Program Review Materials submitted to KBOR

2011
University of Kansas
Program Review Process
http://www.provost.ku.edu/areas/academic/programreview/

Each degree-granting academic program at the University of Kansas must be reviewed regularly. For the 2007–2015 review cycle, the reporting schedule has been set to correspond with accreditation cycles as much as possible. Five of the professional schools underwent program review in 2010, and the remaining academic units will do so in 2011 and 2012. A complete schedule of degree programs by school is available at the website given above. Each department (or equivalent for schools that do not have departments) provides the following items to its respective dean’s office.

- 10-page narrative describing the high-level results of the unit’s self-study, including a qualitative ranking for each degree program
- 2-page summary of the self-study
- 1 paragraph of program highlights

Units with graduate programs also submit copies of these same materials to the Dean of Graduate Studies. Dimensions for review of graduate programs by the Dean of Graduate Studies have been outlined and are available on the program review website. Specific data elements help illuminate responses to the self-study questions.

The Office of the Provost prepares a summary academic program review report for the Kansas Board of Regents. This report is based on program review materials submitted to the Provost’s Office by the relevant academic units and addresses criteria established by the Board of Regents:

1. Centrality of the program to fulfilling the mission and role of the institution
2. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty
3. The quality of the program as assessed by its curriculum and impact on students
4. Demonstrated student need and employer demand for the program
5. The service the program provides to the discipline, university, and beyond; and
6. The program’s cost-effectiveness

The current report includes program review information for 63 degree programs in five professional schools: Architecture, Design and Planning; Engineering; Journalism; Pharmacy; and Social Welfare. Institutional data are drawn from FY 2002 through FY 2010, with individual schools drawing from other external data sources appropriate to each school.

Program review involves academic units at KU reflecting on quality achieved and enhancements needed within the context of national trends in their respective fields. KU’s program review is organized around self-study processes completed by each degree-granting unit, and addresses the following questions.

- What do we do and why do we do it? (activity and mission)
- Who does it? (faculty profile)
- How well do we do it, and who thinks so? (student profile and satisfaction, productivity, placement rates, national rankings, awards)
- What is the overall quality of each degree program? (external indicators, internal assessment, accreditation)
- What plans are there to advance the degree program(s)?
- How will future progress and success be evaluated?
Overview
The University of Kansas is a major comprehensive research university that serves as a center for learning, scholarship, and creative endeavors. The University of Kansas is the only Kansas Regents university to hold membership in the prestigious Association of American Universities (AAU), a select group of sixty-three public and private research universities that represent excellence in graduate and professional education and the highest achievements in research world-wide.

Because of KU’s research mission, a number of small masters programs are supported that serve as graduate feeder programs into doctoral programs.

Institutional Highlights from the Five Schools Reviewed

Architecture, Design and Planning
The School of Architecture, Design and Planning provides degree programs in architecture, architectural studies, urban planning, design, design management, and interaction design. Graduates of the school's programs have frequently participated in study abroad experiences, held internships with significant clients, and had the opportunity to apply their learning in design/build or other hands-on learning experiences. Placement of graduates in all three programs is traditionally very high due to strong professional connections and support and collaboration with public agencies. Graduates of the architecture and design programs frequently obtain jobs in some of the country’s leading design firms.

Service to the state of Kansas is provided through a variety of collaborative outreach programs including many architectural studio community-based projects, an architectural management program at the Edwards Campus, the Kansas City Design Center with Kansas State University, design/build programs providing houses in Kansas City, Kansas, and other public projects in Kansas. Most notable of these is Architecture Studio 804, recognized nationally as the exemplary program of its kind, best known for its LEED-certified work in Greensburg, Kansas.

Moving forward, the school will focus on developing funding for critical facility needs, including the establishment of a cohesive community space for the school to hold meetings, exhibits and lectures. In addition, continued attention will be given to the identification, implementation, and measurement of student learning outcomes.

Engineering
KU had the first engineering program in the state and is the only university in the state with engineering faculty who are members of the National Academy of Engineering. The School of Engineering provides programs of study in eight primary engineering disciplines: Aerospace Engineering; Bioengineering; Chemical and Petroleum Engineering; Civil, Architectural and Environmental Engineering; Electrical Engineering and Computer Science; Mechanical Engineering; Engineering Physics; and Engineering Management. KU is one of only three universities in the Big 12, and the only institution in the state of Kansas that offers an undergraduate degree in Engineering Physics. KU is also the only institution in the state of Kansas that offers degrees in Petroleum Engineering.

Many of KU’s engineering programs have high placement rates for graduates, who are hired by prestigious firms. Employment of engineers is expected to grow about as fast as the average for all occupations over the next decade (U.S. Bureau of Labor), with some above-average exceptions. The fastest expected growth rate for all engineering fields is for biomedical engineers (72 percent), and graduates of electrical engineering and computer science programs are expected to remain in strong demand as the knowledge economy continues to develop. According to U.S. News & World Report, mechanical engineering is the most popular engineering discipline, a factor that has led KU undergraduate student enrollment in this program to double over the past ten years. KU Chemical Engineering students have won more awards in the American Institute of Chemical Engineers’ (AIChE) individual competition than students from any other U.S. institution in the last 20 years.
The School of Engineering also provides exemplary service to the Kansas City metropolitan area, Kansas, and the world. Kansas City has been recognized as having the top concentration of professional and consulting engineers in the nation, and the school strives to meet the needs of this community. The engineering management program was designed specifically to meet the continuing education needs of individuals employed full-time in consulting engineering firms in the Kansas City metropolitan area, and a new masters in Information Technology was developed to meet the needs of working professionals in the area. In conjunction with KU Continuing Education, the School of Engineering entered its 30th year of service to the worldwide aerospace community. Some 20,000 individuals representing 48 states, the District of Columbia, and 50 countries have attended courses. Courses have been held in 22 states and 16 countries.

Looking to the future, the state of Kansas has requested that engineering grow the size of undergraduate programs to support the needs of Kansas industry. This will require securing support from the state, university, and industry to add faculty, staff, and space, as well as continuing an emphasis on student recruitment, enrollment growth and diversity for undergraduate programs. As the programs expand, focus on recruitment of an exceptional faculty will be essential as well. Space needs for research, teaching, and administrative support activities will need to be addressed, and existing areas will need to be examined for potential renovation to encourage greater use and productivity. Continued attention will also be given to the identification, implementation, and ongoing measurement of student learning outcomes.

**Journalism**

The School of Journalism prepares students for careers in journalism, in mass communications and related fields, and for graduate study. The school shares the namesake of the William Allen White Foundation, which promotes quality journalism throughout the country. Members of this foundation are among the most influential journalists in the country and are employed by such national media outlets as CBS and ABC News, Voice of America, the Washington Post, USA Today, and others. The school of Journalism is home to the Association for Accreditation in Journalism and Mass Communication, which is the national accrediting council for journalism education.

The last two years have seen major changes in media employment. Newspapers continue to shrink and lay off employees, broadcasting is stable, and public relations and advertising are rebounding from the 2008 employment numbers. Industry reports show increasing demand for journalists with online, digital, and social media skills as well as advertising and public relations skills. The school has been responsive to the need to change curriculum accordingly to keep pace with trends in the journalism profession, as well as provide service learning and other hands-on learning opportunities that will give graduates an advantage in the job market. Employer feedback for internships as well as graduate hires shows a high level of satisfaction with KU students’ preparation. A full-time career advisor assists students in preparing applications for internships and jobs, and matches requests from employers with current students and alumni.

Service to the state of Kansas and beyond is provided in a myriad of ways, from serving as host of annual Kansas Editors Day to providing headquarters for the Kansas Scholastic Press Association serving more than 200 member high schools. The Kansas Journalism Institute is hosted here for one week each summer, drawing 127 students from a multi-state area in 2010. Strong public service is provided to the Johnson County community and beyond through service learning projects with clients such as the National Association of Intercollegiate Athletics, United Community Services, CASA of Johnson and Wyandotte counties, Mid-America Regional Council, The Unicorn Theatre, and the Midwest Hemophilia Association.

Looking ahead, the school will continue to focus on recruitment and retention of students, faculty, and staff in order to increase the diversity and quality of the school. Attention will remain on increasing the quality and quantity of scholarship produced by the school, as well as staying attuned to the potential for collaboration with other units.
on campus for interdisciplinary research. Assessment of student learning outcomes will continue as the school anticipates the needs of 21st century journalism education.

**Pharmacy**

The School of Pharmacy provides exceptional opportunities for professional, graduate, and postgraduate students, and professional continuing education for pharmacists. The Doctor of Pharmacy program ranks eighteenth among all 120 Schools of Pharmacy in the United States, according to *U.S. News & World Report*.

