Academic Advising: CIP code - 13.1199

Five-year average data:
- Number of Majors: Masters = 167.8
- Number of degrees awarded: Masters = 66.2 (exceeds KBOR minima)
- Recommendation: Continue

1. Mission, Centrality, Uniqueness
   The mission of the Department of Special Education, Counseling, and Student Affairs (SECSA) is to prepare knowledgeable, ethical, caring decision makers who demonstrate inclusive perspectives toward the contexts of groups and institutions; student development and learning; teaching and guidance; inquiry and research methods; and research-enlightened clinical application, consultation, and practice. Faculty in SECSA serve the Department's mission in four areas of professional commitment: (a) Delivery of exemplary instruction to undergraduate and graduate students; (b) Production, interpretation, and dissemination of sound and useful research, scholarship, and other creative works; (c) Leadership, consultation, collaboration, and service within the profession; (d) Promotion, understanding, and celebration of diversity. SECSA offers the following graduate programs: Graduate Certificate and M.S. in Academic Advising; M.S. in Counseling & Student Development (School Counseling & College Student Development). The graduate programs in Academic Advising are unique and were developed in collaboration with NACADA: The Global Community for Academic Advising. All programs contribute to the development of highly educated professionals who make positive contributions to Kansas, the region, the nation, and/or the world.

2. Strengths, Productivity, and Qualifications of the Faculty
   Exemplary teaching is integral to the mission of SECSA and the College of Education. Faculty members have made quality teaching a high priority at the both the undergraduate and graduate levels. All faculty have professional experience that adds value to their teaching and their work with students. Faculty select various technologies to teach courses; Canvas and Zoom are used extensively. The class size ranges from approximately 5 to 28 for graduate courses offered through SECSA. Faculty in SECSA hold rank at Professor (4), Associate Professor (8), Assistant Professor (4), and Instructor (2). In addition, adjunct faculty are hired to teach courses in their areas of expertise. Recently, five campus professionals were granted courtesy appointments in SECSA. The number of approved Graduate Faculty in SECSA is 16 across programs; 11 faculty are in Counseling & Student Development and 5 in Special Education. In addition, 9 have Graduate Faculty Associate status. Graduate faculty are involved in a variety of research and scholarly activities related to their areas of expertise. Since 2015, their collective work included 123 articles, 172 presentations, 3 books, and 25 book chapters. Also, faculty served on more than 30 editorial review boards of scholarly publications, and six faculty members reviewed program proposals for professional conferences. Faculty members have been recognized by peers for their accomplishments and contributions; faculty awards include Council for Children with Behavioral Disorders Interventionist Award, Virginia N. Gordon Award for Excellence in the Field of Academic Advising, Top 25 Woman Leaders in Higher Education, NASPA IV-West Outstanding Faculty Member Award, N4A Region IV Professional Excellence Award, Global Campus Outstanding Advisor Award, Michael C. Holen Excellence in Graduate Teaching Award, and Michael C. Holen Excellence in Research and Creative Activities Award.

3. Quality of Curriculum and Impact on Students
   For admission to the M.S. in Academic Advising, prospective students are to have a minimum grade point average of 3.0 over the last 60 hours of the undergraduate degree program. Most applicants have strong academic records with cumulative grade point averages well above 3.0. In addition, applicants submit a statement of goals and professional experience, a resume/curriculum vitae, and transcripts of undergraduate and graduate work. Should one’s grade point average over the last 60 hours be less than 3.0, the GRE or Miller Analogies Test is required. Enrollments have remained relatively steady; the five-year major average is 171 (ranged from 158 to 187) and the five-year average for degrees is 69 (ranged from 56 to 81). Since 2008 when the program began, 700 students graduated with an M.S. in Academic Advising.
   The M.S. in Academic Advising is a highly successful program. Graduates exit the program with the knowledge and skills required of an academic advisor in higher education as evidenced by their performance on the Student Learning Outcomes, the final project as the culminating activity, and course grades and activities. Faculty are involved in assessing the program to determine relevance of course content and needed enhancements in the program to meet the needs of students and the profession. Based on feedback, a change was made in course electives. Administration of Academic Advising was dropped as an elective; Current Issues in Intercollegiate Athletics was continued as an elective; and Assessment of Academic Advising and History and Philosophy of Higher Education were added as electives. Informal feedback from professionals and graduate students supports the program as preparing professionals as academic advisors.

4. External Demand
   Maintenance of growth in the program is indicative of demand. Organizations that employ graduates of our program are typically institutions of higher education and advising units in the institutions. Graduates are hired typically as academic advisors
and, in some cases, referred to as academic coaches or counselors. Some graduate students may be in academic roles while enrolled and move into academic advising positions or administrative roles. Students are located across the country with some being international. Feedback from graduates of the program is positive and some graduates have moved into administrative roles in academic advising units/departments.

5. Service to the Discipline, the University, and Beyond
   The M.S. in Academic Advising was developed in collaboration with NACADA: The Global Community for Academic Advising. Our faculty are involved in NACADA activities (e.g., editorial board of the *NACADA Journal*, present at NACADA conferences). A new subplan in Leadership in Academic Advising within the Counseling and Student Development doctoral program was initiated with the first cohort beginning in Summer 2020. The NACADA Research Center at Kansas State University was initiated and provides opportunities for collaboration with NACADA and for involvement of students and faculty in research activities. The M.S. in Academic Advising provides opportunities for students from the state, nation, and beyond to become prepared as professional academic advisors.

6. Cost Effectiveness
   The program is highly cost effective. Enrollments have been very strong with a five-year average of 171 and a five-year average for degrees of 69. For the entire department, 10,000 student credit hours were generated in AY 2020, which resulted in gross tuition and fees of $4.9M, compared to $1.5M in salaries and benefits. The department faculty teach to support a number of other programs in the department, for added efficiency. For some courses, adjuncts with expertise are hired to teach in the program.
Adult Learning and Leadership: CIP code - 13.1201

Five-year average data:

Number of Majors: Masters = 108.2, Doctorate = 43.8
Number of degrees awarded: Masters = 68.6, Doctorate = 4.8 (both exceed KBOR minima)
Recommendation: Continue All

1. Mission, Centrality, Uniqueness

   The College of Education’s vision statement is “Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.” The Adult Learning and Leadership (ALL) mission is to provide learning as a continuous process that takes place throughout the human life span and learning that occurs in formal and non-formal traditional and non-traditional settings. Degrees in adult learning and leadership (Ed.D., Ph.D.) are central and unique due to our statewide mission to serve Kansas. KSU is one of only three Big 12 universities having adult learning graduate programs of this intensity. The department received KBOR approval to change the name from Adult, Occupational and Continuing Education to Adult Learning and Leadership in 2017.

2. Strengths, productivity, and qualifications of the Faculty.

   Faculty in the adult learning degree programs are experienced, having held positions in business, industry, public and private higher education, and more. Faculty in the adult learning focus hold rank at Full Professor (1), Associate Professor (4), and Assistant Professor (1). All are approved Graduate Faculty. In most cases, graduate class sizes range from 14 to 28 headcount, plus independent study courses by arrangement. The 5-year full time equivalency (FTE) average is 6.4. Teaching is the hallmark of all masters (MS) and doctoral programs in the Department, and all faculty are annually evaluated on teaching using standardized instrumentation, with results very high hovering around the 90th percentile score (scale 1 to 5). Based on end of program data collected from graduating students, the number one strength of this program is the faculty’s knowledge, skills and dedication to students. Faculty in the Department have received teaching-related honors including the Wakonse Teaching Fellows Award, the College’s Outstanding Graduate Teaching Award, College’s Excellence in Research Award as well as frequent recognition at the national level via such awards as the Council for Accelerated Programs in Higher Education Lifetime Achievement Award, the Commission of Professors of Adult Education’s Early Career Award, appointment to the Kansas State University Academy of Fellows and more. The faculty have served as chief editors of two premier journals for five years each in the field: Adult Education Quarterly and Journal of Continuing Higher Education. The faculty hosted the annual Adult Education Research Conference in Manhattan, KS where over 150 international scholars and faculty in the field were in attendance. Multiple faculty have national and/or international reputations as evidenced since last regent review with the publication of three books, 25 book chapters, and 83 scholarly articles. In sum, the period 2011-2020 included at least 200 formal service activities by a small but highly impactful faculty. In the 2011-2019 time period, ALL faculty secured a total of $383,419 in external grants and contracts.

3. Quality of Curriculum and Impact on Students

   The M.S., Ed.D., and Ph.D. degrees are available in the context of adult learning, reaching a span of interests ranging across a vast field of professionals engaged in supporting adult learners in profit, nonprofit, government, private/public, and other employment fields including the military, health care, education and more. Doctoral enrollment has increased in the last few years once the program began delivery at a distance with combination of synchronous and asynchronous courses. Since 2016, 85 doctoral students have been admitted. The 5-year enrollment average is 69.2. From 2016 to 2020, 24 doctoral students graduated. The 5-year graduation rate is 4.8. MS enrollment is steady with over 400 admissions since 2016. The 5-year enrollment average is 123.8. From 2011 to 2020, 700 students graduated with the master’s degree. The 5-year graduation rate is 68.6 (343 MS students).

   Evidence of quality among students also rests in recognitions and awards received. Multiple graduates of the programs have received the College of Education’s Outstanding Graduate Student Award. Other awards include the Silver Pen Award, the Bronze Pen Award, and the Instructor of the Year Award at Fort Leavenworth’s Command and General Staff College; U.S. Army Training and Doctrine Command’s Educator of the Year; KSU Alumni Fellow Award; and Leadership Luminary Award of the Radiology Leadership Institute. Others have received awards such as selection as Research Fellow at the National Defense University. In all, graduates are recruited and employed at advanced levels upon degree conferral. The ALL field is very diverse, and the curriculum must address the diverse needs of adult learners and leadership. MS required courses are revised every two years to address weaknesses exposed from assessment data and annually updated with new literature. For instance, the MS students achieve the 70% at proficient or higher threshold set by the faculty on all SLOs except 2, which are being addressed with revisions to the curriculum to ensure future graduates receive additional academic expertise in those areas. Therefore, we piloted a new course at one location (Ft. Leavenworth offering of the MS program) and received improved results in this SLO over two years. This course will not be offered to all our students (online and at Olathe campus) beginning 2020-2021.
The doctoral program is scheduled for an extensive program review by the faculty beginning Fall 2020. Curriculum revisions were made in 2015 which addressed deficiency in research methods. These changes made a significant impact on the students as the assessment data documented.

4. External Demand

Growth in enrollments in the ALL degree programs (M.S., Ed.D. & Ph.D.) described earlier indicate strong external demand. Partnerships with organizations like Fort Leavenworth and the new community college leadership emphasis show employer relevancy. Graduates hold leadership positions in business, nonprofit organizations, military, universities and community colleges. In addition, graduates are instructors, trainers, health educators and consultants. A few examples are positions as Director of Academic Affairs at the Command and General Staff College-Fort Leavenworth, U. S. Army Prep School Commandant, West Point, NY; and Amazon General Manager, Greater St. Louis Area.

One example of the comments we receive from graduates of our program. Sample comment from M.S. graduate who was named U.S. Army Training and Doctrine Command’s Educator of the Year: “was indeed the master’s degree cohort program which launched this trajectory (of my career)”.

5. Service the graduate program provides to the Discipline, the University and Beyond

In sum, in the period 2011-2020 the faculty delivered 260 presentations, held 4 journal editorships, and contributed over 100 scholarly print publications (books, book chapters and journal articles). Consistent with KSU’s land grant tradition, faculty have nearly daily contact with a broad range of constituencies that provides constant visibility for the unit and the university. The faculty are working with Kansas Community College Presidents to expand the partnership and offer degree and non-credit faculty development workshops.

Faculty engage in professional service and leadership to academic societies: Conference Chairs for Adult Education Research Conference (2015), Asian Diaspora Conferences, International Adult Education Symposium Planning Committee and Reviewer, University of Warsaw, Poland; International Symposium program Committee, 30 Years Since the Fall of the Berlin Wall: Educational Reforms in Eastern and Central Europe and Eurasia, National Conference chair and National Conference Vice Chair for American Association for Adult and Continuing Education. Additionally, faculty held national and state offices in organizations including executive boards of the Commission of Professors of Adult Education (CPAE), American Association for Adult and Continuing Education (AAACE), and more including Commission for Accelerated Programs.

Faculty consult international and nationally with such organizations the Council for Adult and Experiential Learning, Continuing Education for Senior Leaders program at Fort Leavenworth, and Proprietary and Non-Proprietary Technical Research and Reports (external reviewers and evaluation of programs). Faculty are engaged on editorial boards and peer reviewers of premier journals in their field for Adult Education Quarterly, Adult Learning, and International Journal of Social Media and Interactive Learning Environments as well as book reviews for publishers such as Brill and Sense Publishing. The faculty are engaged with several programs at Ft. Leavenworth, such as the Army Command and General Staff College Vesting Scholars Program, Faculty Development Consultant for Red Team Army University of Foreign Military and Cultural Studies.

6. Cost Effectiveness

The department is small but produces a significant number of student credit hours. Four faculty are based in Manhattan and two at the Olathe campus. The majority of the MS enrollments are online with about 140 students each semester in courses. With the doctoral program’s distance delivery model, enrollment blossomed as stated above. Currently five faculty serving as major professor for as many as 20 doctoral students. Therefore, faculty have class sizes averaging between 15 and 25 per semester. For graduate courses, these are robust. For AY 2020, the department generated 4,654 student credit hours, resulting in gross tuition and fees of $2.4M compared to $1.7M in salaries and benefits. In addition, our faculty serve other departments needs as courses in the program are used by other graduate programs. These include the certificate programs in Leadership Dynamics, Adult Learning and Social Justice. This model of teaching is highly efficient. Faculty today hold more prestigious vitae, deliver more classes off-campus, engage in more distance-friendly delivery, and serve more influential and more demanding clientele – all in a climate of strained fiscal resources beyond the unit’s control.
Agricultural Business: CIP code - 01.0101

Five-year average data:
- Number of Majors: Bachelors (jr/sr/5thYr) = 165.8, Masters = 63.6
- Number of degrees awarded: Bachelors = 72, Masters = 19.8 (both exceed KBOR minima)
- Recommendation: Continue All

Agricultural Economics: CIP code - 01.0103

Five-year average data:
- Number of Majors: Bachelors (jr/sr/5thYr) = 92.2, Masters = 24.2, Doctorate = 38.6
- Number of degrees awarded: Bachelors = 43.4, Masters = 10, Doctorate = 8 (all exceed KBOR minima)
- Recommendation: Continue All

1. Mission, Centrality, Uniqueness
   The department’s mission is to develop the most effective applied research products to support our teaching, outreach and extension programs; prepare our students for the global marketplace; position our industry stakeholders successfully in their increasingly complex markets; support policymakers in developing and implementing research-based policies; and make us the partner of choice among our peers. Educational and research activities conducted within the Department of Agricultural Economics are central to the economic well-being of the people of the state. Agriculture and agribusiness play important roles in the Kansas economy. In addition to farm production, wealth is created in industries both before and beyond the farm gate. Farm equipment suppliers, fertilizer and chemical sales, and farm management services provide inputs to agricultural producers. Ethanol production, transportation, grain storage, commodity marketing firms, and food processors are but a few of the industries tied to agricultural production. Within the Regent’s System, Fort Hays State offers a Bachelor of Science degree in Agricultural Business; however, only one of the three faculty in that program have a Ph.D. (that one is from Kansas State). The breadth and depth of knowledge offered by Agricultural Economics faculty distinguishes the programs. Agricultural Economics at Kansas State University is one of few such programs in the country that still provides a strong commercial agriculture focus rather than moving to a more applied economics focus.
   
   The graduate program in Agricultural Economics at Kansas State University is unique as no other Regents or private institutions in Kansas offers graduate programs in agricultural economics. Within the Big-12 peer group, five institutions offer graduate programs (M.S. and Ph.D.) in agricultural economics. The Masters of Agribusiness (MAB) program is unique in Kansas and there is only one similar graduate level executive program in the United States focused on the business and economics of the food and agribusiness sector. The MAB competes against professional MBA programs including the Kansas State program, but the PMBA and MAB programs have signed a non-compete agreement when the PMBA was created.

2. Strengths, Productivity, and Qualifications of the Faculty
   For the 2020-21 academic year, the Department has 29 full-time faculty, two non-tenure track instructors and the Department Head. This includes 24 Graduate Faculty with doctoral certification and an additional 16 with Graduate Faculty Membership. The faculty of Agricultural Economics is ranked in the top 25 in the World based on RePec (December 2020 ranking). The faculty in the Department of Agricultural Economics have active research and extension programs addressing issues throughout the agribusiness supply chain including movement of Kansas products and services globally. Graduates of the programs offered by the Department are actively employed throughout Kansas. In 2019, faculty published 66 peer-reviewed journal articles, including papers published in top field journals such as American Journal of Agricultural Economics. The departmental value of grant funding over the past five years has averaged $3.82 million, ranging between $2.90 and $5.05 million. Attendance at the Department’s Risk & Profit, Ag Lenders Conferences, Crop Insurance Workshops and Kansas Income Tax Institute has averaged 158, 154, 116 and 959 stakeholders over the past five years, respectively. AgManager.info, the Department’s Extension website, has averaged almost 25,000, 18,500 and 62,000 sessions, users, and page views, respectively, each month over the past three years.

3. Quality of Curriculum and Impacts on Students
   The Agricultural Economics Department offers a B.S. in Agriculture with a major in Agricultural Economics and a B.S. in Agribusiness. Students in Agricultural Economics may choose from the Farm Management, Specialty, Pre-Vet, Pre-Law, Natural Resources and Quantitative options. Students in Agribusiness may select from the Agribusiness, International and Food Industry, and a new option was approved in 2020: Agricultural Sales.
   The average ACT score in Agribusiness over the last five years is 22.6 and 24.5 in Agricultural Economics. The spring 2020 class included two students who were recognized as Truman Scholars one of which was also recognized as a Marshall Scholar. Overall, the Department has been home to 4 of the University’s 37 Truman Scholars, 2 of the 15 Marshall Scholars, and 2 of the 13 Rhodes Scholars. Students are employed in all stages of food and agribusiness.
   Demand for a graduate degree in Agricultural Economics will continue to see above average demand for the foreseeable future as employers seek candidates with strong analytical skills and experience using statistical analysis software, which the
graduates leave with (U.S. Bureau of Labor Statistics, 2020). In 2019, 21 peer-reviewed journal articles were authored/co-authored by Departmental graduate students; 66 professional presentations, and 33 awards, honors or positions of professional leadership at the local, state and national levels were bestowed on the graduate students. These include Outstanding Thesis Award, President of the Graduate Student Council (3x), 1st place in the profession’s Extension competition, 1st place in the profession’s Graduate Student Case Study competition, and the College’s Outstanding Graduate Student Teaching Award.

Students enrolled in the M.S. program have the option to choose one of three agribusiness and business courses and an agricultural economics optimization course, which are not required by the non-specialty option. Ph.D. students are also required to take additional coursework in at least one chosen area of specialty emphasis (agribusiness; community & regional economics; international development, trade & policy; natural resources; price analysis & marketing; production, farm management & finance). The Department uses a learning outcome assessment for all M.S. and Ph.D. students by their supervisory committee on their Thesis or Dissertation and its oral defense. The Department recently made a few modifications to the Ph.D. program that should allow us to continue improving the Research Skills SLOs. One of the benefits of the MAB program is developing a professional network with a diverse group of professionals.

4. External Demand

Job placement rates continue to be high with a five-year average of 97% of students employed or enrolled to further their education upon graduation. Starting salaries vary, but the average over the last five years is $44,000. Students have been employed in 29 different states as well as internationally. Graduates of the Agricultural Economics and Agribusiness programs have been successful in finding employment in the public and private sectors in positions with agribusinesses, banks, commodity firms, government agencies and others globally. Some students start their own businesses, as well as law school, graduate school, and veterinary medicine.

The Master of Agribusiness program requires that students have a minimum of two years of professional work experience prior to joining the MAB program. One measure of success in addition to the companies that place their students in the MAB program are job advancement along with salary increases rather than placement rates (100%). Exit surveys indicate that the MAB program assists graduates in promotion and salary increases, either with their current company or with a new company. Alumni have experienced a growth in level and responsibilities in their careers.

M.S. graduates have been successful in finding employment in both the public and private sectors in a variety of positions with agribusinesses, banks, commodity firms, government agencies, global organizations and self-employment. Additionally, the M.S. level training in the Department has served as an excellent foundation for doctoral work, and Kansas State has become known in the profession as an excellent training ground for doctoral students. Placement of doctoral graduates in the past eight years has been excellent. Ph.D. graduates have found tenure-track academic positions, Post-Doc positions and various global/national agencies, commodity boards, and research institutes.

5. Services the Undergraduate Program provides Outside the Department

The primary contribution of Agricultural Economics to others outside the Department is through undergraduate courses. AGEC 120 Agricultural Economics and Agribusiness is recognized as a university general education course and is equivalent to ECON 120 Microeconomics. AGEC 202 Small Business Operations is a course for non-majors that serves as a service course to other majors in the College of Agriculture and typically sees enrollments of over 100 students each fall semester. AGEC 308, 410, 420, 515, and 535 are courses that count as agricultural economics electives for majors but are also popular economic or business courses for non-majors and serve a large portion of non-majors in the College. The Department offers an Agricultural Economics minor and an Agribusiness minor to non-majors. As of 2020, an Agricultural Sales minor was added to enhance the skills of non-majors entering the agricultural industry.

