. The five-year average headcount is 45 and the average number of degrees conferred is 15. Because of the nature of the degree, the sub-specialties are designed by the students in consultation with the advisor. There is a companion degree program, Latin American Studies, that allows for a particular geopolitical specialization. This is in the process of being combined into the larger umbrella degree, International and Area Studies, since it rarely has had students enrolled therein solely or distinctly from IAS.

The learning goals of the Secondary Major (identified in Fall 2021) are for students to:

- Demonstrate familiarity with a range of approaches to knowledge, research, and problem-solving
- Discuss current academic perspectives on international, global, and trans-cultural issues
- Construct logical and coherent research-based arguments to support analysis of international, global, and trans-cultural issues from a diversity of perspectives including international politics, cultural anthropology, and global geography
- Conduct research in a way that demonstrates familiarity with best practices in international studies research, and with academic standards in the field of international studies

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- Work effectively in diverse and collaborative environments, including internationally and with international populations

These learning goals are assessed in the capstone course for the secondary major—DAS 525. This course offers students both an overview of research methodologies and practices as well as individualized mentoring and support as students prepare an independently researched project that combines their selected areas of interest. Students in the past have shared the results of this work in various research forums on campus, including the Modern Languages Student Research Forum, Initials, and may continue to do so as a formal part of the course in the future. The program director has fully updated the structure of DAS 525 in AY 2021-22. Due to the interdisciplinary nature of the program as a secondary major, there is not an external accreditation process for the program itself.

4. External Demand – Demonstrated student need and employer demand for the program

There is an increasing demand for graduates with international competencies. Per the American Academy of Arts & Sciences, “The extent to which Americans are fluent in multiple languages is important not only for the nation’s ability to compete in a global marketplace but for its capacity to develop and execute foreign policy. Data from the U.S. Census Bureau indicate that the share of Americans who are multilingual has grown over the last several decades, but less than a quarter of adults speak both English and at least one other language well” (“Indicator: Multilingualism, Public Life”, <https://www.amacad.org/humanities-indicators/public-life/multilingualism>). Graduates of the program have either gone on to graduate programs or pursued careers in a range of disciplines, including tourism, policy, thinktanks, education, and security studies. Much of this data has been collected by the students’ primary programs, so pulling this solely for the secondary degree is challenging. We will continue to explore this possibility with the KSU Office of Institutional Research.

5. The service to the discipline, the university, and beyond

DAS 525 is the only dedicated course for International and Area Studies. It fulfills the K-State 8 requirement for “Global Issues and Perspectives.” It is offered every fall and spring, both in person and online (to serve the needs of Global Campus only students). The Director of the program serves as the advisor for the students enrolled in the secondary major, supports recruitment initiatives to the program, and connects students with campus resources and opportunities that might be of use.

6. Cost Effectiveness

Because this is an interdisciplinary secondary major the costs are low. DAS 525 is the only dedicated course in the program, and it is currently taught by a faculty member in Modern Languages. That faculty member also serves as the Director of the program, doing necessary recruitment, advertising, and advising for the program. The program requires no specialized equipment.

Psychology: CIP code – 42.0101

Five-year average data:

Number of majors: Bachelor (Jr/Sr) = 245.6; Masters = 36.2; Doctorate = 40.8 (exceeds KBOR minima)

Number of degrees awarded: Bachelor = 92.8; Masters = 16.6; Doctorate = 5.4 (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness

Our mission is to engage in the discovery of knowledge about behavior, the biological and psychological processes that affect behavior, and to share that knowledge and how it is obtained with our students and the larger community. The Department integrates graduate and undergraduate education and combines teaching, research, and service activities to further the overall mission of the university.

Behavior underlies every aspect of our daily lives including health (medications and vaccines provide no benefit if they are not taken), business (performance assessment, motivation, leadership), technology (effective user interface design), and social issues (race, drug abuse, and work motivation).

However, Psychology is not unique – there is so much demand that nearly every university offers the degree. However, K-State’s Psychological Sciences department is the only one in the state of Kansas to offer specialties in behavioral neuroscience and industrial/organizational psychology. Our professional Masters in I/O Program (MIOP) is a hybrid online/campus program (fall-spring/summer, respectively) that is one of only a few online programs with this specialty in this region of the country.

2. Strengths, productivity, and qualifications of the faculty

Number of Faculty with Terminal Degrees: 16 (includes three non-tenure track)

To effectively instruct our students, we combine several different class sizes, formats, and laboratory opportunities. Our core classes are writing intensive, our research methods classes combine lecture and computer experience, class sizes range from small for more advanced classes (thus allowing intensive interaction with the professor and other students), to large for more basic content courses. Over 40% of our majors can work in one of our research laboratories in conjunction with a professor and other students. Our teaching evaluations are uniformly good to excellent (a minimum of 3.8/5.0, averaging 4.4) and our professional advising ranks very highly (4.8/5.0). All the tenure-track/tenured faculty are research active and average 2-3 publications per year, most of which have undergraduate and Ph.D. students as co-authors. The faculty in the cognitive and behavioral neuroscience programs are all grant-active and have been generating over \$2M per year over the past four years.

Over half of the department’s tenure-track faculty (7 of 12) have been designated as “Fellows” of their respective scientific organizations, with four of them appointed in multiple organizations. Other awards over the past 6 years include multiple national research awards for faculty and graduate students, an appointment as a University Distinguished Professor at K-State, one as a University Distinguished Teaching Professor, and multiple university teaching awards for faculty and graduate students (averaging at least one per year).

Service to the discipline includes Dr. Young’s service as Board member and Chair of a national organization, Council of Graduate Departments of Psychology, Dr. Cain’s service as President of Division 6 (Behavioral Neuroscience) of the American Psychological Association, and seven faculty serving on journal editorial boards. Both of our professional advisors have won K-State advising awards, and our senior administrative assistant has received the College USS Employee of the Year award.

3. Quality of Curriculum and Impact on Students – How well do we do it and who thinks so

Average ACT composite score for the undergraduate program: BA – 25.6, BS – 24.4

Enrollment trends

Trends (majors) have been flat for the past five years in the BA, BS, MS, and Ph.D. programs.

Undergraduate = 226.4 (Juniors and Seniors)

Masters = 38.4

Doctorate = 40.4

Sub-specialties within degree program

At undergraduate level, there are no defined specialties, but students can choose various “tracks” to provide a focus: clinical, behavioral neuroscience, industrial/organizational (I/O), social, or cognitive.

At the Masters and Doctoral levels, students specialize in one of four areas each of which has somewhat different course requirements: behavioral neuroscience, I/O, social, or cognitive.

Student Learning Outcomes

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Students are assessed on critical thinking (Average is 3.4/5.00, 3 = Good – our goal, with 87% meeting that threshold), research methods (Average is 3.3, 85% meeting goal), and communication skills (Average is 3.5, 91% meeting goal). The research methods class was divided across two semesters five years ago to improve retention of methods learning.

Awards

Research and service recognitions by students include two winners of the APA Division 25 Dissertation Research Award, two recipients of National Science Foundation Graduate Research Fellowships, two winners of the K-State Grad Council thesis research award, three winners of the K-State UDP graduate research award (altogether representing different six Ph.D. students). Five to eight undergraduate students routinely receive research/travel awards from the university each year. Our honorary society, Psi Chi, has been designated a Model Chapter for the past three years.

Our graduate student teaching award winners include one recipient of the APA Teaching Excellence Award by a doctoral student (one of two recipients nationally), and seven Ph.D. students receiving at least one teaching award. Our department's graduate student Teaching Apprenticeship Program is arguably the most successful such program on campus.

Accreditation/external reviews

None. Because we do not offer graduate degrees in clinical, counseling or school psychology, our programs are not subject to accreditation

4. External Demand – Demonstrated student need and employer demand for the program

Undergraduates enter a range of careers including graduate school (about 40%) and industry (e.g., managers, human resources, behavioral health, case manager, research analyst, family specialist, college advisor – K-State Post Graduate Survey). Workforce projections through 2030 indicate a 20% unmet need for mental health professionals with the highest projected shortage in the South and West (APA CWS); unemployment rate for PhDs in Psychology was 1.6% (NSF, 2013); projected growth in need for psychologists is 3% 2019-2029 (BLS); Psychologist ranked #1 and I/O psychologists ranked #3 for best science jobs (US News)

5. The service to the discipline, the university, and beyond

Department's contributions to general undergraduate education – we provide courses that meet the Arts & Sciences social science requirement. Specialized courses that serve many non-majors include biopsychology (Biology), industrial psychology (Business), Life Span Development (Family Studies), and Human Factors (Computer Science). Consulting, services, and resources to constituents at the university: None, although our faculty are often sought out as collaborators on grant applications.