The school maintains a leadership role in developing major advanced technologies, and drug therapy related research inclusive of pharmaceutical, clinical and administrative sciences for the state, the nation, and the world. The School of Pharmacy ranks second in the National Institutes of Health (NIH) funding among Schools of Pharmacy in the United States (top six for the last 15 consecutive years; top ten in 33 of the last 40 years).

The need for pharmacists in the United States remains high. Graduates of the pharmacy practice program have had 100 percent job placement for over 30 years and a majority of these graduates practice in Kansas. The graduate program in Medicinal Chemistry at KU is unique within the state, and graduates of the program have a 100 percent job placement record. Graduates of the pharmaceutical chemistry program have excellent placement histories, typically with job offers in hand prior to graduation. Graduates of neuroscience programs nationally report employment rates of 99 percent, indicating the demand for and employability of neuroscience specialists.

Service to the state of Kansas and nation is also demonstrated by the Regional Drug Information Center for healthcare professionals maintained by faculty in the school for use by healthcare professionals at the Kansas University Hospital and the region. Faculty members are also active in national and international societies and government agencies, serve as editors of leading journals in the basic sciences and pharmacy practice disciplines, and hold or have held officer positions in national organizations representing each of the professional disciplines.

Moving forward, the school will continue to develop a plan for effective utilization of new facilities on the KUMC-Wichita campus, and will develop a plan to raise funds for a new building with modern research space on the Lawrence campus while seeking creative ways to use current space to accommodate newly recruited faculty. The school will also continue to promote the development of multi- and interdisciplinary research programs within the school, across the Lawrence campus, and with KUMC in order to increase availability of formal research activities and opportunities for pharmacy students.

**Social Welfare**

The School of Social Welfare was the first social work program in the state of Kansas and is currently the only one offering educational programming at all three levels (B, M, D). The School of Social Welfare continues to rank in the top tier among graduate social work programs in the country (*U.S. News & World Report*). The graduate program in Social Welfare is ranked ninth overall by members of the National Association of Social Workers (*Social Work*, April 2006), reflecting the school’s reputation in the practice community.

Social work employment is projected to grow faster than the average for all occupations (*U.S. Bureau of Labor*). A majority of graduates (65 percent) of the BSW program immediately pursue a graduate degree; of those who wanted a social work position and did not go to graduate school, 83 percent found a job within six months of graduation. For graduates of the MSW program, 63 percent have employment within a month of graduation, 85 percent within 3 months or less. Doctoral degree recipients have 100 percent placement rates, with 62.5 percent hired by major research universities.

Service to the state of Kansas and beyond is demonstrated in a variety of ways. Study abroad programs in Calcutta, Costa Rica, and South Korea focus on social work and human rights and provide a hands-on learning opportunity for social welfare students. A case management model developed here at KU is one of two dominant models in the world and is currently used in at least 44 states and six countries, including implementation by the country of Japan
for all elderly who receive services under their new national long-term care insurance. Two faculty members have been principal investigators on a ground-breaking, national policy-research project entitled SEED (Saving for Education, Entrepreneurship, and Down Payment Policy and Practice Initiative). SEED tests an innovative asset-based approach to poverty elimination in communities in eight states plus Puerto Rico. Other research partners include the University of Michigan and Washington University in St. Louis.

Looking to the future, the school will focus on expanding opportunities for interdisciplinary research, and will increase opportunities for joint or cooperative degree programming. Expansion of international study abroad opportunities will be explored, as well as ensuring their accessibility for students of the program. Continued attention will also be given to the identification, implementation, and ongoing measurement of student learning outcomes. Funding will continue to be sought to support the scholarship needs of the student body at all levels.
School of Architecture, Design and Planning

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>CIP</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Architectural Studies</td>
<td>04.0801</td>
<td>Continue</td>
</tr>
<tr>
<td>M, D</td>
<td>Architecture</td>
<td>04.0201</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Urban Planning</td>
<td>04.0301</td>
<td>Continue</td>
</tr>
<tr>
<td>B</td>
<td>Design</td>
<td>50.0401</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Design Management</td>
<td>50.0499</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Interaction Design</td>
<td>50.0404</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Overview:
Established: 1912 (in School of Engineering)
1968 (School of Architecture and Urban Design)
2009 (School of Architecture, Design and Planning)

Accreditation: *Continuous since founding of NAAB in 1940’s.
Next accreditations:
Planning Accreditation Board (2015)
National Architectural Accrediting Board (2016)
National Association of Schools of Art and Design (2012)

Mission: To create the exemplary model for interdisciplinary design education in an inspiring environment in which creativity, collegiality, and scholarly discourse flourish.

School of Architecture, Design and Planning

<table>
<thead>
<tr>
<th>Enrolled Fall 2009</th>
<th>Degrees Granted FY 09–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>703</td>
</tr>
<tr>
<td>Masters</td>
<td>196</td>
</tr>
<tr>
<td>Doctoral*</td>
<td>6</td>
</tr>
</tbody>
</table>

Fall 2009 Tenured and Tenure-track FTE: 37.0

* First enrollments in the doctoral program in Architecture were in Fall 2007.

Notable Facts/Highlights about the School of Architecture, Design and Planning:
- The school exhibits high academic quality with a 30 percent acceptance rate, a 3.8 average H.S. GPA in the Architecture program, and a retention rate between 84 and 93 percent in professional degree programs (93 percent in primary program).
- Studio 804 is recognized nationally as the exemplary program of its kind. It is a problem-based, service learning, design-build studio that is best known for its work in Greensburg, Kansas.
• The school has expanded design-and-build programs creating extraordinary outreach with houses in Kansas City, Kansas, and public projects in Kansas.
• The school has grown internship programs in the U.S. based on the design of medical facilities and has created internships in France and China.
• The school has created 12 international programs and is working to expand further. Currently, the school has the strongest study abroad participation at KU on a per capita basis.

Program Quality:

Architecture

Notable achievements:
• Because of the school’s competitive admission process, the quality of students admitted is very high.
• Student retention and completion rates are very good.
• Study abroad participation rates are high.
• Undergraduate curriculum has recently been revised with particular attention given to identifying learning outcomes.
• The implementation of graduate professional degree programs in Architecture is consistent with the most progressive peer programs.
• The program has received national recognition of meeting or exceeding all 34 student performance criteria (learner outcomes) established by the accrediting body.
• A PhD program was developed and implemented in Fall 2007. Coinciding with the PhD program was the hire of faculty focused on health, environment, and technology to support the new program.
• Expansion and support of design and build studios fosters a commitment to “hands on” learning, with one studio having achieved pre-eminent status nationally.

Areas to improve:
• Continue the work that was begun with learning outcomes by measuring achievement of objectives identified, and using the measured results to make improvements.
• Continue to refine the new graduate curriculum in Architecture, particularly focusing on the studio sequence, foundation curriculum, and history sequence.
• Continue to develop the PhD program in Architecture that began in Fall 2007 by setting clear goals for growth in enrollment, faculty support, and financial support.
• Develop a plan to address physical dispersion of studio, teaching, and faculty office space by creating a cohesive community space.
• Explore and address issues related to faculty teaching load, including higher than national average student-teacher ratios, time available for scholarship and service, and the need for faculty development and succession planning.

Urban Planning

Notable achievements:
• The program has recently increased standards for admission and has improved student quality.
• Many engaged learning opportunities are provided for students through the department’s support of a number of community service projects. These projects offer students a first-hand experience in working with the public.
• Student portfolios provide a way to document learner outcomes by capturing student achievement.
• Students in the program have been recipients of several prestigious awards (Dwight David Eisenhower Scholarship, Presidential Management Fellowships, Kansas American Planning Association Chapter, and national APA awards).
• There is a strong faculty record of publication in academic journals, a steady flow of grants to support research activities, and faculty receive consistently high teaching evaluations.

Areas to improve:
• Explore and address student concerns about the structure of the program, including curriculum and the number of hours required for a practitioner-oriented degree program.
• Continue to focus attention on student recruitment efforts to address declining student enrollments over the past decade.

Design

Notable achievements:
• Undergraduate students have been recipients of several regional and national awards and have been offered internships with significant clients.
• There is faculty engagement in an extraordinarily broad range of research and creative activities that includes books, journal articles, exhibitions, commissions, consultations, manufactured products, presentations, and patents. Many of these research and creative activities have been recognized with awards and honors.

Areas to improve:
• The current time-to-degree for undergraduates is five years, though it is anticipated that the recent plan to admit students as freshmen will help reduce time-to-degree to four years.
• Focus on and discuss student learning outcomes.
• Conduct a curriculum review to identify redundancies among concentrations in order to consolidate resources towards core programs.
• Continue discussions with Johnson County Community College to establish an articulation agreement.
• Develop recently established graduate programs in Design Management and Interaction Design over time to demonstrate quality.
• Due to low enrollment, continue to monitor progress with the MFA in Design.