MAB students play an important role in applied research. Because much of the research is proprietary due to the use of confidential company information, much of the research is not publicly available. However, the 129 thesis press releases published from 2012 – 2020 have garnered more than 3,300 views. All students in the Economics Ph.D. program are required to take at least one Agricultural Economics course. AGEC 936 and AGEC 905 are the most popular courses, with approximately half of the students coming from the Economics department.

6. Cost Effectiveness

Faculty produce significant student credit hours and garner significant grant funding through their research. A unique aspect of the MAB program is that students are generally employed, and their companies usually pay the tuition and fees instead of the Department needing to fund the program through graduate stipends. As an annual program, the tuition level is set based upon market conditions and the courses are taught on an overload basis. The MAB is also a self-funded program in that costs of staffing, operating costs and overhead costs to the University must be met through tuition. In addition, funds have been set aside for reinvestment into additional initiatives. The department tin total generated 8,806 student credit hours in FY 2020, for a total of $4.8M in tuition and fees compared to $1.6M in salaries and benefits. Thus, the program is self-supporting and sustainable under the current funding model.
Agricultural Communications and Journalism: CIP code - 01.0802

Five-year average data:
Number of Majors: Bachelors = (jr/sr/5th Yr) 39.2
Number of degrees awarded: Bachelors = 18.6 (exceeds KBOR minima)
Recommendation: Continue

1. Mission, centrality, uniqueness
   The Department of Communications and Agricultural Education’s mission is to improve the quality of life and standard of living for Kansans by creating, managing and delivering research-based information, and offering research and teaching in agricultural and environmental communications and agricultural education. Agricultural communications and journalism faculty have experience in teaching; conducting research; editing and producing publications; creating graphic design; producing radio and television news and features; and printing and distributing educational materials. Our curricula produce well-rounded communicators ready for the job market as we continue to see more job opportunities than we have graduates.

   The Department of Communications and Agricultural Education and its academic programs are core to the land grant mission of Kansas State University, the College of Agriculture, and K-State Research and Extension. The agricultural communications and journalism academic program prepares future food, agriculture, and natural resources professionals to extend the knowledge generated on campus to the citizenry of Kansas and beyond through communications, non-formal education and formal education. These programs are unique to Kansas State University in their scope, size, and structure and are continually recognized nationally for quality of instruction through numerous merits and awards for the students and faculty.

2. Strengths, productivity, and qualifications of the faculty
   There are four teaching faculty members with terminal degrees in agricultural communications as well as one additional part-time instructor, totaling 2.8 FTE in teaching, .8 FTE in research, and .5 FTE in extension. Faculty expertise includes but is not limited to the following: risk and crisis communications; behavior change in natural resource conservation; layout and design principles; environmental communication; creativity and innovation in communicating the science of agriculture, food, and natural resources; agricultural business communication; new media technology; multimedia development and effectiveness in agricultural messaging; video production; and agricultural publication development. In one academic year, faculty teach a combined total of 13 courses and 15 sections. Class sizes range from 18 to 30 students per semester. The program includes two learning spaces equipped with video conference capability, computers, and Apple TVs. The department has video cameras and additional equipment that provide students with hands-on-experiences in their coursework. Students have access to their own laptops and Adobe Creative Cloud software to edit videos and design communications materials. Additionally, the department has Virtual Reality (VR) headsets and Augmented Reality (AR) software to help with exploring effective applications for agricultural communication. Our faculty are currently engaged in research activities and actively seeking extramural funding. In the 2019-2020 academic year, faculty submitted nine research grant proposals, three of which were funded totaling $217,113. Since their hiring in 2019, faculty had four papers accepted for conference presentations and two papers accepted for journal publication. Faculty in the department have been recognized for excellence in teaching and research multiple times the past 8 years: NACTA Graduate Teaching Award in 2019; the APLU Academic Programs Section’s Innovative Teaching Award in 2019 and 2021.

3. Quality of curriculum and impact on students
   Currently, an undergraduate performance survey is conducted each spring to assess the progress of students in the program. Although no official mid-cycle review was conducted, changes to the program have been made. Three of the current four teaching faculty are new since Fall 2019. In that time, the faculty have discussed how to make the program more current and innovative. As a result, new courses have been proposed and course materials redesigned to focus on new technologies and communication approaches. In addition, we are working to establish an advisory committee to provide additional input on curriculum and student development. The degree program offers two options: Agricultural and Environmental. Both options provide students with a solid foundation in communications skills development, as well as scientific and/or introductory content in the agriculture, food, and natural resources topic areas. Each student is assigned a faculty advisor and the program prides itself in keeping in close contact with its students. The last five years yielded 93 ACJ graduates for an average of nearly 19 per year.

4. External demand
   Graduates in agricultural communications and journalism from Kansas State University often find themselves as desirable candidates for available jobs. Our students are prepared to enter various occupations including but not limited to areas such as radio broadcasting, television broadcasting, graphic design, print and news media, video production, photography, communications director, marketing specialist, community/public relations, extension agents, advertising, and teaching. The typical types of employers for our students include agricultural operations, commodity groups, production and marketing companies, news media organizations, and varying agricultural associations. Job placement for program graduates is near 100% at time of graduation.
5. **The service to the discipline, the university, and beyond**

All faculty in the department are engaged with service and outreach activities. Such activities include but are not limited to the following: College and university committees; specialized training for Kansas State Research and Extension; the Association of Communication Excellence; the *Journal of International Agricultural and Extension Education*; and the National FFA Organization and various state FFA associations. The department reaches 80-100 College of Agriculture students each semester through our agricultural business communications service course.

6. **Cost effectiveness and program needs**

The faculty teach an average of 4-5 classes per year. The department generated 2,403 student credit hours in AY 2020, generating $1.2M in tuition and fees compared to $539K in salaries and benefits. The program is also cost-effective with no equipment requirements other than the standard computer, internet and software needs of any current agricultural communications program. Each faculty member has the capacity to advise 15-20 students at any time. Undergraduate courses are taught on a rotational basis to increase efficiency and cross-training faculty.
Agricultural Education: CIP code - 13.1301

Five-year average data:
- Number of Majors: Bachelors = (jr/sr/5thYr) 47.2
- Number of degrees awarded: Bachelors = 18.2 (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, Uniqueness

   The B.S. in Agricultural Education program consists of a diverse curriculum focusing on educating people about agriculture while allowing each graduate to explore multiple areas of agriculture. The faculty serve as academic advisors for all agricultural education students, averaging 30 undergraduate students each. Students are encouraged to expand their experiences well beyond the classroom through undergraduate research, international travel, and leadership development through the agricultural education club and other college and university organizations. Graduates have experienced a 100% placement rate with approximately 88% of the graduates choosing to teach. In addition, the faculty also provide professional development to current teachers, assist with mentoring new professionals, and conduct research to advance the agriculture industry. The program is unique to the college, university and state as there are only two agricultural education programs in Kansas, with K-State being the largest.

2. Strengths, productivity, and qualifications of the Faculty

   The Bachelor of Science in Agricultural Education currently has three full-time faculty devoted to teaching and advising students in the program. The class size ranges from 30+ to one, depending on the course. They are competent users of a variety of instructional technology including Canvas as the Learning Management System and online engagement platforms. They bring with them a combined 20 years of secondary-school teaching experience in addition to the 38 years of post-secondary school teaching experience. Each faculty member also conducts research on their specific area of interest which enhances the classroom experience of their students. Faculty research and areas of specialization range from the scholarship of teaching and learning, water knowledge of youth, preservice teacher preparation, the improvement of instruction and adoption of technologies in Feed the Future countries, as well as teacher recruitment, retention, and mentoring. One of the faculty members runs the Beginning Educator Success Team (BEST) Program for first-year agriculture teachers in the state.

   Faculty in the department have been recognized for excellence in teaching and research several times. Awards include the NACTA Educator Award in 2019, the Mississippi State CALS Excellence in Teaching New Faculty Award in 2015, the Region II Outstanding Cooperation Award recipient for the National Association of Agricultural Educators (NAAE), faculty of the semester in spring of 2016 for the Texas Tech University College of Agricultural Sciences and Natural Resources, the KSU “Charlie” Award for Outstanding Academic Advising in November 2019, and was the K-State College of Agriculture Faculty of the Semester in Spring 2019 in addition to multiple other teaching awards. Together, the three faculty members received the 2019 Region II Outstanding Post-Secondary Program Award from NAAE. This award recognizes the many accomplishments of the degree program and faculty.

3. Quality of Curriculum and Impact on Students

   The five-year average is 88.2 students enrolled. The five-year average for enrolled agricultural education Juniors and Seniors is 28.6 students and 18.2 graduates each year. We have averaged three faculty in the program with a doctorate or master’s degree the past five years. Currently, all three faculty have a Ph.D. The enrolled students have an ACT five-year average score of 23.6. Curriculum and other program decisions are informed from assessment and feedback, but also from an advisory board that meets twice annually. The board has broad representation from associated organizations, professionals, and government agencies, to name a few. Over the past five years the curriculum has evolved to benefit our students in several ways. In 2018 the curriculum was reduced from 130 credit hours to 120 credit hours while still addressing the three major areas of Teacher Education. General Education is a total of 34 credit hours with six hours (Statistics and Human Development/Psychology) also meeting Teacher Education requirements. Students must take five foundational classes (17 credit hours) in the basic areas of the Agriculture industry. Students choose nine hours in prescribed topics, with an additional 12 hours in Agricultural Science Electives, with nine credit hours of upper division classes. The Teacher Education area is 45 credit hours and taught by the Agricultural Education Faculty and the College of Education. Of the 45 hours, Ag Ed teaches 17 credit hours and oversees the 12-credit-hour student internship. The curriculum is reviewed annually by the faculty and the advisory committee. Courses from all three general areas have been selected to meet the standards for teacher education through American Association for Agricultural Education (AAAE) and the Kansas State Department of Education (KSDE). Undergraduate research was initiated in the Fall 2016 and has grown in number and quality. Students have presented their research at multiple regional and national conferences and one international conference. There is also a study abroad experience to the Czech Republic for undergraduate and graduate students in the program.

4. External Demand
Graduates of the program are qualified to enter a wide variety of careers. Most are bound for the high school agriculture classroom. Each year Kansas hires ~30 new agriculture teachers so our students are quick to secure employment after graduation. Other employers include K-State Research and Extension, agricultural businesses, and community colleges. Also, graduate schools have recruited several of our recent graduates. From 2015-2019 the program realized a 90.4% placement of graduates in the state.

5. **Service the undergraduate program provides to the Discipline, the University and Beyond**

   The agricultural education undergraduate program provides a vital service to the profession by training future agriculture teachers and professionals. We have students who work at the Kansas Department of Agriculture, Kansas Farm Bureau, International Grains Program, and as a substitute teacher. Students also work for Ag Ed Faculty members on grant projects. Agricultural Education students are leaders across campus, in the College of Agriculture, and through the program’s Agricultural Education Club, Alpha Tau Alpha and Teach Ag Students of Kansas (TASK) Force. In the College of Agriculture, many of the Ag Ambassadors are agricultural education students. We have had agricultural education students on Ag Council, members of several agriculture competitive teams, members on an NCAA athletic teams, the Marching Band, and other competitive teams throughout campus. The Agricultural Education Club is the primary student organization of the program with an average of 75 members and 11 students holding leadership positions each year. The Agricultural Education Club seeks to develop leadership skills and provide professional development opportunities to students. These opportunities provide valuable service to the college, university, and broader agricultural education profession.

   Service the faculty and students provide to the profession includes serving as judges at competitive events, mentoring and supporting new teachers, hosting educational experiences, faculty serve on various college and university committees, Executive Committees for the Kansas FFA Association, Kansas FFA Foundation, and KAAE, and maintaining the Kansas Ag Ed Vacancies website. One faculty serves as the Superintendent for the Kansas FFA Agriscience Fair and co-chair of the National FFA Agriscience Fair Committee. Another served a term on the National FFA Board of Directors. Faculty provide professional development to a wide range of audiences on topics relevant to their field of study. Workshops have been hosted for K-State Research and Extension, Kansas Association of Agricultural Educators, National Association of Agricultural Educators, and several State FFA Associations.

6. **Cost Effectiveness and Program Needs**

   Overall, the program is very cost-effective, using three faculty to teach the entire program. Faculty advise all of the students in the program and teach all of the courses. All faculty continue to work on research and scholarly work and add to the K-State Research and Extension programs. As noted earlier, the department generated 2,403 student credit hours in AY 2020, generating $1.2M in tuition and fees compared to $539K in salaries and benefits. The student credit hours produced by the faculty support the expenses of the program.
Agricultural Education and Communication graduate program: CIP code - 01.0899

Five-year average data:
- **Number of Majors:** Masters = 20
- **Number of degrees awarded:** Masters = 7.2 (exceeds KBOR minima)
- **Recommendation:** Continue

1. **Mission, Centrality, Uniqueness**
   
The M.S. in Agricultural Education and Communication offers professionals in the fields of agricultural education, agricultural communications, extension education, and related areas with opportunities to broaden their knowledge in theory and research to inform practice and expand their technical competence. The degree meets the mission of knowledge and discovery, of graduate student education and the improvement in the quality of life for those we serve. Graduates include professionals charged with educating the public about the agricultural industry and those responsible for communicating that information to specific audiences in the agricultural industry as well as the general public. The program is unique to the college, university and state as it is the only Master of Science in Agricultural Education and Communication available. Our program offers both on-campus and distance options which makes it unique to several other programs in the region.

2. **Strengths, productivity, and qualifications of the Faculty**
   
The Master of Science in Agricultural Education and Communication currently has six full-time graduate faculty. Courses taught by the faculty include both on-campus and online options. They also teach courses for AgIDEA, which are taken by students at other universities. The class size ranges from 20 to 1 depending on the course. The faculty maintain a robust research agenda focused on their specific area of interest, including the scholarship of teaching and learning; water knowledge of youth; preservice teacher preparation; risk and crisis communications; science communication for the consumer populations; improvement of instruction and adoption of technologies in Feed the Future countries; creativity and innovation in communicating the science of agriculture, food, and natural resources; teaching and learning, communication and social marketing influences on conservation practices adoption by producers; and multimedia effects on attitude, cognition, and information processing as it relates to agriculture, food and natural resources issues.

   All graduate faculty are engaged with service and outreach activities. These activities are at various levels and in a multitude of forms, including but not limited to the Kansas Association of Agricultural Educators; Kansas State Research and Extension; the Association of Communication Excellence; the Journal of International Agricultural and Extension Education editorial board; and the National FFA Organization and various state FFA associations. The graduate faculty continually look for opportunities to enhance their teaching and research skills. Faculty in the department have completed the ACUE Effective Teaching Practices program, LEAD 21, Online Essentials, Elements of Success: Funding Social Science Research in an Interdisciplinary World, and K-StARS program hosted by the College of Agriculture. Faculty in the department have been recognized for excellence in teaching and research several times the past 8 years: NACTA Educator Award in 2019; Mississippi State CALS Excellence in Teaching New Faculty Award in 2015; NACTA Graduate Teaching Award in 2019; faculty of the semester in spring of 2016 for the Texas Tech University College of Agricultural Sciences and Natural Resources; and APLU Academic Programs Section’s Innovative Teaching Award for 2021.

3. **Quality of Curriculum and Impact on Students**
   
The program prides itself on fully reviewing each applicant to determine if they are a good fit for the degree program, will benefit from the coursework, and if their research interests align with current faculty. Applicants must have earned a 3.0 GPA on their last 60 hours of undergraduate work or receive a sufficient score on the GRE. The number of students admitted and completing their degree has remained steady the past five years (2015 – present). The program averages 20 graduate students enrolled each semester. The degree program offers two tracks: Agricultural Education and Agricultural Communications. Students are asked to identify which track they are pursuing when they apply to the degree program to aid in effective advising during their time in the program. Additionally, students who wish to also earn and initial teaching license in Agricultural Education can also complete the Certificate of Teaching and Learning through the College of Education. There have been 42 graduates since the program started in 2012. The last five years yielded 36 of the total graduates. Two of these graduates were each awarded the Outstanding Thesis by the Association for Communication Excellence. Another was recognized as a poster of distinction with her thesis research at the 2019 North Central American Association for Agricultural Education Conference. Students have presented their research at multiple regional and national conferences.

   The program started in 2012 with several assessment procedures used over the past 8 years. Currently, a graduate performance survey is conducted each spring to assess the progress of students currently in the program. Students completing the thesis option are assessed during their final defense. Although no official mid-cycle review was conducted, changes to the program have been made. Five of the current six graduate faculty are new since fall 2016. In that time, the graduate faculty have discussed how to make the “project” option more rigorous and standardized in the program. As a result, projects have become more focused on small research projects and less toward curriculum development.
4. **External Demand**

Graduates of the program who emphasized agricultural communications are working in the agricultural communications industry, including membership organizations, livestock marketing and communications, Cooperative Extension, exhibition and fair management, to name a few. Graduates who focused on agricultural education most commonly enter or remain in the high school agriculture classroom after graduation. Other employers include K-State Research and Extension, agricultural businesses, and community colleges. Graduates from both tracks have mostly remained in Kansas, but there are a few who moved to other states. The need for our graduates has been communicated by alumni, state agriculture leaders, and commodity organizations.

5. **Service the graduate program provides to the Discipline, the University and Beyond**

Several of the courses taught in the degree program are offered through Great Plains AgIDEA. Students from multiple universities are able to enroll in the courses and complete their degrees due to the availability of the courses taught in the department. EDSEC 620 is a required course in three undergraduate programs. Another faculty member teaches AGCOM 810 as a service course, which is an elective in several degree programs. Faculty provide professional development to a wide range of audiences on topics relevant to their field of study. Workshops have been hosted for K-State Research and Extension, Kansas Association of Agricultural Educators, National Association of Agricultural Educators, and several State FFA Associations. Faculty also serve as consultants to youth organizations.

6. **Cost Effectiveness**

Overall, the program is very cost-effective and efficient in its use of faculty. The department generated 2,403 student credit hours in AY 2020, generating $1.2M in tuition and fees compared to $539K in salaries and benefits. Some of the faculty also teach in the undergraduate programs in the department, enhancing efficiencies. Each faculty member has the capacity to chair 7 or 8 graduate students at any one time. Graduate courses are taught on a rotational basis and students take courses offered through Great Plains AgIDEA to complete the program of study.
Apparel and Textiles: CIP code - 19.0901

Five-year average data:

- **Number of Majors:** Bachelors = 107.6, Masters = 8.4
- **Number of degrees awarded:** Bachelors = 45.6, (exceeds KBOR minima); Masters = 3.8
- **Recommendation:** Continue Bachelor program; Enhance Master program and Additional Review in two years

1. **Mission, Centrality, Uniqueness.**
   
The Department of Interior Design and Fashion Studies (IDFS) is recognized for educational excellence, contributions to research in environmental aspects of health and well-being, and faculty leadership through professional engagement. IDFS promotes well-being of individuals, families, and communities by focusing on the fundamental human needs of clothing and shelter. Our students and faculty improve quality of life through education, scholarship, service, engagement and outreach in the disciplines, professions, and industries for which we prepare students. This supports the College of Health and Human Sciences (HHHS) and Kansas State University mission to promote human well-being. Two academic disciplines are supported in the department: Fashion Studies and Interior Design. We provide the only BS and MS degrees in apparel in Kansas. Although other states offer graduate degrees in apparel, our emphasis on sustainability is unique.

2. **Strengths, Productivity, and Qualifications of the Faculty.**
   
   There are six fashion faculty members. Four are tenured professors, one is tenure track, and one is a term instructor. All have doctorates in fashion disciplines and are on the Graduate Faculty. All tenured and tenure-track faculty are certified to direct doctoral candidates. The faculty teach an average of 13 credit hours per year in four courses with an average of 10 weekly contact hours. Five faculty have research appointments for a total of 1.1 FTE in research. Research productivity over the period of 2011-2020 resulted in 68 journal publications, 39 juried designs for exhibition, 59 published conference proceedings, and 9 book chapters. Graduate faculty also secured a variety of research related awards: $1,070,397 in external awards and $46,820 in internal grants. Faculty have held leadership positions within the International Textile and Apparel Association, the World Marketing Congress, on policy committees and on Multi-State projects. The faculty are disciplinary leaders for the integration of sustainability competencies in the textile/apparel discipline and have won teaching and student development awards.

