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DIVISION OF CONTINUING EDUCATION

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www.dce.k-state.edu
Kansas State University’s Division of Continuing Education plays a critical role in expanding offerings to students who live, work, and learn differently than a “traditional” college student. While we promote the value of the on-campus experience with K-State’s rich academic, cultural, athletic, and social venues, we know that place-bound students need access to K-State where they are and at times that fit their schedules. They need access to degree completion opportunities in shorter formats, continuing education units for professional certification, and higher level graduate programs to obtain new skills.

The face of the K-State student is changing. The National Center for Educational Statistics projects a 23% rise in enrollments of students aged 25 and older by the end of this decade, while those younger than 25 increase by only nine percent. The K-State Graduate School recently reported that more than 46% of current K-State graduate students were virtual learners. The final enrollment tabulation for each semester in AY11-12 showed 7,429 distance education students, making up 14.6% of the total student population. These numbers project urgency for Kansas State University to fully understand their commitment to these students and future students of the year 2025.

The Division of Continuing Education is the arm of K-State that is addressing this profound shift and attempts to fully understand how the full integration of current technologies in the teaching and learning process help provide quality offerings to virtual learners. During 2012, we watched e-learning move to a free venue with the introduction of MOOCs, or Massive Online Open Courses. More top-tier universities joined the ambitious campaign to provide online programs with many of the curricular offerings free to students. Many land-grant universities are now offering credit for prior learning. Students can take rigorous tests to prove their proficiency in a subject without having to take the course. One university recently announced that they will allow a person to test out of a full bachelor’s degree. It is not hard to see that K-State faces an increasingly competitive environment.

Hopefully as you view the Division of Continuing Education’s annual report, you will see that K-State, too, is capitalizing on e-learning to advance our institution and to more effectively serve the students of today.

Serving students at a distance will continue to be a challenge in this rapidly changing environment. K-State will need to maintain a well informed, strategic perspective on where and how online learning fits into our institution’s mission and direction. The Division is pleased to play a critical role in this changing face of higher education at Kansas State University.
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www.dce.k-state.edu
DCE Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
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DCE Students by Location

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<th>Distance Education</th>
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**DCE Student Credit Hours**

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**DCE Students by Age**

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<td>45-54</td>
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<td>21</td>
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<td>7</td>
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<tr>
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<td><strong>1,653</strong></td>
<td><strong>6,869</strong></td>
<td><strong>11,597</strong></td>
</tr>
</tbody>
</table>

Alysen Simmons, academic advising master’s degree
Soldiers seeking a bachelor’s degree in food science and industry now have a clearer educational path because of an agreement between Kansas State University and the U.S. Army.

The agreement, a Servicemembers Opportunity Colleges Army Degree (SOCAD), allows soldiers who are veterinary food inspection specialists to earn transferable credits through a network of educational providers. That is, as soldiers are deployed or change duty stations, they can connect with local community colleges and universities to earn credit that can eventually be used toward a bachelor’s degree in food science and industry at K-State.

“Active duty military are constantly moving, making it hard to complete a degree with one school,” said Deanna Retzlaff, Assistant Professor, K-State Food Science Institute. “Soldiers can apply credits from multiple schools to a degree from one, making it easier for them to advance their career.”

Through the agreement, soldiers finish their degree requirements by completing their remaining credit hours through the university’s online course offerings and degree completion program.

“I have been stationed in Naples, Italy; San Diego, California; Kodiak, Alaska; San Antonio, Texas; Augusta, Georgia; Colorado Springs, Colorado; and Manhattan, Kansas,” said CW2 Alma J. Mendoza, who completed the food science and industry bachelor’s degree program in May 2012.

Many SOCAD programs are also available to spouses of soldiers and their adult children. According to Retzlaff, this agreement is one way the university continues to show its commitment to helping military forces and their families achieve their educational goals.

“Formalizing a SOCAD agreement was a multi-year project that required input from food science faculty members, veterans’ affairs specialists, the Division of Continuing Education and Kansas State University administration, as well as the input and approval from the Service Members Opportunity College Consortium,” Retzlaff said.

Mendoza is now pursuing a master’s degree in food science through K-State. As of Summer 2012, twelve service members were working toward their food science bachelor’s degree through the SOCAD program.

**Quick Fact**
The Horticultural Therapy Graduate Certificate and Food Science program each won a regional continuing education award in FY12.
Portfolio Design Course Showcases Student Talent

For students today, the design of a portfolio can be the key to success for acquiring a job, internship, or a scholarship in design fields.

The 3-credit online course Portfolio Design, offered during Intersession, helps students learn to effectively create a portfolio that showcases their talent—from concept development, to document design, to print production.

The course is open to students in disciplines that require them to showcase their work in a collective format—not only to students in architecture programs. Projects help students research and identify the objectives for a portfolio within their own field, then develop a final portfolio that is assessed by instructors, and use their portfolio with their applications.

Katie Kingery-Page and Jon Hunt, assistant professors of landscape architecture and regional and community planning, and the course instructors, say the general intent of portfolios is to showcase what a person can do.

“The best portfolios communicate a person’s unique strengths and passions in their work. A great portfolio allows a person to put their best work and qualities in front of potential employers,” Kingery-Page said.

According to Hunt, portfolios contain typography, images, and text content, combined into a coherent whole that encompasses portfolio design.

“Students need to learn to create a portfolio that will make their work appealing in a competitive job market,” Hunt said. “The class teaches students how to think visually and critically to understand what works or fails for the design of a portfolio.”

The instructors’ detailed, abundant feedback of student work allows rapid progression for portfolio design so students have a completed, usable portfolio by the end of the Intersession course.

AR 2011–2012

Student Credit Hours

<table>
<thead>
<tr>
<th></th>
<th>Percent change from previous academic year</th>
<th>Share of DCE SCH</th>
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</thead>
<tbody>
<tr>
<td>893 UG</td>
<td>-6.2% UG</td>
<td>2.2%</td>
</tr>
<tr>
<td>520 GR</td>
<td>8.1% GR</td>
<td></td>
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</table>

Quick Fact

The portfolio design course enrollment has doubled each year since its launch in 2010.
Kansas State University launched an undergraduate certificate in nonviolence studies, which identifies the ways students can help change both the local and global conditions that potentially lead to violence.

The 15-credit-hour program provides students with nonviolence strategies, tactics, and tools for changing their environment, relationships, and themselves for the better.

“All people—no matter their career—will interact with others,” said Susan Allen, Emerita Director of Nonviolence Education at K-State. “Nonviolence studies is about problem solving in ways that can help us achieve healthy, sustainable relationships. It is a way to fight back—but with smarter tools.”

The program teaches students how to resolve conflict systematically and without violence. Allen says that while many university courses teach the fallout from violence, such as its history, social problems, therapy, and criminal justice, the nonviolence studies certificate program focuses on getting ahead of the violence.

The program also sheds light on the psychology behind why people care about human rights, human wrongs, and social justice.