Student/Employer Demand:
• The MA programs in Architectural Management, Design Management, and Interaction Design serve a recognized niche in the Kansas City area for working professionals.
• It is important to maintain the undergraduate program in architectural studies as an available option for students who elect not to pursue the 5-year professional degree.
• Placement rates for the urban planning program are near 100 percent because of connections and collaborations with public agencies and other employers.
• Many graduates of the Design program obtain career opportunities in some of the country’s leading design firms.

Service:
• Studio 804 is recognized nationally as the exemplary program of its kind. It is a problem-based, service learning, design-build studio that is best known for its work in Greensburg, KS.
• The school has expanded design-and-build programs creating extraordinary outreach with houses in Kansas City, Kansas and public projects in Kansas.
• Outreach programs in Kansas City include:
  o Architectural Management, Design Management, and Interaction Design (Edwards Campus)
  o Kansas City Design Center (with KSU)
  o Architectural studio community-based projects

Areas of Future Focus:
• Significantly enhance the school’s faculty to address the attrition of the past three years.
• Integrate the Design department into the school, which will help to achieve a collegial, interdisciplinary, supportive and unified culture.
• Refine the operations and facilities of the Kansas City based Urban Design Studio, which started in Fall 2007, and in cooperation with Kansas State University, expand funding base in Kansas City, especially philanthropic funding.
• Develop funding (especially philanthropic funding) for critical facility needs, particularly for “The Forum,” envisioned as a central place for meetings, exhibits and lectures.
• Develop new and expanded funding sources to support scholarships to rebuild the Design department’s student support.
• Develop new and expanded architectural international scholarships in order to support the goal of full participation in study abroad programs.
School of Engineering

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>CIP</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B, M, D</td>
<td>Aerospace Engineering</td>
<td>14.0201</td>
<td>Continue</td>
</tr>
<tr>
<td>M, D</td>
<td>Bioengineering</td>
<td>14.0501</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M</td>
<td>Chemical Engineering</td>
<td>14.0701</td>
<td>Continue</td>
</tr>
<tr>
<td>D</td>
<td>Chemical &amp; Petroleum Engineering</td>
<td>14.9999</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M</td>
<td>Petroleum Engineering</td>
<td>14.2501</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M</td>
<td>Architectural Engineering</td>
<td>14.0401</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Water Resources Science</td>
<td>40.0605</td>
<td>Discontinue</td>
</tr>
<tr>
<td>M</td>
<td>Construction Management</td>
<td>52.2001</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M, D</td>
<td>Civil Engineering</td>
<td>14.0801</td>
<td>Continue</td>
</tr>
<tr>
<td>M, D</td>
<td>Environmental Engineering</td>
<td>14.1401</td>
<td>Additional Review</td>
</tr>
<tr>
<td>M, D</td>
<td>Environmental Science</td>
<td>14.1301</td>
<td>Additional Review</td>
</tr>
<tr>
<td>B, M, D</td>
<td>Computer Science</td>
<td>11.0101</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Information Technology</td>
<td>11.0103</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M</td>
<td>Computer Engineering</td>
<td>14.0901</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M, D</td>
<td>Electrical Engineering</td>
<td>14.1001</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Engineering Management</td>
<td>15.1501</td>
<td>Continue</td>
</tr>
<tr>
<td>B</td>
<td>Engineering Physics</td>
<td>14.1201</td>
<td>Continue</td>
</tr>
<tr>
<td>B, M, D</td>
<td>Mechanical Engineering</td>
<td>14.1901</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Overview:

Established: 1891


Mission: To give students a high-quality educational experience, to generate and apply knowledge through research, development, and scholarly activity, and to serve society, the state of Kansas, and the engineering profession.

KU provides programs of study in eight primary engineering disciplines: Aerospace Engineering; Bioengineering; Chemical and Petroleum Engineering; Civil, Architectural and Environmental Engineering; Electrical Engineering and Computer Science; Mechanical Engineering; Engineering Physics; and Engineering Management.

KU had the first engineering program in the state and is the only university in the state with engineering faculty who are members of the National Academy of Engineering.

<table>
<thead>
<tr>
<th>School of Engineering</th>
<th>Enrolled Fall 2009</th>
<th>Degrees Granted FY 09–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>1,710</td>
<td>297</td>
</tr>
<tr>
<td>Masters</td>
<td>460</td>
<td>134</td>
</tr>
<tr>
<td>Doctoral</td>
<td>190</td>
<td>22</td>
</tr>
<tr>
<td>Fall 2009 Tenured and Tenure-track FTE</td>
<td></td>
<td>96.1</td>
</tr>
</tbody>
</table>
Notable Facts/Highlights:

- Faculty have been recipients of numerous university and national recognition awards (election to the National Academy of Engineering, ASTM International’s Charles B. Dudley Medal, ACI’s Joe W. Kelly Award, president of International Symposium on Chemical Reaction Engineering, fellow of the American Association for the Advancement of Science, NSF Career Awards, Dwight David Eisenhower Faculty Fellow, Air Force Young Investigator Program, etc.).
- Students have been recipients of national recognition and awards (Udall Scholar, Goldwater Scholar, McNair Scholar, Tau Beta Pi Fellows, Tau Beta Pi Scholars).
- There is a strong representation of women in engineering programs (20 percent), which exceeds the national average of 18.5 percent according to NSF’s WebCASPAR 2007 data.
- Faculty and staff have access to teaching laboratories with numerous student stations that house state-of-the-art equipment and computers. Students have timely access to the equipment, and in some cases, 24-hour access to laboratories.
- The SOE has prepared graduates for positions across the engineering spectrum, including leaders such as:
  - Linda Zarda Cook, former general manager Royal Dutch Shell Group plc;
  - Sam Gilliland, CEO of Saber Holdings, parent company of Travelocity;
  - Scott Coons, president of Perceptive Software;
  - Gregs Thomopulos, president and CEO of The Stanley Group;
  - Madison “Al” Self, retired CEO and owner of Bee Chemical;
  - Brian McClendon, director of engineering at Google and co-creator of Google Earth;
  - Mou-Hui King, retired president and chairman of the board of China Steel Corporation;
  - Dave Ruf, retired president and CEO of Burns & McDonnell;
  - Robert Eaton, retired chairman and CEO of Chrysler Corporation and chairman emeritus of DaimlerChrysler AG;
  - Jim Adam, retired chairman and CEO of Black & Veatch;
  - Alan Mulally, president and CEO Ford Motor Co.;
  - the late Charles Spahr, retired chairman and CEO of Standard Oil of Ohio (now a part of BP).
- Continued growth and success in academic programs
  - The PhD enrollment in the school has more than doubled since FY 2001 and is at an all-time high.
  - The undergraduate enrollment is at a 21-year high.
  - The undergraduate student ethnic diversity in the freshman class has almost doubled since 2001.
  - Student quality is near an all-time high with math ACT scores exceeding 29 and composite scores exceeding 27.
  - The new MS program in Information Technology has been approved and launched.
  - The new MS and PhD programs in Bioengineering (biomedical focus) have been approved and launched.
  - Successful accreditation visits and reports for all undergraduate engineering programs have been completed.
- Research and scholarly accomplishments
  - New research funding has doubled.
  - The journal publications by faculty are on track for doubling the goal.
  - The school has grown the major center portfolio to include:
    - Information and Telecommunication Technology Center (ITTC),
    - Center for Environmentally Beneficial Catalysis (CEBC),
    - Center for Remote Sensing of Ice Sheets (CReSIS),
    - Transportation Research Institute (TRI) and
    - Bioengineering Research Center (BERC).
There is a pending renewal for the NSF-STC Program, “Center for Remote Sensing of Ice Sheets.” The combined award funding through the center will exceed $40M.

- Facility improvements in the School of Engineering
  - The Civil, Environmental and Architectural Engineering (CEAE) materials research laboratory has been completed.
  - The BERC laboratories in Learned Hall have been completed.
  - The Environmental laboratories have been completed in Learned.

**Program Quality:**

**Aerospace Engineering**

*Notable achievements:*

- The faculty is talented, most with substantial industrial or government lab experience.
- The research on unmanned vehicles has strong potential.
- There are multiple hands-on activities for student learning through designing, simulating, building, testing, and flying aerospace vehicles.
- Graduates have won top honors in multiple national design and design/build/fly contests.
- The aerospace “short course” provides continuing education that is accessible by students all over the world.

**Areas to improve:**

- As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.

**Bioengineering**

*Notable achievements:*

- The Bioengineering program is a direct response to the expanding biosciences community in the Kansas City and Lawrence areas, the Biosciences Initiative, and the Kansas Economic Growth Act. This program targets students seeking a career at the intersection of science and engineering.
- The program has experienced huge growth in a short period of time. The first class of 11 graduate students started in Fall 2007 and as of Fall 2010, 46 graduate students are enrolled.
- The program has high caliber students. The Fall 2010 class has an average GPA of 3.84 and an average GRE Quantitative score of 736. Four students are currently Self Fellows, with two more starting their Self Fellowship programs.