6. Cost Effectiveness and program needs

The size and quality of the degree program relative to its costs demonstrates a strong ROI. Faculty must commit a sizable portion of their teaching to courses for the major given the large number of majors (about 30% of SCH is to the majors), and faculty commit their time and research laboratories to the development of research skills by our undergraduates.

Public Administration: CIP code – 44.0401

Five-year average data:

Number of majors: Masters = 17.2 (does not meet KBOR minima)

Number of degrees awarded: Masters = 8.2 (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness

The Master of Public Administration program is offered by the Department of Political Science in the College of Arts and Sciences. The department's mission is to provide students with a foundation for the systematic study of government and politics, in preparation for national and international careers in the public and not-for-profit sectors, the legal profession, the private sector, and education. The MPA degree is a professional degree that prepares students to serve the public interest and establish themselves as civic leaders. The program emphasizes a theoretically informed and research driven skills-based approach to learning which prepares students for the challenges of work in the public and non-profit sectors immediately upon graduation. The department is a student-centered, research-based learning community. Faculty recognize the important linkage between research and quality instruction. The courses and programs in Political Science, including the MPA program, are pivotal to the university's mission of preparing students "to be informed, productive, and responsible *citizens* who participate actively in advancing *socio-political* undertakings." Given ongoing debate about the role of government in making decisions about the delivery of basic goods and services, the department's contributions to the university's mission will only continue to grow. In addition, as the only land grant institution in the state of Kansas, it is imperative that we offer programs that train students to go into public service.

2. Strengths, productivity, and qualifications of the faculty

The department has 16 tenured or tenure track faculty, all of which are graduate faculty. The department has enhanced its national and international research reputation over the last decade. Our faculty have published in the leading field journals such as the American Political Science Review, Journal of Politics, and the Journal of Public Administration Research and Theory, which have acceptance rates below 10% or even 5%. In recent years, faculty have been awarded large research grants by the National Science Foundation and the United States Department of Defense. Our faculty also thrive in the classroom, providing a quality education with low student-faculty ratio. Recently, Department faculty have won four William Stamey Awards for Undergraduate Teaching in the College of Arts and Sciences (2013, 2016, 2017, 2019), two Commerce Bank and William T. Kemper Foundation Outstanding University Teaching Awards (2016, 2017), two Presidential Award for Excellence in Undergraduate Teaching (2015, 2018), and one Coffman Chair for University Distinguished Teaching Scholars (2013).

3. Quality of Curriculum and Impact on Students

The MPA degree program is a 40-credit hour, professional degree. We create a student-centered learning environment in which we instill in our students the ethics of public service and professional management that are critical to a diverse and changing modern workplace. Students in the MPA program are required to complete 24 hours of core curriculum, 9 credit hours of public administration electives, and 6 credit hours in an area of emphasis. The most common areas of emphasis are Public Budgeting and Finance and State and Local Government Management. Pre-career students must also complete a 1-credit hour internship. The MPA program has been accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) since 1990. It was most recently reaccredited in 2018. To be eligible for admission, a student must have a bachelor's degree with a minimum of 3.0 GPA. Others with lower GPAs may be admitted on "probation." From 2016 to 2020, we admitted 72 of the 86 applicants for an admissions rate of 83.7%. Forty-six of those admitted students subsequently enrolled. Those students had entering GPAs that ranged from 2.40 to 3.98, with an average of 3.37. We have averaged 19.8 students enrolled in the program per year over the past five years (2016-2020), and we graduated 42 students, for an average of 8.4 per year. Since our last Board of Regents review, we have graduated 69 students (2013-2020). The MPA degree program is designed to be a 2-year (or 5 semester) program for full-time students. However, we do attract a number of career professionals that complete the degree part-time. Cohorts of full-time students that began the MA from fall 2013 or later have graduated in slightly more than 5 semesters (5.3) on average. Overall, our assessment process has revealed that our students continue to meet our expectations related to student learning outcomes. They have performed well on comprehensive exams and demonstrated mastery of the core competencies and student learning outcomes in their closing, written exercise. In exit surveys, our students have indicated that they are satisfied with the education they are receiving as part of our MPA program. There are areas where we could improve. First, exit surveys do indicate that students think we could be doing a better job providing greater

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understanding of information technology. We have begun the process of addressing this topic in several of our core courses. We would also like to improve retention. To do so, we will need to more effectively make use of tools such as the annual student progress report to identify students that may be struggling to intervene.

4. External Demand

According to information compiled by the K-State Career Center, 85% of program graduates from 2011 to 2020 were employed within 6 months of graduation. Employers included the State of Kansas, the City of Manhattan, KS, and Kansas State University. During this same time, 7% of program graduates pursued further education. Of the 52 graduates included in the report, the majority reported that they worked in the state of KS, which is expected as the MPA degree attracts public service career professionals hoping to continue their education. 65% of the graduates indicated they were employed in Kansas, Colorado, Missouri, Nebraska, or Oklahoma. The reported salaries for these graduates ranged from \$29,000 to \$80,000 annually, with a median salary of \$42,000. As part of our accreditation, the program also reports graduate placement information for the five most recent student cohorts on our website (<https://www.k-state.edu/polsci/programs/master-public-administration/>). This data demonstrates our strong record of placing graduates in public sector positions that are related to their degrees.

5. Service the graduate program provides to the Discipline, the University and Beyond – Plans to advance the degree program

Graduate career data demonstrate that our graduates are using what they learn in our program and serving their communities. The MPA program also benefits the university. Graduate students from outside of our program routinely take our courses. In the last five years, we have had students in the Master of Political Science, Security Studies, Public Health, Planning, and Park Management and Conservation programs take our courses. Several programs at the KSU-Olathe campus also recently approved four of our core online MPA courses to be used towards the Professional Interdisciplinary Sciences Graduate Certificate, Professional Skills for STEM Practitioners Graduate Certificate, and Professional Science Master's program.

6. Cost Effectiveness

Five core faculty provide the majority of the MPA curriculum. Each of these core faculty members also contributes to the undergraduate political science curriculum. The program has no additional cost to the department or college. In the current environment of increasing budgetary pressure, we have also taken some steps to make the program more cost effective. First, we combined our graduate methods courses for MA and MPA students into a single course. We have also identified a pattern for offering elective courses with less frequency, so as to allow the faculty that contribute to this program to teach more undergraduate courses.

Social Work: CIP code – 44.0701.

Five-year average data:

Number of majors: Bachelor (Jr/Sr) = 101.4 (exceeds KBOR minima)

Number of degrees awarded: Bachelor = 51.6 (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness

The mission of the Social Work Program at Kansas State University is to graduate competent and ethical social workers who are ready to enter the job market as generalist practitioners. Social work students receive a broad background in social and behavioral sciences to uniquely qualify them to serve individuals, groups, families, organizations, and communities as practicing social workers. Alumni are eligible for licensure as bachelor-level social workers in Kansas and are prepared for generalist social work practice. The Social Work Program is accredited by the Council on Social Work Education, which demonstrates that graduates have been educated in accordance with high standards established by the Council. Our program is the second oldest baccalaureate social work program in the Kansas Board of Regents system. There are seven other accredited social work programs in Kansas, and our program has traditionally reached students from rural, non-metropolitan areas in keeping with the University's land grant status. State and local social service agencies in rural and non-metropolitan areas of Kansas have relied heavily on recruiting KSU Social Work program graduates to fill unmet needs for professional staff.