“Most of us associate nonviolence with famous people like Mahatma Gandhi and drastic circumstances like the U.S. civil rights movement or the Arab Spring,” said Allen. “However, nonviolence is something practical that all of us can learn to practice every day.”

She says the nonviolence studies undergraduate certificate and online courses in the program can be a helpful addition to students in any major or profession.

The program’s capstone course, Applied Nonviolence, provides an analytical, project-centered experience that guides students as they design, organize, and carry out nonviolence-related projects in their own school, workplace, or community.

“We have a relationship with our community, the world, the environment, and even our self,” said Allen. “All of these are relationship systems that need to make and maintain healthy balance to survive. Nonviolence is the best method to achieve that.”

Learn more about nonviolence at K-State at www.k-state.edu/nonviolence.
College students are bringing more technology into the classroom—good news for professors and for higher education, according to Roger McHaney, professor of management and distance education course instructor.

McHaney, who specializes in education technology and training, has published “The New Digital Shoreline: How Web 2.0 and Millennials are Revolutionizing Higher Education.” The book covers changes institutions must make to attract and engage today’s students.

“Two major changes—Web 2.0 and the arrival of tech-savvy millennials on campus—are shaping what I call the new digital shoreline of higher education,” McHaney said. “Teachers need to rethink their classroom approaches and how they interact with students.”

McHaney says professors shouldn’t view mobile information devices as distractions, but rather as tools for learning. The book helps new and seasoned teachers to understand how today’s students get their information and how things like smartphones can help professors teach in new and improved ways.

“Web 2.0, social media, and the constant flow of information not only changes the way that we communicate, but the way students learn and professors teach,” he said. McHaney says with these new ways of communicating with students, professors can add to their materials, present it in different ways, and create a base for true lifelong learning. The book covers the platforms for learning, Web 2.0 and social learning, what students are finding on this new digital shoreline, and what teachers can do beyond just adding new technology.

“We’re being challenged to rethink information creation, storage, and delivery,” he said. “Our students’ toys are the tools of their future.”

Digital Teaching and Learning Program Top 10 of Its Kind

Kansas State University’s online master’s degree in Curriculum and Instruction: Digital Teaching and Learning is rated in the top 10 of its kind nationally by GetEducated.com, a website providing comparisons and ratings for online degrees. The program was developed five years ago, geared toward people wanting to study education technology—from certified K-12 teachers to administrators with doctorates. It exposes students to the technology available for enhancing education and course structure, equipping them to effectively integrate that technology into their own curricula.

“We work hard to make sure everybody gets a shot at using technology meaningfully, learns new skills, and learns new theories and approaches constantly,” said Rosemary Talab, Professor of Curriculum and Instruction at K-State.

Students in the program receive direction on how to properly utilize diverse technologies in their curriculum, such as social media or programs that allow them to take their own students on virtual field trips. By including these technologies, graduates of the program can increase diversity and interactivity among their students.

Talab hopes the focus on connecting with her students contributed to the program’s inclusion on GetEducated.com’s list.

“Technology can be a wonderful way to connect people,” Talab said. “We’re building a neural network for the world.”

She also puts strong emphasis on academic advising within the program and wants every student to have a clear picture of his or her prospects after graduating.

Talab says the quality of a student’s academic experience depends on their knowledge of the vocational opportunities available, and that online learning is not a purely individual effort.

“People ask me, ‘How can you have a good experience with online learning?’ I say, ‘How can you not, if you do it correctly?’”

The program’s area of specialization in Digital Teaching and Learning is also available as an online graduate certificate program.

Quick Fact

The Healthful and Safe College Life online course, offered five times per year, served 278 students in FY12.
Software Engineering Program Meets Industry Needs

When Kansas State University contacted software engineering companies about the skills they wanted most in potential employees, they used the information to enhance the structure of the software engineering master's degree program. Students in the program are now better meeting industry needs.

According to Scott DeLoach, professor of computing and information sciences and head of the Master of Software Engineering (MSE) program, the new structure makes it easier for students to plan their course schedules, particularly for the majority of the program's students who complete classes online.

“Many students are already working in the software engineering industry full time,” DeLoach said. “The program is specifically aimed toward software development professionals who take classes online, allowing them to fit it around their schedule.”

As a result of market research conducted by DeLoach and his colleagues, the program was divided into distinct sequences to broaden students' options for specializing in specific areas of software engineering. In addition to completing the program's core courses, students now choose the specialization sequence they are most interested in, which can include areas such as bioinformatics, data mining, Web-based systems, and computer security, among others.

DeLoach says the course content for each sequence existed previously, but it is now more structured and clear for students working toward the degree. The specializations and structure align more closely with what software engineering companies currently want from graduates.

“One of the reasons we went to the sequences was to promote the online portion to companies,” DeLoach said. “We wanted to focus on meeting companies' needs.”

Quick Fact
The Sustainability and Green Engineering online course was developed in response to industry requests that engineers have training in sustainability principles.
Gayle Doll, Assistant Professor and Director of the College of Human Ecology’s Center on Aging, took a fresh approach to teaching gerontology online—and her peers rewarded her with a Faculty Fellowship Award from the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). Doll was the sole recipient of the honor.

Seven years ago, Doll began teaching in the gerontology program for Great Plains IDEA, a consortium of 20 public universities, including Kansas State University, providing online graduate and undergraduate coursework and programs in high demand professional fields. Students enroll in one alliance university as a home institution, but then can take online courses from any of the universities in the alliance that offer courses in their program of study.

Doll was nominated for the award for her success in gaining greater visibility for the field of gerontology as a career choice, bringing networking with professionals to online course delivery. She improved course assessment, listened to students, and revised a course message board to be more effective.

“Gayle’s teaching evaluations are consistently high,” said Virginia Moxley, Dean of the College of Human Ecology. “Students in her courses find great benefit in her instruction.”

Laci Cornelison, a master’s student in gerontology at K-State, said Doll made the university’s online gerontology students into kindred K-Staters even though they were scattered across the country.

“Gayle heard feedback from students that they felt disconnected to the campus and their peers,” Cornelison said. “In response, she started a gerontology graduate Great Plains IDEA newsletter and an online meeting space for students. Following the first newsletter, students’ praise of the initiative poured in.”

Doll also initiated a name change for the program through the Kansas Board of Regents, increasing visibility of the field of gerontology. What started as the Master of Science in Family Studies and Human Services that offered specialization in gerontology is now the Master of Science in Gerontology.

Doll received the award at the annual Great Plains IDEA meeting in Kansas City, Missouri.
“One Health” Course Links Health Triad

Introduction to One Health, a new course offered online as BIOL 697, CS 890, and DMP 895, ties together health concepts that traditionally would be taught in separate health classes or degree programs. It covers the complex health relationships between humans and animals, humans and the environment, and animals and the environment, and the growing concept of “One Health.”

The course is part of the One Health Kansas project, which increases awareness of One Health in the state, according to Beth Montelone, associate dean of Kansas State University’s College of Arts and Sciences and director of One Health Kansas.