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

   | Fashion Studies BS with Specializations in Fashion Business and Fashion Design |
   |--------------------------------------|--------------------------|----------------}|---|
   | 5-Year Avg. ACT Score               | 22.8                     | 1st Year Retention Rate | 83.3% |
   | F 2016 Enrollment                   | 200                      | 4-Year Graduation Rate  | 58.3% |
   | F 2020 Enrollment                   | 99                       | 6-Year Graduation Rate  | 68.6% |
   | 5-Year Avg. Number of Majors       | 76                       | AY19 Grad. Avg. Starting Income | $39,155 |
   | 5-Year Avg. Number of Degrees      | 46.8                     | AY19 Grad. High Income  | $70,000 |

   | Apparel and Textiles MS with specializations in Apparel and Textiles and Merchandising (GPIDEA) |
   |---------------------------------------------------------------|--------------------------|----------------}|---|
   | 5-Year Avg. Number of Admits        | 8                        | 5-Year Avg. Number of Majors | 8.4 |
   | 5-Year Avg. Number of Degrees       | 3.8                      | 5-Year Avg. Number of Degrees | 3.8 |

   There are two specializations within the BS program: fashion business and fashion design. There are two specializations in the MS program: apparel and textiles (resident) and merchandising (online). During the review period, graduate students were mentored to produce: 23 journal articles, 35 published conference proceedings, and 2 book chapters. Student research/scholarship leads to a variety of awards from the college, university and professional organizations. In a survey of more than 100 graduates (N=96) after 2010, 82% expressed satisfaction with the fashion education they received at K-State. More than half of the survey respondents graduated within the previous 5 years. The respondents reported annual incomes as follows: 43% earn $49,999 or less, 36% earned $50,000-$74,999, 15% earned $75,000-$104,999, and 6% earned more than $105,000. Overall enrollment in both the BS and MS has been trending down during the review period. The BS exceeds KBOR minimums. The MS does not meet the KBOR minimums for enrollment or number of annual graduates. Much of the enrollment decrease has been in the GPIDEA MS. Texas Tech University will soon be a partner and we are revising the curriculum and advertising strategy. We expect these efforts to revitalize the GPIDEA MS. If approved by the Faculty Senate, the MS resident specialization required courses taught by our faculty (in addition to thesis research) will be limited to two courses required of both undergraduate and graduate students and the two courses we teach in the GPIDEA merchandising specialization. We believe our resources are well used in the MS program.

   Student learning outcomes (SLOs) for the BS are structured according to the International Textile and Apparel Association’s metagoals, which include both content and knowledge standards and professional attitudes and skills. A formal assessment plan (including direct and indirect assessment measures) guides all BS assessment and annual reporting within the Fashion Studies program. SLOs for the MS are assessed through students’ cumulating experience (thesis or comprehensive exam). Through
regular assessment meetings, fashion studies faculty review SLOs and make curricular improvements when necessary. This includes adjusting course content and assignments, developing new courses, and modifying curriculum requirements. Undergraduate and graduate students frequently win competitions. The BS in Fashion Studies is one of the first in the nation to be accredited by The Textiles and Apparel Programs Accreditation Commission (TAPAC). The fashion design specialization is accredited by the National Association of Schools of Art and Design (NASAD). These accreditations require evidence of student learning outcomes.

4. **External Demand.**
   The BS in fashion studies prepares student for positions in companies as designers, product developers, brand and marketing managers, buyers, strategists/analysts, account executives, and entrepreneurs. Most BS and MS graduates work in management positions in the United States. The MS in apparel and textiles prepares students for positions in education, industry and public service. Some graduates enter doctoral programs; however, many choose to work in textile and apparel related industries as buyers, designers, consultants, marketing coordinators, brand managers, product development managers, and entrepreneurs. Demand for graduates from our programs is expected to grow as the global industry continues to expand to meet the demands of this US$962B industry and as it transitions to sustainable approaches.

5. **Service to the Discipline, the University, and Beyond.**
   The Family and Consumer Science BS includes fashion courses. Three courses are tagged with K-State 8 competencies. FASH 245, FASH 265, FASH 330, and FASH 350 are the courses most taken by non-majors. Faculty are frequently consulted for their expertise in sustainable apparel and textiles by the press and researchers.

6. **Cost Effectiveness and Program Needs.**
   The department, which also includes Interior Design, generated 4,363 student credit hours in FY 2020, earning $2.3M in tuition and fees compared to $2.1M in salaries and benefits. In addition, the average annual extramural grants to the department exceeds $215,000 per year over the last decade. Six full-time faculty are necessary to provide the required courses in the BS and MS programs. Specialized facilities include a maker space with industrial equipment for prototype development, a natural dye lab for research and teaching, a textiles testing laboratory for teaching, a historic clothing and textiles collection storage area and work spaces for managing the collection valued at more than $1M.
Athletic Training: CIP code - 51.0913

Five-year average data:

Number of Majors: Bachelors = 50.6
Number of degrees awarded: Bachelors = 20.2 (exceeds KBOR minima)
Recommendation: Continue

1. Mission, Centrality, Uniqueness

Program Mission: To discover, disseminate, and apply knowledge to promote health and provide care through improved: food, behaviors, nutritional status, and physical capacity. Program Vision: To enhance the well-being of people by promoting informed food choices, optimal nutrition and physical fitness. Overall goals: To enhance our expertise in: Athletic Training; childhood nutrition and obesity; Dietetics and food service management; lifestyle behaviors and public health; nutrition education; sensory analysis and consumer behavior. The department provides international experiences to enhance the learning outcomes pertinent to meeting department goals. These programs tightly align with the land-grant mission and vision of Kansas State University. In addition to healthcare, our graduates work within the Extension system in Kansas and other states. Moreover, we train health scientists who serve in the public health sectors, and/or generate research that benefits society. The degrees within our department are very unique to the state of Kansas. The new MS in Athletic Training is one of a handful of programs in the state, as only the University of Kansas offers a similar program.

2. Strengths, productivity, and qualifications of faculty

Four of five Faculty hold a doctorate terminal degree and all five faculty are credentialed and State Licensed Athletic Trainers through the Kansas State Board of Healing Arts. Faculty currently teach undergraduate courses. The average size of classes in the undergraduate courses in Athletic Training is 50 students. The accredited Athletic Training Courses have an average class size of 18 students (5-yr average). Our research faculty regularly submit to and/or secure funding from the following sources: The National Institutes of Health (NIH), Department of Defense, national on-profit Organizations, state government, and private industry. Our faculty publish one to three publications per year and have been invited to present on their research at State, Regional, National, and International conferences. The Fit Nation Research project PI is an Athletic Training Faculty Member. This program was developed to support Soldier Readiness and Resiliency at Fort Riley. Athletic Training faculty serve on the Kansas State High School Activities Association Sports Medicine Advisory Council. This committee provides recommendations for health and safety for athletes for all member schools across Kansas. Faculty also serve on Executive board positions within national organizations, have received service awards, Academic Awards, K-State Assessment Award, and recognition of service and excellence from the US Army.

3. Quality of curricula and impact on students

The average ACT Score for Athletic Training Students is 24 and the Junior/ Senior enrollment average is 50.6 students (5-yr average) with a 5-year average of 20.8 degrees granted. The Athletic Training Program does not have any subspecialties. A number of graduates from our program continue on to other graduate healthcare professional programs. Students are assessed on critical thinking, communication, knowledge, diversity, and academic and professional integrity. Students demonstrated the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems and evaluate actions; communicate effectively and respectfully, with individuals/groups, health care professionals and society; demonstrate a depth of knowledge and apply the methods of inquiry in athletic training, and they will demonstrate a breadth of knowledge across athletic training; demonstrate awareness and understanding of the ethical standards for the profession of athletic training; and demonstrate awareness and understanding of the skills necessary to live and work in a diverse world. The BS in Athletic Training program is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). The program submits annual self-study reports with an on-site comprehensive review every 10 years. The program recently completed its comprehensive accreditation review and received 10 years of accreditation through 2029. In response to the requirements by CAATE, the Athletic Training program will be transitioning to the Masters level starting in 2021. To provide a strong undergraduate pathway into this degree we have transitioned the undergraduate program to the MS in Athletic Training and Rehabilitation Sciences (approved 2019). The MS in Athletic Training program received approval in 2018 from KBOR to start in the summer of 2021. This program was developed in response to the requirement from the CAATE that all programs be at the master’s level by 2022.

4. External demand

Ninety-seven percent of graduates from the athletic training program are employed or are selected for advanced degree and healthcare professional programs, 61% employed and 36% enrolled in advanced degree programs. Common Employers for our AT graduates were high schools, rehabilitation clinics, hospitals, orthopedic clinics, military, colleges/ universities, community, government, K-12, private sector, and industry professional sports teams. Our students work within Kansas and across the country and are in high demand. The demand for athletic trainers from accredited programs is expected to increase significantly.
5. Service to discipline, university, and beyond

Four Athletic Training courses have K-State 8 General Education indicators and serve as service courses across the college. FNDH 120 and 121; FNDH 321 Medical documentation is open to all majors. FNDH 320: Care and Prevention of Athletic Injuries serves as a service requirement for students pursuing a Physical Education certificate through the College of Education. FNDH 321: Medical Documentation serves as a course for pre-health students as it meets medical terminology requirements for many programs. The Athletic Training Faculty host CPR and First Aid training and Stop the Bleed training for KSU students, faculty and staff, and regularly host continuing education opportunities for healthcare providers across Kansas such as our Athletic Training Month Seminar where we host approximately 100 Athletic Trainers and other healthcare community members seeking continuing education.

6. Cost effectiveness and program needs

The 5-year average student enrollment is 104 with 4 faculty. This is a considerable number of student credit hours generated on an annual basis, done efficiently with the four faculty members. Tuition generated more that covers salary expense of $450,750 (FY 20). Faculty have varied appointments. Faculty members teach, on average, three to five courses each academic year, while also maintaining a research focus as a significant part of their duties. Our degree programs' uniqueness is that some of the current undergraduate courses taught remain relevant to prepare students for the MS in Athletic Training and for other healthcare professional programs. These courses are delivered in multiple formats (face to face/on campus and via distance/online). The department uses its resources efficiently.
Communication Sciences and Disorders: CIP code - 51.0201

Five-year average data:

- Number of Majors: Bachelors = (jr/sr/5thYr) 86
- Number of degrees awarded: Bachelors = 38.6 (exceeds KBOR minima)
- Recommendation: Continue

1. Mission, Centrality, Uniqueness
   The mission of the B.S. in Communication Sciences and Disorders (CSD) is to educate students about the basic sciences of speech, language, and hearing and communication disorders across the lifespan. CSD students also participate in clinical observations at the K-State Speech and Hearing Center, as well as schools and medical facilities in the community. The CSD undergraduate professional courses provide the foundational framework for a graduate degree in Communication Sciences and Disorders, which is required to become a certified speech-language pathologist. The program’s mission and focus on training in education, clinical intervention, is in direct alignment with the mission of the college, which is “…to promote the well-being of individuals, families, and communities through research, education, and outreach.” In addition, the mission is consistent with the land grant mission of Kansas State University. Graduates across the state are engaging in improving the health and well-being of Kansans through direct clinical services.

2. Strengths, Productivity, and Qualifications of the Faculty
   Eight faculty members support the B.S. degree, five of whom hold a research or clinical doctoral degree and three who hold a masters degree in CSD. All CSD faculty members are licensed to practice in Kansas and nationally certified. The scope of practice in CSD is very diverse and American Speech and Hearing Association (ASHA) accreditation standards require that all areas of communication and swallowing disorders be addressed across the lifespan. The academic and clinical expertise of the CSD faculty provides the necessary depth and breadth to meet the knowledge and skill requirements specified by accreditation standards for the program and ASHA certification standards for graduates. The typical undergraduate CSD course has 40-45 students who are majoring in CSD. Three of the faculty members have research appointments and they continue to publish and present at state and national conferences. All faculty members participate in clinical activities provided to the public at the K-State Speech and Hearing Center. One tenured faculty member received the distinction of an ASHA Fellow.

3. Quality of Curriculum and Impact on Students
   The curriculum is determined by the accreditation and certification standards. The profession of speech-language pathology is a highly sought-after occupation and therefore the acceptance to a graduate program is very competitive. The undergraduate program requires a minimum of a 3.0 GPA for enrollment in professional coursework. Enrollment in the baccalaureate program has increased 9.4% over the last 3 years, with a 5-year average of 146 students in the degree program. In order to enhance the undergraduate experience, CSD students participate in clinical observations at the K-State Speech and Hearing Center as well as schools and medical facilities in the community. Students have an average ACT of 24.2 and the typical GPA of graduating seniors is 3.5 or higher. The average number of juniors and seniors is 52.6 and an average of 36 students graduate each year.
   Assessment of the undergraduate program takes place in a number of different ways. First, the program conducts weekly faculty meetings and consistent agenda items routinely include academic and clinical issues related to student education. Secondly, the program has a yearly retreat with a major topic area focusing on curriculum in order to meet accreditation standards and student educational needs. Third, in addition to TEVALs the students are asked to rate their acquisition of specific knowledge and critical thinking skills. Fourth, the program submits an annual accreditation report. Fifth, every 8 years the program undergoes a site visit for the purpose of accreditation (renewal visit 2025). All feedback obtained from accreditation (annual report and site visit report) is shared with the faculty and necessary changes are implemented throughout the program.

4. External Demand
   Undergraduate students pursue this degree for the purpose of entering graduate school in order to become a certified speech-language pathologist. Across the country there is a shortage of certified speech-language pathologist and, therefore, great demand. There are typically 135-155 undergraduate students in the CSD major and approximately 75-85% are accepted into a graduate program.

5. Service to the Discipline, the University, and Beyond
   The K-State Speech-Hearing Center provides approximately 3,600 clinical sessions throughout the year. The Center is necessary because graduate students must obtain 400 clinical clock hours providing diagnostic and therapeutic services in order to qualify for certification. Services are provided to K-State students, faculty, staff, and individuals in the community. This provides the undergraduate students with a rich opportunity to observe individuals with communication disorders. CSD courses do not participate in K-State 8, the general education program.
6. Cost Effectiveness

The BS program generated 1,439 student credit hours in AY 2020, earning over $400,000 in tuition revenue. In addition, the doctoral program (as part of the PhD in Human Ecology) generated another $260,000 in tuition revenue. The department is cost effective. The program works hard to maintain a healthy number of undergraduate students in the major. In addition, the K-State Speech and Hearing Center is a fee-for-service clinic. The monies received by the Speech and Hearing Center are used to purchase clinical supplies, equipment, and contribute to faculty salaries to offer a high-quality degree.
Counseling and Student Development - Graduate programs: CIP code - 13.1101

Five-year average data:
- Number of Majors: Masters = 94, Doctorate = 45
- Number of degrees awarded: Masters = 39.6, Doctorate = 3 (both exceed KBOR minima)
- Recommendation: Continue All

1. Mission, Centrality, Uniqueness

SECSA is comprised of four program areas: academic advising, counseling, special education, and student affairs. Following are the programs by area: Graduate Certificate and M.S. in Academic Advising; M.S. in Counseling & Student Development (School Counseling & College Student Development); Ph.D. in Counseling & Student Development (options: Counselor Education & Supervision, Leadership in Academic Advising, Student Affairs in Higher Education); M.S. and Ed.D. in Special Education; and Graduate Certificate in Autism Spectrum Disorder. and universities in Kansas and beyond. SECSA currently offers one of three master’s programs in School Counseling and the only Ph.D. program in Counselor Education in Kansas accredited by CACREP.

The M.S. in School Counseling is a highly successful program evidenced by the employment rate of graduates (most prior to graduation), students and alumni serving in professional counseling organization leadership positions, faculty serving in state and national counseling organization leadership positions, students and alumni honored with state and district Outstanding Counselor of the Year awards, and multiple faculty presented with Outstanding Counselor of the Year, Hall of Fame, and Outstanding Leadership Awards. KSU alumni are counselor leaders and consistently award recipients.

The Ph.D. in Student Affairs in Higher Education program is designed for educators, administrators, direct service providers, and leaders who seek to enhance their knowledge and professional skills to assume positions in institutions of higher education or in education-related agencies. Through its graduate programs, SECSA prepares educational professionals who work in school districts, colleges, All programs contribute to the development of highly educated professionals who make positive contributions to Kansas, the region, the nation, and/or the world. The Ph.D. in Counselor Education and Supervision is accredited by CACREP. The Ph.D. program prepares graduates for professional leadership roles in counselor education, supervision, advanced counseling practice, and research. The doctoral program is designed for those who aspire to careers in counselor education at colleges and universities; teaching, counseling, and supervision at community colleges; director of counseling programs in P-12 programs; consultation to community agencies, business/industry, and/or state departments; counseling and supervisory positions in student development; and/or, mental health private practice counseling. Graduates will complete the program with the coursework to apply for a professional counseling license with the Behavioral Sciences Regulatory Board.

2. Strengths, Productivity, and Qualifications of the Faculty

Exemplary teaching is integral to the mission of SECSA and the College of Education. Faculty members have made quality teaching a high priority at the both the undergraduate and graduate levels. Faculty use various technologies to teach courses and Canvas and Zoom are used extensively. The class size ranges from approximately 5 to 28 for graduate courses offered through SECSA. Faculty in SECSA hold rank at Professor (4), Associate Professor (8), Assistant Professor (4), and Instructor (2). In addition, adjunct faculty have been hired to teach courses in their areas of expertise. Recently, five campus professionals were granted courtesy appointments in SECSA. In addition, 16 faculty have Graduate Faculty status (11 in Counseling & Student Development and 5 in Special Education), and 9 have Associate Graduate Faculty status.

Graduate faculty are involved in a variety of research and scholarly activities related to their areas of expertise. Since 2015, their collective work included 123 articles, 172 presentations, 3 books, and 25 book chapters. Also, faculty served on more than 30 editorial review boards of scholarly publications; examples of professional journals. In addition, six faculty members reviewed program proposals for professional conferences. Faculty members have been recognized by peers for their accomplishments and contributions; faculty awards.

The Unit Assessment System is designed to collect data, analyze findings, and make judgments about candidate, program, and unit performance and operations. Formal studies of the site supervisors and employers, a mix of elementary and secondary school principals, are asked bi-annually their perceptions and provide evaluations of the program. Separate electronic anonymous surveys are sent to program site supervisors and principals that have supervised interns to assess their perceptions and evaluations of major aspects of the program. Program faculty engage in continuous systematic program evaluation and improvement. Regular meetings are held to review and discuss how the mission, objectives and student learning outcomes are measured and mastered. As a result of the program review meetings, meaningful revisions are made to course delivery and best practices to meet the needs of students. Examples include additional skills in trauma counseling interventions, tele-counseling and supervision certification.

3. Quality of the Curriculum and Impact on Students

Enrollments in the College Student Development program have remained relatively stable over the last five years. Of 203 students who were newly admitted during that time frame, 128 (63%) enrolled in the program. The average number of students who enrolled and, thus, began the program each of those five years was 25.4 students (ranging from 23 to 33 students). Enrollment in the M.S. in School Counseling program has increased over recent years. The current enrollment is 56 an increase
from 41 in 2015. From 2016-2019, 55 students graduated with a M.S. in School Counseling. During 2019, 20 students (10 fall and 10 spring) graduated with a M.S. in School Counseling. The completion rate of students in the program was 90% with the primary reason for leaving the program was that counseling was not a good professional fit. Upon completion of the degree, graduates must pass the Praxis Professional School Counselor Exam to be licensed (by KSDE) in Kansas. One hundred percent of Kansas State graduates have passed the Praxis Licensure Exam and to the best of our knowledge, 100% of the M.S. in School Counseling graduates are employed in school counseling or counseling related positions. Enrollments in the Ph.D. in Student Affairs in Higher Education program have remained relatively stable; over the last five years. Out of 20 students who were newly admitted during that time frame, 19 (95%) enrolled in the program. The average number of students who initially enrolled, and thus, began the program each of those five years was 3.6 students (ranging from 1 to 6 students).

Enrollment in the Ph.D. program has significantly increased. There are currently 26 active students (not counting five completed candidates), our highest enrollment since the beginning of the program. During 2017-19, five candidates graduated who are now employed in the counseling field (counseling and/or counselor education). The number will be much greater in the next few years as students successfully progress through their coursework and candidacy. Due to the shortage of counselor educators, several candidates have been hired as counselor educators prior to completion of their dissertation.

Student learning outcomes in the program are assessed by program faculty with the use of rubric forms that they complete after the student’s doctoral preliminary examination and after the student’s doctoral dissertation defense. One faculty member collects the rubrics, inputs the data into a database, and reviews the data. When the results are reviewed, the program faculty are sent copies of the results along with copies of the student learning outcomes. They are asked, via email, to provide initial reactions and recommendations based on the results. Shortly thereafter, they meet to consider revising the student learning outcomes and to consider new ways to improve student learning. During the most recent review (Spring 2020), the program faculty were pleased to see evidence that most students achieve a proficient/pass or distinguished/pass on most of the student learning outcomes.

KSU alumni are counselor leaders and consistently award recipients. During 2019-2020, 14 regional and national conference presentation proposals submitted by Ph.D. students were accepted by professional counseling organizations.

4. External Demand

Most students in the College Student Development program gain employment in entry-level administrative positions in student affairs offices within higher education. These offices include those such as Admissions, New Student Services, Housing, and Career Services. Kansas has a need for 1,200 additional counselors to meet the ASCA recommended ratio of 1:250. However, to meet the 1:250 goal, counselor educators must graduate license-ready counselors. Kansas counselor education programs have been challenged to prepare more counselors to meet the critical shortage of school and mental health counselors in Kansas.

Most students in the Ph.D. in Student Affairs in Higher Education program are already employed in full-time student affairs administrative positions in higher education, while a smaller number find employment in faculty roles within higher education. The need for school counselors, mental health, and counselor educators is closely correlated and there is a severe shortage of each. The severe shortage of counselor educators, specifically with school counseling experience is partially due to the demographic of counselor educators and retirements.

