Welcome from Dean Sue Maes

Over the past three years, we have infused Kansas State University Global Campus with new leadership and new, innovative ideas. Duane Dunn joined us as the associate dean and director of academic and professional programs in 2015. Having previously served as both a community college and a technical college president, as well as an agricultural education instructor, Duane brings a broad knowledge of educational needs and connections for students across the state of Kansas.

The retirement of associate dean David Stewart presented an opportunity to evaluate Global Campus' needs to support enrollments and to reimagine the position with a marketing and recruitment focus. Long Huynh was hired in 2016 as the associate dean for enrollment management and marketing.

Before joining us at Global Campus, Long was director of graduate and professional education programs and services at California State University, Northridge, where he oversaw online, on-campus and off-campus self-supported programs. He brings fresh ideas to help K-State be competitive in a global market.

You will learn more about future Global Campus priorities from both Duane and Long later in this issue.

Also in this issue of Link, you will find information about our new data analytics certificate. Demand continues to rise for professionals with education and skills in the mining, management and interpretation of “big data.” This certificate prepares students for opportunities in this high-demand area.

A second feature highlights a pair of exceptional participants in our Master of Agribusiness program. Lon Frahm, featured on the cover of this issue, was led back to K-State through a strong belief in continuing education. Over the past 10 years, he has grown his farming operation from 7,000 acres to more than 30,000 acres by practicing environmental sustainability and working to promote no-till farming. The program also helped Jennifer McDonald lay the groundwork for her business plan to open an urban winery.

We are immensely proud of the fact that nearly 500 students graduate from K-State Global Campus online programs every year, and we are thrilled to be able to offer scholarships to several students each semester. Please read more about the lives that K-State is reaching through distance education.

Warm Wishes,

Sue C. Maes
Dean
K-State Global Campus
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Duane Dunn, associate dean
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On the cover: Lon Frahm, CEO of Frahm Farmland Inc., stands in front of his grain bins at the headquarters of his farming operation in Colby, Kansas. The knowledge learned in K-State Global Campus’ Master of Agribusiness program helped him grow his business.
Global campus hits the road
Recapping a year of alumni events across the country

As our staff travels across the country for conferences, professional development or to receive awards from various continuing education associations, we make every effort to connect with students and alumni in the area who might enjoy networking with other K-Staters. This past year, we met with alumni in several new locations as we celebrated the 50th anniversary of Global Campus. These celebrations took us to Atlanta, Chicago, Denver, New Orleans, Indianapolis and Minneapolis, as well as several locations in Kansas for K-State football watch parties. As you can see from the photos, we like to have a good time getting to know the students and alumni we proudly serve. We are always adding new locations to our list of future destinations, so be on the lookout for an invitation to an event like this in your area.

An online list of alumni events can be found at global.k-state.edu/students/alumni/events.
Welcoming new faces

Getting to know the associate deans at Global Campus

By Grant Guggisberg

For the last 50 years, Global Campus has been committed to innovating the educational experience for students’ gain. It began with distance education and making K-State classes available to those who didn’t live in Manhattan, Kansas. Over the years, innovation has continued to drive the decisions at Global Campus, resulting in an array of online degrees and programs for students of all ages, locations and education backgrounds.

Innovation at Global Campus doesn’t happen by accident, though. It is up to our staff, and ultimately our leadership, to help foster the partnerships that have led to some of our biggest successes over the years.

In the last three years, Global Campus has brought on board a pair of new associate deans in Duane Dunn and Long Huynh. Charged with cultivating and promoting big-picture ideas proposed by campus partners as well as the staff at Global Campus, Dunn and Huynh have quickly established a continued focus on innovation.

We asked each of them to answer three questions related to their roles at Global Campus and their goals for the future.
What excites you most about your role at Global Campus?

Dunn: I’ve always valued the opportunity to make a positive difference in a student’s life. Being part of Global Campus allows me the opportunity to help students who are unable to attend the face-to-face courses on campus and assist them in realizing their goal of a degree, certificate or taking individual courses that advance their career. My role also allows me the opportunity to help our university departments develop new programs that meet student needs and assist those departments in providing challenging content through quality delivery of the courses.

Huynh: Working with nontraditional students and helping them achieve their educational goals is a passion of mine. Being a member of Global Campus and in my role as associate dean, I am able to continuing working with and providing nontraditional students the opportunity to obtain additional knowledge, skills and tools that make them more valuable in the workforce.