**Areas to improve:**

- Continue to sustain quality as the program grows, paying careful attention to issues faced by programs spanning multiple campuses.
Chemical and Petroleum Engineering

Notable achievements:

• KU Chemical Engineering students have won more awards in the American Institute of Chemical Engineers’ (AIChE) individual competition than students from any other U.S. institution in the last 20 years.
• The addition of seven new faculty members over past two years allows for greater diversity in areas of interest and expertise across the program, as well as allowing better balance of teaching, research, and service activities.
• Faculty members are enthusiastic about the continuous improvement process and exhibit a high level of cooperation and interaction.
• The Petroleum Engineering program is nationally and internationally recognized by its track record in fundamental and applied research in enhanced oil recovery.
• Strong interactions with alumni and the industry create opportunities for student internships, scholarships, hands-on design projects, and job placements.
• Students can and do participate in undergraduate research in the program.

Areas to improve:

• Continue to monitor rising enrollment trends while ensuring that current students have the ability to earn a degree.
• As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.
• Explore the need for faculty succession planning and recruitment.

Civil, Environmental, and Architectural Engineering

Notable achievements:

• Architectural Engineering students receive a diverse educational experience by taking 37 required hours in the School of Architecture. This ensures an enhanced understanding of the culture and thought-process of architects that will assist these future engineers as they move into the work world.
• The outstanding academic counseling program in the Architectural Engineering undergraduate program ensures every student is advised by a faculty member every semester.
• There is noted diversity of faculty, with above average representation from underrepresented groups.
• The program has talented and productive faculty, with a high percentage who are registered Professional Engineers in at least one state. Several faculty have won teaching awards, several are distinguished professors and one is a member of the National Academy of Engineering. They are highly productive in their scholarly activities with publications in peer-reviewed journals and books, invited lectures, workshops and short-courses on advanced topics.
• There is an active student chapter of the American Society of Civil Engineers that encourages student participation in concrete canoe, steel bridge-building and other competitions that enhance the overall educational experience.

Areas to improve:

• The Environmental Engineering and Environmental Science Programs have experienced declines in enrollment and graduates recently. The school has added a Distinguished
Professor and two junior faculty members to the current professorial contingent. In addition, new environmental engineering/science research laboratories have been built in Learned Hall. Also, new labs will be housed in the new Measurement, Materials, and Sustainable Environment building now under construction. This commitment of resources, along with the increased national and international focus on sustainability, is expected to result in significant growth in enrollment and graduation rates for PhD and MS students in the near future.

- As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.
- Continue to address the need for consistency in student experiences and the achievement of a major design experience prior to graduation.

Electrical Engineering and Computer Science

---

**Notable achievements:**

- The program has faculty, staff, and teaching laboratories with state-of-the-art equipment and computers that provide timely access to equipment (in some areas, access is available 24 hours a day).
- Most students are actively involved in a student chapter of IEEE, ACM, or Engineering Student Council.
- The program boasts outstanding and highly productive faculty, as noted by numerous teaching awards, significant grant activity, and research activities conducted through two designated centers: Information Technology and Telecommunications and the Center for Remote Sensing of Ice Sheets.
- The program has high student placement rates.

**Areas to improve:**

- Continue to address the need for consistency in student experiences and the achievement of a major design experience prior to graduation.
- As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.

Engineering Management

This program has received intensive review over the past two years. The intensive analysis of the quality of the Engineering Management program is based upon reviews conducted in spring and fall of 2009, as well as a departmental self-study and Provost’s Office review conducted in 2010.

The Engineering Management program offered at the KU Edwards Campus has been operating for 27 years. It was created in response to requests from the professional engineering community in the Kansas City area, which is a key constituency group for KU. The mission of the program is to provide graduate education in engineering management to practicing engineers in the Kansas City metropolitan area. Employers of students in this program have traditionally reimbursed students for their tuition expenses, a vote of confidence in the value of this program for their employees.

University officials including the Dean of the School of Engineering, the Vice Provost for Faculty Support, the Vice Provost for Scholarly Support, the Vice Provost for Academic Affairs, and the Provost have found students in the Engineering Management program to be comparable to those pursuing other graduate degrees in Engineering and that grade distributions in the Engineering
Management program are comparable to what one would expect to see in any graduate degree program.

These reviews indicate the fundamental soundness of the Engineering Management program. The analysis and evaluation of the program by the Provost’s Office program review committee led to identification of the following achievements and areas noted for improvement.

**Notable achievements:**
- The program is well-respected in the engineering community and is in high demand by students.
- There is high student and employer satisfaction with the program.
- The distance learning opportunities allow students to complete degrees even though they are employed full-time and are often traveling.

**Areas to improve:**
- Ensure the quality of the program is maintained by assessing current investment in and approach to faculty staffing.
- Utilize the newly developed Edwards Campus business model to support the program.

**Engineering Physics**

**Notable achievements:**
- KU is the only state university, and one of only 3 in the Big 12, that offers an undergraduate degree in Engineering Physics.
- This collaborative program draws on strengths from multiple units to provide an interdisciplinary educational experience.
- The program recruits outstanding students and contributes to their success, as evidenced by nominations of several students as Goldwater Scholars.
- Research programs bring in significant external funding drawn mainly from federal sources including NSF, NASA, DOD, and DOE.
- Outstanding faculty publish regularly in many high-quality, peer-reviewed journals and have received numerous awards and fellowships:
  - Three faculty members are fellows of the American Physical Society, one is a fellow of the American Association for the Advancement of Science, one is a fellow of the American Geophysical Union;
  - One faculty member has won the Higuchi Research Achievement Award that recognizes contributions to research programs at all Kansas Board of Regents institutions;
  - One faculty member is a University distinguished professor;
  - Three assistant professors have been NSF CAREER award winners in the past seven years.
- Faculty balances research and teaching loads well, allowing them to work with students on research projects and provide personalized guidance.
- The program has an enhanced learning environment with new laboratory equipment and experiments designed by a recently-hired faculty member.

**Areas to improve:**
- As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.
Mechanical Engineering

**Notable achievements:**

- Women constitute 25 percent of the faculty, which is outstanding for this field, and six percent of the faculty is ethnically diverse.
- Faculty have been recognized by national societies and agencies with awards for outstanding contributions, as leaders of national technical committees, for organizing national conferences, and for being named associate editors or to editorial boards of nationally recognized journals.
- Faculty are active in publishing and are funded for research in their activities. They have been honored for teaching at the university and national levels.
- The program has a strong and active industry advisory board.
- The program has an exceptionally strong capstone design experience and strong internal and external support of student projects.
- The number of undergraduate students has doubled over the past ten years. The relative number of females has increased 50 percent, with minorities showing a similar growth pattern. Females represent 11 percent of the student population, and minorities 12 percent.
- The quality of the undergraduate student body continues to be exceptional, with an average ACT score between 26 and 27.
- Graduate student enrollment has increased over the past decade by about 33 percent.

**Areas to improve:**

- As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.

**Student/Employer Demand:**

- Many of KU’s engineering programs have high placement rates for graduates, who are hired by prestigious firms.
- KU is one of two state universities that offer undergraduate and graduate programs in Aerospace Engineering.
- The US Department of Labor, Bureau of Labor predicts that while employment of engineers is expected to grow about as fast as the average for all occupations over the next decade, the rate of expected growth for biomedical engineers is 72 percent. This is the fastest expected growth rate for all engineering fields.
- Employers of graduates in the Civil, Architectural, and Environmental Engineering program are primarily engineering consulting firms, state, federal, and local agencies, and construction/industrial firms. A number of graduates pursue advanced degrees in engineering at top graduate schools in the US and abroad, and others use their engineering degrees as a foundation for advanced degrees in medicine, law, and business.
- Graduates of Electrical Engineering and Computer Science programs are in strong demand, which is expected to continue as the knowledge economy continues to develop. Several areas are listed by the US Bureau of Labor Statistics as among those anticipated to experience the highest or above-average rates of growth over the next decade.
- According to *U.S. News & World Report*, mechanical engineering is the most popular engineering discipline, a factor that has led the undergraduate student enrollment to double in this program over the past ten years.
- KU is the only state university offering degrees in Petroleum Engineering which represents a key revenue industry for the state.
- KU is the only state university, and one of only three in the Big 12, that offers an undergraduate degree in Engineering Physics.
• Student demand for the Engineering Management program is very high, with about 90 percent of students employed full-time primarily in consulting engineering firms in the Kansas City metropolitan area.

Service:
• Kansas City has been recognized as having the top concentration of professional and consulting engineers in the nation, and the School of Engineering strives to meet the needs of this community (Garmin, Cerner, Black & Veatch, Burns & McDonnell, HNTB, Terracon Consultants, TranSystems, Sprint Nextel and more).
• The Engineering Management program was designed specifically to meet the continuing education needs of individuals employed full-time in consulting engineering firms in the Kansas City metropolitan area.
• In conjunction with Continuing Education, the School of Engineering entered its 30th year of service to the worldwide aerospace community. Some 20,000 individuals representing 48 states, the District of Columbia, and 50 countries have attended courses. Courses have been held in 22 states and 16 countries.
• A new masters in Information Technology offered by Electrical Engineering and Computer Science was developed to meet the needs of working professionals in the Kansas City area.