5. Service Provided to the Discipline, the University, and Beyond – Plans to Advance the Degree

Both faculty and students in the program are actively involved in leadership roles within various professional associations such as NACADA (The Global Community for Academic Advising), ASHE (Association for the Study of Higher Education), NASPA (National Association of Student Personnel Administrators), N4A (National Association of Collegiate Directors of Athletics), and UMR-ACUHO (Upper Midwest Region – Association of College and University Housing Officers). Moreover, since 2011, the three core faculty in the programs have collectively delivered 81 presentations at professional conferences and have published 46 scholarly print publications. Faculty serve the state through service on committees, state task forces, licensure committees, and accreditation review teams. Examples of college and university service include: University Faculty Senate, University Athletic Advisory Committee, IED Task Force, College of Education (COE) standing committees of Academic, Faculty, and Student Affairs, COE search committees COE Faculty Affairs Committee, Quantitative Research Committee, Faculty Salary and Benefits Committee, Graduate Council, and Scholarly Communication Task Force.

Counseling faculty are professionally active and elected to leadership positions in professional counseling organizations as specified above. For the past six years the School Counseling Program in collaboration with the KSDE and Kansas School Counselor Association, hosted a summer camp (conference) with an attendance of approximately 350 counselors from across Kansas. Feedback on the camp is consistently excellent. Counselors express their appreciation to KSU providing an outstanding professional development opportunity for school counselors. The camp also provides a great marketing opportunity for Kansas State.

6. Cost Effectiveness

The department is highly cost effective. The graduate programs in the department generated 4,440 student credit hours in AY 2020, generating over $1.8M of tuition revenue. For the entire department, 10,000 student credit hours were generated in AY 2020, which resulted in gross tuition and fees of $4.9M, compared to $1.5M in salaries and benefits. Counseling faculty also teach in other programs in the department.
Curriculum & Instruction – Undergraduate Programs

Elementary Education: CIP code - 13.1202
Secondary Education and Teaching: CIP code - 13.1205

Five-year average data:
- Number of Majors: Bachelors = 534.6
- Number of degrees awarded: Bachelors = 159.8 (exceeds KBOR minima)
- Recommendation: Continue All

Degrees

**B.S. in Education**


**B.S. in Educational Studies CIP 13.0101**

1. **Mission, Centrality, Uniqueness**

The department of Curriculum and Instruction is the largest unit in the College of Education and serves as the administrative center for all of teacher education at Kansas State University. Kansas State University is the largest teacher preparation provider in the state of Kansas, and we offer a Bachelor of Science degree with sub programs leading to recommendations for Kansas P-12 teaching licensure in elementary education and major secondary school teaching fields. Individual licensure bearing programs are fully accredited by the Kansas State Department of Education (KSDE). This accreditation is due for review and renewal during the 2021-2022 academic year. Unit level accreditation was last conferred by the National Council for Accreditation of Teacher Education (NCATE) in 2016. The next site visit will be conducted by the Council for Accreditation of Educator Preparation (CAEP) in the spring of 2023. The Office of Field Experiences, a unit with the Department of Curriculum and Instruction, supports degrees from other units leading to P-12 licensure in agriculture, music, early childhood, and family and consumer sciences education.

In addition to the undergraduate degree leading to P-12 teaching licensure, the Department of Curriculum and Instruction recently received approval to begin offering a Bachelor of Science degree in Educational Studies. This degree is not governed by state or national accrediting bodies and is suitable for students interested in applying the knowledge and skills of professional education in non-teaching contexts.

The vision of the Department of Curriculum and Instruction undergraduate programs supports and expands that of the College of Education, i.e., *to prepare its students to be knowledgeable, ethical, caring decision makers for a diverse and changing world*. This vision is fulfilled by our mission through: (1) the delivery of exemplary instruction to students at the undergraduate and graduate levels; (2) production, interpretation, and dissemination of sound and useful research and scholarship; (3) leadership, collaboration, and service within the profession; (4) and promotion, understanding, and celebration of diversity.

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

As a department charged with the preparation of P-12 educators, it is essential for faculty in the Department of Curriculum and Instruction to possess a blend of traditional academic credentials as well as the unique skill sets of classroom teachers. Our department includes tenure-track faculty with terminal degrees at the ranks of assistant professor (5), associate professor (9), and full professor (6). The department also relies on instructors and professors of practice with recent P-12 teaching experience. Collectively, our community of faculty bring over 1200 years of P-12 teaching experience, a metric that we believe is critically important in establishing and maintaining the credibility of quality teacher preparation programs. Four of our current faculty members have earned National Board Certification as classroom teachers, the highest practitioner recognition currently available.

Faculty have rigorous annual performance reviews with tenure-track faculty undergoing peer review to ensure adherence to the standard of excellence within the Department. Standardized teaching evaluations are required for all graduate faculty to administer to their graduate classes. The majority of faculty maintain graduate course evaluation scores ranging from 4.0 to 5.0 (on a 1.0 to 5.0 scale).

Department graduate faculty are recognized for their research, teaching, and scholarship. This is evidenced through awards from AERA for scholarship; the College’s Excellence in Graduate Teaching Award, Excellence in Research Award, and Excellence in Service Award; and other national, international, and university recognitions. There is extensive authorship of books, encyclopedia entries, reviews, and more. Several of our faculty have national and international reputations. Faculty present regularly at peer-reviewed state, national, and international conferences as well as chair sessions at the same. Total Curriculum and Instruction faculty grant activity resulted in over $20,000,000.00 from 2014 through early 2020. Faculty participate in service activities at the local, regional, state, and national levels. Many provide professional development for schools in Kansas. They
serve in leadership positions in regional, state, and national professional organizations. The Rural Education Center was revitalized to serve rural Kansas communities. All graduate faculty are well versed in teaching online and integrate instructional technology effectively. They engage in professional development opportunities to continuously improve their online strategies and integration. Face-to-face course offerings integrate instructional technology.

3. **Quality of Curriculum and Impact on Students**
   Impact on students is evaluated through key metrics within the program as well as completer and employer surveys administered by the Office of Educational Innovation and Evaluation. Additionally, representative completers participate in three-year cycles of focused group interviews exploring their own impact on their students in P-12 settings. Five-year averages for the B.S. in Education are as follows: ACT Scores—24, Number junior/senior majors—522, Number of graduates—363, Faculty with terminal degrees—22.

4. **External Demand**
   The need for well-prepared P-12 teachers in Kansas and in the nation has never been greater. While certain areas (e.g., STEM fields, special education) have always suffered from shortages of qualified candidates, today a number of economic, societal, and professional factors have contributed to a pressing need for teachers at all grade levels and all academic content fields. Graduates of our programs are in high demand, and nothing suggests that demand will decrease in the future.

5. **The service to the discipline, the university, and beyond**
   The faculty in the Department of Curriculum and Instruction are consistently sought out for their expertise, both as presenters at national and international conferences, but also as presenters and consultants by school districts within Kansas and nationally.

6. **Cost Effectiveness and program needs**
   The B.S. in Education is convenient, cost effective, and efficient. Each of the licensure tracks is fully accredited and does not exceed 120 course hours. Additionally, it is possible with careful planning to transfer up to 60 hours of community college credits, making our pathways to P-12 teacher licensure financially attractive given the earning power of those degrees in the marketplace. Curriculum & Instruction is the most productive department in the College of Education. The department generated 23,031 student credit hours, earning $10.6M in tuition and fees compared to $3.1M in salaries and benefits.
Curriculum and Instruction: Graduate programs
MS and Doctorate - CIP code = 13.0301
Master of Art in Teaching = 13.1202

Five-year average data:

- Number of Majors: Master of Science = 74, Master of Arts in Teaching = 110, Doctorate = 77.4
- Number of degrees awarded: Master of Science = 34.4, Master of Arts in Teaching = 96.8, Doctorate = 11.6
- Recommendation: Continue All

1. Mission, Centrality, Uniqueness

The vision of the Department of Curriculum and Instruction (C&I) masters’ programs supports and expands that of the College of Education, i.e., to prepare its students to be knowledgeable, ethical, caring decision makers for a diverse and changing world. This vision is fulfilled by our mission through: (1) the delivery of exemplary instruction to students at the undergraduate and graduate levels; (2) production, interpretation, and dissemination of sound and useful research and scholarship; (3) leadership, collaboration, and service within the profession; (4) and promotion, understanding, and celebration of diversity.

The revitalized and renamed Rural Education Center (REC) received $900,000 across three grants this year. Of this, the $451,480 grant was the largest in the REC’s history. Further, REC developed partnerships with 85 districts, 12 schools, community colleges, and universities across Kansas, nationally, and internationally. They are unique in their flexibility as well as their emphasis on issues of educational diversity and equity and ensuring students develop areas of expertise specific to their interests and/or teaching assignment.

2. Strengths, Productivity, and Qualifications of Faculty

Faculty in the Department of C&I all have the highest terminal degrees. There are 20 full-time tenured (9 Associate; 6 Full) or tenure-track (5) faculty members. In addition, there are five (5) non-tenure track Assistant Professors in Curriculum and Instruction, all with terminal degrees; eight (8) graduate faculty courtesy appointments from other departments with terminal degrees with interdisciplinary and administrative representation. Faculty have rigorous annual performance reviews with tenure-track faculty undergoing peer review to ensure adherence to the standard of excellence within the Department. Grant work is integral to faculty work. The revitalized and renamed Rural Education Center (REC) received $900,000 across three grants this year. Of this, the $451,480 grant was the largest in the REC’s history. Further, REC developed partnerships with 85 districts, which includes the Rural Professional Development network; they are creating a Rural Student Leadership Program. Other examples are CIMA grants from Saudi Arabia--$324,000,000 (2018-2019) and Ecuador ($6,075,771). Department graduate faculty are recognized for their research, teaching, and scholarship. This is evidenced through awards from AERA for scholarship; the College’s Excellence in Graduate Teaching Award, Excellence in Research Award, and Excellence in Service Award; and other national, international, and university recognitions. There is extensive authorship of books, encyclopedia entries, reviews, and more. Several of our faculty have national and international reputations. Faculty present regularly at peer-reviewed state, national, and international conferences as well as chair sessions at the same.

3. Quality Curriculum and Impact on Students
Our masters’ level advanced licensure programs are NCATE accredited, now governed by CAEP. The M.S. has ten areas of emphasis. Educational Technology, Learning Skills/School Improvement, and World Modern Languages areas of emphasis have undergone enhancements and been updated since the last reporting period. The Reading Specialist Endorsement and English as a Second Language emphases require students to be licensed teachers for enrollment. The M.A.T. offers an Elementary track. In 2018, the M.A.T. offered the secondary content areas of Social Studies and Modern Languages. There also is an international, non-licensure track. The Secondary track expanded to include Agriculture Education and English/Language Arts, with plans to add Mathematics next year. Major professors conduct and document an Annual Progress Review (APR) with their advisees to ensure progress toward degree completion. Graduate faculty voted to eliminate and no longer require the GRE February 2018 because it is not indicative of success in the programs and the cultural and linguistic biases inherent in the test. Major professors conduct and document an Annual Progress Review with each of their doctoral advisees to ensure progress toward degree completion. The first Ed.D. cohort will complete their degree programs Summer 2021. The doctoral Student Learning Outcomes (SLOs) were revised January 2018 to align with the new CAEP standards. In concert with the revised SLOs, a new Qualtrics program completion survey assessment was designed and completed by the major professor, which integrates supervisory committee feedback, following the final defense. This transition necessitated a gap in data collection. One metric of a quality curriculum and its impact on students is through their employment. Data from the Career Center for reporting graduates indicated 100% employment for 2011-2016, 90% employment for 2016-2017, and 86% employment for 2018-2019.

4. External Demand

According to Career Center data, for 2015-2016, 93% of reporting M.S. graduates were employed; 2016-2017, 97% of M.A.T. and 88% of M.S.; 2017-2018, 88% of M.S. and 98% of M.A.T.; 2018-2019, 100% of M.S. and 98% of M.A.T. graduates were employed. The five-year license renewal requirement for teachers in Kansas creates an ongoing need for graduate courses in C&I. Demand is constant for graduates of the M.S. and M.A.T. degree programs, due in large part to our stellar reputation. Graduates often move into teacher education faculty positions or positions of leadership in school districts. There is a shortage of teacher education candidates for many academic fields, rural areas, and our graduates fill these positions. Similarly, there is ongoing need to staff central office leadership positions in school districts and our graduates often move into those positions. While the majority remain in Kansas, graduates are in international locations, Texas, Georgia, Missouri, Oklahoma, and states across the nation. Importantly, the highly successful and in-demand M.A.T. program provides a pathway to teaching through a rigorous, high quality program in a timely manner. Demand continues and increases for the M.A.T. as indicated by enrollment trends. There is ongoing demand for graduates of the Ph.D. and Ed.D. degree programs. Ph.D. Graduates often move into teacher education faculty positions or positions of leadership in school districts. There is an ongoing need to staff central office leadership positions in school districts; our Ed.D. program addresses this need as many of the students are employed in school districts. Our graduates are employed in higher education institutions as faculty, department heads, deans in Kansas, California, Illinois, Missouri, Alaska, states across the nation, and internationally. Others are employed as technology specialists in industry, curriculum directors, or consultants, etc. Employment is one metric of program quality and success.

5. Service the graduate program provides to the Discipline, the University, and Beyond

Although faculty in the Department of Curriculum and Instruction provide service to the public and the profession, their most notable service and leadership is to the educational profession within the State of Kansas. Our M.S. degree program is flexible, offered at times and through delivery mechanisms convenient to educational professionals who are employed full-time, and of high quality as measured by the quality of students and assessment data. The M.A.T. program meets a need in Kansas, the nation, and internationally. Our programs are promoted, for example, via search engine optimization, participation in national and international recruiting fairs, promotion of programs and recruiting by faculty at national and international conferences, and K-State Global Campus promotional materials at conferences. Many provide professional development for schools in Kansas. They serve in leadership positions in regional, state, and national professional organizations. The Rural Education Center was revitalized to serve rural Kansas communities.

6. Cost Effectiveness

Curriculum & Instruction is the most productive department in the College of Education. The department generated 23,031 student credit hours, earning $10.6M in tuition and fees compared to $3.1M in salaries and benefits. The M.A.T. one-year cohort model ensures reliable and consistent course offerings and programming. Revisions and improvements to the overall graduate course programming have improved time to degree completion for M.S. students overall. The doctoral programs in the Department of Curriculum and Instruction are efficient and cost effective. Improvements in regular and predictable course offerings have enhanced time to degree completion. The new influx and increasing demand for the three-year online Ed.D. program has strengthened the cost effectiveness. Many Ed.D. students are offered assistantships to mentor the Master of Arts in Teaching students online. This is an attractive incentive and supports cost effectiveness overall in the Department graduate programs. Total Curriculum and Instruction faculty grant activity resulted in over $20,000,000.00 from 2014 through 2020. Faculty participate in service activities at the local, regional, state, and national levels.
Dietetics – Undergraduate program: CIP code - 51.3101

Five-year average data:
- Number of Majors: Bachelors = 187.8
- Number of degrees awarded: Bachelors = 60.4 (exceeds KBOR minima)
- Recommendation: Continue

1. Mission, Centrality, Uniqueness:
   At Kansas State University, the dietetics program is housed in the Department of Food, Nutrition, Dietetics, and Health within the College of Health and Human Sciences. Undergraduate students can choose between two degree options: the Coordinated Program (CP) and the Didactic Program in Dietetics (DPD). As the only ACEND-accredited undergraduate dietetic programs within the State of Kansas, they provide access to a pathway to earning the health credential, Registered Dietitian Nutritionist (RDN). The Dietetics program exists alongside other accredited health profession programs in the college – physician assistant, athletic training, couple and family therapy, and speech therapy. The DPD is one of only 7 online didactic programs available in the United States and was the first of its kind in the nation. The CP is one of two supervised practice programs within the state and the first CP in the U.S.

2. Strengths, productivity, and qualifications of the Faculty:
   Faculty in the department of Food, Nutrition, Dietetics, and Health (FNDH) are well qualified to teach the professional coursework required for ACEND-accreditation. There are 15 faculty (12 full-time, 3 part-time); 9 faculty hold the RDN credential; 11 faculty have a PhD and 4 have MS degrees. FNDH faculty collaborate to offer classes that are used in multiple degree programs, including dietetics. Course enrollments vary from large (100+) to small (20) depending on whether it is a course taken by multiple majors or if it is a dietetics-specific course. Within the CP, the practicum courses have enrollments limited by accreditation maximum enrollment and availability of practicum sites willing to host students any given semester.
   Within FNDH, seven faculty have research appointments. Examples of research agendas include nutrition science, sensory science, food safety, management in dietetics, and health promotion and disease prevention. In addition, all faculty have service appointments with many serving on department, college, and university committees. Although many faculty provide service outside the university, two notable examples are a member currently serving as President-Elect of the Academy of Nutrition and Dietetics and several members currently serving on the Kansas Academy of Dietetics and Nutrition Board. It is not uncommon for one of our faculty to be recognized for their excellence in teaching. Most recently, a member earned the 2020 K-State Global Campus Excellence in Online Teaching Award. Many others within our department have also received college and/or university awards dedicated to outstanding teaching, advising, and/or research.

3. Quality of Curriculum and Impact on Students:
   **Coordinated Program (CP) Mission:** “The Coordinated Program in Dietetics will prepare graduates to use evidence-based practice to provide food and nutrition products and services to meet the needs of consumers as entry-level Registered Dietitian Nutritionists.”
   **Didactic Program (DPD) Mission:** “The K-State Didactic Program in Dietetics will prepare graduates for a supervised practice program leading to eligibility for the CDR credentialing exam to become a registered dietitian nutritionist (RDN). Through efficient and effective didactic education, graduates will be capable of delivering food and nutrition services for the people of Kansas and beyond.”
   Dietetics students are strong academically, as the program requires students to earn a “B or better” in all required sciences and professional courses. In addition, students must earn a “C or better” in all other degree requirements (except electives). Per accreditation, the program collects student learning outcome (SLO) data, which is submitted to both the University and our accrediting body, the Accreditation Council on Education in Nutrition and Dietetics (ACEND). ACEND outlines the SLOs. DPD students must earn a minimum score of 70% on the SLO learning activities with our stretch target set to have 80% of students earn 85% or higher. In the CP, students must achieve a minimum of 80% on the SLO learning activities with a stretch goal of 80% of students earning 85% or higher on each. ACEND’s accreditation standards are updated every 5 years, with the next update happening in 2022. The accreditation cycle is 7-years.
   Enrollment numbers for Dietetics increased over the past five years. The 20th day enrollment 5-year average is 258, ranging from 191 to the current high of 321 (Registrar’s Office). The 5-year average ACT score for degree-seeking students is 24.5. The CP includes the dietetics coursework and the required 1200 hours of supervised practice and upon graduation, providing graduates a verification statement indicating that they are eligible to take the national RDN registration exam. Over the past five years, there have been 78 CP graduates with an average of 16 students/year (2016-2020), which is comparable to the other supervised practice program in the state. The DPD is solely the coursework portion of the program and DPD graduates must complete a post-baccalaureate supervised practice program to earn exam eligibility. Over the past five years, there have been 238 DPD graduates with an average of 28 students/year (2016-2020).
4. **External Demand:**
   Dietitians work in food and nutrition management practice within hospitals, colleges and universities, and K-12 schools; they work in clinical practice in hospitals, long-term care facilities, private practice, and other out-patient settings; dietitians also work in community and public health settings such as health departments, governmental assistance programs, and retail settings. According to the U.S. Bureau of Labor Statistics (2020), the projected employment growth rate for dietitians between 2019 and 2029 is 8% which is higher than average (4%). This growth rate is largely due to the need for provision of care to prevent and treat chronic medical conditions (U.S. Bureau of Labor Statistics, 2020).

5. **Service to the discipline, the university, and beyond:**
   There are no dietetic specific courses that are general education courses and/or service courses and no consulting services provided by dietetics programs.

6. **Cost Effectiveness and Program Needs:**
   Over the past 4 years, Dietetics has generated an average of over 5,000 student credit hours (SCH) annually for Kansas State University. The Food, Nutrition, Dietetics and Health department is one of the most productive in the College of Health and Human Sciences. The department generated 10,722 student credit hours in FY 2020, earning $4.9M in tuition and fees against $1.8M in salaries and benefits. Comparing Fall 2019 SCH specific to FNDH courses taken by dietetic students to Fall 2020, there was a 17% increase in FNDH SCH production by dietetic students. Given that 15 faculty are shared across several degree programs within the department of Food, Nutrition, Dietetics, and Health, Dietetics is able to efficiently deliver two well-acclaimed accredited dietetics programs, one of which is offered both online and on-campus. Faculty are able to teach the professional courses within the dietetics curriculum within their teaching workload, with a need for adjuncts for only two courses at this time. A curriculum/efficiency review is currently underway to ensure efficiency within the department and dietetics programs. Currently no major equipment is required of students. The University provides Canvas as the learning management system and is used for both online and campus courses. Practicum sites are required to complete the Coordinated Program’s supervised practice affiliation agreement process that outlines responsibilities of each party.
Dietetics Graduate program: CIP code - 19.0501
Five-year average data:
- Number of Majors: Masters = 26
- Number of degrees awarded: Masters = 8 (exceed KBOR minima)
Recommendation: Continue

1. Mission, Centrality, Uniqueness:
The mission of the program is to discover, disseminate, and apply knowledge to promote health and provide care through improved food, behaviors, nutritional status, and physical capacity. The mission of Kansas State University is to develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The Department and its academic degrees are in-line with the university mission with several degree programs ranked in the top 25 nationally. Our students are healthcare providers in our state and beyond as Professors, Scientists, Dentists, Dietitians, Nurses, Pharmacists, Physical Therapists, Physician Assistants, Physicians, and Occupational Therapists. In addition to healthcare, our graduates work within the Extension system in Kansas and other states. Moreover, we train health scientists who serve in the public health sectors and/or generate research data that benefits society. The degrees within our department are unique to the state of Kansas. Our dietetics and nutrition undergraduate degrees are the only degrees of their kind in Kansas. At the graduate level, there is only one other university in Kansas offering similar degrees.