In what ways is Global Campus innovative?

Dunn: I appreciate how Global Campus assists academic departments with program and course development. Our team of academic program coordinators is integrally included in the academic colleges and departments, so those relationships help with the development and launch of programs and courses. Of course, the long-standing relationships between Global Campus leadership and the university leadership, deans and departments assures the direction and vision of the academic colleges aligns with the distance programs.

Huynh: Global Campus, in my opinion, has always been at the forefront in terms of innovation, from exploring new and improved technologies to enhance online teaching and learning, to adopting better tools to improve students’ communication and success. Our Student and Faculty Services unit — providing a one-stop shop for students to get support and become part of a true online community of learners and educators — is one example of Global Campus being innovative.

What future priorities or directions do you envision for Global Campus?

Dunn: I heard a great quote recently: “We are digital natives teaching digital immigrants at analog universities.” From my perspective, that’s a great summary of the challenges higher education is facing in addressing the needs of a varied student population — a population that is highly diverse, highly transient and highly selective in its choices of educational opportunities. I see Global Campus as a strong component of K-State in addressing that “digital immigrant” population of students through flexible and needs-based delivery of courses, certificates, degrees and noncredit professional programs.

Huynh: Looking forward, there are three things that I am focusing on: One, expanding Global Campus programs to more nontraditional students, nationally and globally; two, providing more scholarships and student support and making it easy for nontraditional students to return to school; and three, in collaboration with K-State academic departments, developing new online programs that address the needs of industry and working adults.

More information on our two associate deans can be found in this issue of Link on Page 2 and on our website. global.k-state.edu/about/contact/dean
Most of us have heard the term “big data,” but do we really understand what it means or its significance?

Big data is exactly what it sounds like: a large amount of data. Its significance comes when it is collected and analyzed to make decisions or to find patterns. The increased use of data-collecting technology in everything from smartphones to children’s toys means that the amount of data companies gather is increasing at a vast rate. However, that data means nothing unless it’s used to make decisions.
Consider your car insurance. Companies like Progressive have developed devices that, when connected to your vehicle, will collect information on how fast you drive, how quickly you accelerate and brake, the length of your commute and more. This information can then be used to determine whether you’re a high- or low-risk client.

But not all data collection requires developing new technology. Grocery stores have been collecting and analyzing data for years to determine how much inventory to order based on the time of year or how many cashiers to schedule during peak shopping hours. Today, stores use loyalty, credit and debit cards to determine your purchasing preferences and offer individually customized incentives to entice you back into the store.

“Today, data is considered a valuable asset by many businesses,” said Bongsug Chae, professor in the College of Business Administration. “Data analytics helps businesses extract useful information from big data and make better decisions in customer management, supply chain operations and other business areas.”

The data analytics graduate certificate from Kansas State University Global Campus prepares students to understand and manage complex data sets, identify undiscovered patterns and provide actionable conclusions that will allow organizations to make better decisions.

“Recent industry surveys show that firms have been experiencing deficiencies of employees who have a strong data analytics background,” Chae said. “Lack of analytical talent in organizations will be a key challenge in doing business as business environments are becoming more complex and competitive.”

Chae and Shing Chang, associate professor in the College of Engineering, are the lead faculty for the data analytics graduate certificate. Both professors are faculty advisors for the certificate’s two curriculum tracks: Chae for the applied analytics track and Chang for the data science track.

The applied analytics track, with courses from the College of Business Administration, teaches students to relate patterns and communicate the implications of the data for real-world situations. The data science track, with courses from the College of Engineering, teaches students how to appropriately choose data manipulations and algorithms for effective data analysis.

“It is important for companies to take full advantage of the data gathered for proper decision-making,” Chang said. “The first step is always to equip employees with adequate data analytics skills.”

The interdisciplinary approach to the data analytics graduate certificate is an example of just how complex the world of big data can be. Companies need an individual who can look at the data in detail and identify patterns, as well as connect those patterns to real-world problems, communicate the results to others in the company and get buy-in on new ideas and solutions.

“Students from either data analytics track need to equip themselves in not just one specific area, but with a holistic approach in data analytics to meet the demands of everyday work,” Chang said.