2. Strengths, productivity, and qualifications of the faculty

The Social Work program on the Manhattan campus has six full-time faculty members. Four faculty have PhDs; two faculty have master's in social work degrees and are licensed social workers. All faculty have experience as social work practitioners, enabling them to combine clinical knowledge with scholarly work to effectively prepare students. Faculty consistently display excellence in teaching and have received several teaching awards, including the Global Campus Excellence in Online Teaching Award and the University Honors Program's Teaching and Mentoring Award. Student course evaluations typically fall within High and Upper High categories across social work courses. Teaching excellence is enabled by small class sizes for upper-level courses, with average class sizes of 20 students. With regards to research, three social work faculty are tenured/tenure-track with time devoted to research. Their research activities have resulted in external NSF funding, dozens of peer-reviewed research articles in high-impact journals, and presentations at national conferences. Faculty are further involved in scholarship to enhance social work education, including a collaboration across faculty published in the *Journal of Teaching in Social Work*. Faculty are also heavily engaged in service. This includes mentoring students as part of the McNair Scholars Program and Distinguished Scholars Program. Faculty are also active in social justice initiatives. One faculty member is a regular guest speaker on racial justice issues and serves on the Community Conversation on Race Reconciliation, while another was awarded the Outstanding Statewide Champion Advocacy Award by Kansas Attorney General Derek Schmidt in 2019.

3. Quality of Curriculum and Impact on Students

To graduate with a social work degree, students must earn a minimum overall GPA of 2.5 and a social work GPA of 3.0. We have a rigorous admission process for enrollment in upper-level social work courses, allowing faculty to ensure students are on track to meet GPA requirements and have necessary commitment to be successful. As a result, we maintain high quality students. Social work majors have an average cumulative GPA of 3.31 and average ACT score of 22.5. Our five-year average for junior/senior majors is 101.4, with 51.6 degrees awarded per year. This is a slight decreasing trend from our previous report. Our annual five-year graduation rate is consistently near 70%. The Social Work program is accredited by the Council on Social Work Education, and our curriculum aligns with their standards. We also have several substance use elective courses which enable students to receive a dual licensure in social work and addiction counseling and a certificate in person-centered case management upon graduation. Social work curriculum maintains high-quality standards, as evidenced by our high rate of students who are employed or enter graduate school post-graduation. In Kansas, social workers are required to be licensed at the bachelor's level. Alumni have a five year 74% first time pass rate on the national BSW licensing exam, consistent with the national average. We also have a rigorous assessment process, with over 90% of students meeting or exceeding expectations for all undergraduate student learning outcomes. Our students are particularly adept at undergraduate research, in which social work students have won the Kirmsier Undergraduate Research Award three years in a row. Several recent students also received the College of Arts and Sciences' Undergraduate Research Award.

4. External Demand

Social work is a rapidly growing profession. According to the U.S. Department of Labor's Occupational Outlook Handbook, social work jobs are expected to increase by 90,700 new jobs between 2019 and 2029: 13% faster pace than all employment. Based on feedback from practicing social workers, there is great need for undergraduate social workers. Particularly in rural areas, bachelor's-level social work positions are hard to fill. Even near the KSU campus, social service agencies are regularly seeking social work professionals. Surveys of recent graduates indicate alumni are employed throughout Kansas, with most employed near Manhattan and Kansas City in child welfare, mental health, and older adults.

5. Service to the discipline, the university, and beyond

Our program contributes to the general education requirements at the university by offering an average of seven K-State 8 classes each semester, along with one course fulfilling the multicultural overlay for the College of Arts and Sciences. Several lower-level courses are also frequented by other majors in the helping professions and social services. Social work faculty also contribute significant service to the profession, which includes serving on external grant panels and as reviewers for peer-reviewed articles. Moreover, faculty facilitate professional development training for social service workers in the Kansas Department of Children and Families and the Kansas Academy for Victim Assistance. Program students, under the supervision of the Director of Field Practicum, contribute 25,000 hours of service to social service agencies each year through their field practicum experience.

6. Cost Effectiveness and program needs

The Social Work program in Manhattan produced an average of 2,875 student credit hours per year over the last five years. Using the K-State SCH cost of \$316 per credit hour and College of Arts and Sciences fee of \$17.40 per credit hour, the Social Work program generates an average of \$958,525 in student tuition and fees. Additionally, the large number of majors also generate significant credit hours in other subject areas on campus. For FY 2022, the Social Work program in Manhattan employed six full-time faculty (one of which serves as department head for all of Sociology, Anthropology, and Social Work). At times, the program has employed term teaching faculty and/or adjuncts to support specific teaching needs. The current six FTE lines include two tenure-track lines in which 50% of time is dedicated to classroom instruction and three teaching lines with 80% time dedicated to teaching. The current department head's home discipline is Social Work, and he has 20% of time committed to course instruction. Total teaching costs of the tenure track faculty and department head's time is \$141,832. The teaching faculty includes two instructors and a teaching assistant professor with total instruction time commitment cost of \$193,857. The remaining faculty time commits are dedicated to research and service. Total faculty cost for the program when including all faculty time commitments (teaching, research, and service) and benefits is \$591,573. The program shares one full-time academic advisor with Anthropology at a total cost of \$57,682 in salary/benefits. The SASW department shares a part-time Office Specialist II with another department at an annual cost of \$27,573. Total staff costs for the Social Work program are \$676,828 when including time commitments for those employed in some capacity in the program.

Anthropology: Bachelor – CIP code: 45.0201

Five-year average data

Number of majors: Bachelor (Jr/Sr) = 56 (exceeds KBOR minima)

Number of degrees awarded: Bachelor = 24 (exceeds KBOR minima)

Recommendation: Continue

Mission, Centrality, Uniqueness – What do we do and why do we do it

Our mission is to help students become effective and innovative global citizens with an understanding of deep human history, the human condition, cultural diversity, and present-day global challenges. Our unique blend of the sciences (biological anthropology), deep history (archaeology), and the liberal arts (cultural anthropology) make our program a space where students from a wide range of disciplines can contribute and develop a more holistic approach to a wide range of careers and disciplines. As such, many of our majors are double majors with complimentary skills and knowledge from other disciplines, making our classrooms, labs, and research teams spaces for innovative interdisciplinary collaboration. As the only undergraduate-only anthropology program in the state, our program offers unique opportunities to undergraduates, including teaching and research assistantships, one-on-one mentorship, and hands-on training in multiple research techniques. We are also the home of two new popular certificates: Religious Studies, and Global Health, Medicine, and Society.

Strengths, productivity, and qualifications of the faculty

The department currently has 5 full-time faculty members who all hold the terminal degree of Ph.D. All are tenure-track and 4 are tenured. All 5 faculty are respected and productive scholars in their field and outstanding teachers. We offer important and popular introduction courses that fulfill many requirements in different programs (e.g., “international overlay,” “life sciences,” “US multicultural overlay” etc.) While the lecture portion of these courses can be large (200-400 students) we have developed a peer-teaching recitation system that allows for weekly small-group discussions and labs led by undergraduate teaching assistants. Our mid to upper-level courses class size averages 24. At the highest level, we offer unique hands-on research and lab experience with class sizes no larger than 15. Nearly all course evaluations from the current review period rates our faculty in the “High” category (top 10% of all faculty). Our faculty have received numerous teaching awards, including a Case/Carnegie US Professor of the Year Award. Recent faculty achievements include dozens of published articles in scholarly journals, the publication of an award-winning book with Cornell University Press, the receipt of over \$1million in grants from NSF, National Geographic, and other sources. Two professors wrote free textbooks, including an online textbook replacement with instructor guide, videos, assignments, and quizzes at anth101.com that has been used by 300+ faculty and 20,000+ students worldwide.

Quality of Curriculum and Impact on Students

As an undergraduate-only program all our courses are taught by our core tenure or tenure-track faculty. After completing three introductory courses in each of our subdisciplines (biological, archaeology, and cultural) our majors enter a (new as of 2016) majors-only introductory course that reviews the history of the discipline, our core methods, and helps students develop a vision for what they want to do and a plan for achieving their goals while learning key professional skills. In upper-level courses our students add to their anthropological knowledge and have numerous opportunities to do real research in small group settings and collaborate with faculty. Due to the small size of our program and our dedication to undergraduate education we have implemented a one-on-one mentorship program as a cornerstone of student development, professionalization, and assessment. Along with conventional in-class assessment measures, we use a wide range of authentic real-world assessments such as presentations at our annual “Sapiens Symposium” anthropology conference, grant applications, research reports, and evaluation of their performance as teaching assistants to assess our students in 6 key areas (knowledge, critical thinking, communication, integrity, agency, and cultural diversity). We ensure that all our students have access to a wide variety of Extraordinary Learning Experiences by offering 40 teaching assistantships that give them real teaching experience, upper-level courses with real research experiences, several research assistantships, and small grants and travel awards for summer research. These experiences have propelled students to the highest levels of success. In the past 10 years we have had one student win the prestigious Marshall Scholarship and five more have been named Fulbright Scholars. The average ACT composite score among anthropology majors is 26.2. We have averaged 106 majors and 24 graduates per year over the past 5 years.