2. Strengths, productivity, and qualifications of the faculty
- Research/scholarship activities: All graduate faculty regularly secure an overall average of $1.8 million in research funding yearly in the past 10 years from federal and state government, non-profit organizations or private industries. In addition, each faculty member publishes 5 to 8 research articles yearly, with several faculty accomplishing more than 10 publications per year. During this review period, 8 faculty earned recognition or research grants and 3 fellows in national organizations.
- Service and Extension/outreach activities: We have 2 extension specialists who focus on mother/infant/toddler nutrition and adolescent/young adult health. We have faculty collaborating on the Fit Nation research project with Fort Riley to help train and ensure our soldiers physically and mentally ready for combat. A federally funded Center for Food Safety in Child Nutrition directed by faculty from our department and the Department of Hospitality Management impacts private, government, and non-profit foodservice sectors (e.g., school nutrition, hotel/restaurant industry, hospital food service, etc.).
- Special Awards and recognition: Our faculty have received more than 10 college and university honors and awards. Our faculty also serve executive positions within national organizations, charitable and service awards, fellow status of national associations, and leadership workshops and conferences, etc.
- Number of Approved Graduate Faculty in Program: 19 (all have terminal doctorate degrees)

3. Quality of Curricula and Impact on Students
- Quality of students in programs: In addition to university criteria for admission, our graduate programs also require a strong and focused personal statement, above a 3.0 GPA from undergraduate program, supportive professional/academic references, and a minimum score of 295 of the GRE, as well as the willingness for a graduate faculty to mentor the students.
- Enrollment trends: Enrollment has remained steady since 2015. A 5-year enrollment average is about 26.
- Provide Various Awards and Recognitions by Students: Our students have earned national awards and recognition, including being named Truman Scholars, Fulbright Scholars, university dissertation awards, national and university research awards, receiving foundation grants, and numerous college-level research and academic achievements.
- Admissions rates: 97.7%
- Graduation rates/numbers of degrees granted: average 8 MS graduates in Dietetics per year
- Overview of the assessment of the Department/Program: While the annual GPIDEA Full Reporting Year (FRY) takes a consortium-level assessment approach to the MS in Dietetics program which spans all participating universities, the results from graduate surveys and institutional assessment of assignments are positive. Since assessment methods are determined as a consortium, versus institutional-level, there are no planned updates to be made with the exception of ensuring graduate faculty have the opportunity to review annual FRY reports prepared by the consortium. Please find this detailed in the student learning report.

4. External demand
- Types of Employers: usually academia, government, or industry
- Types of positions: RDs or RDNs are in high demand by a wide variety of positions including health care, business and industry/public health, education, research, government agencies and private practice.
Areas of the Country Employed: in the US where employed in the areas of Hospitals, clinics or other health-care facilities, Sports nutrition and corporate wellness programs, Food and nutrition-related business and industries, Community and public health settings, Universities and medical centers, and research labs.

External indicators: societal demands, evaluation of program by alumni: generally speaking, positive feedback, and acknowledgment by donation and support.

5. Service to the Graduate Program Provides to the Discipline, the University and Beyond

Our faculty provide consulting, services, and resources to constituents such as NIH study section, USDA review panel, editorial board, conferences, clinics, professional development, workshops for the food industry, etc. The service courses provided for faculty and staff development includes lab safety, data security, CPR and First Aid training, host food safety workshops, webinars and lectures for Continuing Education credit for respective healthcare certifications.

6. Cost effectiveness

The department generated 625 masters level student credit hours in AY 2020. In total, the department generated 10,722 student credit hours in FY 2020, earning $4.9M in tuition and fees against $1.8M in salaries and benefits. This level of contribution, along with the tuition earned from the undergraduate programs, more than supports the faculty in Dietetics. This also demonstrates the efficiencies gained across undergraduate and graduate programs. Faculty have varied appointments, and some assignments are heavily weighted to teaching with others toward research or Extension. This model uses faculty time for instruction more effectively. The uniqueness of our degree programs is that several of the fundamental courses taught are required across programs and delivery formats (face-to-face/on campus and via distance/online).
Early Childhood Education: CIP code - 19.0706

Five-year average data:
- Number of Majors: Bachelors = 34.6
- Number of degrees awarded: Bachelors = 12.2 (exceeds KBOR minima)

Recommendation: Continue

1. Mission, centrality, uniqueness
   The pre-service program in the department of applied human sciences blends early childhood education and special education content knowledge and pedagogy into one program. Students gain teaching experience in home-based, center-based, and school-based settings with children from birth through kindergarten-age, including children with disabilities. Supervised, clinical internships working with families, infants, toddlers, preschoolers, kindergartners, and student teaching are an integral part of the preservice licensure program. Upon full completion of degree requirements students are eligible to apply for a Kansas teaching license in early childhood unified (birth through kindergarten). K-State is the only KBOR institution offering a baccalaureate program leading to teacher licensure in early childhood unified (birth through kindergarten). The program’s mission and focus on training in education, clinical intervention, and outreach is in direct alignment with the mission of the college, which is “…to promote the well-being of individuals, families, and communities through research, education, and outreach.” In addition, the mission is consistent with the land grant mission of Kansas State University. Graduates across the state are engaging in improving the health and well-being of Kansans through teaching, training, and direct clinical services.

2. Strengths, productivity, qualifications of faculty
   Seven faculty members support the early childhood education baccalaureate degree program, 3 hold a doctoral degree and 4 hold teacher licensure in KS. Small class sizes allow effective mentoring to students and participation in multiple practicum experiences with children in classroom settings. Research efforts focus on childcare quality, teacher education, children’s play, and social development, many within the laboratory school on campus and collaborations with faculty across the state and country. The program is offered on-campus and via distance using synchronous technologies such as Zoom and was given a #1 national rank by Best Online colleges for ECE 2019.

3. Quality of curriculum and impact on students
   As a pre-service teacher education program, the program is guided by the professional standards of the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC) as well as the National Council for the Accreditation of Teacher Education (NCATE). Also, we adhere to the Kansas State Department of Education (KSDE) professional and content standards for early childhood education teacher preparation programs. The preservice teacher education program is approved by the State of Kansas and accredited by NCATE. Enrollment in the program increased 4% over the past 5 years. To complete the degree and advance in the professional program, students must earn full admission into the teacher education program. Admission criteria include: an ACT score of 21 or higher (average =22.2), a professional studies grade point average of at least 2.75, an overall grade point average of at least 2.75, and a grade of C or higher in five core courses. An average of 25 students matriculated each year; number of admits increased from 65 to 90/year; average 5-year junior/senior head count is 20.4; average enrollment is 56. Graduates enjoy a 100% pass rate on the Interdisciplinary early childhood education content exam required for teacher licensure. 5-year average graduation rate is 12 (range is 11 to 14/year). SCH in ECED increased in 2017 and 2018 declined slightly in 2019 and 2020. Enrollment declined in 2016 and 2017 but steadily increased in the past 3 years with a change in recruitment strategies to reach high school students and working adults. The demand for high quality care and education is projected to increase and we anticipate increased enrollments to meet this demand.

   One hundred percent of the students have met each of the student learning objectives by performing at 80% or higher in their work. There is a 100% pass rate on the licensure exam, too. Revisions to the curriculum occur on a regular basis through faculty discussions to ensure that students are best prepared with the knowledge and skills required for teachers of young children, including children with delays and disabilities. These curriculum decisions are driven by data from individual courses and performance assessments as well as national exam scores.

4. External demand
   Graduates work with children birth through kindergarten as teachers in public schools, private and not-for-profit childcare programs, and military or corporate early education programs. Additional career opportunities exist as education specialists, administrators, and coordinators of parent education and volunteer programs in social service agencies, Head Start, and other community-based childcare programs. As a high need career field, early childhood education/unified licensure students are eligible for loan deferment programs and TEACH grants for teachers. The U.S. Department of Labor, Bureau of Labor Statistics reported “employment of preschool teachers is projected to grow 7% from 2018 to 2028, faster than the average for all occupations. Growth is expected due to a continued focus on the importance of early childhood education” (BLSa, 2020). Similarly, projected growth of preschool and childcare center directors is 7% from 2018 to 2028 (BLSb, 2020). Our program
leads to special education licensure for pre-kindergarten age children. Projected growth is lower, but still a growth profession at 3% from 2018 to 2028, which is about as fast as the average for all occupations (BLSc, 2019).

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

   ECE offers several courses that contribute to the K-State 8 general education program, one of which serves other majors. The early childhood education unit provides two minors for students interested in enhancing their expertise in their major field of study with early childhood education knowledge and skills. The pre-kindergarten minor is designed for students enrolled in the elementary education major and the children in group settings minor is designed for family services professionals. After graduation, students are eligible for licensure in early childhood unified, birth through kindergarten, by KSDE. Because early childhood education unified is considered a high need field, graduates are in high demand. Kansas and nearby State school districts are enthusiastic to retain and promote program graduates, and those with less teaching experience quickly obtain their first teaching positions. Faculty in the early childhood education program serve on university as well as departmental committees and are engaged in providing professional development to teachers and childcare providers across the state and nation. Furthermore, faculty serve on boards and in leadership positions in professional and community agencies serving children and families.

6. **Cost effectiveness and program needs**

   Through tuition and fees, the early childhood education unit generates student credit hours necessary to pay for faculty teaching the courses and staff supporting the program. As part of a larger department, other programs within the department cover any deficits and any surplus is used to support the other programs within the department. However, the cost to run the laboratory school, which is a critical element in the curriculum has exceeded the income generated by children’s tuition. Additional funds are needed to maintain the laboratory school building, classrooms, and teaching staff. Faculty continually examine ways to create efficiencies to minimize the cost of services yet generate income to support the facility and some aspects of the ECE academic program. Regular mentoring and observation of students are essential components of nearly every upper-level course demanding many additional hours by the faculty member in the children’s classrooms beyond the lecture in college classrooms. The laboratory school relies on student employees to support the instructors in the children’s classrooms allowing faculty to allow this mentoring and skill development to occur. This infrastructure is essential to produce a high-quality degree. With changes in Kansas State Department of Education licensure, we anticipate greater enrollment in our courses.
Educational Leadership: CIP code - 13.0401

Five-year average data:
- Number of Majors: Masters = 89.8, Doctorate = 45.8
- Number of degrees awarded: Masters = 33.8, Doctorate = 4.6 (both exceed KBOR minima)
- Recommendation: Continue All

1. Mission, Centrality, and Uniqueness

The Doctor of Education (Ed.D.) degree in Educational Leadership (P-12) is committed to serving the rapidly changing needs of educational leaders by translating research into practice, production and dissemination of professional scholarship, analysis and interpretation of educational policy and practice, providing professional development to school personnel, and explicating and fostering the evolution of administration to new models of leadership for learning. The Ed.D. degree in educational leadership at KSU is one of only three doctoral programs in P-12 leadership among the Kansas regent institutions. It is unique in its focus on practitioner preparation aimed first at the State of Kansas, a focus that is consistent with KSU’s mission as the nation’s first land grant university.

The Master of Science (M.S.) degree in Educational Leadership (P-12) is committed to serving the rapidly changing needs of educational leaders by translating research into practice, production and dissemination of professional scholarship, analysis and interpretation of educational policy and practice, providing professional development to school personnel, and explicating and fostering the evolution of administration to new models of leadership for learning. The M.S. degree in educational leadership at KSU is unique through its Leadership Academy model which prepares school leaders on site in formal partnership with local school districts. These degrees and delivery are consistent with KSU’s mission as the nation’s first land grant university and because these programs prepare large numbers of school leaders for Kansas and beyond.

2. Strengths, Productivity, and Qualifications of the Faculty

Faculty in all programs in Educational Leadership possess the Ph.D. or Ed.D. and are experienced leader practitioners who have served as teachers, principals, superintendents, professors, and more. Current faculty hold rank at Professor (3), Associate Professor (3), and Assistant Professor (2). Full-time faculty totals 7.2 FTE (five-year average). Ed.D./Ph.D. class sizes range from 6-25 headcount and M.S. class sizes range from 12-30 headcount, plus independent study courses by arrangement. Faculty in all programs in the Department of Educational Leadership undergo rigorous performance assessment. Teaching is the hallmark of departmental masters and doctoral programs, with faculty annually evaluated using TEVAL (with results hovering around the 90th percentile score) and supplementary qualitative data (e.g., course syllabi and student work samples. The College of Education (COE) conducts annual surveys of graduates to assess perceptions of the quality and professional relevance of their learning experiences. Faculty have received multiple teaching honors including the Wakonse Teaching Fellows Award, the COE’s Outstanding Graduate Teaching Award, and other recognitions such as the Emerging Scholar Award (Eastern AERA), Outstanding Mentor Award (AERA), Mid-Career Scholar of Color Award (AERA) and more. An annual report by the COE entitled Faculty Profile details faculty scholarly productivity, teaching activities, innovative uses of technology and more.

Faculty scholarship and honors are very high, with national and/or international reputations: since the last regent review faculty have published 15 books, 21 book chapters, and 58 scholarly articles, as well as serving as editors or on scholarly review boards, including the Journal of Education Finance, Journal of Educational Research, Journal of Research in Rural Education, and more. Faculty have received many merit awards including the Skeen Endowed Professorship, Lifetime Achievement Award from the National Education Finance Academy (NEFA), Distinguished Research Fellow (NEFA), the Stanley A. Brzezinski Memorial Rural Education Research Award from the National Rural Education Association, and more.

3. Quality of Curriculum and Impact on Students

Applicants to the M.S. program must meet minimum program requirements (3.2 undergraduate/3.0 graduate GPA) and demonstrate (1) relevant experience as a teacher leader (via a department-developed Admission Standards Self-Survey) and (2) evidence of effective teaching and teacher leadership (via two letters of recommendation). Applicants to the Ed.D. program must meet minimum program requirements (3.2 undergraduate/3.0 graduate GPA), demonstrate relevant leadership experience (via a department-developed Admission Standards Self-Survey and three letters of recommendation), demonstrate academic writing capacity (via submission of a scholarly writing sample), and complete an interview with the educational leadership faculty.

The Ed.D. and M.S. programs in educational leadership are highly successful. Graduates exit with the knowledge and skills required of a school or district-level school administrator as evidenced by assessment data for the program’s Student Learning Objectives (SLOs) which are based on Kansas licensure standards and aligned to national leadership standards.

Quality in the Ed.D. and M.S. programs also rests in professional license examination pass rates and employment. District leadership license pass rates are consistently 100%, as are building leadership license pass rates. Program graduates are employed throughout the state and the region in positions of leadership that impact P-12 education at school, district, regional, and state levels. Time to degree for the Ed.D. varies based on professional career activity (the majority of students attend part-time while practicing as principals or superintendents, with many earning promotions while enrolled in the program) but is generally in the...
range of three to six years (based on part-time attendance—traditionally six SCHs per semester); time to degree for the M.S. is consistently six semesters (over two calendar years), based on part-time attendance (six SCHs per semester) for practicing teachers.

Enrollment trends are stable. The five-year average enrollments are 81 (M.S.) and 47 (Ed.D.). The five-year averages for degrees are 33 (M.S.) and 7 (Ed.D.). P-12 Ed.D. and M.S. programs have taken several data-driven actions to improve program results and student success: engaged in alignment and revision of curriculum and assessment with new KSDE and CAEP standards; reviewed course and curriculum to align objectives to changes in leadership standards and latest research on effective preparation of district leaders; reviewed rating procedures for district leader competencies and program evaluation; engaged professional learning to ensure faculty development on new standards, technology innovation, and other leadership trends; and revised procedures to collect data for the Clinical Internship to achieve higher response rates.

Program-wide assessments of SLOs are transitioning from paper-based instruments to Canvas-based instruments that will allow for automated data collection and support analysis (including targeted data disaggregation) to identify patterns/trends that better disclose needs and opportunities for improvement. The Ed.D. and M.S. programs are accredited through the Higher Learning Commission (HLC) and North Central Association (NCA), the National Council for Teacher Education (NCATE) and the Kansas State Department of Education (KSDE).

4. External Demand

Enrollment growth indicates strong external demand. Partnerships with school districts for doctoral cohorts and leadership academy preparation show employer support. Data on graduates’ employment illustrate this strength, as most Leadership Academy participants are given enhanced employment duties (both during their time in the program and upon graduation). Graduates hold high-level positions such as Kansas Education Commissioner, Kansas Deputy Education Commissioner, and numerous superintendencies in Kansas and in other states.

Leadership Academies (which are delivered at the request of local school districts and reflect university-district partnerships to prepare teacher leaders and support the district’s long-term leadership succession planning) are currently operating in Dodge City/Garden City, Geary County, Manhattan, Osage Nation, Salina, Shawnee Mission, and Topeka. The breadth of partnership sites and longevity of the program (20+ years) are indicative of the demand for educational leaders prepared via this model.

5. Service to the Discipline, University, and Beyond-Plans to Advance the Degree Program

Faculty are involved in international, regional, state, and local service. From 2011-2019 the faculty delivered 451 presentations, held 16 editorships, and provided 15 guest editorships in addition to 94 print publications. Consistent with KSU’s land grant mission, faculty have nearly daily contact with P-12 practitioners and policymakers, providing formal and informal/ad hoc support and technical assistance. Faculty also held national and state office in organizations including boards of the National Education Finance Academy, the Council on Great Teachers and Leaders, and more including service to the Kansas Governor’s Office, the Kansas Department of Education, and school districts in Kansas and the nation. Faculty awards for service include the Kansas State University Excellence in Engagement Award, International Mentoring Association’s Gold Accreditation Award for the Kansas Educational Leadership Institute, establishment of the Indigenous Peoples Day at Kansas State University, and more. The period 2011-2019 included at least 447 formal service activities by a small but highly impactful faculty.

6. Cost Effectiveness

For AY 2020, the department generated 4,654 student credit hours, resulting in gross tuition and fees of $2.4M compared to $1.7M in salaries and benefits. The program is also very efficient in its program delivery, using the distance-friendly model with locations around the state of KS. Faculty hold more prestigious CVs, deliver more classes off-campus, engage in more distance-friendly delivery, and serve more influential and more demanding clientele – all in a climate of strained fiscal resources beyond the unit’s control.
Gerontology: CIP code - 30.1101

Five-year average data:
- Number of Majors: Bach (Secondary Major) = 139.5, Masters = 14.4
- Number of degrees awarded: Bach = 63 (exceeds KBOR minima), Masters = 4.8

Recommendation: Enhance Master and Additional Review in two years
Secondary Major in Gerontology CIP CODE – 30.1101; Secondary Major in Long-Term Care Administration CIP CODE – 30.1101; Minor in Gerontology CIP CODE – 30.1101

1. Mission, Centrality and Uniqueness:
   The nation (Kansas in particular) is aging at an unprecedented rate. In Kansas, 16.3% of the population is age 65 and older. People are living longer but according to some recent research, life extension is associated with increasing disabilities leading to the need for additional qualified service providers. The mission of the Center on Aging is to “identify and address the challenges and opportunities of an aging society.” This goal fits well within the missions of the College of Health and Human Sciences and the University itself to “develop a highly skilled and educated citizenry necessary to advance the well-being of Kansas, the nation and the international community.” We believe that at the undergraduate level we may be the only secondary major in gerontology in the U.S. Our secondary major pairs well with almost any major and enhances our students’ abilities to work with aging populations in a wide range of fields. We specialize in providing experiential learning which gives the students opportunities to learn with older adults.

2. Strengths, Productivity, and Qualifications of Faculty:
   Twenty-nine faculty and 3 adjuncts representing 4 colleges and 15 departments are currently classified as gerontology faculty. Most serve in other departments outside of the Center on Aging but have applied and been accepted as associate gerontology faculty because of their teaching, research or outreach activities. Of those 29 faculty, 26 have completed a Ph.D. These faculty members serve our undergraduate population, teaching elective courses that have been identified as having at least one third of the content associated with aging. Four KSU faculty members teach within the graduate program. The MS in Gerontology is taught through the Great Plains IDEA (GPIDEA) consortium –seven universities that collaborate to jointly offer the program. Students apply to one university but will take courses from more than 20 PHD graduate faculty across these universities.