**SOLVING REAL-WORLD PROBLEMS**

The final course of the data analytics graduate certificate is the capstone project in which students integrate all of the core data analytics concepts and techniques learned throughout the program. Students can choose to complete one of two options for the capstone. In the first option, students work with a team of fellow students on a project selected by the faculty. In the second option, students will identify a problem in their workplace and use the methods and techniques they’ve learned to solve it.

The second option is the one that excites faculty the most, as it allows them to see how students will apply what they’ve learned to real-life situations. It benefits the students’ employers, as students find solutions to problems that were not previously able to receive attention.

Solving a data analytics or data science problem requires the following steps, which students complete during their capstone:

1. **Identify a problem.**
2. **Acquire and assess relevant data.**
3. **Perform a data transformation and cleaning.**
4. **Analyze and extract information from the data.**
5. **Build and evaluate solution models.**
6. **Interpret and communicate results.**

Students use a variety of methods and technologies to perform each of the steps. The students’ findings are presented in a video presentation that is published online along with their final codes.

**INTRIGUED BY BIG DATA?**

Learn more about the program. global.k-state.edu/businessanalytics
THE MAKING OF A NEW ACADEMIC PROGRAM

01. The Big Data Theory
Research was conducted to identify market trends, unfulfilled jobs in the sector and educational gaps. Data kept trending.

02. Program of Interest
Deans, department heads, faculty members and other individuals across campus met to discuss the research and decide whether or not to move forward with the idea. Spoiler alert: #shesaidyes.

03. A Series of Focused Events
K-State conducted focus groups with businesses to determine if there was a need for the program and what educational gaps it could fill for potential employees.

04. Game of Homes
The data analytics certificate combines courses from the colleges of Arts and Sciences, Business Administration and Engineering. The three colleges worked together to identify the best academic "home" for the program. Business Administration claimed the "Iron Throne."

05. Star Tracks
Faculty members worked together to map out the curriculum for the program. They decided to provide students the ability to choose from two tracks: applied analytics and data science.

06. Accepted Development
The final stage of developing a program is the approval stage. The data analytics certificate had to receive approvals from each academic department, each college, the Graduate School Council, the Faculty Senate and the Kansas Board of Regents. Phew.
An Interview with the Minds Behind the Data Analytics Program

Shing Chang, associate professor in the College of Engineering, and Bongsug Chae, professor in the College of Business Administration, serve as advisors and faculty for the data analytics graduate certificate program. As advisors, they provide curriculum leadership, respond to student inquiries, evaluate student work, advise students and develop plans of study. Students who choose to complete the data science track will work with Chang throughout the program, and those who decide to take the applied analytics track will work with Chae. K-State Global Campus interviewed both faculty members to get their insight into the program.

What kind of background would make for the best fit for students in the data analytics program?

Chang: Students in the data analytics track are expected to have the prerequisite knowledge in basic statistics and at least one computer language, preferably in R, Python and Scala. Students who know other languages such as Java, C or C++ should also do well.

Chae: The current students in the data analytics program are industry professionals with different academic backgrounds, such as business, social science and engineering. Academic background does not appear to be an important factor. Rather, a good student would be someone who enjoys working with data, learning new analytical techniques and communicating findings to others.

What will students learn in one track that they won’t from the other track?

Chang: The main difference between the data science track and the applied analytics track is that the data science track focuses more on the upstream of data analytics and data analytics methods themselves. Typical candidates for database, data cleaning and optimization are from computer science and engineering. Students from statistics and mathematics can also consider the data science track with emphasis on more in-depth studies of data analytics algorithms and methods. On the other hand, students in the applied analytics track mostly learn about how various data analytics are applied to their application fields, such as marketing.

Chae: The applied analytics focuses on the use of data visualization, machine learning and statistics to uncover hidden patterns from big data and the communication of such findings to those not involved in the analysis.

What teaching methods do you use to help your students be successful in their classes, especially online classes?

Chang: Most lectures are delivered via lecture recording. However, actual learning takes place when students are engaged in assignments and discussions. It is especially important for online students to keep up with the flow of any online class by meeting various deadlines.

Chae: I use project-based teaching in my data analytics classes. Students work on many small-scale projects and one large-scale — or final — project throughout the semester.

How can students apply what they learn in the data analytics program into their everyday work?