External Demand – Demonstrated student need and employer demand for the program

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In a recent review of our graduates since 2015 (response rate of 71%), 28.6% of our graduates have been accepted and are enrolled in graduate level anthropology programs and a total of 50% of our graduates enrolled in graduate or professional school within two years after graduation. An additional 42.8% are employed in fields that allow them to utilize their anthropological knowledge and skills, working in museums, cultural preservation, forensics, education, public health, medicine, marketing, missions, and public service such as Americorps and Peace Corps. Although it is too early to evaluate graduates receiving our new certificates in Global Health and Religious Studies, we anticipate that the Covid-19 Pandemic will heighten the demand for students like those from our program who have tools for understanding cultural and biological factors in interaction and how those factors vary around the world.

The service to the discipline, the university, and beyond

Our program contributes over 4,000 student credit hours per year to General Education at K-State primarily through our popular Introduction to Cultural Anthropology and Introduction to Biological Anthropology as well as courses in archaeology, cultural creativity, and religion that fulfill key requirements for students in other majors. We also provide consulting on cultural preservation and representation to local museums. Furthermore, our sole archaeologist has led K-State's efforts to keep the university in line with federal NAGPRA requirements; this is a crucial university-wide service, as non-compliance would lead to steep federal fines.

Cost Effectiveness and program needs

The Anthropology undergraduate program produced an average 5,868 student credit hours per year over the last five years. Using the K-State SCH cost of \$316 an hour and College of Arts and Sciences fee of \$17.40 per credit hour the Anthropology Program generates an average of \$1,956,517 in student tuition and fees. For FY 2022 the program employed five FTE faculty (the program has reduced by 2.5 tenure track FTE in the five-year reporting period). At times the program has employed term teaching faculty and/or adjuncts to support specific teaching needs. The current five FTE lines are all tenure-track positions in which .50% of time is dedicated classroom instruction. The total teaching costs of the full-time faculty are \$291,943. The remaining faculty time commits are dedicated to research and service. The total faculty cost for the program when including all faculty time commitments (teaching, research, and service) is \$583,886. The Anthropology Program also employs a number of undergraduate teaching assistants at an annual cost of approximately \$38,000 which is directly supported by College of Arts and Sciences student credit hour fees. The program shares one full-time academic advisor with the Social Work Program at a total cost of \$57,682 in salary and benefits. The Department of Sociology, Anthropology, and Social Work shares a part-time Office Specialist II with another department at an annual cost of \$27,573. Total staff costs of the Anthropology Program are currently \$707,121 when including all time commitments for those employed in the program, generating a net profit of \$1,249,396 (which is a surplus of \$249,879 per faculty member).

Economics: CIP code: 45.0601

Five-year average data

Number of majors: Bachelor (Jr/Sr) = 83 (exceeds KBOR minima); **Masters = 5.6** (does not meet KBOR minima); **Doctorate = 35.2** (exceeds KBOR minima)

Number of degrees awarded: Bachelor = 40.6 (exceeds KBOR minima); **Masters = 4.4** (does not meet KBOR minima); **Doctorate = 8.8** (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness: The department of economics provides high-quality undergraduate and graduate instruction and has a research environment consistent with a top 50 public research university. The department of economics supplies BA, BS, MA, and PhD graduates to the state of Kansas, the surrounding states, and the nation. In addition to teaching our own undergraduate majors and graduate students, we teach introductory economics classes to undergraduate students majoring in other disciplines, and graduate courses to students pursuing post-graduate degrees in business administration, agricultural economics, and other disciplines. The PhD program trains our students to be strong researchers and strong teachers. The MA program allows our top undergraduate majors to take graduate courses, providing them with as much, and often more, rigor as any undergraduate economics program in the US, and for those interested, allows them to get an accelerated MA degree.

2. Strengths, productivity, and qualifications of the faculty: Our department has 12 tenured and tenure-track faculty, 10 of whom are approved graduate faculty, with the others on the tenure track. Our tenured and tenure-track faculty members are actively engaged in: (i) research that routinely produces scholarly works that are published in well-regarded peer-reviewed academic journals; (ii) teaching undergraduate and graduate courses; and (iii) advising students. Economics faculty have won several Stamey teaching awards and a Stamey advising award. Every faculty member in the department takes pride in teaching, works diligently on improving instruction, keeps their courses current, engage students actively, and use technology to foster student learning. Each semester, the department typically offers 16 principles of economics sections/classes, of which 10 sections are Principles of Macroeconomics, and 6 sections are Principles of Microeconomics. Each of our principles of economics sections/classes routinely has more than 100 students enrolled. Anonymous written comments from senior economics majors portray the faculty as accessible, caring, and highly effective. In addition, there is satisfaction with the level and quality of advising. One of our department's K-State 2025 goals is to have a research environment consistent with a top 50 public PhD program. We have a system to track our research output, and we have continually made progress toward that goal. We have an active seminar series bringing top researchers from around the country to K-State campus. Our faculty serve in editorial roles for top peer-reviewed academic journals.

3. Quality of Curriculum and Impact on Students: Over the last 5 years, the department has on average each year: 130 BS/BA undergraduate majors; 5 students enrolled in the terminal MA program; and 25 students enrolled in the PhD program. Each year the department confers approximately 43 BA/BS degrees, has on average about 5 new PhD students start the program, and graduates 3 or 4 students from the PhD program. Those numbers have not changed much over the years. An alternative metric that we monitor is the quality of incoming students. We have seen the quality of PhD students admitted to our program climb dramatically in recent years. One indicator is that we now compete with highly-ranked PhD programs for our students. In some cases we reject applicants that have funded offers from strong PhD programs. Our PhD students have been successful in both teaching and research. They regularly win teaching awards after graduation. Since 2019, our graduate students have published 16 scholarly works with nine different faculty members, that appear in prestigious peer-reviewed academic journals like: *Journal of Law and Economics*; *Journal of Economic Behavior and Organization*; and *Economic Inquiry*. Our most recent pre-pandemic data show that our students made at least 26 conference presentations in 2018. They have been invited to selective meetings, including the Lindau Meetings of the economics Nobel laureates. Our students routinely meet with top researchers invited to make presentations in our department's seminar series. Our MA program enrolls about 5 new students per year on average and graduates a similar number. The primary advantage of our MA degree is to prepare students for a PhD program and improve their economic data analysis skills. We assess our undergraduate majors first in a Sophomore Seminar course and again in a required capstone Senior Seminar Course. We test all MA students to confirm that they have a solid understanding of fundamental concepts in microeconomic and macroeconomic theory after taking their required theory courses. The results do not indicate any areas of concern. We do a comprehensive evaluation of the performance of all PhD students at the time of their dissertation proposal defense, and again at their final dissertation defense. The outcomes indicate that students have some weaknesses at the time of their proposal defense, but they are generally remedied by the final defense, indicating they are receiving adequate feedback from their faculty committees. We are satisfied with their performance in the dissertation defense.

4. External Demand: Employment in economics has grown in recent years and starting salaries in economics remain higher than average. Because economics is considered excellent training for law school, demand for the undergraduate economics degree may also be influenced by the demand for lawyers, which is also expected to grow. Our undergraduate majors often take jobs in business and government with titles other than economists. A common job title example is “analyst”. Strong growth is expected in many of the related careers available to our majors. Most of our PhD students prefer academic employment, and nearly all that do are able to find academic jobs. Some prefer other types of employment, and they find jobs in central banks, institutions like the International Monetary Fund (IMF), and the private sector. We are not aware of any of our PhD graduates in the last ten years who did not have a good job after finishing. The market for economic data analysis is strong, and that is the strength of our MA program’s training.

5. Service Provided to the Discipline, the University and Beyond. The Department of Economics promotes student learning at all levels of instruction and for students of all disciplines. The department makes its large principles sections/classes a priority since we consider a solid foundation in economics to be a vital part of a liberal arts degree. The Department of Economics plays a key role in helping students satisfy their general education requirements. All told, more than 90% of our departmental student credit hours are taken by non-majors. This overstates the situation a bit because many of our economics graduates do not declare their major until they have taken some of our classes. The department offers solid training in theory and econometrics (statistical analysis of economic data) and has carved out a niche with its emphasis on applied and policy-oriented fields. Graduate students are prepared for careers in teaching, business, government, and research institutions. Faculty research expands the frontiers of knowledge and provides valuable information for policy makers. In the process, faculty research enhances the reputation of the department, the college, and the university. Faculty provide service to the profession through editorial and advisory boards, external promotion reviews, refereeing for academic journals, participating at conferences, and the like. They provide service to the university through faculty governance, committees, and workshops by advising student clubs, and by giving talks on economic issues to classes in other departments. Community service includes media interviews, talks before community groups, and answering questions for the public and government bodies.