   Our research and outreach is in the area of quality improvement (especially as it relates to person-centered care) for nursing homes. We’ve had contracts of about $300,000 yearly from the Kansas Department for Aging and Disability Services for nearly 20 years. Our research has shown significant improvements for residents in satisfaction as well as clinical improvements including reduced depression and pressure ulcers. Our work has been cited as a best practice for dealing with COVID-19 in retirement communities and nursing homes. In the past five years faculty and staff have made more than 60 state and national presentations and had 22 peer-reviewed publications about this work as well as our other area of expertise, sexuality and aging. Faculty serve on several state and national boards and each regularly conducts journal reviews. We organized our yearly Personhood and Dementia conference, our Careers in Aging Week activities, and is on the local Alzheimer Walk organizing team. Service is a core component of the Center’s mission. The Center works closely with K-State Research and Extension, the Kansas Health Care Association, Leading Age Kansas, Center for Research on Aging and Disability Options at the University of Kansas, the Regional Institute on Aging at Wichita State University, Meadowlark Hills Continuing Care Retirement Community, and many others. The director of the Center as well as others on our faculty serve on several state and national boards.

3. Quality of Curriculum and Impact on Students:
   Since undergraduate students completing a secondary major or minor must complete additional academic courses beyond those required for their degree, student commitment is strong. Students completing the long-term care administration emphasis must have at least a 2.5 GPA overall and a minimum 3.0 GPA in gerontology coursework; a high percentage of our students continue their education. In the fall 2019 and spring 2020 capstone courses, 36 of 49 students intended to go on to medical school or graduate studies. Over the past 5 years we have made changes to our program including changing the number of required courses, adding and removing course electives, and adding a minor in gerontology. Our enrollment seems to follow the university/college trends up and down. We have maintained a 5-year average enrollment of 134 with 62 degrees per year. We average 77 junior/senior students, an increase we partly attribute to coordinating UG recruitment efforts with the College. We are unable to track ACT scores for students a secondary major. The MS Gerontology enrollment at KSU 5-year average is 14.4 with 4.8 degrees/year; with a range of 5 to 15 applicants/year over 5 years, and 4 to 11 admits (73% to 90% of applications admitted). We experienced a high in 2017 at 11 admits, dropped to 4 in 2019 and rose to 13 in 2021 due to more intensive recruitment and marketing of the graduate program. As a collaborative program (GPIDEA), faculty and administrators are working on revitalization plans at targeted retreats in FY20 and 21.
4. **External Demand:**

   Based on exit interviews, most recent secondary major graduates obtained employment or went to graduate or professional programs after graduation, with approximately 9 out of 10 choosing careers that are aging-related, regardless of their primary majors. Our students work in a variety of settings including healthcare (physicians, nurses, physical and occupational therapy, dietetics), social work, state and national policy, fitness, interior design, marriage and family therapy, speech therapy, journalism, long term care and hospital settings and more. Students applying to medical programs have reported that their gerontology background is of particular interest to interviewers, and many felt that was the deciding factor in their acceptance to those programs. Graduate students primarily work in some form of long-term care. They may advance with a current employer or become an administrator. Some students are entrepreneurial starting their own care provider organizations. A few have gone on to other graduate programs and some work in advocacy or marketing.

5. **Service provided to the Discipline, the University and Beyond:**

   Instructional responsibilities include teaching the three required courses for the secondary major and minor: Introduction to Gerontology, Seminar in Gerontology and Aging in America: Policy and Advocacy (new course, spring 20) as well as 16 additional electives that are offered periodically. Currently we teach six sections of Introduction to Gerontology course as a service course for other majors and two sections of the Seminar per year. The new Policy class will be offered both spring and fall semesters. Many students who have not declared one of our gerontology programs still take our courses to use as K-State electives or to use as professional electives in their primary degree programs. Six courses are tagged with K-State indicators and contribute to General Education. Gerontology students also take electives offered by other departments, which count as gerontology electives – benefiting both of our departments. Each year we review current courses and when appropriate add new courses to our course offerings. Many of these courses are on-line and have been accessed by students in other colleges as well as persons outside the university. We have occasionally offered CEU credits through Global Campus. The Center on Aging faculty are accepted as conference presenters each year, and individuals within our unit offer consulting services outside of their regular KSU responsibilities. We offer an annual Personhood and Dementia conference for service providers and families.

6. **Cost Effectiveness and Program Needs:**

   Prior to the change in the budget model in 2019, the College of Health and Human Sciences supported the full-time salaries of the administrator, one additional faculty member, the administrative officer/student advisor, one GTA and $10,000 in operating expenses. The Center had used grant funding and revenue generated through teaching courses through the Global Campus to fund additional instructors and research associates. In 2020 Center personnel includes a director at .6FTE, administrative assistant, one associate professor, two instructors, one GTA, one undergrad assistant, and five persons funded by a contract with the Kansas Department for Aging and Disability Services. The Center is located in the general College of Health and Human Sciences department. This department generated 861 undergraduate student credit hours in AY 2020, earning over $250,000 in tuition revenue, more than enough to support the small staff of the Center. The MS degree is shared with seven universities through the Great Plains IDEA consortium. Existing faculty teach the courses and tuition revenue is apportioned to the program based on course enrollment. The programs utilize delivery methods to maximize the efficient use of resources.
Hospitality Management: CIP code - 52.0901

Five-year average data:
Number of Majors: Bachelors = (jr/sr/5thYr) 124.6, Masters = 5.2
Number of degrees awarded: Bachelors = 46, Masters = 3 (Masters does not meet KBOR minima)
Recommendation: Continue Bachelor, Enhance Master with Additional Review in two years

1. MISSION, CENTRALITY, UNIQUENESS
   The Department of Hospitality Management advances the land-grant mission, hospitality industry, and discipline by preparing undergraduate and graduate students with educational experiences that will positively impact their careers and society; providing theory-based instruction, practical experience, and research through student-centered curricula and engagement; and conducting applied, industry-centered research to enhance the well-being of individuals and communities. The department plays a pivotal role in the college, university, and Kansas by delivering the land-grant mission of teaching, research, and engagement. The Department supports the university mission “to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community.” The Department also supports the college mission “to promote the well-being of individuals, families, and communities through research, education and outreach.” Specifically, programs in hospitality management promote well-being of societies including business, hospitality employees, and consumers. The programs in hospitality management were the first hospitality programs in Kansas. The undergraduate program is the only program in Kansas accredited by the Accreditation Commission for Programs in Hospitality Administration. The MS in hospitality administration is the only hospitality-focused graduate program in Kansas, one of 52 master’s degree programs in the U.S., and one of 10 programs in the Midwest region. Both programs are recognized nationally and internationally for the quality of their graduates. Top-notch faculty prepare students for exciting careers in all facets of the hospitality and service industries. The MS program serves as a feeder program for the doctorate in Human Ecology with specialization in Hospitality Administration.

2. STRENGTHS, PRODUCTIVITY, AND QUALIFICATIONS OF THE FACULTY
   There are currently eight faculty in hospitality management, five of which have terminal degrees in the field. Between 2016 and 2020, the program averaged 5.5 faculty with PhDs, all active in research and publication/presentations. There were six graduate faculty until the spring of 2020 when one left, leaving the program with five. Faculty are currently strategizing to ensure we continue to meet the minimum number of required graduate faculty. Since 2015, graduate faculty published 67 peer-reviewed manuscripts; earned 12 Best Paper awards at regional, national, and international conferences; and procured over $3.4 million in grants. The faculty engages in various service and outreach activities for professional and academic organizations, including the International Council on Hotel, Restaurant, and Institutional Educators; Accreditation Commission for Programs in Hospitality Administration; American Hotel & Lodging Association Education Foundation; Graduate Education and Graduate Student Research Conference in Hospitality and Tourism; the greater Kansas City Lodging and Restaurant Associations; and National Restaurant Association. The interim head currently serves as a commissioner on the accrediting body for hospitality programs worldwide. Since 2015, class sizes ranged from 20 to 176, but most average 65 students or less. All classroom space utilized for instruction is equipped with appropriate technology to effectively teach course material. In 2017, a state-of-the-art foodservice production facility opened for students to use in their food production courses.

3. QUALITY OF CURRICULUM AND IMPACT ON STUDENTS
   The undergraduate program follows the university admission criteria. The average ACT score during the last five years was 22. The majority of the students are in-state (73%). Since 2015, the placement rate of graduates averaged 93%, with 3% reporting they were continuing their education. Since 2015, enrollment in the program fell from a high of 247 in fall 2015 to 131 in fall 2020; the program averaged 141.5 junior and senior majors. The average number of degrees conferred between spring 2015 and spring 2020 ranged from 58 to 31 with an average of 48 per year. The average completion time to the bachelor degree for a student who enters as an incoming freshman is 8.8 semesters. Undergraduate assessment data is compiled from multiple sources and includes direct and indirect data and formative and summative data. Within the food and beverage competency student learning outcomes (SLO), assessment results indicate that all students are achieving at the minimum acceptable level of proficiency (≥70%) and exceeding our goal at the exceptional level of proficiency. Within the meeting and event management SLO, 100% of students score at the minimum acceptable level of proficiency, and 12% exceed our goal at the proficient level, and 81% at the exceptional level. Within the management SLOs, approximately 85% of students scored the minimum acceptable level of proficiency on all measures over the last five years. Program faculty are revisiting curriculum to determine how improvements may be made to improve student learning in this area.

   Within the communication SLO, results indicate that almost all students (99%) are achieving at the minimum acceptable level of proficiency and we are achieving our goal at the proficient level. Within the professional development and diversity SLOs, all students are achieving the goals established for all levels of proficiency. Only those undergraduates with a GPA greater than 3.0, are admitted to the graduate program. Faculty also consider industry experience and career goals for admission criteria.
Enrollment in the master’s program has been low. The reasons for low enrollment in this program are multi-faceted. Bachelor-prepared graduates rapidly enter the workforce as the job market has been strong. Once working, individuals are reluctant to give up their jobs to move back to campus for an advanced degree. To address this, faculty have developed a combined BS/MS program to allow students to have a seamless completion of both degrees before they leave campus. Faculty also developed all course offerings for the master’s program in an online format, which means students can complete the degree remotely. The online courses were launched in the fall 2020. These two changes have improved the master’s enrollment to eight in fall 2020, with an additional five undergraduates admitted to the BS/MS program. While a master’s degree is not required for industry professionals, it can lead to an accelerated career track, higher pay for some, and improved marketability.

The master’s program measures the following SLOs: demonstrated ability to apply management concepts to hospitality operational issues and demonstrated ability to understand the research process and communicate the results. While we aimed to reach 80% of students receiving 80% or better on their final exams or projects, 77% attained this goal. The exit interview shows that 93% of graduates agreed that their program challenged them and that they received a good education, which exceeded the goal of 90%. The analysis of seminar evaluations showed that 87% of graduates reached an acceptable score (4.0 of 5-point scale), exceeding the goal of 75%.

4. EXTERNAL DEMAND

A variety of employers seek graduates of the undergraduate hospitality management program, including hotels, restaurants, and meeting and event planning companies, including, Marriott International, Custer State Park Resorts, Kansas Department of Agriculture, The Ritz Carlton, YMCA of the Rockies, among many others. Student placement is heaviest in populated metro-areas in Kansas, including the Kansas City and Wichita areas. However, students take positions around the world, from Japan and China to Wyoming, California, and Texas. According to the Bureau of Labor Statics, meeting, convention, and event planners are expected to grow much faster than average through 2029. Over this same time period, the restaurant and foodservice industry is expected to grow slightly slower than average, although the demand we have for restaurant managers from the program currently far exceeds the graduates who are interested in that career field. The hotel industry is expected to decline over the next 10 years, but industry research from the lodging association supports that entry-level managers, such as those coming out of bachelor’s degree programs, will still be in demand.

In the master’s program, 12 of 26 graduates were employed in the hospitality industry, four continued for an advanced degree, and eight were employed in the public sector such as universities, governments, or hospitals, most as entry-level managers. Two master’s graduates returned to the doctoral program in Human Ecology. Six graduates stayed in Kansas, while the others accepted positions all over the U.S.

5. THE SERVICE TO THE DISCIPLINE, THE UNIVERSITY, AND BEYOND

At the undergraduate level, the department offers courses within the K-State 8 general education requirements, including empirical and quantitative (seven), ethical reasoning (11), global perspectives (four), historical perspectives (one), human diversity in the US (one), natural and physical sciences (one), and social sciences (two). Students in both the golf course and sports turf operations option in the BS in Horticulture and the BS in Wildlife and Outdoor Enterprise Management complete nine and 12 credit hours in hospitality management, respectively. The faculty engage in various consulting, service, or outreach activities for professional, governmental, and academic organizations. In addition, they serve as editors, board member, or reviewers for professional journals.

6. COST EFFECTIVENESS AND PROGRAM NEEDS

The program is efficiently managed from a cost perspective. The department generated 3,292 student credit hours in total, earning $1.6M in tuition and fees against $871K in salaries and benefits. Tenure-track faculty maintain a 2/2 teaching load, while instructors maintain a 3/3 teaching load. Beside the commercial kitchen housed in the department, all instruction is done with minimal need for equipment beyond what is needed for facilitating effective classroom engagement. While the number of students does not meet the minimum enrollment (20) or graduates (5) required by KBOR, this program strives to maintain cost effectiveness by offering courses available to both master’s and doctoral students (HM 805, 815, 825, 875, 885) or bachelor’s and master’s students (HM 662, 663, 664, & 621) and sharing statistics and research method courses with other departments. Both strategies better utilize graduate faculty time, while meeting needs of undergraduate and graduate programs.
Human Development and Family Science: CIP code - 19.0701

Five-year average data:
- Number of Majors: Bachelors = 290.6, Masters = 92.4
- Number of degrees awarded: Bachelors = 152, Masters = 34.6 (both exceed KBOR minima)
- Recommendation: Continue All

The M.S. in FSHS includes specializations in Applied Family Science (AFS), Communication Sciences and Disorders (CSD), Couple and Family Therapy (CFT), Early Childhood Education (ECE), Life Span Human Development (LSHD), and Youth Development (YD). YD operates by inter-institutional agreement with the Great Plains Interactive Distance Education Alliance (GPIDEA). The B.S. in FSHS includes a specialization in Human Development and Family Science (HDFS).

1. Mission, Centrality, Uniqueness

The mission of the M.S. and B.S. in FSHS is to provide the academic, clinical, and professional training necessary for graduates to be successful clinicians and educators who work with individuals and families across the lifespan. The program’s mission and focus on training in education, clinical intervention, and outreach, is in direct alignment with the mission of the college, which is “…to promote the well-being of individuals, families, and communities through research, education, and outreach.” In addition, the mission is consistent with the land grant mission of Kansas State University. Graduates across the state are engaging in improving the health and well-being of Kansans through research, teaching and training, and direct clinical services.

2. Strengths, Productivity, and Qualifications of the Faculty

Research and Awards. A total of 27 graduate faculty members (20 of whom are tenure track) support the M.S. and B.S. degrees in FSHS and average over 3 publications per tenure track faculty member per year. Two additional Master trained faculty support the B.S. degree. FSHS faculty members are recognized for their national and international prominence as scholars and leaders in their professional fields, including by the following professional organizations (e.g., American Association for Marriage and Family Therapy, American Psychological Association, American Speech-Language-Hearing Association, Gerontological Society of America, and National Council on Family Relations). FSHS faculty members have also obtained large competitively funded external research grants from the Administration for Children and Families, the United States Air Force, and USDA/NIFA.

Instruction. Programs within the M.S. and B.S. in FSHS have an applied focus on issues affecting individual and family well-being. Students learn subject matter content and theory in the classroom and then apply that knowledge through active learning in practicum and clinical experiences. There are three Centers of student learning and outreach directly related to the M.S. in FSHS, including Hoeflin Stone House Early Childhood Education Center, K-State Family Center, and the K-State Speech and Hearing Center. Through these centers, students are supervised by the faculty and are trained to provide high quality services.

Public Service and Extension. Through the Centers in the School of FSHS, faculty and students provide services to the public regularly in the form of early childhood education, couple and family therapy, and speech-language and hearing disorders treatment. The early childhood education faculty works with Kansas Head Start agencies to support the continuing education of Head Start staff in degree completion. CFT faculty consistently provide clinical trainings to providers in the community on best practices for mental and relational health treatment. Extension faculty specialists lead highly effective Program Focus Teams to develop educational programming in partnership with Kansas Cooperative Extension county agents. Individual FSHS faculty members also volunteer to provide expertise and executive advisory board support to a wide range of Kansas education, human service, and community agencies.

3. Quality of Curriculum and Impact on Students

Students admitted into the M.S. in FSHS have strong admissions qualifications, including strong GPAs, research experience, good writing skills, strong interpersonal skills, and experience in human services. The overall admission rate is approximately 52%. After experiencing a large bump in enrollment between 2012 to 2015, enrollment in the M.S. in FSHS declined and has since stabilized at between 80 and 100 students enrolled each year. The number of M.S. degrees conferred annually have ranged from 26 to a high of 73 in 2015. The B.S. in FSHS has a 5-year average of 398 students enrolled in the degree program. In Fall 2017 a new minor in HDFS was offered; enrollment increased in the minor with 126 students currently holding the minor while enrollment in the B.S. in HDFS decreased over the same time period. B.S. students have an average ACT score of 23.9 and a 5-year average of 168 degrees were conferred each year. FSHS students have received numerous awards, including within the College of Health and Human Sciences at K-State as well as nationally (e.g., Minority Fellowships from the American Association of Marriage and Family Therapists). Additionally, students in the specializations that require national examination have incredibly high pass rates, including 100% in both CFT and CSD and 96% in ECE. Programs within the M.S. in FSHS have obtained high ratings from external accrediting agencies. The CFT program has maintained continuous compliance meeting the...
standards set forth by the Commission on Accreditation for Marriage and Family and Therapy Education. The CSD program has been accredited since the mid 1970’s and consistently meets the curriculum standards and site visits earning full accreditation status by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. The AFS and HDFS programs are approved by the National Council on Family Relations Certified Family Life Educator program. The Early Childhood Education program consistently meets the standards and receives full accreditation from the National Council for Accreditation of Teacher Education, and from the National Association for Education of Young Children for the Stone House laboratory school and early care center.

Assessment of the Program. Direct assessment takes place at the time of the M.S. student’s culminating experience (i.e., oral defense of project portfolio, report, or thesis, examination). An annual review of students’ academic progress is also conducted. Students’ scores have consistently averaged slightly above 4 on a 5-point scale on the items assessed. Although students performed well on each area assessed, we have made adjustments to improve two areas of performance: knowledge and skills. We have resumed teaching statistics in our department, which has allowed us to focus on the application of statistics to FSHS. We have also made revisions within some courses (e.g., program evaluation, program development and administration) to increase the application of the course content. These changes were recently implemented and although we see improved comprehension and application among students in courses, we have not completed formal assessment on a majority of these students. Faculty review student outcome data at least annually. Data are aggregated and averages reviewed for achievement of benchmark (average of 4) and areas of deficiency. Determinations are made as to how we can improve on any areas that are lacking. Assessment in the B.S. degree in HDFS takes place in courses across the curriculum. The majority of students consistently perform at the proficient or advanced level for all of the SLOs. Faculty meet regularly to discuss results of both formal and informal assessment and adapt curriculum and course strategies to address issues and concerns raised by the assessment results. Key curricular improvements include the addition of HDFS 375: Research Methods as a required course, revision of the majority of the required online courses, and a revamp of HDFS 110: Introduction to Human Development to include recitation sections with active learning.

4. External Demand
FSHS students are in demand. One hundred percent of graduates from the MS degree in FSHS obtain employment within 3 months of graduation, and most secure employment prior to graduation. Additionally, 94.1% of B.S. HDFS students are employed or furthering their education. Graduates are employed predominately in the Midwest, with many remaining in Kansas. They work in medical and school settings, community mental health agencies, Cooperative Extension, and public and non-profit agencies. EAB reports produced in 2016, 2017, and 2018 revealed demand for graduates with competence in program design, implementation, evaluation, and sustainment. Additionally, a number of M.S. students go on to complete doctoral programs.

5. Service the Graduate Program Provides to the Discipline, the University, and Beyond
The Speech-Hearing Center provides approximately 3,600 clinical sessions throughout the year. CFT students and faculty serve students, staff, and faculty on campus as well as individuals and families in Riley, Geary, and Pottawatomie counties. The Hoeflin Stone House Early Childhood Education Center consists of six classrooms serving 79 children from birth through kindergarten. FSHS faculty teach courses that are taken by students across the university as part of K-State 8 (general education), including introduction to human development, family relationships and gender roles, and human sexuality at the bachelor’s level and research methods, program evaluation, and grant development at the master’s level. FSHS faculty receive training in cutting edge approaches and techniques, including Eye Movement Desensitization and Reprocessing, Child Parent Psychotherapy, Emotionally Focused Therapy, and Eye Tracking.