Areas of Future Focus:
• Enhance undergraduate programs. The State has requested that engineering grow the size of undergraduate programs by roughly 60 percent to support the needs of Kansas industry. This requires securing support from the state, university and industry to add faculty, staff and space to accommodate the desired growth in student pipeline.
  o Continue the emphasis in student recruitment, enrollment growth and diversity for undergraduate programs.
  o Recruit 30 new and exceptional faculty members.
  o New BS degrees in Interdisciplinary Computing at the Lawrence campus and Information Technology at the Edwards campus.
  o Strengthen the focus on student leadership through programs like the Self Engineering Leadership Fellows.
  o Enhance study abroad opportunities and student participation in study abroad.
  o Create additional competitive scholarships for high ability students, National Merit and diversity.
  o As per the continuous improvement guidelines of ABET, continue the process of learning outcomes assessment by measuring achievement of objectives identified, and using the measured results to make improvements.
• Enhance research and graduate programs on both the Lawrence and Edwards campuses.
  o Utilize the newly developed Edwards Campus funding model to target growth areas.
  o Continue the growth of externally funded research and the growth in enrollment of PhD students.
  o Grow Transportation Research Institute (TRI) research base and secure reauthorization in base funding from USDOT.
  o Grow Bioengineering Research Center (BERC) funding and programs.
  o Grow and broaden the Center for Remote Sensing of Ice Sheets (CReSIS) projects with a focus on sustainability following NSF core funding.
  o Grow and broaden the Information and Telecommunication Technology Center (ITTC) research funding and programs.
  o Grow and broaden the Center for Environmentally Beneficial Catalysis (CEBC) and Energy Council funding and programs, especially with corporate support.
  o Identify new and emerging areas in engineering and pursue opportunities to develop those into strengths.
  o Continue the work that has begun with learning outcomes by measuring achievement of objectives identified, and using measured results to make improvements.
• Address space needs for research, teaching and administrative support activities in the school. With triple the number of PhD students, a doubling of annual research awards, and undergraduate enrollment at a 21-year high, space shortages are inevitable. To address this critical need, the following items are required:
  o Complete planning for a new engineering building, including identifying needs, priorities and basic strategies for achieving the necessary fiscal resources,
  o Seek funding from partners (federal, state, private, KU, etc.),
  o Renovate existing areas for greater use and productivity.
School of Journalism

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>CIP</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B, M</td>
<td>Journalism</td>
<td>09.0401</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Overview:

Established: 1948

Accredited: Accrediting Council on Education in Journalism and Mass Communications (2016)

Mission: To teach students to think critically and creatively while preparing them for careers in journalism, mass communications and related fields and for graduate study.

The school shares the namesake of the William Allen White Foundation, which promotes quality journalism throughout the country. Members of this foundation are among the most influential journalists in the country and are employed by such national media outlets as CBS and ABC News, Voice of America, the Washington Post, USA Today, and others.

<table>
<thead>
<tr>
<th>School of Journalism</th>
<th>Enrolled Fall 2009</th>
<th>Degrees Granted FY 09–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>724</td>
<td>300</td>
</tr>
<tr>
<td>Masters</td>
<td>82</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2009 Tenured and Tenure-track FTE</td>
<td></td>
<td>21.0</td>
</tr>
</tbody>
</table>

Notable Facts/Highlights:

- A cutting-edge multimedia newsroom attracts visits from faculty and media professionals and is a powerful recruiting tool for students.
- KUJH-TV, the student cable television station, is one of two journalism school-sponsored TV stations in the country belonging to the Research Channel consortium.
- The school is home to the Association for Accreditation in Journalism and Mass Communication, the national accrediting council for journalism education.
- Students are noted for having among the highest grade point averages, ACT scores, study abroad, and honor program participation, all while continuing to graduate in four years.

Program Quality:

Notable achievements:

- Faculty members have been recruited who have increased the school's diversity and scholarly activity while maintaining the school's reputation for quality teaching and contributions to the greater university community.
- The program continues to develop a mentoring program for new faculty to balance the demands of academic life while providing an annual assessment of their allocation of effort. This program has been cited nationally as a model for faculty development.
• The program is responsive to the need to change curriculum, reflecting trends in the journalism profession; it is more adaptive than other programs in the country; it has strong service learning opportunities for students.

• Two $50,000 grants from the McCormick Tribune Foundation have been received as seed money to establish a relationship with Ft. Leavenworth as a partner in studying the media and the military, as well as work with the Fort in training officers to work with the media. A new course titled “Media and the Military” is offered annually for KU students and officers from the Fort. Students from both institutions work collaboratively to understand the other’s perspectives.

• The program is a three-time consecutive winner of the national Hearst Intercollegiate Writing competition. In FY 2009, the program earned second place among all accredited journalism schools for student work. Students won numerous other state, regional and national awards.

• In collaboration with the Kansas Health Institute and the University of Missouri, KU is instituting a program to improve health reporting. A $100,000 grant charges KU with the assessment aspects of the program while MU provides the hands-on training.

• Initiated a joint degree program with the Law School leading to JD and MS degrees.

• A strong marketing communications track serves early- to mid-career professionals in the Kansas City market.

**Areas to improve:**

• Explore more fully the student request for more elective course options, as well as more graduate-only courses which would provide more rigorous educational experiences.

• Explore options to better support students who choose to pursue a professional project rather than write a thesis. Similarly, for those students who write a thesis, explore ways to support statistical analyses since no statistic course requirement exists in the current curriculum.

• Continue the work begun with learning outcomes by measuring achievement of objectives identified, and using measured results to make improvements in the undergraduate program.

• Create an assessment plan for the graduate program, including evidence that the capstone course, final exam, project or thesis requirements are measured and reflect achievement of required competencies.

**Student/Employer Demand:**

• The last two years have seen major changes in media employment. Newspapers continue to shrink and lay off employees; broadcasting is stable, new media are growing, public relations and advertising are rebounding from the 2008 employment numbers. A full-time professional career advisor helps student prepare applications for internships and jobs, and matches requests from employers with current students and alumni.

• Industry reports show increasing demand for journalists with online/digital and social media skills as well as advertising and public relations skills.

• Employer feedback for internships as well as graduate hires shows a high level of satisfaction with KU students’ preparation.

**Service:**

• The program is host of annual Editors Day, an educational conference that draws editors from the state and region, featuring a nationally prominent speaker.

• Faculty actively contribute to professional and educational associations by making presentations, convening or participating in panels, judging award competitions, and contribution of articles. Other professional service involves serving as officers of many professional societies, including the Online Journalism Association, Broadcaster Education Association, AEJMC, American Journalism Historians Association, ACEJMC, International Communication Association and American Copy Editors Society.
• The university and school provide space and support for the headquarters of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

• The school is the headquarters for the Kansas Scholastic Press Association, which serves more than 200 member high schools. In a typical year, KSPA puts on three conferences for high school students, hosts regional and statewide journalism competitions, and sponsors lectures on journalism topics for high school students.

• The program hosts the Kansas Journalism Institute, a week-long summer educational camp that drew 127 students from a multi-state area in 2010.

• The program provides strong public service to the Johnson County community via service learning opportunities of capstone courses and has garnered high regard for the program. Clients have included National Association of Intercollegiate Athletics, United Community Services, CASA of Johnson and Wyandotte Counties, Mid-America Regional Council, The Unicorn Theatre, and the Midwest Hemophilia Association.

Areas of Future Focus:
• Recruit and retain students, faculty members, and staff who will increase the diversity of the school.

• Increase the quality and quantity of scholarship produced by the school, as well as develop collaboration with other units on campus for the purpose of generating research.

• Continue the system of assessment of student learning outcomes as the unit revises curriculum to meet the needs of a 21st century journalism education. As noted in the accreditation report, they will work to improve documentation regarding how information gained from assessment of outcomes is used to make curricular improvements and enhancements.

• Move forward with the plan to create a doctoral program in Mass Communications, either as a separate entity or in collaboration with other unit(s).