6. Cost effectiveness: The Economics Department generates about 20,000 credit hours annually, yielding tuition revenue of approximately \$4.2 million dollars. The faculty salary budget is about \$2.3 million annually, while our graduate student stipend budget is about \$408,000 annually. Thus, the department generates tuition revenue which is more than 50% greater than its salary budget. There are two main costs to running our PhD program: (i) our faculty having to teach additional courses; and (ii) advising dissertation research. Each year we offer 6 sections of core graduate level courses in economic theory and econometrics, plus 6 to 8 sections of area-specific/field courses, for a total of 12 to 14 course sections specific to the PhD program. Offsetting these costs is the contribution of our PhD students to undergraduate instruction by teaching their own classes and making it possible for faculty to teach large-enrollment classes without reducing quality of instruction. In 2019-2020, the most recent pre-pandemic academic year, PhD students were the main instructors for 2,772 credit hours and allowed the department to expand its principles of economics classes (ECON 110 and ECON 120) by 4,386 credit hours. This omits the value of many other tasks our graduate students do simply because it is difficult to transform those contributions into a dollar value. Our graduate programs are a very profitable addition to the university.

Our recommendation is to **continue the M.A. program** as there is no additional cost to run the program; it provides students who want a terminal graduate degree in Economics that pathway that results in gainful employment; and it allows PhD students who decide not to continue to leave that program with a terminal M.A.

Geography: CIP code – 45.0701

Five-year average data:

Number of Majors: Bachelor = 29.8 (exceeds KBOR minima); **Masters = 8.8** (does not meet KBOR minima);
Doctorate = 14.4 (exceeds KBOR minima)

Number of Degrees Awarded: Bachelor = 10.6 (meets KBOR minima); **Masters = 4** (does not meet KBOR minima); **Doctorate = 3.2** (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness

The mission of the Department of Geography and Geospatial Science (GGS) is to discover and disseminate new geographic knowledge through excellence in research, teaching, and service. The department fulfills this mission to the College, University, and State by offering high quality instruction, conducting innovative research using the latest tools and techniques, and providing valuable service. In the National 2000 Education Plan, geography is identified as one of the five required disciplines. An essential element of geography is an ability to synthesize ideas at the interface of the natural sciences, social sciences, and humanities. As a result, Kansas State University geographers have played an important role in fostering strong, active, and ongoing interdisciplinary connections with faculty across the College and University. Geography is a core discipline at Kansas State University for understanding the spatial nature of human and physical processes, as well as applying geospatial techniques to solve real world problems. The Geography and Geospatial Sciences Department is the only one in the state of Kansas (and one of the very few within the United States) that emphasizes the study of rural landscapes and rural sustainability. In Kansas, where rural issues are central to both the identity and economy of the state, the department thus occupies a niche that no other program within the state fills. The rural emphasis within the department also means that graduate degrees granted by the department are in demand within the wider disciplinary field.

2. Strengths, Productivity, and Qualifications of the Faculty

The faculty of the Geography and Geospatial Sciences Department consists of 12.5 members, all of whom have terminal degrees and are currently involved in research, classroom teaching, and advising GEOG majors. All faculty members have an active research program. Since the last full-cycle review, GGS faculty have published over 200 peer-reviewed articles, including contributions to high-profile journals such as *Nature*, *Nature Geoscience*, *Bioscience*, and the *Proceedings of the National Academy of Sciences (PNAS)*. Department members have also published over 70 monographs, books, or other reviewed publications, and given over 500 presentations to professional meetings and organizations. Faculty have received numerous university awards, including Stamey and Gaches teaching awards from the College of Arts and Sciences. Department members have been awarded Jefferson Science Fellowship from the US Department of State and been named a Fellow of the AAAS. GGS faculty have been especially well-recognized by the American Association of Geographers (AAG), the principal professional organization for the discipline. Faculty members have received Fellow, Research Excellence, Distinguished Career, and Lifetime Achievement Awards from that organization. Since 2012, GGS faculty have received nearly \$3,000,000 in extramural funding from a variety of sources including NSF, NASA, EPA, and DOD. Geography faculty have implemented many innovative strategies including interactive studio courses and courses combining field and classroom elements to remain active in improving and enhancing classroom education with the intent of improving student learning.

3. Quality of Curriculum and Impact on Students

The Department of Geography and Geospatial Sciences has a five-year average of 31.2 majors (BA and BS) and 13.2 degrees granted (BA and BS). The five-year average is 14 applicants for our bachelor's program with 11 admits (78.6%). The five-year composite ACT score is 23.5. The MA program has averaged an enrollment of 13 students. In that time, the department graduated 21 masters' students, an average of over 2 per academic year. The department has averaged 9 MA applicants per academic year, accepting 6 for an acceptance rate of 66%. The PHD program has averaged an enrollment of 17 students. In that time, the department graduated 20 doctoral students, an average of over 2 per academic year. The department has averaged slightly over 8 PHD applicants per academic year, accepting about 5 for an acceptance rate of 63%. On average, 3 of the 6 accepted students have enrolled, although this number has reduced in the past two academic years because of the COVID pandemic. Within the bachelor's degree program, students can specialize in GIS/geospatial studies, earth system science, sustainability and human/nature relationships, or regional geography through the 12 hours of elective coursework that they are required to complete. Our annual assessment of student learning outcomes since 2014 documents that at least 66% of our students are proficient at correctly interpreting geographic patterns and understanding human/physical

processes operating on the earth's surface. We have strengthened our GIS/geospatial and sustainability emphases in the geography major by adding new courses in *Internet GIS* (GEOG 712), *Programming for Geographic Analysis* (GEOG 728) and *Sustainability Concepts and Issues* (GEOG 360). The quality of our students is reflected in awards for outstanding presentations at professional meeting by professional organizations such as the American Association of Geographers (AAG) and acceptance into top tier graduate programs in geography domestically (e.g., Ohio State University, Clark University, SUNY-Buffalo) and internationally (e.g., Delft University of Technology, Wageningen University, both in the Netherlands). There is no national accreditation for geography programs. Doctoral students are assessed each year using a set of Student Learning Outcome criteria that have been in use since 2005. Beginning in the 2017-18 academic year, assessment criteria were expanded in response to updated Graduate School guidelines. The updated assessment includes student goals and accomplishments, as well as expanded evaluation by the major professor and committee members. Students are evaluated annually based on these assessments, and recommendations are made as to whether the student is making satisfactory progress toward their degree. Students who are not meeting expectations are counseled on how to improve to good standing. Students who continue not to make progress can be dismissed from the program.

4. External Demand

Demand for graduates is demonstrated by the department's success in placing its bachelor's graduates in a wide variety of employment situations, as well as in the number of students who have continued on to graduate school. In recent surveys of our bachelor's graduates, more than 85% are either employed or seeking further education in a graduate program six months after graduating. Employers who have hired departmental BA/BS graduates have included state and local government agencies and private engineering and consulting firms. Employers include Garmin, BHC Rhodes, US Army Corps of Engineers, Kimble Mapping, Tetra Tech, ALYNIX, International Water Institute, and AgPixel Inc. Graduates have gone on to doctoral programs at KSU, University of Wageningen (Netherlands), University of Iowa, University of Oklahoma, University of Illinois, and the University of Utah. Other graduates have found positions in federal agencies (e.g., FAA) or with NGOs, such as The Nature Conservancy.