“Students in medical, nursing, veterinary, public health, and other disciplines at Kansas State University and elsewhere, and health professionals in the workforce can receive a wider view of their professions and get a solid introduction to One Health,” Montelone said.

K-State’s course is one of the only graduate-level One Health courses offered entirely online. More than 25 experts from the university and beyond, including a national leader in the One Health movement, are featured in podcastable videos about One Health topics and current research.

Robert Larson, professor of clinical sciences at Kansas State University, says One Health gives students in different disciplines the opportunity to see how their area of interest interacts with the other components of the human-animal-environment triad.

“It emphasizes the connections and attempts to break down the long-standing separations regarding who or what we typically think about, research, and teach in terms of health,” Larson said.

Visit www.onehealthkansas.k-state.edu.

Quick Fact

There were 27 new veterinary medicine professional development offerings in FY12.
The Aviation Maintenance program (A&P) through K-State Salina Continuing Education gives soldiers the chance to learn the basics of aviation maintenance procedures while stationed at Fort Riley, and to experience hands-on learning.

Dan Montgomery, First Sergeant, retired, completed the program's three courses in 2012 and says they give soldiers a more realistic and diverse experience with aviation maintenance knowledge and procedures.

“We as soldiers work on helicopters all the time,” Montgomery said. “You can get exposure to civilian aircraft—like different engines and airframes—for multi-use aircraft besides the military-style aircraft that we see every day.”

The program includes an airframe review course and a powerplant review course. Kansas State University is the only institution in the state that is approved by the Federal Aviation Administration (FAA) to offer these review courses.

Soldiers who complete the Aviation Maintenance program receive lifetime FAA Mechanic Certification after passing the FAA's written, oral, and practical exams.

“A lot of it is learning as you go along, and seeing what’s presented to you on a nightly basis,” Montgomery said. "One day, you may have an aircraft come in that has a bad cylinder that you need to replace. The next day, you may have an aircraft that needs regular maintenance done. It gives you real-world experience, as the classroom.”

Completing the program's face-to-face classes on post can also help military students accelerate their path to military rank advancement, enhance their potential for increased income, and prepare for civilian job opportunities. The on-site class is a huge benefit to soldiers, according to Montgomery.

“There’s a lot of variety and versatility in working out of a real, functioning aviation maintenance shop,” Montgomery said. “Getting the A&P certification is the goal, but you can also use the classes toward your bachelor’s degree or work in the aviation field or outside of aviation.”

Graduates are skilled in aircraft repair, installation and modification, and maintenance of the airframe and powerplant, but Montgomery says there are employers in various industries who specifically look for people with A&P certification to work in fields other than aviation. This includes the train industry, or places such as General Electric, with wind turbine technology.

A total of more than 70 military students, including Montgomery, completed the Fort Riley Aviation Maintenance program through K-State Salina during FY12. Montgomery was in one of two cohorts completing the program.

Additional K-State Salina FY12 developments:

K-State Salina’s aviation department signed an agreement with the University of Kansas Continuing Education to provide joint instruction in their aerospace short courses program.

Development of an internal faculty development stipend at K-State Salina encouraged faculty to develop distance education courses. Faculty who received a stipend participated in a six-week hybrid course training program during Summer 2012 that focused on quality pedagogical techniques within the online environment.
More than 13,000 guests saw firsthand the strides being made at K-State Olathe, as the campus played host to 622 events during fiscal year 2012. University partnerships with K-State Olathe brought several innovative educational programs to the Kansas City area.

The Department of Agricultural Economics’ Animal Health Corridor Lecture Series had more than 200 attendees, as part of the department's initiative to enhance animal health industry and supply chain competitiveness. The department focused on professional development programs and industry-targeted economic and strategic research/analysis.

K-State Olathe supported the advancement of China's veterinary education and practices with the International Veterinary Collaboration for China summit. The summit focused on ways to improve animal productivity, welfare, and veterinary public health through cooperative networks. Attendees toured several campus facilities, including the Biosecurity Research Institute in Manhattan.

The College of Business Administration offered a series of seminars, attended by more than 100 professionals, aimed at enhancing leadership and business knowledge. Groups learned more about applied business concepts, increasing career opportunities for alumni and K-State's presence in Kansas City. Another department, K-State's Office of Admissions, hosted recruiting events for more than 600 individuals, targeting high school students and counselors. Topics included financial aid, Greek affairs, and career information.

K-State Olathe’s extension and outreach efforts have developed strong partnerships with area organizations, such as Johnson County with its Master Gardener Training classes, Kids Cooking camps, and Eating Well for Less seminars. With K-12 outreach programs, K-State Olathe hosted Food Science Teacher workshops that provided continuing education to Kansas teachers in science and career/technical education, agricultural science, health science, and biochemistry.

K-State Olathe also hosted programs for children in 2012, including the King Arthur Flour Life Skills event. Participants investigated the science behind producing wheat flour and used breadmaking to learn fundamental life skills. Fourth through 12th grade students also completed courses in food safety, preparation, and issues facing the food industry, tracking from harvest to consumption, by preparing pizza, luncheon loaf, and fish sticks.

About 1,000 food service industry professionals attended events at K-State Olathe that utilized the Sensory and Consumer Research Center. Studies involved various meats, cookies, and pet food. Sysco Foods, a large Kansas City based company, utilized the meeting space at K-State Olathe to offer educational programs to the Sysco sales force. The company held 10 events including trainings, food shows, sales meetings, and Sysco U.

For a complete look at K-State Olathe news and information, go to www.olathe.k-state.edu/news.
Credit Program Highlights

Intersession

January and August sessions saw record enrollments and course offerings, with May having the second highest enrollment for that session. The continued increase in online classes provided more access to these classes for both distance education and traditional K-State students.

Intersession student enrollments are shown below.

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<th>Intersession</th>
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<th>Evening College</th>
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<tr>
<td>August 2011</td>
<td>Below is a comparison of BDCP applications from 2011-2012, including numbers of admitted BDCP students and demographics. FY12 saw a record number of BDCP applications and enrollments. Additionally, the Division of Continuing Education hired a full-time academic advisor to assist with students in the Interdisciplinary Social Science and General Business bachelor’s degree programs.</td>
<td>Evening College classes are offered on the K-State campus after 5:30 p.m. to fit around a student’s busy daytime schedule. Courses are available in 8- and 16-week sessions to meet the needs of working adults. There were 3,700 Evening College enrollments in 2012. In the past fiscal year, this program returned over $1 million to colleges and departments by way of salary and transfers.</td>
</tr>
<tr>
<td>January 2012</td>
<td>328</td>
<td>1,100</td>
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<tr>
<td>May 2012</td>
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<tr>
<td>Total</td>
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<td>1,978</td>
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Program Reports

I thought I was going to be overwhelmed with information, but I got just enough information in the time allowed. The class fit best in my schedule, and it was worth it, I believe. I learned a lot.