• Enhance fund-raising efforts to increase contributions of private dollars for scholarships and facilities improvement.
### School of Pharmacy

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>CIP</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, D</td>
<td>Medicinal Chemistry</td>
<td>51.2004</td>
<td>Continue</td>
</tr>
<tr>
<td>M, D</td>
<td>Neurosciences</td>
<td>26.1501</td>
<td>Continue</td>
</tr>
<tr>
<td>M, D</td>
<td>Pharmaceutical Chemistry</td>
<td>51.2003</td>
<td>Continue</td>
</tr>
<tr>
<td>M, D</td>
<td>Pharmacology &amp; Toxicology</td>
<td>26.1007</td>
<td>Continue</td>
</tr>
<tr>
<td>P</td>
<td>Pharmacy Practice</td>
<td>51.2001</td>
<td>Continue</td>
</tr>
<tr>
<td>M</td>
<td>Pharmacy Practice</td>
<td>51.2008</td>
<td>Continue</td>
</tr>
</tbody>
</table>

**Program Overview:**

Established: 1885

Accredited: Accreditation Council for Pharmaceutical Education (2014)
American Society of Health-System Pharmacists (2012)

Mission: To provide exceptional opportunities for professional, graduate, and postgraduate students; and professional continuing education for pharmacists. Through exemplary curricula and programs, the school encourages the advancement of pharmaceutical care so as to enhance health. The school maintains a leadership role in developing major advanced technologies, and drug therapy related research inclusive of pharmaceutical, clinical, and administrative sciences for the state, the nation, and the world.

#### School of Pharmacy

<table>
<thead>
<tr>
<th>Enrolled Fall 2009</th>
<th>Degrees Granted FY 09–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates/Professional (PharmD)*</td>
<td>429</td>
</tr>
<tr>
<td>Masters</td>
<td>34</td>
</tr>
<tr>
<td>Doctoral – Research (PhD)</td>
<td>98</td>
</tr>
<tr>
<td>Fall 2009 Tenured and Tenure-track FTE</td>
<td>40.3</td>
</tr>
</tbody>
</table>

* Students are admitted to the professional PharmD program in their junior year. They are counted as undergraduates during their 3rd and 4th years, then as first professional students during their 5th and 6th years.

**Notable Facts/Highlights:**

- The School of Pharmacy ranks second in National Institutes of Health (NIH) funding among Schools of Pharmacy in the United States (Top six for the last 15 consecutive years; top ten in 33 of the last 40 years).
- The school’s Doctor of Pharmacy program ranks eighteenth among all 120 Schools of Pharmacy in the United States according to U.S. News & World Report.
- The school ranks eighth among all Schools of Pharmacy in pharmaceutical sciences and medicinal chemistry faculty productivity according to the Chronicle of Higher Education.
- The school has had an extremely successful web-based degree program offering the non-traditional pharmacy doctorate with more than 300 graduates since 1999 and 165 current students. The degree program will be phased out by 2011 in response to a changing field and expectations.
• The school participates in residency training in pharmacy practice administration, drug information, and community pharmacy practice.
• The graduate program in Medicinal Chemistry at KU is unique within the state.
• There has been successful funding and development of new buildings with modern professional and graduate education teaching space in Lawrence and in Wichita.
• Faculty in the school successfully direct several national centers and training grants with external funding:
  o one of the five national NIH Chemical Methodologies & Library Development (CMLD) Center of Excellence awards;
  o one of the two national Specialized Chemistry Centers (SCC);
  o three NIH-sponsored training grants that support pre-doctoral students in the areas of biotechnology, vaccine development, and chemical biology;
  o an NIH Center of Biomedical Research Excellence (COBRE) award in cancer chemotherapeutics;
  o an NIH Center of Biomedical Research Excellence (COBRE) award in structural biology; and
  o a National Cancer Institute contract to formulate anticancer drugs for more than three decades.
• The school has had multiple faculty named as finalists and winners of the Honor for the Outstanding Progressive Educator (H.O.P.E.) award, named as Kemper awardees for excellence in teaching and advising, and named as Higuchi Research Achievement awardees at the University of Kansas.
• The school has had multiple faculty achieve fellow status in professional organizations.
• Professional student organizations in the school (National Community Pharmacists Association Chapter; Kappa Epsilon Chapter) have received national recognition as chapters of the year multiple times.
• The school has multiple professional students hold officer and other leadership positions at the national level in professional student organizations.

Program Quality:

Medicinal Chemistry

Notable achievements:

• The program is unique in the state and is recognized nationally as among the top programs in the country.
• The program has outstanding faculty: five elected fellows of the American Association for the Advancement of Science; one inducted member of the American Chemical Society Hall of Fame; one recipient of the Research Achievement Award of the American Society of Pharmacognosy; one recipient of the prestigious ACS David W. Robertson Award in Medicinal Chemistry; two recipients of KU Center for Teaching Excellence Awards.
• There is excellent faculty productivity, scholarship and external grant funding.
• There are high student quality and job placement rates.
• Recent curricular reform based on regular systematic program review helps to keep the program competitive

Areas to improve:

• None noted

Neurosciences

Notable achievements:

• The program has a vibrant graduate training program that spans 13 departments, two schools, the college and two campuses. It sets an excellent example of the way many interdisciplinary programs are started, creating opportunities for students in an emerging field.
• Faculty mentors are well-published and well-funded scientists who have received numerous awards and honors.
• All PhD graduates of the program have obtained excellent post-doctoral research associate or research fellow positions in prestigious universities and federal laboratories in the US and the United Kingdom.

Areas to improve:
• Continue working to address the challenge of coordination and funding support between campuses and schools.

Pharmaceutical Chemistry
Notable achievements:
• The program has developed an online masters degree program in Pharmaceutical Chemistry that is projected across the USA and into India, recognizing the needs of people already working in the industry who want to advance their education.
• There is a long history of developing strengths through collaboration across the university and regional relationships that strengthen the program.
• The program is aggressive in actively recruiting high-quality students, resulting in 80–100 annual applications for the PhD program, of which only 6–8 are selected.
• The curriculum has recently undergone revisions to stay competitive.
• The faculty is prolific, with grants and awards averaging $5 million/year.

Areas to improve:
• There is a need to develop an assessment plan based on learner outcomes for the relatively new online masters program.

Pharmacology & Toxicology
Notable achievements:
• There have been significant efforts to review the program and its curriculum and to identify and implement needed improvements, including the revision of curriculum to incorporate student research rotations.
• There is a good level of faculty productivity.
• There has been an addition of new faculty and increased collaboration in research projects with other departments.
• Potential distance education opportunities are being explored.

Areas to improve:
• Study the indication that over one-third of students appear to leave the program after obtaining their masters, even though the program is intended as a doctoral terminal degree. Recent changes in doctoral program and faculty may already help address this issue.
• Continue the focus on recruitment of high quality graduate students.

Pharmacy (Pharm D)
Notable achievements:
• The School of Pharmacy ranks second in National Institutes of Health (NIH) funding among all 116 Schools of Pharmacy in the United States (Top six for the last 15 consecutive years; top ten in 33 of the last 40 years).
• The school is ranked eighteenth among all 120 Schools of Pharmacy in the United States according to *U.S. News & World Report*.
• Developed a dual degree program with the School of Business (i.e., PharmD/MBA) with the first graduates in Spring 2009.
• Annually assess program curriculum.
• There has been new facility and teaching space dedicated to the program.
• The program has highly productive faculty who are actively involved in the discovery of new drugs and drug delivery techniques, and conduct applied research focused on patient outcomes, risk stratification and cost-benefit analyses.
• Pharmacy students have above average pass rates on license exams.
• Developed a forward-thinking model for standardized client assessment to enhance teaching of patient care skills.
• The program has made good use of focus groups for introductory pharmacy practice experience program, providing greater opportunities for experiential learning.

**Areas to improve:**
• Continue to maintain focus on a high quality program as it expands to the Wichita campus.

**Pharmacy Practice**

**Notable achievements:**
• The program boasts high student satisfaction ratings and 100 percent job placement of graduates for over 30 years.
• There are distinguished and productive faculty, one of whom served as the 2010 president of the American Pharmacists Association. There have been numerous other awards received for teaching, research, and service over past 5 years.
• In 2009, the program was awarded the Pharmacy Residency Excellency Award by the American Society of Health System Pharmacists, an award given to only one program annually.
• The residency program has a national impact on pharmacy practice, with graduates in positions of leadership in nearly every state in the union.
• State legislature provided $5 million a year to bond a building to allow for expansion of the program.

**Areas to improve:**
• Continue the pursuit and identification of funding for scholarly activity in order to expand and grow the department.

**Student/Employer Demand:**
• Graduates of the Medicinal Chemistry program have a 100 percent job placement record.
• Graduates of the Neurosciences programs nationally report employment rates of 99 percent, indicating the demand for and employability of neuroscience specialists.
• Graduates of the Pharmaceutical Chemistry program have excellent placement histories, typically with job offers in hand prior to graduation.
• The need for pharmacists in the United States remains high. Graduates of the Pharmacy Practice program have had 100 percent job placement for over 30 years.
Service:

- The school has multiple faculty members holding or previously holding officer positions in national organizations representing each of the professional disciplines within pharmacy.
- Faculty members are active in national and international societies and government agencies and provide consulting to private industry.
- The school has multiple faculty serving as editors of leading journals in the basic sciences and pharmacy practice disciplines.
- Faculty in the school maintain a Regional Drug Information Center for healthcare professionals at the Kansas University Hospital.