6. Cost Effectiveness
The undergrad program generated 7,927 student credit hours in AY 2020, earning over $2.4M in tuition. The graduate program in FSHS generated 946 credit hours, earning over $400,000 in tuition revenues. The programs are cost effective. Most FSHS faculty teach students in B.S., M.S., and Ph.D. programs, maximizing the efficiency by utilizing faculty expertise in multiple programs. The B.S. service courses have an average class size of 129 students. B.S. courses that are taken primarily by majors have an average class size of 34 students. Master’s courses have a 5-year average class size of 12 students, with larger class sizes reflected in the last year with transitions to every other year offerings.
Human Ecology: CIP code - 19.0101

Five-year average data:
- Number of Majors: Bachelors = 48, Doctorate = 67.2
- Number of degrees awarded: Bachelors = 13, Doctorate = 13.6 (both exceed KBOR minima)
- Recommendation: Continue All

1. Mission, Centrality, Uniqueness
   The mission of the Human Ecology program is to develop distinguished scholars who promote the well-being of individuals, families, and communities through research/scholarly activities, education, and outreach. We offer two interdisciplinary degrees: the BS and a PHD. Undergraduates select a general or Family and Consumer Sciences Education (FCS Ed) option while doctoral students specialize in Apparel and Textiles (AT), Applied Family Science (AFS), Couple and Family Therapy (CFT), Hospitality Administration (HA), Kinesiology (KIN), or Life Span Human Development (LSHD). This program is central to the College, University, and State by delivering the land-grant mission of teaching, research, and extension. The mission echoes the College’s mission to promote the well-being of individuals, families, and communities and supports K-State’s mission to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The undergraduate option in FCS Ed, is only one of two such teacher education degrees offered in Kansas and historically significant to the College’s mission. The PHD is the only interdisciplinary degree in the college and one of only three doctoral degrees at K-State focused on the well-being of individuals, families, and communities. Moreover, AT, AFS, CFT, HA, and LSHD are the only doctoral specializations in Kansas and the dual foci of KIN in integrative (patho)physiology and exercise behavioral science uniquely positions it in Kansas and the U.S.

2. Strengths, Productivity, and Qualifications of the Faculty
   We have 49 approved graduate faculty across the specializations who teach at both the UG and GRAD levels including Extension Specialists. Our graduate faculty generated approximately $11.8M in funding (5 year total) and published numerous articles in top-tiered journals in their field. They also engage in service and extension/outreach activities that benefit our community, state, country, and world. They bring their expertise into the classroom and are dedicated to providing high quality teaching and mentoring to both undergraduate (range 5-125 class size) and doctoral students in classes with typically 15 students. Faculty use appropriate instructional technology and provide our students with opportunities to gain experience in teaching, research, outreach, and/or clinical settings. As a result of their excellence, they have been recognized by the College and K-State, and at the National level by professional organizations, for their teaching, research, and mentoring.

3. Quality of Curriculum and Impact on Students
   - BS Human Ecology: Average enrollment (5 year) is 65 students (17 junior/seniors) with 13 degrees granted meeting KBOR minima. The average ACT (5 year) score was 22.3. Undergraduates select a general track or FCS Education. Enrollment has fluctuated since 2012. We have relocated the degree from the dean’s office to the Dept. of Applied Human Sciences and are revising the curriculum to enhance recruitment and retention as well as visibility among students and faculty. We work closely with faculty in the College of Education to market and promote the FCS specialization. Of the 47 students taking Kansas licensure exams (2015-2020), 89% passed the content exam and 94% of students passed the PLT.
   - PHD Human Ecology: Our enrollment trends since 2011 show a major decline in 2016, dropping from 99 students to 60. However, in fall 2016, students with a specialization in Personal Financial Planning (PFP) were moved under the new stand-alone PhD in PFP. Excluding those students, our enrollment dropped from 69 students in fall 2011 to 55 in fall 2014 before increasing to 60 in fall 2015 and remaining steady at 62 since fall 2016. We believe the decline is because our assistantships are not as financially competitive as those offered by our peer institutions. Despite this, we have been successful in recruiting high quality students who often surpass the minimum admission qualifications set forth by the Graduate School. Once enrolled in the program, students are expected to teach, conduct research, and, for our CFT students, engage in clinical supervision as required by the Commission on Accreditation for Marriage and Family Therapy Education. As a result of the rigor of our program, our students have been recognized by the College, Graduate School, and University (e.g., Presidential Teaching Award for GTA, University Distinguished Professors Graduate Student Award); made numerous presentations at professional meetings; authored or co-authored multiple peer-reviewed papers in top-tiered journals; and earned top honors at the National level (e.g., Best Paper Award, AAMFT Minority Fellowship, National American Kinesiology Graduate Student Award). Moreover, we have graduated an average of 14.75 students per year over the past eight years (.75 in AT, 3 in AFS, 6 in CFT, 2.56 in HA, 1 in KIN, and .75 in LSHD), who have been very successful in securing prestigious positions upon graduation (see #4 for more details).

4. External Demand
   - BS Human Ecology: Graduates with FCS Ed are in high demand (often hired before graduation) as there is a significant shortage of FCS teachers in Kansas and the nation. Graduates in the general option are employed in a variety of human service-related positions or seek graduate education.
PHD Human Ecology: Doctoral students have been very successful in securing prestigious positions upon graduation. To illustrate, our students have been hired as Post-Doctoral Research Fellows at Florida State, University of Utah, University of Alabama, and Mayo Clinic; faculty at Auburn, Texas Tech, Penn State, Oklahoma State, James Madison University, Miami University, Oregon Institute of Technology, Framingham State University, Washburn, and Antioch University to name a few; and direct service providers or administrators (e.g., Extension Agent, Assistant Director for the State of Kansas, Program Specialist with the U.S. Army, Counselor at community-based mental health clinics, Administrative Officer for the City of Kansas City Missouri, Community Support Specialist, Health Consultant). Our students are also employed at universities in Canada, China, Saudi Arabia, South Korea, Taiwan, Thailand, and Turkey. Given the rate at which our students are finding employment, combined with our aging workforce, we do not anticipate a decline in employer demand for BS or PHD level graduates from our program.

5. Service to the Discipline, the University and Beyond

Three undergraduate Human Ecology courses contribute to the K-State 8 general education program. One course (GNHE210) was required by all UG majors in the College; one is also an elective in Fashion Studies and Community Health Certificate. Faculty serve on editorial boards for scientific journals, grant review panels for various funding agencies, and accreditation review teams. Faculty also serve in elected leadership positions for national organizations and provide professional development to individuals across the country (e.g., stats training, food safety and food allergy training, sustainability education in the apparel and textile field). Faculty teach graduate classes in high demand by other programs (e.g., Theory Construction, Qualitative Methods, Program Evaluation), serve in various university leadership positions (e.g., faculty senator, graduate council, Chair of IRB), operate the Family Center (i.e., the on-campus mental and relational health clinic that serves students, staff, faculty, and the community), and provide numerous services to the community (e.g., high-intensity functional training for the Army, relationship education to youth, mental health services in local schools).

6. Cost Effectiveness

The BS and PhD in Human Ecology are efficient and cost effective. The bachelor program is located in the general College of Health and Human Sciences Dean’s office, which generated 910 student credit hours in AY 2020, earning over $400,000 in tuition and fees. The doctoral programs generated 411 student credit hours in AY 2020, earning an additional $170,000 in tuition for the College and departments. Faculty teach both undergraduate and graduate courses as part of load in their home department; courses are shared across the College or are taken outside of the College, and many courses are offered on an every-other-year rotation. In the BS degree, the dean’s office shared teaching tenths of one faculty member (with their home department) to teach 2 courses (multiple sections year-round); we partner with the College of Education to offer the FCS education coursework and advising. Faculty adjuncts are utilized infrequently. Advising for the general option was shared with another advisor with the Dean’s office. Graduate faculty course load does not include time spent mentoring doctoral students and supervising dissertation hours. Additional cost efficiencies include the use of doctoral students with experience teaching undergraduate courses or supervising master’s level therapists. Moreover, this program does not require additional equipment above and beyond what is already available in the College.
Nutrition, Dietetics, and Sensory Sciences: CIP code - 30.1901

Five-year average data:
Number of Majors: Bachelors = (jr/sr/5thYr) 221.3, Masters = 18, Doctorate = 18.7
Number of degrees awarded: Bachelors = 71, Masters = 4.7, Doctorate = 3.8 (Master does not exceed KBOR minima using 2019-5-year averages, but using Fall 2020 numbers, the number of majors increases to 24; show 42 enrolled in fall 2020)
Recommendation: Continue All

BS in Human Nutrition; MS Nutrition, Dietetics and Sensory Sciences, PHD Human Nutrition (CIP- 30.1901); MS Dietetics (CIP 190501); phased out MS Human Nutrition (19.0504)

1. Mission, Centrality, Uniqueness

The Program Mission: To discover, disseminate, and apply knowledge to promote health and provide care through improved: food, behaviors, nutritional status, and physical capacity. Program Vision: To enhance the well-being of people by promoting informed food choices, optimal nutrition and physical fitness. Overall goals: To enhance our expertise in: Athletic Training; childhood nutrition and obesity; Dietetics and food service management; lifestyle behaviors and public health; nutrition education; sensory analysis and consumer behavior. The department provides international experiences to enhance the learning outcomes pertinent to meeting department goals. These programs tightly align with the land-grant mission and vision of Kansas State University. The department of Food, Nutrition, Dietetics, and Health offers degree programs ranked in the top 25, nationally. In addition to healthcare, our graduates work within the Extension system in Kansas and other states. Moreover, we train health scientists who serve in the public health sectors, and/or generate research data that benefits society. The degrees within our department are very unique to the state of Kansas. Our undergraduate dietetics and nutrition undergraduate degrees are the only degrees of their kind in Kansas online and on campus. At the graduate level, only the University of Kansas offers similar programs. Offered on campus and online, Nutrition and Health is one of the largest online programs at the University and works collaboratively with Kansas community colleges on transfer of courses.

2. Strengths, productivity, and qualifications of faculty

Nineteen of 26 faculty hold an earned PHD and 12 have related health professional credentials. Ten faculty are tenured, 5 are tenure-track and 10.4 are non-tenure track. The department added non-tenure track titles in 2019. Faculty teach both undergraduate and graduate students. In 2015 the dietetics program faculty and students joined the department and the department name changed. Existing graduate faculty also participate in the MS Dietetics program, one of eight collaborating institutions through Great Plains Interactive Distance Education Alliance (GPIDEA) with 11 graduate faculty. Our undergraduate degree classes range from independent study classes of one to five students up to our freshman-level service course (FNDH 132: Basic Nutrition) with an enrollment of 200-400 students each semester. The typical undergraduate course enrolls about 30-75 students. Graduate degree classes average 20 students. All programs meet KBOR faculty requirements. Research faculty regularly submit to and/or secure funding from federal agencies, National Non-profit Organizations, state governments, and private industries. Our faculty publish five to eight publications in professional literature per year, with several faculty accomplishing more than ten publications per year. Two Extension Specialists cover mother/infant/toddler nutrition, and adolescent/young adult health and nutrition. Fit Nation research project is a collaboration with Fort Riley to help train and ensure our soldiers are physically and mentally ready for combat. The Center for Food Safety in Child Nutrition Programs is a federally funded center directed by faculty from our department and the Department of Hospitality Management. Executive positions within national organizations such as the American College of Sports Medicine and the American Society of Testing and Materials; charitable and service awards such the Academy of Nutrition and Dietetics Medallion Award; fellow status for several faculty; selection for leadership workshops and conferences. Outstanding teaching awards/recognitions as well.

3. Quality of curricula and impact on students

The BS in Nutrition, Dietetics and Health has three subspecialties: Nutritional Sciences, Nutrition and Health, and Nutrition and Kinesiology. The Nutritional Sciences curriculum is designed to prepare students for science-based health professions (physician, dentist, optometrist, etc.). The Nutrition and Health curriculum is to prepare students for various health professions (nursing, public health, Physician Assistant, wellness and fitness, etc.). Our Nutrition and Kinesiology curriculum is to prepare students for careers that lean on both aspects of health (sports nutrition, fitness and personal training, orthopedic/sports medicine, etc.). Enrollments in all emphasis areas is high. Students enrolled in the BS in Human Nutrition are assessed on knowledge, critical thinking, communication, diversity, ownership for learning, and personal and professional development. Students demonstrated: an understanding of and ability to apply the human ecological approach; apply the methods of inquiry in human nutrition; carefully and logically analyze information and ideas from multiple perspectives; ability to convey information effectively and respond to feedback using appropriate communication methods across diverse global societies; and develop attributes and abilities toward applying ethical behaviors that are required in their professional area or degree program. Based on
our assessment of student learning outcomes and stakeholders' information, we changed the curriculum to enhance professional preparation and student recruitment and retention. The BS in Public Health Nutrition and the Nutrition and Kinesiology were discontinued. Faculty developed a minor in Nutrition (2019), certificates in Community Health and Health Coach (2019) and a BS in Sports Nutrition in Fall 2020. Undergraduate students earned national awards and recognition including Truman Scholars and a Fulbright Scholars. Graduate students regularly receive foundation grants, and numerous college-level research and academic achievements.

The Master in Nutrition, Dietetics and Sensory Sciences (NDSS) is offered online and on campus and offers electives to allow students to customize. The name of this degree was changed in 2017 replacing Human Nutrition. Graduate faculty also participate in the Master’s in Public Health Nutrition serving on committees. Students are assessed on 8 outcomes at time of defense. The majority of student’s abilities were defined as “good” or “excellent” when exhibiting outcomes, meeting programmatic expectations.

For the PHD in Human Nutrition, which is being phased out and replaced with the name Food, Nutrition, Dietetics and Health, includes emphasis areas include Nutritional Sciences, Public Health Nutrition, Public Health Physical Activity and Sensory Analysis and Consumer Behavior. SLOs and measures were identified but data collection did not occur formally although graduates are successful. Faculty are revisiting measures and implementation for 2020. Overall, all programs meet KBOR expectations for enrollment and graduation.

4. External demand

Undergraduates are employed by hospitals, community agencies, government, K-12, private sector, and industry. Graduate students are in public health departments, hospitals, university faculty positions, medical schools and private industry research. Types of positions Undergraduate students are entering the workforce as community-health educators, nutritionist, wellness educator/coordinators, school food service, health coaches, health aide, nutrition consultant, public health educator. They regularly pursue post graduate studies in nursing, MD, DO, PT and other medical/healthcare programs. Graduate students pursue work in public health, research and research laboratories, faculty in higher education. Areas in the US where employed Graduates are found nation-wide and internationally to work or attend graduate school. External indicators – Faculty are responsive to changing needs and societal demands as evidenced by new degrees, minor and certificate; program evaluation by alumni overall is positive, and acknowledgment by donation and support.

5. Service to discipline, university, and beyond

Four courses contribute to the K-State 8 General Education Program: FNDH 115: Introduction to Health and Nutrition Professions, FNDH 132: Basic Nutrition, FNDH 321: Medical Documentation, and FNDH 400: Human Nutrition and serve as service requirement for department programs, pre-health interests and requirements, and general health information. The program provides coursework for other degrees programs including Kinesiology and Family and Consumer Sciences education. Consulting, services, and resources to constituents (conferences, clinics, professional development, etc.) Our faculty provide workshops for the food industry (including pet food), CPR and First Aid training for K-State faculty and staff, regularly host food safety workshops, and webinars and lectures for Continuing Education credit for respective healthcare certifications.

6. Cost effectiveness and program needs

In total, the department generated 10,722 student credit hours in FY 2020, earning $4.9M in tuition and fees against $1.8M in salaries and benefits. The department enrollments experienced a 15% growth in two years and continues to grow rapidly. The demand for the degrees is high, particularly in Nutrition and Health reaching a high of 696 students in 2020 (low was 140 in 2016). Faculty have varied appointments, but teach across all three levels of undergraduate, masters, and doctoral courses. The Science of Food course is a lab intensive course requiring an experiential component. We maintain a suite of kitchens for this course. Faculty also maintain research laboratories with graduate students. We maintained a sensory analysis laboratory and kitchen on both the Manhattan and Olathe campuses. For efficiency and cost effectiveness, these labs have been consolidated at K-State Olathe. Our degree programs' uniqueness is that several of the fundamental courses taught (seven courses) are required across programs and delivery formats (face to face/on campus and via distance/online).
Interior Design: CIP code - 50.0408

Five-year average data:

- Number of Majors: Bachelors = (jr/sr/5thYr) 57
- Number of degrees awarded: Bachelors = 18.6 (exceeds KBOR minima)
- Recommendation: Continue

1. Mission, Centrality, Uniqueness.

   The Department of Interior Design and Fashion Studies (IDFS) is recognized for educational excellence, contributions to research in environmental aspects of health and well-being, and faculty leadership through professional engagement. IDFS promotes well-being of individuals, families, and communities by focusing on the fundamental human needs of clothing and shelter. Our students and faculty improve quality of life through education, scholarship, service, engagement and outreach in the disciplines, professions, and industries for which we prepare students. This supports the mission to promote human well-being articulated by the College of Health and Human Sciences (HHS) and Kansas State University. Two academic disciplines are supported in the department: Fashion Studies and Interior Design. IDFS encompasses the disciplines within HHS that address the environmental aspects of human health and well-being. We provide the only 4-year academic program accredited by the Council for Interior Design Accreditation (CIDA) in the state of Kansas that prepares graduates for professional interior design positions in the building design industry. The interior design curriculum emphasizes design that focuses on human interaction in and with the interior environment from a human ecological framework and requires only 120 credit hours for completion. These aspects attract students who want a high quality and affordable 4-year program that emphasizes design to improve human well-being. The interior design program has a unique relationship with design programs in South Korea. In preparation for a global profession, all students experience a collaborative design project with interior architecture students at Inje University during the final year of study.

2. Quality of Faculty.

   As of Fall 2020, including the department head, there are 7 interior design faculty members. All have terminal degrees at the doctorate and master’s (MFA, MARCH, MS) level. Four are graduate faculty members. Five are tenured. Two are instructors without tenure. The full-time interior design faculty teach an average of 17 credit hours in 5 courses per year and average 15 contact hours per week. Research appointments are low for four of seven faculty members for a total of .6 FTE. Research productivity over the last 8 years is high relative to disciplinary peers. The faculty are leaders in professional associations and policy committees, examples include President of Interior Design Educators Council (IDEC), Vice President of the IDEC Foundation, Council for Interior Design Qualification Director, American Society of Interior Design Impact task force, Facilities Guidelines Institute, and National Center for Health Design. Dr. Kaup is a Fellow of two associations: IDEC and Gerontological Society of America.

3. Quality of Degree Program.

   The program is consistently ranked among the top 10 (top 3%) in the U.S. in a survey of employers by the Design Intelligence publishing group. The program is accredited by the National Association of Schools of Art and Design (NASAD).

| 5-Year Avg. ACT Score 1st time Freshmen | 24 | 1st Year Retention Rate | 90.9% |
| F 2016 Enrollment | 108 | 4-Year Graduation Rate | 55.9% |
| F 2020 Enrollment | 136 | 6-Year Graduation Rate | 66.7% |
| 5-Year Avg. Number of Majors | 120 | AY19 Grad. Avg. Starting Income | $47,289 |
| 5-Year Avg. Number of Degrees | 19 | AY19 Grad. High Income | $61,000 |

   In a survey of graduates over the last decade, 96% expressed satisfaction with the interior design education they received at K-State. Assessment is based on learning outcomes established by the university, accreditation standards required by CIDA, and emerging issues in professional practice. Minimum expected level of achievement is 70% (or adequately prepared to begin work in a professional design setting) for each sub-category; Proficient is 80%. We expect 100% of students to reach the minimum level of achievement, with at least 50% of our students achieving the proficient level in 2 or more sub-categories. Assessment of student learning outcomes from the past three years demonstrates that these levels of achievement are being met and exceeded.

4. External Demand.

   Selective admission has been used for 20 years to manage enrollment pressure while maintaining quality instruction within fiscal limits. Since initiating selective admissions, there have been more than two qualified applicants for every student entering the program. Most graduates of the interior design program are employed by multi-disciplinary architecture and design firms within the United States although others are employed elsewhere. We surveyed over 100 graduates of the interior design program between 2011 and 2020. There were 59 responses. Key outcomes follow: 40% graduated between 2016 and 2020, 60% graduated between 2011 and 2015, 60% perform project management, 33% earned CIDQ Certification, 22% hold additional professional
credentials and nearly 50% are members of professional associations. Self-reports of annual earnings were as follows: 21% earn $40-50,000, 28% earn $50-60,000, 17% earn $60-70,000, 11% earn $70-80,000 and 11% earn more than $80,000.

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5. Service to the Discipline, the University, and Beyond.

Family and Consumer Science, an art minor, and other minors and secondary majors include interior design courses. Four courses are tagged with K-State 8 competencies. ID210 and ID350 are the courses most taken by non-majors. Faculty frequently provide design expertise/policy consultation to the campus community and national/international professional organizations.