—Mychal Davis, Intersession student (shown above)
2+2 Partnerships

In Fall 2011, K-State’s Division of Continuing Education and the Division of Communications and Marketing collaborated to plan and implement a media blitz throughout Kansas to create awareness about the university’s milestone in 2+2 partnerships.

Earlier that year, K-State signed 2+2 agreements in general business with all 19 community colleges in the state of Kansas. Through these agreements, students anywhere in Kansas can complete their first two years of college at their nearest Kansas community college and seamlessly transfer credits to complete K-State’s general business bachelor’s degree through distance education.

The target audience for the 2+2 media blitz consisted of adults in Kansas who have some college experience but who have not yet completed their bachelor’s degree—roughly 448,000 adults, according to the Council for Adult and Experiential Learning. These adults often cannot relocate to a university to pursue their degree due to their current job, family commitments, or community obligations. The media blitz also specifically targeted adults interested in pursuing a business degree.

Area media were invited to cover 2+2 functions throughout the fall at Allen Community College, Iola, Kansas; Barton Community College, Great Bend, Kansas; and Butler Community College, El Dorado, Kansas. These events created awareness of K-State’s new 2+2 opportunities for area residents and provided testimonials from local students in the 2+2 program. K-State President Kirk Schulz attended all media events, along with administrators and media staff from each institution.

Approximately 30 news/media entities published 2+2 coverage during the fall media blitz, including news articles and video interviews of university representatives and 2+2 students. All media staff received a media packet with 2+2 program and university information. The fall media blitz aligned with the publication of an article about K-State’s 2+2 partnerships, written by several staff in the Division of Continuing Education. The article, titled “Kansas State University: 2+2 Partnerships with Community Colleges,” was published in the Fall 2011 issue of the Continuing Higher Education Review, a journal of the University Professional and Continuing Education Association.

K-State’s next 2+2 milestone focuses on developing agreements in interdisciplinary social science and in technology management with community colleges statewide.

Currently, K-State has more than 125 2+2 options in place throughout Kansas and at institutions in four other states, with many more in development.
How has the Student and Faculty Services office transitioned this year? What is its current direction?

Student and Faculty Services made three transitions this year with staff changes, communication flow strategies for better inquiry conversion, and a drive to become more involved in connecting students to K-State.

This summer, not only did I come on board as director, but additional staff transitioned to new positions and roles within the unit. Our office now consists of three full-time staff and a crew of six students to handle faculty services and student assessment, exam proctoring, and managing student inquiries and services.

SFS launched a communications flow to provide a better marketing tool that manages our prospective student population. This transition has met an increasing need to track and communicate with a growing number of prospective student inquiries via e-mail and mail.

We have also worked toward the goal of becoming more connected with students, both prospective and current. In FY12, we participated in National Distance Learning Week for the first time, which was a great example of our use of social media as a student communications tool. We also set up random competitions to get students involved on Facebook, including a photo competition of students’ study areas from around the country. We also held chat sessions over Facebook so students can chat online with our office. We want to make it as easy and comfortable to contact our office as possible.

The office is often referred to as the Division’s “front porch.” How does this impact communication and services for distance students?

We realized that our office is very much like a front porch. We want students to feel like they can stop in and say hello, whether it is online, over e-mail, over the phone, or in person. We are creating a welcoming atmosphere and seeking new ways to develop relationships with prospective and current students so they feel comfortable calling us for help. I want to give our staff the resources they need to help students during the first contact instead of having to send someone to another office. We are going to make sure that when a student contacts us, they get the support they need.

The Student and Faculty Services office:

- Served more than 1,400 students in 96 different distance education courses
- Worked with 444 different proctors in one semester
- Averaged 116 calls per week from current and prospective students
Which services/features are you most proud to offer for distance students? For online instructors?

First and foremost, our office is here to listen to and support students and faculty. We have access to a student’s history and record with the university and can help guide them through various university systems such as iSIS and K-State Online. We are here to answer their questions, listen to their needs, and advocate for new services.

This year, we have started working with more campus services to understand what tools and resources are available for distance students. For some services, it is easy. For others, even though we may not be able to replicate those services to online students, we are working with campus offices to find resources our students can use and access at a distance. I am most excited about the possibilities of student services promoted for online students. I believe that is where K-State excels.

We provide this same level of service for online instructors. I am very proud of the work we do to help facilitate courses online. We help faculty with their exams by sending information to proctors across the country while at the same time vetting those proctors for their academic excellence. Students take exams, online and on paper, in centers throughout the country.

When the semester starts, we verify their proctors and maintain appropriate standards. During the semester, we send out exams to proctors and make sure that students are able to take their exams on time. Should a mishap occur, we are the link between faculty and proctor and do what we can as soon as possible to correct the situation. Sometimes there are technical glitches and by maintaining good communication, we put the faculty and students at ease.

What do you envision as the future of distance student services at K-State?

I look forward to a time when students navigate to our website and with the click of a button, they can text or video chat with someone in our office. I would like to extend our hours and services to meet students where their needs are.

Current and prospective students receive support from the SFS office in all areas of their distance education experience.

Walk-in testers can complete exams in the Division’s on-site exam center, which also processes proctored exams.

Walk-in testers can complete exams in the Division’s on-site exam center, which also processes proctored exams.
Kansas State University’s Go Teacher program launched in 2012 to improve the English language proficiency of participants and provide intensive instruction in Teaching English to Speakers of Other Languages (TESOL).

Go Teacher is a partnership between K-State, Ecuador’s Ministry of Education, and SENESCYT—Ecuador’s governing body of higher education. In its first program offering in June 2012, Go Teacher brought more than 80 Ecuadorian teachers to the Manhattan campus.

Go Teacher is funded by the government of Ecuador and will extend over a three-year period, with Ecuador’s government setting aside funding for each year of the program.

“K-State is in a unique position to work with the government of Ecuador to train their teachers to excel in teaching English in the classroom,” said Sue Maes, Dean of Continuing Education at K-State. “These students will not only improve their spoken English, but will model good teaching techniques in classrooms throughout Ecuador.”

Go Teacher students are college graduates in Ecuador who meet English language proficiency requirements to complete Kansas State University coursework as nondegree-seeking students.

Students learn from the university’s ESL curriculum, which is nationally recognized and has been replicated by several institutions. It prepares educators planning to teach abroad as well as in the United States.

On-campus partners in the program include the Kansas State University Office of International Programs, College of Education, Center for Intercultural and Multilingual Advocacy, and Division of Continuing Education.

“The university’s online master’s degree in English as a Second Language is available for Go Teacher students wanting to continue learning through K-State once they complete their program in Manhattan,” Maes said.

In addition to coursework, scholars actively attend campus and local events and activities to learn about culture in the United States and the Kansas region, including visits to the Flint Hills Discovery Center, Fourth of July celebrations, and more.

Ecuadorian students have become increasingly involved in the K-State campus, developing an Ecuadorian Student Association this year.

Current Go Teacher Participants:
June-August 2012: 87 students
August 2012-May 2013: 60 students
January-August 2013: 106 students
They also participate in the International Buddies program through the university’s Office of International Programs to help share their own culture with K-State students and community members.