Areas of Future Focus:

- Develop a plan for fundraising a new building with modern research space on the West Campus. (Meanwhile, continue to find creative ways to accommodate current and newly recruited faculty in limited and deficient space in Malott Hall.)
- Develop a plan for the new Department of Pharmacy Practice facilities on the KUMC campus.
- Given the funding climate nationally, continue to promote the development of multi- and interdisciplinary research programs among faculty within the school, across the Lawrence campus, and KUMC (e.g., KU Cancer Center; Clinical and Translational Science Award).
- Increase interdisciplinary curricular and degree opportunities for both professional and graduate programs to include development of formal research activities and opportunities for pharmacy students in the professional curriculum and planning for a translational clinical research track (PharmD/MS or PharmD/PhD) and public health track (PharmD/MPH).
School of Social Welfare

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>CIP</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>B, M, D</td>
<td>Social Welfare</td>
<td>44.0701</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Overview:

Established: 1948 (Department of Social Work)  
1969 (Designation as School of Social Welfare)


Mission: To educate students, conduct scholarly inquiry, and provide leadership in the development of service delivery systems with a focus on social work practice and inquiry that advances the empowerment and well-being of individuals and communities.

<table>
<thead>
<tr>
<th>School of Social Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Fall 2009</td>
</tr>
<tr>
<td>Undergraduates</td>
</tr>
<tr>
<td>Masters</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td>Fall 2009 Tenured and Tenure-track FTE</td>
</tr>
</tbody>
</table>

Notable Facts/Highlights:

- The program was the first social work program in the state of Kansas and is currently the only one offering educational programming at all three levels (B, M, D).
- It is the only program in the state offering both clinical and administrative concentrations at the masters level.
- The graduate program is ranked ninth overall by members of the National Association of Social Workers (Social Work, April 2006), reflecting the school’s reputation in the practice community.
- The program continues to rank in the top tier among graduate social work programs in the country (U.S. News & World Report).

Program Quality:

Notable achievements:

- The program is ranked ninth nationally in faculty publications in six top tier social work journals as reported by the Journal of Social Services Research (2007).
- There is high faculty productivity.
• External funding for research and training has increased by almost 21 percent in 2008 over 2007, averaging $360,000 per faculty member.
• There has been innovation in curriculum delivery with initiation of a partially online MSW program on both the Lawrence campus and the Edwards campus, reaching out to potential students in western Kansas and to working adults in the Kansas City, Kansas, metro area.
• Program enrollment has experienced growth and an increase in diversity over the past five years, due in part to enhanced recruitment strategies. An example is the new 2+2 BSW program provided in coordination with Kansas City Kansas Community College. In 2005, the program started with six students and by this past year the program had grown to 35 students. For 2009–10, 60 students have been admitted, 35 percent of whom are minority.
• The program is ranked sixth in the nation for Native American graduates in 2007. This year, through aggressive recruiting, 19 Native American students enrolled, including BSW, MSW and PhD; this is the highest ever.
• Students taking the national licensure exam consistently exceed the national first time pass rates by large margins.

Areas to improve:
• Development is underway to create a more precise, competency-oriented system for curriculum and student outcome evaluation for both the BSW and MSW programs, in order to better monitor student acquisition of competencies and areas in the curriculum that need attention.
• The program needs to enhance consistency of advising experience for students.

Student/Employer Demand:
• The US Bureau of Labor Statistics projects that for social work, “employment is projected to grow faster than the average for all occupations.”
• A majority of graduates of the BSW program (65 percent) immediately pursue a graduate degree; of those who wanted a social work position and did not go to graduate school, 83 percent found a job within 6 months of graduation.
• For graduates of the MSW program, 63 percent have employment within a month of graduation; approximately 85 percent have employment in 3 months or less. 51 percent of graduates remain in Kansas for employment, with an additional 23 percent in Missouri. For graduates who have earned doctorate degrees, 100 percent placement has occurred, with 62.5 percent hired by major research universities.

Service:
• A study abroad program on social work and human rights in Calcutta has been developed, in addition to ongoing programs in Costa Rica and South Korea. School-level scholarships to enhance accessibility of these programs have also been developed.
• The case management model developed in two research offices is being implemented by Japan for all the elderly who receive services under their new national long-term care insurance (The model is one of two dominant models in the world, and is currently used in at least six countries and 44 states.)
• Two faculty members have been PIs on a ground-breaking, national policy-research project funded by the Ford Foundation entitled SEED (Saving for Education, Entrepreneurship, and Down Payment Policy and
Practice Initiative) testing an innovative asset-based approach to poverty elimination. Other partners include the University of Michigan and Washington University in St. Louis. The program is conducted in communities in eight states, plus Puerto Rico.

**Areas of Future Focus:**

**Educational Programming**
- In a highly competitive environment, increase enrollment in MSW professional degree program through identification of new market niches and through innovative approaches to program accessibility (as BSW program did).
- Increase opportunities for joint or cooperative degree programming.
- Implement newly revised doctoral program curriculum, increasing national and international presence.
- Expand international study abroad opportunities and accessibility for students.

**Research/Scholarship**
- Increase diversification of funding streams for research, with special emphasis on federally funded research and private foundation support.
- Expand opportunities for interdisciplinary research with other KU professional schools and departments.
- Build on research strengths in adult mental health, child mental health, and gerontology (particularly through faculty recruitment).

**Diversity**
- Support and expand the 2+2 BSW program with the Kansas City Kansas Community College in Wyandotte County (highest minority population in northeast Kansas with 49 percent), a program that attracts the largest percentage of non-Caucasian students.
- Continue an aggressive campaign to fund the Multi-Scholars Program for BSW students, scholarships for MSW minority students, and fellowships for doctoral students.
- Hire a faculty member with demonstrated research expertise on social work in Native American communities to meet community and student need.
**Fiscal Implications**

With ongoing budget issues at the state level and continued focus on efficiency in this uncertain environment, KU continues to explore opportunities for efficiency. Although all programs addressed in this document are funded to the extent necessary to support the present structure, KU continues to examine ways to increase efficiencies, including drawing upon faculty from multiple degree programs to provide innovative, interdisciplinary educational experiences. KU’s academic programs are of high quality and any additional cuts would threaten the quality of the academic mission.

**Update on Programs Previously Identified for Additional Review**

The university has previously identified the following three programs for additional review, and they continue to be monitored.

**Art:** Part of the School of Fine Arts reorganization. Accreditation review scheduled for 2012; program review to be reported with the College of Liberal Arts and Sciences in February 2013.

**Music Education:** Part of the School of Fine Arts reorganization. Accreditation review scheduled for 2011; program review to be reported with the School of Music in February 2012.

**Water Resources Science:** Program to be discontinued due to low enrollment.

**Conclusion**

This year KU’s report includes program review information reporting on the quality and effectiveness of 63 degree programs in five professional schools: Architecture, Design and Planning; Engineering; Journalism; Pharmacy; and Social Welfare.

In general, employer demand for graduates of our programs remains consistent, although in the current economic environment that may change in the near future. Each of these programs provides a broad range of service to the state, nation, and world based on their respective missions, and in some cases are at the forefront of their fields. At KU, for these programs and others still undergoing program review, we continue to seek efficiencies where possible in the use of space, in interdisciplinary opportunities for research and programming, and in efficient use of technology in order to most effectively utilize the resources available to us. Across the board, each school is working to identify learner outcomes that are consistent with the expectations of their accrediting bodies. Some schools have made more progress than others, but we anticipate the imminent ability of each school to clearly state student learning outcomes for each program, as well as the means by which each outcome will be achieved, measured, and improved upon. We have every reason to expect that these programs will continue to educate students that are well-prepared for the future, and to improve on their offerings as outlined in this summary report, and further detailed in the self-study analysis provided by each program. Thank you for the opportunity to share our findings.
### School of Architecture, Design and Planning

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Explanatory Category</th>
<th>Recommendation (Continue, Additional Review, Enhance, Discontinue)</th>
<th>1 sentence explanation of recommendation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Studies</td>
<td>04.0801</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>04.0201</td>
<td>M, D</td>
<td>NP¹</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Urban Planning</td>
<td>04.0301</td>
<td>M</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>50.0401</td>
<td>B, M</td>
<td>NP²</td>
<td>Continue</td>
<td>Low enrollment</td>
</tr>
<tr>
<td>Design Management</td>
<td>50.0499</td>
<td>M</td>
<td>NP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Interaction Design</td>
<td>50.0404</td>
<td>M</td>
<td>NP</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>