Chang: The new trend in data science is the vertical integration of data analytics workflow. It is an end-to-end process from data collection and preparation to data analytics and storytelling. Students from either data analytics track need to equip themselves in not just one specific area, but with a holistic approach in data analytics to meet the demands of everyday work. The K-State data analytics certificate program was designed to allow students from both the applied analytics track and data science track to leverage each other’s strengths in the capstone design class.

Chae: In the program, students learn the most fundamental techniques — such as web crawling, sentiment analysis, predictive analytics, data transformation and data visualization — related to data collection, preprocessing, visualization and analysis. These general techniques and methods can be used for solving problems across different industries and business functional areas. For their final projects, some students have applied these analytical techniques to their organization’s datasets, and others have participated in industry data analytics competitions like kaggle.com.
“When I found out that K-State not only had the degree I was looking for and offered scholarships, I knew it was the place for me.”

As a middle school math teacher, Ashley Nunez already had a busy schedule before deciding to go back to school and pursue a master’s degree. In addition to her full day as a teacher, she often supplemented her income with tutoring and working at school-sponsored athletic events in the afternoons and evenings. As she considered what her life would look like if she went back to school, the idea of adding graduate-level coursework to her already hectic work schedule seemed daunting.

She didn’t let that stop her from applying to the curriculum and instruction master’s program offered through Kansas State University Global Campus, and she quickly found an opportunity to apply for scholarships designed for nontraditional students. Nunez would later receive the Maurine Allison O’Bannon Memorial Scholarship, which allowed her to focus on her education without having to stress about the financial consequences.

“I have been able to give up all of my extra jobs and focus solely on being a teacher during the school day and a student in the evenings and on weekends,” Nunez said. “There is no way I would have had the time to devote to my studies without the scholarship.”
For Nunez, deciding to get an online degree took a leap of faith. Living and working in Overland Park, Kansas, other educational opportunities were available to her, many of which could be earned in a traditional classroom environment. But Nunez opted instead to enroll through K-State Global Campus and utilize the flexibility and convenience its programs offer.

“I have never been the biggest fan of technology, so the thought of going to school completely online was a little unnerving,” she said. “But I love it. I can take my school with me everywhere I go, work at my own pace, and I have learned a lot about technology that I probably never would have.”

Nunez said the opportunity to earn a scholarship factored into her decision to choose K-State when returning to school. The idea of borrowing nearly $20,000 through traditional student loans deterred her from considering more education for several years.

Nunez isn’t alone in her concerns, either. Scholarships for part-time distance students are difficult to find because so many stipulate full-time student status or are designed for on-campus students. K-State Global Campus is unique in its drive to set aside funds specifically for students who wouldn’t otherwise be eligible for scholarship money.

Just this spring, K-State Global Campus awarded nearly $32,000 to 34 different students through its scholarship program as a way to help and encourage those looking to better themselves through education. Nunez said the scholarship application process is simple and worth it.

“I figured, ‘What do I have to lose?’” she said. “It was a very easy process and I encourage everyone to apply. “When I found out that K-State not only had the degree I was looking for and offered scholarships, I knew it was the place for me.”

The Maurine Allison O’Bannon Memorial Scholarship

This scholarship’s purpose is to perpetuate the memory of Maurine Allison O’Bannon at K-State. The award provides $1,000 to undergraduate and graduate students who are degree-seeking at K-State and are studying online.

The scholarship is renewable for one semester as long as students maintain a 3.25 GPA, and preference is given to students who are not receiving tuition reimbursement from their employer.

To apply, students must be:

• 25 years of age or older.
• Returning to school after a lapse in education.
• Accepted in a K-State undergraduate or graduate degree program offered online through K-State Global Campus.
• Enrolled in a minimum of three credit hours in K-State Global Campus courses during the awarded semester(s).
• Able to maintain a 3.25 GPA.

INTERESTED IN GIVING BACK TO DISTANCE STUDENTS?

Establishing a scholarship is a great way to show your K-State Global Campus pride. Melinda Sinn, alumni and external relations coordinator, will help you explore your options.

Contact her at globalalumni@k-state.edu or 785-532-2515.
getting down to (agri) business

MAB graduates turning education into action with urban and rural applications

By Grant Guggisberg
When Jennifer McDonald began working on her Master of Agribusiness through Kansas State University Global Campus, the thought of owning her own winery in urban Wichita, Kansas, was still a faraway dream.