Go Teacher continues to grow in the number of students coming to K-State to complete the program, breadth of English language enrichment events, and participation in cultural and campus activity. The program received the University Professional and Continuing Education Association’s Central Region Outstanding Noncredit Program Award in 2012.

K-State has recently collaborated with the University of Kentucky, New Mexico State University, and Valparaiso University to offer the Go Teacher program at those institutions, with K-State continuing to oversee the program.

Plans are in the works to continue expanding program content to meet the educational needs of more teachers in Ecuador.

Follow “Go Teacher – Kansas State University” on Facebook at www.facebook.com/ KSUGoTeacher.

* Mediated Programs refer to programs containing components delivered through communication technologies (such as video, internet, live feed, etc. These programs extend K-State's reach and offer greater opportunities to those who are location-bound.

Officers of the first Ecuadorian Student Association.

<table>
<thead>
<tr>
<th>Noncredit Programs</th>
<th>Face-to-Face</th>
<th>Mediated*</th>
<th>Total Programs</th>
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<tbody>
<tr>
<td>Ag and Extension</td>
<td>12</td>
<td>41</td>
<td>53</td>
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<td>Architecture</td>
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<td>Engineering</td>
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<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>2</td>
<td>173</td>
<td>175</td>
</tr>
</tbody>
</table>
The state of Gujarat, India, initiated a collaboration with Kansas State University to launch the Engineering Summer Institute in 2012. Nineteen students from Gujarat Technological University (GTU) completed two eight-week courses in electrical engineering on the K-State campus in Manhattan.

“This institute is an important step toward increased internationalization of the campus—part of K-State’s 2025 vision,” said Mohammad Hosni, professor of mechanical and nuclear engineering at K-State. “It brings students to campus, not only teaching them technical courses, but also helping them understand the culture in the United States.”

The program is funded by GTU, whose administration selected the first group of electrical engineering students to participate in the program.

“Students will receive credit for the courses as part of their curriculum at GTU, providing the opportunity for them to possibly seek graduate school admission at K-State or another institution upon graduation,” Hosni said. “It gives them more options to see something outside of India.”

United States and Indian government policies encourage collaboration between Indian and U.S. universities, with the Engineering Summer Institute at Kansas State University being a precursor to similar collaborations between GTU and other Big 12 institutions. K-State is in contact with the vice chancellor of Gujarat Technological University to continue the program and provide opportunities for larger groups of students to attend.

“The long-term vision of this institute is to expand to other areas in engineering as well as business, education, and agriculture,” Hosni said. “Gujarat Technological University is interested in expanding it to Big 12 schools and beyond, with K-State as a continued primary partner.”

K-State partners for the Engineering Summer Institute include the Office of International Programs, College of Engineering, and Division of Continuing Education.

GTU Student Testimonials:

“We have weekly assignments and quizzes to submit online. It is proving very beneficial since we are regularly updated about what we learn.”
—Saumil Jagirdar, Yash Verma, and Rahul Arya

“We got to know about the history of Kansas. With such a rich natural history, Kansas is truly an amazing place!”
—Harsh Patel, Chintan Raval, and Lokesh Patel
Gujarat Technological University students outside K-State’s Engineering Complex.

New Programs Supported in FY12

- Greenhouse Gas Accounting
- Child Welfare Judicial Summit
- Regional Campus Compact
- Animal Health Corridor Lecture Series: Successfully Navigating USDA Regulations
- Great Plains Radio History Symposium
- Michael Tilford Conference on Diversity and Multiculturalism
- 2011 International Conference on Corporate Social Responsibility
- Kansas Educational Leadership Institute (KELI)
- Architecture Study Tour—Phoenix
- Grant Writers’ Seminar
- Kansas Hunger Dialogue
- Ogallala Aquifer Conference
- North Central Sustainable Agriculture and Research Education (SARE) Conference
- PLANET Student Career Days
- NSF Career Proposal Writing Workshop
- Kansas Security Workshop
- A.TECH Workshop 1.0
- Kansas Mathematical Association of America (KSMAA)
- 21st Century Teaching
- Big 12 Internal Auditors
- TEFL Summer Institute
- Engineering Educational Experience (E3-Teachers)
- Textile and Apparel Sustainability Initiative Planning Meeting
- Online Radon Training

### Noncredit Program Delivery

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<tr>
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<tr>
<td>Face-to-Face Programs</td>
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<tr>
<td>Mediated Programs</td>
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<td><strong>Totals</strong></td>
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### Audiences

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<td>State</td>
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<td>Regional</td>
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<td>Local</td>
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<td>International</td>
<td>294</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>439</strong></td>
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</tbody>
</table>
A Dean’s Perspective on DCE: Virginia Moxley, College of Human Ecology

“The College of Human Ecology is a full partner with the Division of Continuing Education in delivering online education to students across the nation and the world.

Each year, the reach and quality of academic courses and programs that the College offers through the Division have grown. Currently, half of our graduate credits at the master’s level are offered in an online format through DCE. We also offer two full undergraduate programs and one distance/summer intensive doctoral program. These programs attract great students who benefit tremendously from the practical advantages that distance education offers.

I have especially appreciated DCE support for development of new courses and programs through the development grant program. This program has allowed us to ensure that faculty have the time and support services they need to develop their online instructional offerings.

DCE provides services that we cannot support within our College, including course and program management, instructional support, marketing, monitoring and compliance with state regulations nationwide, and much more.

Almost two decades ago, when the Internet was far from ubiquitous and there was no broadband access in rural areas—when there weren’t many home computers, much less handheld devices—a group of human sciences administrators from ten public research universities started discussing possibilities for improving the way we educated professionals working in rural areas of our states. This conversation, which began in earnest in 1994, led to the founding of the Great Plains Interactive Distance Education Alliance.

In 2000, Sue Maes and I became Principal Investigators for a FIPSE/LAAP project that involved teams of faculty and administrative personnel from these 10 universities to develop a model for multi-institutional academic programming. This model shaped what the Great Plains IDEA is today—a national alliance of public research universities that sponsors multi-university academic programs.

At K-State, these multi-institutional programs now serve hundreds of graduate students each year and are jointly supported by academic faculty and administrators and by a team of professionals from the Division of Continuing Education.

What is ahead? The nation has a critical need for an educated workforce. Professional knowledge advances so rapidly that our alumni need continuous education to ensure they maintain their professional edge.

With the support of DCE, the College of Human Ecology will continue to serve the lifelong educational needs of our students in ways that are appropriate to the context of their lives.”

“I have especially appreciated DCE support for development of new courses and programs through the development grant program.”

—Dr. Virginia Moxley, College of Human Ecology
Interview with Clive Fullagar, Professor of Psychology; and Patrick Knight, Associate Professor of Psychology

What sparks your interest in teaching MIOP students?

Fullagar: MIOP students are non-traditional and have full-time jobs. Their response to course content is to see its immediate relevance to what they are doing and feel excited about applying it in their workplace. I am continually rewarded by seeing MIOP students enthusiastically embrace the science and immediately put it into practice.