The 5-year average SCH production is 1783, which generates over $550,000 in tuition revenue. The department, which also includes Fashion Studies, generated 4,363 student credit hours in FY 2020, earning $2.3M in tuition and fees compared to $2.1M in salaries and benefits. Approximately $912,000 of the department budget supports the interior design program. Sources include tuition-activated funds, HHS and IDFS fees, carry-over, and KSU Foundation funding. In addition, the average annual extramural grants to the department exceeds $215,000 per year over the last decade. Six full-time faculty are necessary to provide the required courses in interior design program. Professional electives are taught by the department head or taught out-of-load by full-time faculty. Studios sometimes exceed the limit (19:1) set by the NASAD accreditation standards. The student to teacher ratio is 23:1, which is 150% of the national average of CIDA-accredited programs at public universities. Technology use is critical in design education and we have kept abreast of the technology commonly used in the profession; however we do not have access to advanced technologies used by the design professions. Students provide the hardware and software they require to meet the technological demands of the program and profession. We have three studio spaces dedicated to interior design instruction, one of which is too small to seat all students in the final-year cohort. We share three departmental classrooms and a plotting/scanning room among all IDFS and HHS students.
Kinesiology: CIP code - 26.0908

Five-year average data:
Number of Majors: Bachelors = (jr/sr/5th Yr) 316, Masters = 17 (Master majors do not exceed KBOR minima)
Number of degrees awarded: Bachelors = 135, Masters = 11.7 (Graduates exceeds KBOR minimum)
Recommendation: Continue Bachelor, Enhance Master with Additional Review in two years

1. Mission, Centrality and Uniqueness

Kinesiology integrates perspectives on physical activity drawn from a number of domains to form its own unique body of knowledge. This life science discipline emphasizes breadth and depth of content, scientific methodology, and rational intellectualism for lifelong learning, thinking, and action. The Department of Kinesiology’s mission is to promote an understanding of the necessity and application of physical activities for optimal health. The Department of Kinesiology provides important services that are central to the mission of Kansas State University and the state of Kansas. Kinesiology offers several courses that serve to meet general education requirements and requirements for entry to several health professional programs, including physical therapy, medicine, and other health related professional and graduate schools.

The Kinesiology undergraduate and graduate degrees are unique to Kansas universities in that they provide courses of study that emphasize a life science approach, which includes a natural science specialization in exercise physiology and social and behavioral science specialization in public health physical activity. Other universities within the state as well as the surrounding area do not offer comparable life science undergraduate and graduate programs. At the undergraduate level, Kinesiology students are prepared to enter public health careers or in many cases health professional schools, master’s or doctoral programs of study. At the graduate level, Kinesiology offers a M.S. degree and a Ph.D. degree in Human Ecology but also collaborates on the MPH degree. Kinesiology at Kansas State University is on the cutting edge of training the next generation of scientists and health professionals tackling important problems related to physical activity, health and disease that result from the sedentary and obese society in the U.S. and internationally.

2. Strengths, productivity, and qualifications of the faculty

Kinesiology faculty members (12 tenured and tenure-track graduate faculty and 4 instructors) excel in instruction, research, advising, and service/outreach. Evidence of the quality of the delivered teaching includes the awarding of University-wide teaching honors (e.g., Commerce Bank Teaching Award, Coffman Teaching Scholar) and College teaching and research awards to several Kinesiology faculty members. Also, three faculty have received University Distinguished Professors designation over the past four years. Over the last 5 years, 90 percent of faculty have had extramurally funded research programs, with support from granting agencies such as NIH, American Heart Association, American Cancer Society, and NASA. From 2015-2019, ten Kinesiology faculty members published over 300 peer reviewed papers, made over 200 presentations, and were principal investigators or investigators on 33 grants that had total direct cost budgets exceeding $5M.

3. Quality of Curriculum and impact on students

Quality of Kinesiology students is indicated by both their academic preparedness on entry into the program and their success in obtaining employment and entry into graduate and professional schools. Following the land grant tradition to allow for easy access to higher education, we have not been selective on entry to the program (ACT scores on entry average 23-24 and range from 17 to 34) but have a rigorous program with a difficult curriculum and high standards for graduation. As is the case with the university, we have experienced a decrease in the number of students the past two years. Of the approximately 130 students of our 500+ majors who graduate each year, over 50% entered health professional school (e.g., physical therapy, nursing, medical school, etc.) or graduate school in diverse areas. Kinesiology graduate students have also demonstrated a similar high level of performance. During the last five years graduate students have distinguished themselves in the research arena, as shown by the following awards: KSU Alumni Association Grad Student Award (2), KSU Distinguished Professor GTA Award, KSU Presidential Undergraduate Teaching award for a GTA, Golden Key Outstanding GTA award (3), American College of Sports Medicine Grad Student Research Award, Graduate Student Research Award through the Kansas Academy of Science, and National American Kinesiology Association Grad Student awards (10). In addition, our graduate faculty’s commitment to involve our students in the dissemination of their research has resulted over the last 5 years in over 160 peer-reviewed publications with graduate students as co-authors, with 121 of these papers with a graduate student as first author. Similarly, 224 presentations at national/international meetings have included students as co-authors, with 177 of these with a student as first author and presenter. Both undergraduate and graduate programs meet the KBOR minima.

4. External Demand

From 2015-2019, data from our graduates indicates that 60% were employed with a median salary of $36,000 and 36% were furthering their education. Students reported salary offers ranging from $15,000 to $115,000. Students were employed in a variety of careers such as strength and conditioning coaches, associate district manager, sales associates, physical therapy technicians, chiropractic assistant, personal trainers. Students graduating with the M.S. degree obtained jobs as athletic
rehabilitation trainers, strength and conditioning coaches, physical and occupational therapists, cardiac therapists and dietitians. Other students are working as research associates in biomedical research and for pharmaceutical companies. A large number of graduate students have elected to continue their education in Ph.D. programs and in several cases, in medical school.

5. **Service Provided to the Discipline, the University and Beyond**

Kinesiology offers 15 courses that contribute to the K-State 8 general education. Selected KIN courses also service the BS Human Nutrition. Kinesiology faculty members are active in professional and community service and outreach. From 2015-2019 faculty members were on the editorial boards of 14 peer reviewed scientific journals. Faculty members hold national offices, such as President of the American Academy of Health Behavior and Board of Trustees of the American College of Sport Medicine, Executive Council American Physiological Society. Faculty members have served on National Institutes of Health, USDA, NASA and other scientific review panels. And, faculty members have served on Kansas public health advisory groups, such as the Governor’s Council on Fitness and the Kansas Coalition on Children in Nature. Kinesiology faculty members are active in community-based research in Kansas and beyond including outreach and extension programs designed to promote public health physical activity. These programs have been funded by numerous granting agencies over the last 5 years. Examples of projects include: (1) Addressing Hispanic health in southwest Kansas: A community resource assessment, (2) Healthy Opportunities for Physical Activity and Nutrition (HOP’N) after-School Program, (3) Promoting media literacy in parents and young children to provide healthy opportunities for physical activity and nutrition at home, (4) Investigating physical activity and energy expenditure in Kansas City, and (5) Engaging community stakeholders to develop a park evaluation tool.

6. **Cost Effectiveness**

The Department of Kinesiology generated 9,891 student credit hours in AY 2020, earning over $4.9M in tuition and fees, against $1.7M in salaries and benefits. The department supports itself very effectively. Kinesiology, like all other departments, has experienced challenges due to limited resources. However, efficient use of resources by the appropriate use of large lecture halls, laboratory break out sections, and small seminar sections has maintained the quality of the program. Furthermore, Kinesiology has effectively collaborated with several units on campus to share resources to offer efficient graduate programs of high quality. Further growth in Kinesiology will require an increase in the number of tenured/tenure track faculty with the qualifications to offer upper level and graduate courses and qualifications to conduct extramurally funded public health research.
Personal Financial Planning: CIP code - 52.0804

Five-year average data:
Number of Majors: Bachelors = (jr/sr/5th Yr) 42.8 Master = 61.4, Doctorate = 40.5
Number of degrees awarded: Bachelors = 15.4, Master = 20.4; Doctorate = 6.2 (exceeds KBOR minima)
Recommendation: Continue All

1. Mission, Centrality, Uniqueness
   The mission of the Department of Personal Financial Planning is to prepare professionals to transform lives through financial planning. We strive to be world known for research, education, service, and outreach in personal financial planning with emphases in financial counseling and financial therapy. Our degrees are central to the College, University, and State by delivering the land-grant mission of teaching, research, and extension. The Department of Personal Financial Planning offers B.S., M.S. and Ph.D. degrees. The M.S. program includes tracks in Financial Planning, Financial Therapy, and Advanced Financial Planning. Students can earn Graduate Certificates in Personal Financial Planning and Financial Therapy. The B.S. includes optional tracks in Family Financial Planning, Sales, and Entrepreneurship. Minors in Personal Financial Planning and Financial Counseling, as well as the Kansas Insurance Certificate, are offered. Programs have an applied focus on issues affecting individual and family financial well-being. Programs provide the curriculum required to earn the CERTIFIED FINANCIAL PLANNER™ and Accredited Financial Counselor® designations.

2. Strengths, Productivity, and Qualifications of the Faculty
   A total of eight full-time graduate faculty support the Ph.D., M.S. and B.S. programs. To hold Graduate Faculty membership, faculty must have a terminal degree within the field of specialization. Tenured and tenure-track faculty publish numerous articles in top-tiered journals in their field, averaging over 2.5 publications per tenure-track faculty per year. PFP faculty members are recognized for their national and international prominence as scholars and leaders in their professional fields, including serving in leadership roles for the following professional organizations: Financial Planning Association, Academy of Financial Services, American Council on Consumer Interests, and Financial Planning Association. Faculty were awarded two career awards during the review cycle, as well as over a dozen best paper awards in conferences and journals.

3. Quality of Curriculum and Impact on Students
   Consistently ranked as one of the top five financial planning programs in the country, the Department has innovators in financial therapy, financial counseling, and applied financial planning. Programs are registered with the CFP Board of Standards and the Association for Financial Counseling and Planning. All programs boast strong job placement and salary potentials.
   The B.S. program has averaged an ACT score of 24 annually over the last 5 years. The introduction of a fully online B.S. program during the current review cycle has provided new opportunities for program growth in the future. In response to industry trends and SLO assessment, a required internship has been added, as well as additional coursework in investments, behavioral finance, and practice management. Students admitted into our graduate programs have strong admissions qualifications, including strong GPAs, writing skills, interpersonal skills, and experience in financial planning. In response to industry trends and SLO assessment, an advanced planner track was added to the MS program during the current review cycle to serve existing CERTIFIED FINANCIAL PLANNER™ professionals that want to further their technical expertise. Consequently, curriculum provides different tracks that provide flexibility based on a student’s career stage and the skills they would like to hone.
   The Ph.D. program has averaged 40 students and 6.2 graduates annually over the last 5 years. In response to SLO assessment, additional coursework was added in statistical methods, theory, and statistical software during the current review cycle. As a result of the rigor of our program, students average over two conference presentations and two peer-reviewed papers at graduation. Graduates of the Ph.D. program have won three best dissertation awards and have accepted jobs at peer research institutions, at teaching focused institutions, and in industry. Direct assessment takes place through the inclusion of capstone courses in all programs. Graduate programs include an annual review of students’ academic progress with their faculty advisor. Assessment in the B.S. degree takes place in courses across the curriculum. The majority of students consistently perform at the proficient or advanced level for all of the SLOs. Faculty meet regularly to discuss opportunities to enhance curriculum based on assessment criteria.

4. External Demand
   PFP students are actively recruited for positions in the financial counseling and planning profession, with placement rates upon graduation exceeding 95%. Due to the online nature of our graduate programs, students are placed at jobs throughout the country. Most B.S. graduates stay in Kansas for employment, but some travel out-of-state for career opportunities in major U.S. metropolitan areas renowned as financial industry centers. Given the rate at which our students are finding employment, combined with our aging workforce (the average age of a financial planner is 58 and 38% are expecting to retire within the next ten years), we do not anticipate a decline in employer demand. Jobs Rated Almanac rated the financial planning profession the number one rated profession, which is an indication of growth in the profession.
5. **Service the Graduate Program Provides to the Discipline, the University and Beyond**

   Faculty serve in elected leadership positions for national organizations and on editorial boards for several peer reviewed scientific journals. Additionally, faculty serve in various university leadership positions and on the advisory board of several local non-profit associations. The program also offers three courses that contribute to the general education program at the university. Faculty appointed as subject matter specialists partner with K-State Research and Extension staff across the state. Together, Extension specialists and agents lead highly effective Program Focus Teams and participate in dynamic transdisciplinary teams to address the challenges Kansans face by developing and delivering educational programming.

6. **Cost Effectiveness**

   In 2020, PFP undergraduate courses generated 3,112 student credit hours, earning over $950,000 in tuition revenue. For the graduate programs, student credit hours totaled 1,984, earning an additional $840,000 for the department and college. Most faculty teach undergraduate courses and graduate level courses, making this a very cost-effective program. During the current review cycle, the PFP program gained student support for a $50 per SCH fee that is used to support excellence in education to students. We are continuously striving to improve cost effectiveness, including restructuring coursework and streamlining course offerings.
Public Health: CIP code - 51.2201

Five-year average data:
- Number of Majors: Masters = 56.4
- Number of degrees awarded: Masters = 20.4 (exceeds KBOR minima)

Recommendation: Continue

1. Mission, Centrality, and Uniqueness:
   To foster interdisciplinary education, scholarly leadership, and public service for community and population health at local, regional, and global levels. This multi-faceted mission aligns with the three main aspects of Kansas State University’s land-grant mission. As an interdisciplinary graduate program, the MPH program plays roles in instruction, scholarship, student success, and service roles related to public health. The MPH Program mission statement is consistent with that of Kansas State University:
   [http://www.k-state.edu/about/mission.html](http://www.k-state.edu/about/mission.html) The MPH Program has four overarching goals that describe how our mission will be accomplished.
   - Instruction: Provide excellent interdisciplinary education in public health through current/relevant curricula.
   - Scholarship: Conduct and communicate collaborative research and scholarship in public health.
   - Service: Partner with and support public health practitioners, to enhance community and population health.
   - Student Success: Attract, retain and develop future public health leaders in an inclusive, supportive learning environment and build the public health workforce

2. Strengths, productivity, and qualifications of the Faculty.
   MPH Faculty are graduate faculty that have an interest and expertise in one or more fields related to public health. Faculty “apply” to the program to work with MPH students. Their appointments are in one of the colleges at Kansas State University. Below is a list, by college, rank, and department of these faculty (note 48 or 83% are tenured or in tenure track position). The MPH Faculty work are active in research, instruction, and service, with many awards and accomplishments.

3. Quality of Curriculum and Impact on Students.
   The MPH program received its second full national accreditation from the Council on Education for Public Health (CEPH) in 2019, and is accredited through December 31, 2026. This accreditation requires that the MPH curriculum meet all standards outlined by CEPH which includes 39 competencies for each student. Students admitted to the program meet the graduate school admission requirements and are qualified to enroll in graduate courses. The program admitted an average of 25 students/year (AY 15 to AY 19). We maintain or exceed a graduation rate of 70% of all admitted students as required by CEPH. The employment/continued education rates of our students one year after graduation is 90-100%, with a placement rate of 80% prior to graduation in 2019. Students are employed both nationally and internationally, including local and state health departments, the federal government, and private industry. The MPH program has four emphasis areas. These include: (1) Food Safety and Biosecurity; (2) Infectious Diseases and Zoonoses; (3) Public Health Nutrition and (4) Public Health Physical Activity.

4. External Demand.
   The Bureau of Labor Statistics forecasts career growth between 5-25% nationally and 10.7% in Kansas for public health career areas between 2020 and 2024. National public health workforce groups, the National Consortium for Public Health Workforce Development and the De Beaumont Foundation have called for the development of public health training and academic curricular offerings to prepare public health workers with strategic skills and expertise to meet the growing workforce demand.

5. Service the graduate program provides to the Disciplines, the University and Beyond.
   The MPH program plans to advance the program offerings including: increasing certificate enrollment with an online certificate option as a strategy to recruit students to the degree, increasing options for BA/BS/MPH concurrent degree, and other dual-degree opportunities. In addition, in a systematic process, the program plans to explore online degree options where possible in line with our current accreditation.

6. Cost Effectiveness.
   Due to the interdisciplinary nature of the degree, it is cost effective. The program is partly funded through tuition revenues generated, which were around $180,000 in AY 2020. The College of Veterinary Medicine provides additional support for the program with a part-time program assistant and a director/associate professor. The program shares resources including courses and qualified graduate faculty with other colleges/departments.
Special Education: CIP code - 13.1001

Five-year average data:
- Number of Majors: Masters = 21.6, Doctorate = 5.2
- Number of degrees awarded: Masters = 8.6, Doctorate = 2 (meets or exceeds KBOR minima)
- Recommendation: Continue All

1. Mission, Centrality, Uniqueness

   The mission of Special Education within the Department of Special Education, Counseling, and Student Affairs in the College of Education is: To prepare knowledgeable, ethical, caring decision makers for students with special educational needs in the context of diverse and inclusive social groups, communities, families, and students; and to prepare specialists to serve students and families with specific educational needs through: a) assessment and intervention; b) leadership and collaboration; and c) clinical application, research, and practice.

   The Department of Special Education, Counseling, and Student Affairs offers the following graduate programs in Special Education: MS and EdD in Special Education. Both programs contribute to the development of highly educated professionals who make positive contributions to Kansas, the region, the nation, and/or the world. Kansas State University is only one of two universities in the State of Kansas to offer a doctoral degree in the area of special education.

2. Strengths, productivity, and qualifications of the Faculty

   All tenured and tenure-track faculty members are involved in research and creative endeavors. Some have an active research agenda in their areas of expertise. They are involved in scholarly activities on various topics, including school counseling, classroom assessment, retention, career development, sport and athletics, spirituality in higher education, and student affairs in higher education. Since 2015, the faculty have been involved in the publication of 84 articles in scholarly journals, 52 presentations at professional conferences, one book, and five book chapters. Faculty members have served on 12 editorial review boards and one faculty member served as Associate Editor of the Journal of Disability Policy Studies.

   Faculty in SECSA hold rank at Professor (4), Associate Professor (8), Assistant Professor (4), and Instructor (2). In addition, adjunct faculty are hired to teach courses in their areas of expertise. Recently, five campus professionals were granted courtesy appointments in SECSA. The number of approved Graduate Faculty in SECSA is 16 across programs; 11 faculty are in Counseling & Student Development and 5 in Special Education. In addition, 9 have Graduate Faculty Associate status.

3. Quality of Curriculum and Impact on Students

   MS in Special Education

   The MS in Special Education leading to full endorsement in special education is a strong and innovative program, relying on current research, informed practice and collaborative partnerships to maintain its position of excellence in the field. It has two sub-fields (High Incidence Disabilities and Low Incidence Disabilities), both of which are approved by the Kansas State Department of Education. Based on student feedback, results of the required 21-task portfolio, and two clinical placements, the program has recently been extensively revised. Total required credit hours went from 42 to 30, and students now have the opportunity to take classes online and complete the MS program online in one year, if desired. K-State also offers a Graduate Certificate in the area of Autistic Spectrum Disorder – an area of high need in many parts of the state and country.

   EdD in Special Education

   At the doctoral level (EdD in Special Education), students participate in the core program of the College of Education, and then complete a program individually and specifically tailored to utilize their prior experience and expand their professional and research horizons. Doctoral students in the department may plan to work as administrators in schools or care facilities, higher education faculty members, or master teachers, and the path they pursue dictates the content and appearance of their academic and research program. The five-year average for the number of majors is 5 and the number of degrees granted is 2. This degree is very important and targeted for enhancement as a seven-year goal for the Department.

4. External Demand

   MS in Special Education

   The need for special education teachers in Kansas and surrounding states is quite high, and this has added to the demand for the MS in Special Education. The relatively new path designed for K-State students allowing them to take all classes online and being able to complete the program completely online in one year, if desired, shows every sign of increasing the number of students in the program. The five-year average for number of majors in the master’s program is 1 and the five-year average for the number of master’s degrees granted is 8.
EdD in Special Education

There are only two special education doctoral degree-granting institutions in the state of Kansas – Kansas State University and the University of Kansas. The program at K-State has the reputation of being more “practitioner oriented” and this is a fair statement. Most of the doctoral students in this program are professionals in the field of special education who have returned to graduate school after some time engaged in the practice of their profession. Many seek an additional endorsement, either in special education or in administration; some plan to teach at the college and university level also. Recent program graduates are working as principals, directors of special education, and as faculty members at other institutions of higher learning and service (SUNY-Geneseo, Ft. Hays State University, Pittsburgh State University, University of Central Arkansas, Topeka Family Center, among others, including institutions in Taiwan, Iran, and China).

5. **Service the graduate program provides to the Discipline, the University, and Beyond**

The major roles of the Special Education programs, both the MS and EdD, at Kansas State University are to prepare teachers, consultants, and administrators for children with exceptional needs in Kansas public schools and to provide support to other parts of the university, state, region, and nation. For example, special education faculty provide several disability related courses for the Department of Curriculum and Instruction, and this semester instituted a course on Autism Spectrum Disorder open to all university majors and to the general public.

6. **Cost Effectiveness**

The graduate programs generated 1,037 student credit hours in AY 2020, earning over $440,000 in tuition revenue. The department also generated 1,057 undergraduate student credit hours for an additional $325,000. The huge demand for special education teachers has been around for quite some time and no one predicts the demand will be satisfied anytime soon. The faculty have made the program much more cost effective by streamlining the required program by 12 credit hours and making each course available online at least once a year. Students are able to complete the entire program online within a year, if desired. This will make our program more attractive to students. In addition, it is the prediction (and hope) the new course in Autism will attract students from other majors at K-State and outside the university.