She applied to the program in an effort to get ahead in her field as a recruiter for an agricultural company. Her studies just so happened to help lay the groundwork for a business plan she’s putting into action, hoping to turn a hobby she’s passionate about into a thriving business.

Of course, launching a small business of any kind is a difficult venture, but because the business will produce and sell alcohol, the additional regulatory and licensing steps involved complicate the process even further. The problem-solving and business skills learned through the Master of Agribusiness, or MAB, program have proven to be invaluable as McDonald navigates what will ultimately be a multiyear effort to get her business off the ground.

“I’m still working in HR,” McDonald says in her basement family room, which doubles as her production facility, in Wichita. “But I’m hoping in the next few years to be able to get this business set up and do it full time.”

While McDonald is just getting her plans off the ground, other MAB graduates have been reaping the benefits of the program for years. Lon Frahm completed his coursework more than 15 years ago and quickly expanded his family farm of 7,000 acres into a 30,000-acre enterprise known as Frahm Farmland. He has been running the business as CEO for more than 30 years and credits much of his recent success to the tools gained through the MAB program.
Stepping into a new dream

Imagine a winery with acres of lush, green fields and a rustic barn that serves as a tasting room and event space, or perhaps an outdoor garden where people can gather.

While the imagery is beautiful, this is not what McDonald has in mind for her business. She wants to open her winery right in the middle of Wichita with a distinct urban feel.

“My goal is a winery located here in Wichita, in the city limits, because that’s one of the things that will really set me apart,” she said. “There are wineries to the north and there are wineries to the south, but there isn’t a winery doing full wine production here in the city.”

McDonald is currently making small batches of a red blend, a Cabernet, a Moscato, a table white, a strawberry and an apple. Because she is not yet licensed, she is unable to sell her wine. But she can host tasting events to help develop a following and attract new investors. She also regularly submits her wine to amateur wine-making contests, where she does quite well.

Unlike most hobbies, McDonald got into wine-making as a cost-cutting measure.

“I started making wine back in 2014 really as more of an economics project, because I do our family budget and I was noticing that I was spending a lot of money on wine,” she said. “I thought, ‘I wonder if I can make it for less?’ And so, I bought my first wine kit and started in.”

McDonald said once she made the initial investment in equipment, each bottle cost only $3 to make.

“I decided that’s a pretty good deal,” she said. “My first wine that I made was a Riesling and then my second one was the Pinot Noir. As a business professional and as a mother and a wife, sometimes you don’t have a lot of hobbies. And I really enjoyed it.”

“As I started passing out my wines to family and friends for birthdays and holidays, they told me, ‘This is really good. You should consider doing this as a business.’”

Just like that, McDonald chose a thesis topic on consumer wine preferences, and two years later, she’s getting closer to realizing her dream.
To begin, McDonald will get fruit and wine juice from suppliers both regionally and nationally. Ultimately, she would love to see her winery grow and incorporate its own vineyard as well, which would give her control over the entire production process from start to finish.

“We’re just taking it step by step,” she said. “What I have learned through the MAB program is you can’t bite off everything all at once. You know, you have to start small and really grow. So that’s exactly what we’re doing.”

**Transforming the family farm**

Frahm began running his six-generation family farm after the unexpected death of his father in 1986. Age 27 at the time, Frahm took over in an effort to secure the financial future of his mother and siblings and keep the farm together.

Now more than 30 years later, Frahm’s leadership has helped the company transform into one of the most successful farming operations in the Midwest.

You don’t have to spend much time on his sprawling acreage to realize Frahm embraces technology. While many of his peers are slow to adapt to change, whether out of stubbornness or the cost of new equipment, Frahm reinvests in new equipment annually and is a proponent of all things technological. His two offices – one in town, the other on the farm – have a clean, modern look not typically associated with a farming operation.

“We can run almost the whole farm from here,” Frahm said as he pulled up information in real time from one of his pieces of equipment. “It’s amazing what we can do remotely. We can measure soil conditions, turn the irrigation on and off. Everything here steers itself.”

Frahm Farmland has just 10 full-time employees counting Frahm, but all of them are invested in the business and share in its leadership. While most full-time jobs offer paid vacation time, Frahm takes it a step further, paying to take his employees and their families on an annual vacation with him, in addition to the many other perks that come with the job.