Knight: MIOP students’ motivation seems to be a notch above. They typically come to the program having experienced the difficulties inherent in human resource management, looking to develop new tools to help cope with those difficulties. They are more likely to connect the dots on their own and get excited about using what they have been exposed to.

What are the benefits of the program’s on-campus experience?

Fullagar: The on-campus experience is the “heart and soul” of the program. It generates a high level of energy, and students develop an unusually strong commitment to the program and the university. It is the most important factor in the exceptionally low drop-out rate in the program, less than five percent.

Knight: Over two summer sessions, it delivers half the program’s courses, keeping the distance-based course load reasonable for students as they work full time during regular semesters. The socialization and bonding helps form meaningful relationships and establish lifelong personal and professional associations.

What have you learned through MIOP?

Knight: Students’ applied, often specific concerns mean you will be asked questions about what to do in situations you may have never considered before. This forces you to always be thinking about what is likely to work in different situations, how characteristics of a job or company are likely to make different approaches more or less effective, and how new ideas can be integrated with established procedures.

What keeps you motivated as you support MIOP?

Knight: Every MIOP cohort and student is different. Because of their unique experiences and perspectives, teaching MIOP never gets old.

Fullagar: The students keep me motivated to teach. They hold full-time jobs and also fulfill family roles. Their commitment and energy are invigorating. Their motivation motivates me.

“I quote

My discussions with students have revealed the program is providing high quality training that students greatly value. The work is rigorous, students are highly engaged, and the impact on their careers is high. I am proud to have MIOP as part of our educational mission.”

—Michael Young, Department Head, Psychology
Kristine Smith's bachelor's degree in dietetics from Kansas State University is helping improve the way young children eat.

Smith completed her degree online in 2004 while overseas with the U.S. Navy. She now serves as director of nutrition services at the Neighborhood House Association in San Diego, California, where she revamped the daily menu for children in the association's Head Start program.

“This degree in dietetics has made a huge impact on my life,” Smith said. “I feed children primarily in Head Start, children from families in the lowest incomes in our community. I feel like when they come to our Head Start centers, they are getting the best meals maybe in their whole lives.”

The program provides approximately 6,500 meals to children each day. Smith was stunned by the foods the preschool-aged children were served when she began as director—highly processed meals with an abundance of sodium and fats. The kitchen she inherited contained no knives, only can openers. The cooks only knew how to use microwaves and ovens. Smith immediately began improving the kitchen, from obtaining healthier ingredients and purchasing new cooking utensils, to retraining the kitchen staff.

“No where in my job description did it say that I need to create menus that have whole and natural foods or that I need to feed children in any way other than to meet the childcare food guidelines from the USDA,” Smith said. “But I feel it is my own responsibility to give them the very best that I can give them.”

Smith is also involved in the Farm to Pre-School program, which replaces much of the factory-distributed food in her kitchen with healthy, locally grown foods, and takes the children on field trips to farms to show them food growing naturally from the ground, not on grocery store shelves.

“We have a 94 percent kid approval rating now,” Smith said. “The kids go to the grocery store and ask for fresh produce—they recognize it from what they had at school.”

Because of her success and exemplary representation of Kansas State University, Smith was honored as the Division of Continuing Education 2012 Alumni Fellow.

Experiencing K-State:

“I feel like this is my home even though I haven’t been on campus. To me, this is where I belong. Every class that I took, every instructor that I had, I still remember them, and what they taught me. There’s something here that connects everybody, and it branched out to me as a student.”
Kansas State University is going the distance for students earning their degrees through distance education by providing scholarships specifically available for them.

The Division of Continuing Education awarded five O’Bannon Scholarships for both Fall 2011 and Spring 2012 terms, and two students received the first Office of Diversity Scholarship for Distance Students. These scholarships provide students with $1,000 for a semester of study.

The Diversity Scholarship, offered for the first time through support from the university’s Office of Diversity, is awarded to undergraduate students enrolled in the bachelor’s degree completion program.

“We’re thrilled to award this scholarship to two of our distance students,” said Lynda Spire, Assistant Dean of Continuing Education.

“Scholarships specifically geared toward distance education students are harder to come by, and they play a crucial role in helping these students continue their education while balancing other financial commitments.”

The O’Bannon Scholarship, offered each spring and fall term, provides financial aid to graduate and undergraduate students enrolled in the Division’s distance degree programs. The scholarship honors the memory of K-State alum Maurine Allison O’Bannon, class of 1915, from McPherson, Kansas.

Scholarship recipients are recognized at the Division’s Honors and Awards Reception each spring.

**Scholarships Awarded to Distance Education Students**

**Distance education scholarship recipients:**

**Fall 2011 O’Bannon Scholarship**
Jenna Burns, Coon Rapids, Minnesota
Jennifer Garvin, Washington, DC
Deborah Mildfelt, Salina, Kansas
Barrett Scroggs, Omaha, Nebraska

**Spring 2012 O’Bannon Scholarship**
Erica M. Baker, Farmington, New Mexico
Amy R. Buscher, Topeka, Kansas
Kristina Cale, Seattle, Washington
Tonia H. Chantry, Okinawa, Japan
Heather M. Kahre, Topeka, Kansas

**Diversity Scholarship**
Kristina Cale, Seattle, Washington
Kristine T. Nguyen, Wichita, Kansas
# Distance Learning Technologies

## A Timeline of K-State's Educational Delivery Methods

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1960s</strong></td>
<td>Instructors drive statewide to deliver courses. K-State instructors rent state cars, drive to various Kansas towns, and teach courses on-location in the late 1960s. This face-to-face delivery was termed “Windshield” time.</td>
</tr>
<tr>
<td><strong>1970s</strong></td>
<td>Division of Continuing Education established. The Kansas Board of Regents establishes the Division in 1966.</td>
</tr>
<tr>
<td><strong>1980s</strong></td>
<td>Distance classes distributed via newspaper. The first course, “America and the Future of Man,” in 1973 includes 20 written lectures by the nation’s most distinguished teachers and scholars. An article about newspaper course delivery states, “A student studies this unique course in his own home and at his own pace.”</td>
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<td><strong>2010s</strong></td>
<td>Utilizing social technologies. Today, the way students receive and respond to course content continues to evolve with the use of social media sites, wikis, video/interactive content, and other technologies. Many courses incorporate these media into the virtual classroom to facilitate learning, collaboration, and communication.</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td>Accelerated courses trending. More courses with shorter, accelerated schedules are developed to meet adult learner needs and align with trends in continuing higher education.</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td>Going global, digitally. In 2004, distance education students represented all 50 states and 10 foreign countries.</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td>From VHS to disc, and beyond. In the early 2000s, course material that had been recorded on VHS tapes and mailed to students switched to CD-ROM delivery, or became available online.</td>
</tr>
<tr>
<td><strong>1996</strong></td>
<td>The onset of online learning. K-State offers its first online class and online degree program in 1996, followed by the launch of “K-State Online,” the university’s course management system, in 1998.</td>
</tr>
<tr>
<td><strong>1984</strong></td>
<td>Telecourses air on public television. PBS programming runs course content on TV in 1984. Students tune in at certain dates and times to view the course series on air, the most popular of which was a course on Vietnam.</td>
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<tr>
<td><strong>1984</strong></td>
<td>Distance classes distributed via newspaper. The first course, “America and the Future of Man,” in 1973 includes 20 written lectures by the nation’s most distinguished teachers and scholars. An article about newspaper course delivery states, “A student studies this unique course in his own home and at his own pace.”</td>
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FY12 marked the 45th anniversary of the Division of Continuing Education. Since its beginning, DCE has helped make a K-State education more accessible to adult students all over the world—with technology milestones along the way that have shaped how knowledge is delivered via distance.