5. Service to the Discipline, University, and Beyond

The department provides instructional, research and service support services to the university and beyond. Our geospatial course offerings at the 300 – 600 level are highly sought after by undergraduate students from biology, geology, biological and agricultural engineering, horticulture and natural resources, and landscape architecture. Through GEOG 100 (World Geography and Globalization), we provide a popular social science course for colleges across the university and enroll more than 750 students per academic year. GEOG 200 (Human Geography) and GEOG 121 (Introductory Physical Geography: Earth System Science) fulfill requirements for a smaller number of students across various colleges. The department's Undergraduate GIS Certificate Program has provided GIS training and experience to over 100 students coming from 16 different majors and 6 different colleges since the program's inception in 2005. Nearly all of the department's classes at the 500-level and lower are listed as K-State 8 courses. The department houses four specialized research laboratories, the Remote Sensing Research Laboratory (RSRL), the Geographic Information Systems and Spatial Analysis Laboratory (GISSAL), the Paleoenvironmental Lab and the Richard A. Marston Earth System Science Research Lab. These labs are supported by extramural funding and provide service and research support to both the department and the university. GGS is also the home of geographic information systems (GIS) education and training at Kansas State University and the department provides an important service to the campus through available courses and with the availability of the hardware, software, and human resources associated with geographic information science. Departmental faculty and students apply the latest geographic information software in helping faculty, from multiple colleges across campus, to address research problems. The GIScience Graduate Certificate is an example of a special service that exemplifies departmental leadership in GIS.

6. Cost Effectiveness and Program Needs

Geography and Geospatial Sciences has 12.5 tenure-track or tenured faculty members, which makes us a medium sized department in the College of Arts and Sciences. With each tenure-track or tenured faculty member teaching two course preparations per semester (four per year), students are being taught in nearly 100% of their courses by full-time faculty who are experts in their given fields. We offer up-to-date computer labs for our geospatial courses with workstations that are replaced on a 3/4-year rotation to ensure students are able to run the latest software in their classes.

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Our recommendation is to **continue the M.A. program** as there is no additional cost to run the program; it provides students who want a terminal graduate degree in Geography that pathway that results in gainful employment; and it allows PhD students who decide not to continue to leave that program with a terminal M.A.

Political Science: CIP Code - 45.1001

Five Year Average Data:

Number of Majors: Bachelor (Jr/Sr) = 122; Masters (MA) = 4.2 (does not meet KBOR minima)

Number of degrees awarded: Bachelor (BA/BS) = 48.2; Masters (MA) = 2.2 (does not meet KBOR minima)

Recommendation: Continue

1. Mission, Centrality, and Uniqueness: The mission of the department is to provide students with a foundation for the systematic study of government and politics in the major fields of comparative politics, international relations, political thought, public administration, and U.S. government, in preparation for national and international careers in the public and not-for-profit sectors, the legal profession, the private sector, and education. Undergraduate and graduate courses and degree programs in Political Science are thus central to the university's mission of preparing students "to be informed, productive, and responsible *citizens* who participate actively in advancing ... *socio-political* undertakings (KSU Mission Statement, 2008)." Programs in Political Science also play a central role in enhancing the university's efforts to promote international studies and diversity, through developing international curriculum, recruiting international students, proposing of new inter-disciplinary degrees, pursuing international research agendas, developing exchange agreements with foreign universities, and organizing campus lectures and speeches by international scholars. In addition, we play a central role in educating KSU students on American government and civics, a subject that fewer and fewer students are required to learn in high school. KSU Political Science is unique in several ways. At the undergraduate level, the department is prolific in producing students that win nationally competitive scholarships. Seventeen Political Science majors have won Truman Scholarships. In addition, one major has won the Rhodes Scholarship, two majors have won Marshall Scholarships, eight majors have won Fulbright Scholarships, one major has won the Udall Scholarship, and five have won Rotary International Scholarships. The vast majority of these national scholarships have been won since 1986. At the graduate level, MA and MPA students regularly win prestigious Presidential Management Fellowships and fully funded entry into the nation's leading PhD programs. The MA and PhD degrees in Security Studies, interdisciplinary endeavors with the History Department, are built on successful collaboration with the US Army's Command and General Staff College (CGSC) at Ft. Leavenworth and thus are unique in the nation.

2. Quality of Faculty: All Political Science faculty members hold doctorates. Our faculty also has a long history of teaching excellence. Since our last program review, five faculty members in our department earned the Stamey Award for Excellence in Undergraduate Teaching, two have won the Commerce Bank Award for Undergraduate Teaching Excellence, and two have won the Presidential Award for Excellence in Undergraduate Teaching. We also had a faculty member named the Coffman University Distinguished Teaching Scholar, KSU's top honor for excellence in teaching. Many of our current faculty were also recipients of teaching awards prior to this review period. In short, this is a department that demonstrates and values excellence in teaching. The department also includes faculty members who are nationally or internationally known for their scholarly work. Faculty in the department now regularly publish in the most prestigious journal outlets in the discipline, secure extramural funding, and are frequently cited in scholarly research and media outlets. In fact, the department has seen an exceptional level of research productivity since its last KBOR review. This includes books published by Cambridge University Press, Chicago University Press, Indiana University Press, and Kansas University Press. In addition, we saw more peer reviewed journal articles published in the top publication outlets in our discipline during this evaluation period. This includes the department's first publication in the *American Political Science Review*, the top journal in our discipline. We also saw unprecedented success in applying for external research funds, with faculty receiving grants from the Department of Defense and the National Science Foundation. This includes a \$1.25 million DoD grant. During this period, we also had a faculty member receive the Quincy Wright Distinguished Scholar Award from the International Studies Association. This is a prestigious award that recognizes outstanding contributions to research and service to the discipline. This excellence in research also redounds to our excellence in instruction. Students can expect to learn from faculty that are at the cutting edge of our current knowledge.

3. Quality of Curriculum and Impact on Students: With a five-year average of 172 undergraduate majors, an average ACT of almost 26, and a long list of student accolades, it is evident that the quality of our undergraduate

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students is excellent. While our enrollment is decreasing at a rate that is consistent with university wide trends, the department far exceeds the minimum enrollment requirements for undergraduate and graduate programs. The strong track record that department majors have in winning the most prestigious national fellowships provides additional evidence of the high caliber of our undergraduate students. Most recently, two political science students received Thomas R. Pickering Graduate Foreign Affairs Fellowships with the U.S. State Department, and one student received a Critical Language Scholarship with the State Department. Our graduate students also win prestigious fellowships and have a range of other successful outcomes as noted in our grad program documents. In addition, our MPA program was reaccredited by NASPAA during this evaluation period. This is an important external evaluation of our program. Another indication of the quality of our department is that the time to degree for our BA/BS is lower than the university mean. The university-wide five-year average number of semesters to degree is 8.9. For our majors that average drops to 8.5, saving students a half a semester. Since our last review, we also developed a new set of undergraduate tracks, a minor, a Model UN program, and two concurrent BA/MA degrees (more on these below).

4. External Demand: The department has a strong record of accomplishment of placing its students in some of the best law schools and graduate degree programs in the nation, which is an important measure of success for political science. In recent years this has included students going on to law school at Georgetown, Notre Dame, and Ohio State, among other schools. We have also had students continue to Ph.D. and M.A. programs at Rice University, Johns Hopkins, and Georgetown, among many others. The remaining students find gainful employment in the public, not-for-profit, or private sectors in the first year after graduation. The five-year average starting salary for these graduates (self-reported in the KSU postgraduate report) is \$40,976. Many were employed in local, state, and federal government agencies such as the Kansas City Police Department, and the U.S. Commerce, State, and Homeland Security Departments. Several also went on to work in the U.S. House and Senate and for political campaigns in Kansas and other states. Non-profit and private sector employers included the Northwest Kansas Economic Innovation Center, The Kansas Feed and Grain Association, and the Metropolitan Association to Counter Sexual Assault. Our Political Science MA and MPA, and our interdisciplinary Security Studies degree graduates, have also had successful outcomes. Due to space limitations, I will refer you to the separate grad program reports for information on those outcomes.

5. Service to the discipline, the university and beyond: We believe that teaching undergraduate introduction to American Government and Kansas Politics is a crucial service to the university and the state. However, unlike many nearby states, including Missouri, Texas, and Oklahoma, the state of Kansas and KSU do not require that its college students take an American government course. We would welcome the opportunity to provide that service. Our courses are required for students that major in Social Studies Education. Beyond that, our courses fulfill broad College of A&S and K-State 8 requirements. Our faculty are involved with extensive service activities for the profession, the university, and national, state and local communities as well. Notably, the faculty within the department have become increasingly active in editing peer reviewed journals. This includes the department currently serving as the home for the journal *International Interactions*. In total, three faculty members in the department currently serve as lead or associate editors at peer reviewed journals. This is in addition to the large number of faculty members that serve on editorial boards, participate and have leadership roles in professional associations, and referee books and articles for publication among a bevy of other activities. At the university, they serve (and have served) on important university wide committees and a range of faculty governance bodies. Locally and nationally, they engage in a host of service activities from invited talks to consulting for government agencies. This includes one faculty member that sits on the U.S. Commission on Civil Rights. In addition, we have developed a series of 1-credit graduate courses that can be completed both as credit and non-credit. These are designed for public administrators and civil servants that are interested in mid-career educational opportunities.