“In 31 years, no one has ever quit,” he said.

Frahm encourages continuing education for his employees, sending some through the MAB program and others to professional development opportunities more closely aligned with their responsibilities.

“You can’t know everything,” Frahm said. “I’m a delegator, so I’m big on empowering employees — and if you empower someone, you have to give them the tools or the skills.”
Frahm is also an advocate for community involvement and supports local initiatives and public services. He is single and does not have an heir to his family business, so he’s already set plans in motion to turn over the enterprise to his nonprofit charitable foundation. This ensures the farm will continue to thrive and benefit the community once he steps away.

Returning to school

Frahm was more than a decade into his career as CEO of the farm when he decided to enroll in the MAB program. Earlier in life, he had planned to eventually go back to law school, but after his father’s death, being away from the farm for years at a time was not feasible.

“At the time, it was the only virtual program available,” he said. “You have to remember, this is 17 years ago. It was unique and it won a lot of awards right away because it was innovative.”

When Frahm began the program, he was older than all but one of his professors and one of the other students. The transition to being a student again and completing coursework was a challenge for Frahm, though the collaborative nature of the in-person sessions helped focus him.

“I had to write a term paper with two people who I hadn’t met — and would never meet,” Frahm said. “That was a wild concept for someone in his 40s 17 years ago. It’s certainly more common now, but then, it was very unique to be writing and collaborating with people who might not even be on your same continent.”

Though the technology and methods have changed over the years, Frahm said one of his biggest takeaways from the program was mastering the use of Microsoft Excel. The business concepts presented through the program and his background in economics from his undergraduate work allowed him to analyze and assess risk in ways not being done by other farmers in the region. This gave him a leg up and let him capitalize on sustained success and continued growth, eventually tripling his acreage.

While he has the business acumen of many other CEOs running large-scale operations and more than 30 years of experience on the job, does Frahm consider himself a businessman or a farmer?

“I’m an economist,” he says with a smile. “I run a business that happens to be a farm, but I’m an economist, which is someone who allocates resources in the most efficient manner. I allocate resources — labor, money, machinery; I’m an ag economist.”

INTERESTED IN THE MAB PROGRAM?
Visit global.k-state.edu/ag/agribusiness for more information.

About the Master of Agribusiness program

Launched in 1998, the Master of Agribusiness program at K-State was the first of its kind to be offered through distance education. It was developed to give food, animal health and agribusiness professionals strategies for making informed decisions based on a thorough understanding of current issues.

The program, which takes 42 credit hours to complete, is delivered following a cohort model, allowing for a group of students to work through the program together. It leverages online classes with four one-week campus sessions at the Manhattan, Kansas, campus spread out over 2 1/2 years. This helps facilitate the personal relationships developed through the cohort model while also making it possible to go back to school without career interruption, even for those in jobs requiring travel or frequent transfers.

In the case of both Frahm and McDonald, leaving their respective communities to drop everything and go back to school was not an option. Both needed a program that would help them develop professionally and open doors, and both were in need of some of the risk management and business skills offered through the program.
Annual Statistics

K-State Global Campus:
A year in numbers*

K-State Global Campus students by location:

9,922
Kansas

2,025
United States

210
International

Online

new programs launched

- Master’s in Industrial Engineering
- Master of Arts in Teaching (K-6)
- Graduate Certificate in Data Analytics
- Master’s in Nutrition, Dietetics and Sensory Sciences
- Minor in Gender, Women, and Sexuality Studies

530
Completed degrees

171
Bachelor’s degrees

359
Master’s degrees

12,157
total enrollments in online, evening and intersession courses

4,808
total enrollments by students who attend only online

90 awarded to degree-seeking students, totaling $84,500

Scholarships

13 awarded to students through an agreement with EdAssist

*DATA FROM ACADEMIC YEAR 2015-2016.
STAY IN TOUCH WITH K-STATE GLOBAL CAMPUS

Keep up to date with Global Campus news, events and alumni happenings by following us on social media:

- kstateglobalcampus
- @KStateGlobal
- linkedin.com/showcase/24995304

Contact us with questions, comments or your success stories at globalalumni@k-state.edu.

Link joins thousands of students, alumni and supporters of distance education who want to learn online, grow professionally and connect globally through Kansas State University.