Long before desktop computers, the Internet, e-mail, smartphones, and tablets, the automobile helped deliver education. In the late 1960s, K-State faculty brought their teaching on the road and provided instruction on-location throughout Kansas.

Next came courses with written lectures printed in the newspaper in the 1970s, and lectures that aired on television in the 1980s. The onset of K-State’s videoconferencing system in the 1990s—technology still available in distance courses today—meant that students all over the state could connect with each other for coursework and communication at the same time.

In the mid-1990s, with the introduction of online learning, distance education delivery went national, then global. Clunky VHS tapes became CDs, CD content went online, and now online content is interactive, integrating more social technologies than ever before.

Much has changed and is still changing in the way K-State delivers its educational content to distance learners.

Today, the distance education program has enrolled students from all 50 states and 15 countries who complete bachelor’s degrees, master’s degrees, Ph.D., certificates, minors, professional development, and hundreds of courses online.

After 45 years of progress, the Division of Continuing Education continues to push forward in educational delivery to bring the university to place-bound students.

Current Event:

Dean Sue C. Maes will give a presentation on “Distance Education through the Years” at an upcoming K-State 150th Brown Bag Lunch and Lecture Series: www.k-state.edu/150/lecture.html
Division Joins National Distance Learning Week

One week each November, schools, businesses, and organizations celebrate National Distance Learning Week to highlight and create awareness about the growth, accomplishments, and significance of distance education.

For the first time in November 2011, the Division of Continuing Education arranged for Kansas State University to join in this national effort and celebration.

National Distance Learning Week is sponsored by the United States Distance Learning Association (USDLA), a nonprofit association supporting distance learning research and development through educational training and communications.

During its first-time participation, the Division offered online and on-site activities to increase awareness of distance learning in the campus and local community and provide resources for best practices in the field.

“We’re hoping our celebration helped get both students and faculty at K-State excited about the possibilities that distance education offers,” said Jason Maseberg-Tomlinson, Director of Student and Faculty Services for the Division. “It’s a way to strengthen the K-State connection for thousands of students who call K-State home, even though they live and study from all over the world.”

Activities included a virtual scavenger hunt, special activities for on-site testers in the Division’s exam center, and social media activity such as trivia and games, resulting in 65 new friends for the “K-State Distance” Facebook page.

The Division also linked to USDLA’s free webinars on distance learning, including topics on learning styles, online learning growth, and virtual/mobile learning, to support continued faculty development in distance learning fields.

K-State distance education students participated in a short essay contest, where they shared their experience about how K-State distance learning is helping them reach their goals. The first-ever National Distance Learning Week essay contest winner, Kathryn Kadlec (featured on opposite page), received a $100 gift card grand prize, donated from Varney’s Bookstore in Manhattan.

“Through the activities of this weeklong event, we hoped not only to raise awareness about the significance of distance learning, but to celebrate and thank our faculty and students who support what we do and help us continue the university’s successes in this area,” said Sue C. Maes, Dean of Continuing Education.

View activities and links from K-State’s participation in National Distance Learning Week at www.dce.k-state.edu/distance/ndlww.
Student Wins First-Ever Distance Learning Essay Contest

Essay submission from Kathryn Kadlec, Master of Science in Food Science and Industry:

“When I graduated with my undergraduate degree, I knew I wanted to pursue a graduate degree but was not sure what field I wanted to go into. I also wanted to gain work experience before continuing my education. I got a job as a food technician with Nestle Prepared Foods Company in Solon, Ohio. It was the first time I was exposed to the food industry. I became fascinated with the manufacturing process and wanted to learn more.

Luckily, a co-worker was a Kansas State food science alum who talked to me about different graduate programs. After looking into a few food science programs, I determined that Kansas State was the best fit for me. The K-State program would allow me to retain my employment while furthering my education and career at the same time. I applied and was accepted.

While mastering my role as a food technician, I set my sights on becoming a food technologist. I kept my manager up to date on my progress in the graduate degree program, tying in coursework completion and grade point average into my yearly development goals at work. Because of this, I was able to secure a six-month food technologist internship on the Stouffer’s brand.

The distance learning program has allowed me to reach my goals without needing to put my career on hold while earning an advanced degree. The professors are easily accessible through e-mail or phone and truly care for the success of their students. I feel that I have been able to establish better relationships with my professors and peers in the K-State distance program than at my undergraduate institution. I know that earning a degree from Kansas State University is highly regarded in the food industry, and I look forward to graduating with my Master of Science in Food Science.”

Kathryn Kadlec is currently a Product Developer for Nestle Prepared Foods Company, Solon, Ohio.
For more than 60 years, Kansas State University has been meeting the educational needs of soldiers and their families. More than 2,000 military-related students—either soldiers or their family members—have enrolled at K-State in the last year.

The university’s many agreements, partnerships, and strong ties to the military have earned its continued designation as a 2012 top military-friendly university for the fourth consecutive year from G.I. Jobs, and the fifth consecutive year from Military Advanced Education.

“Many soldiers decide to continue taking courses at Kansas State University even after being deployed or stationed elsewhere in the nation,” said Ruth Stanley, Military Student Services Coordinator and Academic Advisor for the Division of Continuing Education.

K-State is a charter member of the Servicemembers Opportunity Colleges (SOC) consortium and the Fort Riley Consortium of Colleges and Universities, as well as a formal partner with Fort Leavenworth’s U.S. Army Command and General Staff College (CGSC), Fort Riley’s 1st Infantry Division, and the Kansas National Guard.

“K-State’s policy is that active-duty or reserve military students who are being deployed can be dropped from their classes with a 100-percent refund no matter where they are in the semester. They can then return to school without penalty. In-state tuition is also offered to any soldier stationed in Kansas or their family members, Stanley said.

Military personnel who are enrolled full-time make up 2% of K-State’s enrollment, while 4% of the enrollment is part-time military personnel. According to Kirk Dimond, Military Coordinator for the K-State Division of Continuing Education, military students bring knowledge and experiences to the classroom that their civilian counterparts do not.

“The discipline, work ethic, and values instilled in our military personnel are assets that increase their chance of success as they transition from military to student and from student to the workforce,” said Dimond.