6. Cost Effectiveness and program needs: Over the past five years, the average ratio between Total SCH and FTE for our department was 347 student credit hours (about 115 students) for each FTE faculty member. The average at the undergraduate level is 248 credit hours (about 83 students) for each FTE faculty member. The average at the graduate level is 99 student credit hours (about 33 students). The ratio between POLSC's total expenditures in FY22 and total average SCH over this same period was \$371.21 per student credit hour. This is \$4 less than the undergraduate credit hour price per student and \$139 less than the graduate credit hour cost. The entire university has seen declining enrollments over the last five years. The average undergraduate program has seen a decline in majors by 28%. Political Science majors dropped by 31% during that time.

Our recommendation is to **continue the M.A. program** as there is no additional cost to run the program, and it provides students not interested in the Master's in Public Administration (the primary graduate degree in this department) an alternative graduate degree.

Sociology: CIP code - 45.1101

Five Year Average Data:

Number of Majors: Bachelor (Jr/Sr) = 129.8 (exceeds KBOR minima); **Masters = 9** (does not meet KBOR minima); **Doctorate = 23.2** (exceeds KBOR minima)

Number of degrees awarded: Bachelor = 73 (exceeds KBOR minima); **Masters = 3** (does not meet KBOR minima); **Doctorate = 3.6** (exceeds KBOR minima)

Recommendation: Continue

1. *Mission, Centrality, Uniqueness*

Sociology is the scientific study of social life, social change, and the social causes and consequences of human behavior. A core part of the discipline of Sociology and our program's mission involves teaching and research on diversity, difference, and inequalities, contributing to the College's mission of developing multicultural competencies. Through research, teaching, and outreach, our program has developed extensive cross-departmental and cross-college collaborations with numerous departments, centers, and programs. This has resulted not only in substantial increases in extramural funding but also helping us maintain our status as one of the highest producers of undergraduate student credit hours in the College. Further, our program contributes to the land-grant university mission to benefit communities in Kansas and beyond in areas such as criminology, rural sustainability, environmental health, and the advancement of women in STEM careers. The program also fulfills a *unique role* in the Regents System. While KU also offers M.A. and Ph.D. degrees in sociology, K-State stands out through its emphases in rural and international development, gender and criminology.

2. *Strengths, productivity, and qualifications of the faculty*

Over the past 5 years, our program has had an average of 13 faculty. All faculty hold doctoral degrees within Sociology or Criminal Justice from Carnegie Research Universities/very high research activity. Two faculty hold endowed positions. Our faculty provide high quality instruction, receiving numerous university and national disciplinary teaching awards. During the review period, faculty were involved in the scholarship of teaching and received Global Campus Development Grants to promote innovation and excellence in online instruction. One faculty member implemented more than a dozen leadership programs at KSU and received the Higher Education Leadership Development Program Award, and the INSIGHT into Diversity Award. Faculty have also been very involved in a myriad of RSCAD activities during the review period, including conducting externally funded research projects (totaling nearly \$5 million from agencies such as the USDA and NSF, a significant increase since our last review period), writing over 100 peer reviewed articles in top journals and book chapters, and presenting over 100 research projects at professional conferences.

3. *Quality of the Curriculum and Impact on Students*

Undergraduate Program: The average ACT composite score among B.A. students is 23.7 and 21.8 among B.S. students. The annual average number of B.A. and B.S. students over a five-year period is 275 and 170 over an eight-year period, with an average of 77 students graduating each year. Our faculty have an excellent reputation for consistently mentoring undergraduate students through formal programs (e.g., McNair Scholars Program and undergraduate theses) and informally through faculty-led research projects. Following an extensive program review, student learning objectives (SLO) were revised to align with program goals and corresponding assessment mechanisms were implemented.

Graduate Program: Our average enrollment of M.A. students was 9 (below BOR standards) and 26 for Ph.D. students (5 times the standards), revealing enrollment averages are the inverse of what is requested. This pattern likely reflects changing degree requirements for many professions our students pursue in academia, public service, and private industry as employers are increasingly seeking candidates with doctorates. To raise M.A. enrollments and reinforce our strong Ph.D. numbers, we designed and implemented a B.A./M.A. program where students complete both degrees in 5 years. We use 3 SLO sets with several direct and indirect measures. During the period examined, graduate students presented 119 papers at professional conferences; had 37 manuscripts accepted for publication; and won a variety of awards (e.g., Fulbright Fellowships, Donoghue Scholarships, dissertation research

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grants, NSF Rural Resource Resiliency Research Traineeship, American Criminal Justice Sciences Fellowships, and Kansas Sentencing Commission awards).

4. External Demand – Demonstrated student need and employer demand for the program:

Graduates of the Kansas State University sociology program fill vital professional roles within Kansas and the Midwest region as well as across the United States and abroad. Market research shows that the national demand for four-year degrees in sociology will increase 9.8% over the next five years in fields such as Social and Human Service Assistants, Probation Officers, and Substance Abuse Counselors.

During the 2019-2020 academic year, 93% of sociology B.A./B.S. graduates found employment or furthered their education (highest salary was \$80,000 with \$40,000 as the median income). 76% were employed in the region (Kansas, Oklahoma, Nebraska, and Missouri) and 55% were employed in Kansas. Among the most common employers of sociology graduates are Big Lakes Development Center, Geary County Sheriff's Department, Johnson County Department of Corrections and Sheriff's Office, Saint Francis Community Services, U.S. Armed Forces, and the Kansas Highway Patrol. As such, many of our students are providing vital services within Kansas. Of the 17 students receiving M.A. degrees in the past 5 years, 8 are pursuing or have completed doctoral degrees (5 in our program) and 8 are employed in careers related to their degree (e.g., research analysts, educator at West Point). Of the 19 doctoral graduates in the past 5 years, 10 went directly into tenure-track professor positions, with 4 others holding Lecturer/Instructor positions. Other graduates serve as a Statistician for the U.S. Department of Justice, Research/Evaluation Assistant for the KSU Office of Educational Innovation and Evaluation, and Senior Education Research Analyst at the Education Research and Data Center for the state of Washington.

5. The service to the discipline, university, and beyond:

Graduate faculty mentor Sociology graduate students in their research projects and also routinely serve on committees across the university, including Graduate Council and the College Committee on Planning in A&S, and serve as administrators in programs such as the Executive Director of Kansas State Office for the Advancement of Women in Science and Technology. Faculty members are also involved in a wide array of service activities, including serving as editors or on editorial boards for national and international journals (e.g., Editor of *Crime, Media, & Culture*), reviewers for scholarly journals and extramural grants (including serving on NSF panel reviews), consultants for different organizations (e.g., Kansas Department of Corrections), invited presenters on topics such as enabling conversations about inclusion, and organizers and executive board members for a variety of symposia and conferences (including serving as Chair of Mentoring and Student Affairs for the Division on Women and Crime).

6. Cost Effectiveness and Program Needs

The Sociology program produced an average 8,195 undergraduate and over 100 graduate student credit hours per academic year over the last five years, with an additional 454 undergraduate student credit hours in the summer, generating an annual average of \$2,883,577 in tuition and fees. The program employs 11 FTE faculty (reduced by two FTE in the past five years): 3 FTE faculty are teaching faculty with .90 FTE dedicated to teaching, and 10 are tenure track lines in which .45% of time dedicated classroom instruction. The total faculty cost for the program is \$1,109,687. The program supports 14 GTA positions at a total salary, benefits, and tuition cost of \$202,597. Faculty also have graduate student teaching responsibilities. The infrastructure required for these high-quality degrees includes maintenance of two computer labs and classrooms with audio/visual equipment.

We recommend this program continue. In addition to producing a large number of credit hours for the university, and its healthy undergraduate and PhD numbers, the M.A. numbers and degree look low in part because of their relatively new five-year accelerated B.A./M.A. program, and the function of their M.A. as a pathway to their PhD degree.

History: CIP code – 54.0101

Five-year average data:

Number of majors: Bachelor (Jr/Sr) = 61.8 (exceeds KBOR minima); **Masters = 14.8** (does not meet KBOR minima); **Doctorate = 21.8** (exceeds KBOR minima)

Number of degrees awarded: Bachelor = 26.6 (exceeds KBOR minima); **Masters = 3.6** (does not meet KBOR minima); **Doctorate = 3.4** (exceeds KBOR minima)

Recommendation: Continue

Security Studies: CIIP code – 45.0901

Number of majors: Masters = 17.2 (does not meet KBOR minima); **Doctorate = 18.8** (exceeds KBOR minima)

Number of degrees awarded: Masters = 11.4 (exceeds KBOR minima); **Doctorate = 3** (exceeds KBOR minima)

Recommendation: Continue

Mission, Centrality, Uniqueness: The study of history is central to the development of an informed, responsible, and engaged citizenry. History courses impart knowledge that helps students to navigate the local, national and world communities of which they are a part. Through its commitment to instruction, research, and service of the highest quality, the Department of History seeks to instill in students the knowledge that will allow them to better understand their world, to encourage in them habits of analytical and critical thinking, to help them hone their ability to discern patterns and weigh evidence, and to express their ideas clearly both orally and in writing – skills that prepare students for a broad array of life and career choices. The department’s diverse course offerings are relevant not just to majors but to students across the university, as reflected in the large number of non-majors who take History courses. Its commitment to research at all levels – faculty, graduate, and undergraduate – aids in the university mission to discover and disseminate knowledge. And, because History at its root deals with human diversity across chronological eras and geographical regions, its study is, by its very nature, supportive of the university emphasis on diversity and international studies. In addition, the department participates in numerous interdisciplinary programs and outreach to the local and military communities. It is best known for its specialization in military history, which is unique within the region.

Strengths, Productivity, and Qualifications of the Faculty: The excellence of our programs is rooted in our dedicated faculty, as measured in terms of scholarly productivity, service to the profession, and devotion to teaching. The department expects all faculty to be engaged in an active research agenda. Within the review period, members of the history department have collectively produced 9 books, 36 journal articles or book chapters, and countless encyclopedia or reference work entries. They serve the academic community by regularly writing book reviews and giving presentations at conferences, evaluating manuscripts for journals and presses, serving on NEH grants committees, consulting on humanities projects in Kansas, giving public lectures or interviews to the press as requested, and serving on editorial boards; History faculty currently serve on the boards of six journals. In addition, various members of the faculty have been successful at winning competitive grants within the review period, including fellowships or research support from the National Endowment for the Humanities, the Smith Richardson Foundation, the Centre for French History and Culture at the University of St. Andrews (Scotland), the Institute for Humane Studies, the Hagley Museum and Library, and the Fulbright Scholar Program. Two faculty members won outstanding book awards during the review period. Graduate students in the program benefit from seminars taught by experienced researchers and writers that contain, on average, four to twelve participants; undergraduate classes vary widely in size, but 15-30 is usual for upper division classes. The department’s five-year average of full-time faculty is 18.8 (though we have recently fallen well below that average). All members of the tenured and tenure-track faculty (currently 13) hold the terminal degree (Ph.D.), and all teach courses at all levels, both graduate and undergraduate. The direction of master's theses and doctoral dissertations is limited to those who are tenured and have therefore produced a significant body of scholarship, typically a monograph; we currently have 11 faculty members certified to serve as major professors for M.A. or Ph.D. students. The faculty, many of whose members have won awards for their teaching or research, is committed to teaching excellence at the undergraduate level as well, offering a rigorous major that requires students to produce a substantial piece of original scholarship as a capstone experience.

Quality of Curriculum and Impact on Students: ACT scores among undergraduate majors have averaged 26.5 (for the B.A.) and 24.9 (for the B.S.) during the last five years. Assessment of undergraduate student learning, which emphasize research skills and effective written communication, occurs in HIST 300 and HIST 586, since these are the only two courses that all of our majors are required to take. The five-year average for number of undergraduate

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majors (all class levels, based on Fall headcounts) is 91.8, and the average number completing the B.A./B.S. in History is 26.8. Although this is well above the minimum required by KBOR, it represents a decline from the previous reporting cycle when the eight-year averages were 190.5 and 42, respectively. This development is not specific to K-State but tracks national trends (<https://www.historians.org/publications-and-directories/perspectives-on-history/december-2018/the-history-ba-since-the-great-recession-the-2018-aha-majors-report>). In response, the department has recently restructured the History major so that a greater number of more accessible courses on popular topics can be offered at the 300 level. At the graduate level, our five-year average enrollment is 14.8 for the M.A. and 21.8 for the Ph.D.; the five-year average for students completing the M.A. is 3.6, and for the Ph.D. 3.4. A significant portion of our graduate teaching contributes to the preparation of M.A. and Ph.D. students in Security Studies, which is reviewed separately from History and has a five-year average of 11.4 in the awarding of M.A. degrees. Our graduate students regularly participate in regional and national conferences and publish peer-reviewed work; one of them recently won the best paper award at the Missouri Valley History Conference. The department formally assesses graduate students at specific milestones: the thesis defense for master's students; and the preliminary exams (written and oral) and dissertation defense for Ph.D. students. Students receive detailed feedback and criticism throughout their preparation for these milestones, and the department, based on outcomes relative to Ph.D. preliminary exams, has streamlined the process in terms of field coverage in order to better meet changing demands within the profession; we have also added the requirement that Ph.D. candidates present a dissertation prospectus in the format of a project description for a grant application, to enhance the likelihood of their being able to win external grants to support their research.

External Demand: Employers value the skills in reasoning, critical thinking, and oral and written communication that history majors bring to their entry level positions. History graduates work in government agencies, historical societies, and entry level jobs in corporations. A sizable group also goes on to law school or graduate school and has experienced success in gaining admission to their choice of advanced degree programs. Students who major in both History and Education are in demand in public schools. Although the job market in the humanities is highly competitive, our Ph.D. graduates have obtained jobs at the military service academies, museums, and colleges and universities. The career path for M.A. students is more open ended: some M.A.s go on to study for their doctorate elsewhere; some use their skills in critical thinking and written and oral expression in pursuits unrelated to history; and some teach at community colleges. There is an employer demand for trained historians throughout many different types of institutions, and a social demand for interpreters of the humanities who can make sense of the many challenges and problems of equity, governance, race, gender, medical and environmental crises, and armed conflict that threaten our world.

Service to the Discipline, the University, and Beyond: The History Department provides a rigorous and comprehensive undergraduate major, serves the many non-majors who enroll in History courses, and offers quality degrees at the M.A. and Ph.D. levels, maintaining our role as a center of research productivity and publication. Links to the military community at Fort Leavenworth (U.S. Army Command & General Staff College) have been fostered through the interdisciplinary graduate program in Security Studies. Members of the History Department serve the university by regularly teaching courses designated as CAT learning communities and first-year seminars, which are designed to enrich the undergraduate experience and aid student retention. The department has also been consistently committed to working with other departments to offer interdisciplinary programs or courses that help students understand the conceptual links among separate disciplines, and the ways that similar subject matter or data can be approached differently from the vantage points of multiple academic specializations. During the period under review, members of the History Department have participated in the Natural Resources and Environmental Studies program, the Women's Studies Program, the East Asian Studies minor, the Latin American Studies Program, and the Security Studies Program. In collaboration with the Kansas Historical Foundation, the department is also home to the journal *Kansas History*, which, according to one of our donors, is notable for "preserving Kansas culture and making their work available to everyone." The journal's commitment to both a scholarly and more general audience is exemplified by its recent introduction of a series of podcasts on featured authors and themes.

Cost Effectiveness: With 13 tenured and tenure-track faculty members, the History Department is sustaining three degree programs of its own and publishing a journal, while also collaborating with Political Science to operate two more graduate degree programs in Security Studies. The department maintains high visibility in the profession through its role in research and publication, and carries out its service obligations within the university, the local community, and the military community at Fort Leavenworth. The department has had a longstanding commitment to fostering undergraduate research, and its undergraduate courses serve students from throughout the university. The primary cost to fulfill all of these missions consists of faculty time. The faculty shoulders an increasingly heavy

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load as far as time-intensive graduate student advising is concerned because budgetary constraints have prevented us from being able to replace faculty who have retired or left, including in subject specializations such as military history that have long been popular with undergraduates and are central to our graduate programs and our national reputation.