New developments in FY12, including a SOCAD agreement for the bachelor’s degree in food science and industry (featured on pg. 8), have helped increase military student success through K-State and in their future careers—whether in the military or civilian life.
UFM Highlights

UFM Community Learning Center is a creative educational program serving Kansas State University, the Manhattan area, and the state of Kansas. Based on the philosophy that everyone can learn and everyone can teach, UFM provides opportunities for lifelong learning and personal development.

Manhattan Community Garden Expansion

The Manhattan Community Garden, sponsored by UFM, is the oldest community garden in Kansas. It was developed in 1974 as a nutritional enhancement program for low-income families in the community. Since then, it has expanded to allow people throughout the community to share the gardening experience, supplement food budgets, relieve stress, and foster new friendships.

In FY12, Riley County gave UFM access to 10 acres just south of Manhattan at 1435 Collins Lane as expansion space for the Community Garden.

With more than $30,000 in donations from businesses, two grants, and hundreds of volunteer hours, the Collins Lane site was ready to garden in February 2012. Significant improvements were made to the site including clearing trees, plowing prairie grasses, digging a well, adding electricity, installing an irrigation system, parking, and space for garden sheds.

The garden added 78 full and half plots to the 130 plots already available on Riley Lane. Negotiations are under way to add a second acre, or 78 more plots, for 2013. The City of Manhattan agreed to prepare the site and install irrigation this winter so those plots can be rented in the spring.

World’s Largest Swim Lesson

UFM helped achieve a world record on June 14 as the local host of the World’s Largest Swim Lesson. Local youth participated with hundreds of other swim lesson providers throughout the world.

The purpose of the event was to set a new Guinness World Record for the largest simultaneous swimming lesson ever conducted to build awareness of the importance of teaching children water safety. Seventy parents, grandparents, and children participated in the event. Each participant was given a certificate, bracelet, and sticker to commemorate their participation in setting a world record.
The NurseryWorks Conference, funded in the previous grant funding cycle and launched in 2011, received a regional continuing education award.

The first four cycles (2009-2012) of the Division’s grant funding program focused primarily on supporting the online development of credit courses and programs. These grants have greatly enhanced and expanded programs for distance education students. They have provided increased teaching opportunities for faculty and have generated increased revenue for departments, colleges, and the university.

During the first four funding cycles, 247 courses and 35 programs have been developed, in addition to 21 professional development programs and five new conferences. More than $1.3 million has been invested, generating more than $5.4 million in net revenue.

There continues to be areas of need and opportunity, such as developing full online bachelor’s degree programs and additions to consortia such as the Great Plains Interactive Distance Education Alliance. Although interest in online course and program development remains strong, the next cycle of grant funds will also support other areas of interest and value to distance education programs.

One shift for the 2014 grant funding cycle will support research projects that focus on best practices for online teaching and learning that will help the Division ensure that programs are of the highest quality. This expansion of grant funding contributes to a deeper understanding of quality, assessment, student experience, and trends. Exploratory conversations with some departments raised active interest in this area, with at least two proposals for research currently in the works. Investing grant funds for this purpose also supports K-State’s 2025 goals and initiatives and could lend support to publishing opportunities for researchers.

Additionally, funding will support course upgrades that will rebuild current courses so they align with best practices for online teaching and learning.

A third area with growing potential for funding is the development of training and professional development resources in collaboration with corporate partners. In cooperation with the new Office of Corporate Engagement, the Division is engaged in increased discussions with potential corporate partners about their educational needs.

The Division will continue expanding and enhancing this grant funding program to meet growing and changing needs in 2014.

Expansions in DCE Grant Funding Program

FY Grant Funding:

Total FY12 Funding Approved: $352,667
FY09-FY12 Grant Funding: $1,311,793
Net Revenue for FY09-FY12: Approx. $5,465,000
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<th>College</th>
<th>Proposal Name</th>
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<td>AG</td>
<td>Nursery Works Conference</td>
<td>June 15-16</td>
<td>Cheryl Boyer, Jason Griffin</td>
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<td>AG</td>
<td>Enhancing Instruction of Horticulture Production Courses Taught via Distance</td>
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<td>Intermediate Macroeconomics</td>
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<td>A&amp;S</td>
<td>Intro to Moral Philosophy</td>
<td>PHILO 130</td>
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<td>Hispanic America</td>
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<td>BUS</td>
<td>Three 8-week Business MANGT courses for eMBA for Working Professionals</td>
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<td>EDUC</td>
<td>Kansas Educational Leadership Institute Program</td>
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<td>ENGN</td>
<td>Modern Roundabout Analysis and Design</td>
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<td>Joyce Baptist</td>
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<td>VET MED</td>
<td>One Health graduate course</td>
<td>BIOL 697, CS 890, DMP 895</td>
<td>Beth Montelone, Bob Larson</td>
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<td>Clinical Pathology</td>
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<td>Lisa Pohlman</td>
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Awards

Awards Won in FY12

Regional

UPCEA Mature Credit Program: Food Science Program

UPCEA Mature Noncredit Program: K-State Music Symposium

UPCEA Creative Credit Program: Horticultural Therapy Graduate Certificate Program

UPCEA Creative Noncredit Program: NurseryWorks Conference

UPCEA Support Specialist Award: Rosanna Vail, DCE Communications Coordinator

Great Plains Interactive Distance Education Alliance Faculty Fellowship Award: Gayle Doll, Assistant Professor / Director of the Center on Aging

CASE Region VI Excellence in Graphic Design Award: DCE FY10 Annual Report

National

UPCEA Excellence in Teaching Award: L. Susan Williams, Associate Professor of Sociology, Anthropology, and Social Work

ACHE Leadership Award: A. David Stewart, Associate Dean of Continuing Education

ACHE Distinguished Credit Program Award: Big 12 Engineering Consortium Nuclear Engineering Program

WCET Outstanding Work (WOW) Award: University Life Café

Military

2012 Military Advanced Education Top Military Friendly Colleges and Universities

2012 Military Friendly School, G.I. Jobs Magazine

University Recognitions

2012 President’s Award of Excellence for Unclassified Professionals: Sharon Brookshire, DCE Director of Conferences and Noncredit Programs

2012 K-State Classified Award of Excellence: Kim Schurle, Administrative Specialist, DCE Marketing and Communication Services

DCE Classified Employee of the Year: Marla Wood, Administrative Specialist, DCE Dean’s Office

DCE Honors and Awards

Outstanding Advising Award: Teresa Miller, Associate Professor, College of Education

Extraordinary Student Award: Shannon Cortez

Pinnacle Honor Society

Nearly 70 students were inducted into K-State’s chapter of the Pinnacle Honor Society in 2012. This non-traditional student society accepts students with a record of academic achievement, leadership, and service. The induction ceremony took place May 1 at the K-State Alumni Center.

Award Organization Key:

ACHE—Association for Continuing Higher Education

CASE—Council for Advancement and Support of Education

WCET—WICHE Cooperative for Educational Technologies

UPCEA—University Professional and Continuing Education Association