### School of Engineering

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>14.0201</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>14.0701</td>
<td>B, M</td>
<td>Continue</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>14.0901</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
<tr>
<td>Chemical &amp; Petroleum Engineering</td>
<td>14.9999</td>
<td>D</td>
<td>Continue</td>
</tr>
<tr>
<td>Petroleum Engineering</td>
<td>14.2501</td>
<td>B, M</td>
<td>Continue</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td>14.0401</td>
<td>B, M</td>
<td>Continue</td>
</tr>
<tr>
<td>Water Resources Science</td>
<td>40.0605</td>
<td>M</td>
<td>Discontinue</td>
</tr>
<tr>
<td>Construction Management</td>
<td>52.2001</td>
<td>M</td>
<td>Continue</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>14.0801</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>14.1401</td>
<td>M, D</td>
<td>Additional Review</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>14.1301</td>
<td>M, D</td>
<td>Additional Review</td>
</tr>
<tr>
<td>Computer Science</td>
<td>11.0101</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
<tr>
<td>Information Technology</td>
<td>11.0103</td>
<td>M</td>
<td>Continue</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>14.0901</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>14.1001</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
<tr>
<td>Engineering Management</td>
<td>15.1501</td>
<td>M</td>
<td>Continue</td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>14.1201</td>
<td>B</td>
<td>Continue</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>14.1901</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
</tbody>
</table>

### School of Journalism

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism</td>
<td>09.0401</td>
<td>B, M</td>
<td>Continue</td>
</tr>
</tbody>
</table>

### School of Pharmacy

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicinal Chemistry</td>
<td>51.2004</td>
<td>M, D</td>
<td>RSP GFP</td>
</tr>
<tr>
<td>Neurosciences</td>
<td>26.1501</td>
<td>M, D</td>
<td>RSP GFP</td>
</tr>
<tr>
<td>Pharmaceutical Chemistry</td>
<td>51.2003</td>
<td>M, D</td>
<td>GFP</td>
</tr>
<tr>
<td>Pharmacology &amp; Toxicology</td>
<td>26.1007</td>
<td>M, D</td>
<td>RSP GFP</td>
</tr>
<tr>
<td>Pharmacy Practice</td>
<td>51.2001</td>
<td>P</td>
<td>ICP</td>
</tr>
<tr>
<td>Pharmacy Practice</td>
<td>51.2008</td>
<td>M</td>
<td>ICP SSP</td>
</tr>
</tbody>
</table>

### School of Social Welfare

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Welfare</td>
<td>44.0701</td>
<td>B, M, D</td>
<td>Continue</td>
</tr>
</tbody>
</table>

*Only required for programs that have a recommendation other than “continue”*

**Notes:**

¹ First enrollments in the doctoral program in Architecture were in Fall 2007.
² Design program was part of the reorganization of the School of Fine Arts in Fall 2009.
Program Review Materials submitted to KBOR

2012
Each degree-granting academic program at the University of Kansas must be reviewed regularly. For the 2007–2015 review cycle, the reporting schedule has been set to correspond with accreditation cycles as much as possible. Five professional schools underwent program review in 2010 and were reported on last year. Three of the professional schools underwent program review in 2011, and the remaining academic units will do so in 2012. A complete schedule of degree programs by school is available at the website given above. Each department (or equivalent for schools that do not have departments) provides the following items to its respective dean’s office.

- 10-page narrative describing the high-level results of the unit’s self-study, including a qualitative ranking for each degree program
- 2-page summary of the self-study
- 1 paragraph of program highlights

Units with graduate programs also submit copies of these same materials to the Dean of Graduate Studies. Dimensions for review of graduate programs by the Dean of Graduate Studies have been outlined and are available on the program review website. Specific data elements help illuminate responses to the self-study questions.

The Office of the Provost prepares a summary academic program review report for the Kansas Board of Regents. This report is based on program review materials submitted to the Provost’s Office by the relevant academic units and addresses criteria established by the Board of Regents:

1. Centrality of the program to fulfilling the mission and role of the institution
2. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty
3. The quality of the program as assessed by its curriculum and impact on students
4. Demonstrated student need and employer demand for the program
5. The service the program provides to the discipline, university, and beyond; and
6. The program’s cost-effectiveness

The current report includes program review information for 43 degree programs in three professional schools: Education, Law and Music. Institutional data are drawn from FY 2002 through FY 2011, with individual schools drawing from other external data sources appropriate to each school.

Program review involves academic units at KU reflecting on quality achieved and enhancements needed within the context of national trends in their respective fields. KU’s program review is organized around self-study processes completed by each degree-granting unit, and addresses the following questions.

- What do we do and why do we do it? (activity and mission)
- Who does it? (faculty profile)
- How well do we do it, and who thinks so? (student profile and satisfaction, productivity, placement rates, national rankings, awards)
- What is the overall quality of each degree program? (external indicators, internal assessment, accreditation)
- What plans are there to advance the degree program(s)?
- How will future progress and success be evaluated?
Overview

The University of Kansas is a major comprehensive research university that serves as a center for learning, scholarship, and creative endeavors. The University of Kansas is the only Kansas Regents university to hold membership in the prestigious Association of American Universities (AAU), a select group of sixty-one public and private research universities that represent excellence in graduate and professional education and the highest achievements in research worldwide.

Institutional Highlights from the Three Schools Reviewed

Education

The School of Education is comprised of five departments: Curriculum and Teaching (C&T), Educational Leadership and Policy Studies (ELPS), Health, Sport and Exercise Sciences (HSES), Psychology and Research in Education (PRE), and Special Education. Degree programs in the School include seven undergraduate degree programs, 10 master’s degree programs, one Educational Specialist degree, and nine doctoral programs.

The School of Education and several of its programs are highly ranked nationally. For example, in the most recent rating of graduate programs by U.S. News and World Report, the School of Education was ranked 9th among public universities. In the same ranking, Special Education was ranked 1st among public universities, Educational Administration was ranked 15th among public universities, and Student Counseling and Personnel Services was ranked 16th among public universities. KU is the only university in the state to offer a doctorate in Educational Leadership and Policy and master’s in Higher Education Administration.

The School of Education provides important services to the local community and the state. The Counseling Laboratory for the Exploration of Optimal States (CLEOS) serves creative adolescents from 20 Kansas school districts as well as college students in planning their education and professional careers. The Institute for Educational Research and Public Service provides research, evaluation, and programs that serve students in nearly every county in Kansas. The Center for Educational Testing and Evaluation serves all Kansas schools with mandated state assessments.

Looking to the future, the School of Education plans to develop program assessment and accountability processes. The collection and analysis of data will allow education to monitor both student satisfaction, placement of graduates and market fluctuations to ensure the best academic programs are delivered to students and that graduates have the skills necessary to succeed in their fields. The school also aspires to increase the number of online courses and programs it offers.

Law

The School of Law was established in August of 1878. The school offers three degree programs on the Lawrence campus: (1) a J.D. program, including a two-year J.D. program for foreign-trained lawyers; (2) an LL.M. program currently focusing on elder law, and (3) an S.J.D. (doctor of juridical science). The J.D. program has been continuously accredited by the American Bar Association since 1923, the first year the ABA began accrediting law schools. The most recent ABA accreditation review was in March 2006.

The School of Law’s excellence is recognized by national ranking authorities. The School of Law was ranked 38th among public universities and has consistently ranked in the top third among ABA-accredited law schools by U.S. News & World Report. It placed 23rd among public law schools in a listing by U.S. News & World Report called “When
Lawyers do the Grading,” and was recognized as a “best value” law school, ranked 5th Best Value law school in the country in 2010.

The School of Law is an integral and collaborative part of the campus community; currently the School of Law offers 12 joint degree programs with the Schools of Architecture, Business, Journalism, Medicine, Social Welfare and the College of Liberal Arts & Sciences. In addition to serving the University, the School of Law serves the state and the nation by educating and preparing leaders. School of Law students are placed in highly competitive internships, including a Fulbright in Oman, judicial clerkships on the Court of International Trade in New York, and international finance and trade jobs in the District of Columbia and abroad.

The School of Law has a vibrant international law program, including such elements as summer-study abroad programs, hosting of visiting international scholars, designated lecture series and, two degree programs for international lawyers. The LL.M. program in Elder Law, which began in 2005, produces graduates who are both knowledgeable and proficient in the law that affects elder citizens. The S.J.D. program in Judicial Science started in 2007 and has included students from China, Egypt, Nepal, South Korea, Saudi Arabia, Taiwan, Turkey, United Arab Emirates, and Venezuela, as well as the majority leader of the Kansas Senate. This program increases the School of Law’s visibility and financial resources, without requiring additional faculty members or physical space.

Looking to the future, the School of Law has already begun preparations for the spring 2013 review and site visit from the American Bar Association. The School will also focus on recruiting, mentoring and retaining diverse faculty members, and strengthening the recruitment, teaching, and mentoring of students.

Music
Music at the University of Kansas was first established as an academic unit in 1891 as a department within the School of Fine Arts. The School of Music was established in 2009. The School of Music offers baccalaureate and master’s programs in Music Education, Music Therapy, and four areas of Music, including performance, theory, composition and musicology. Two doctoral degrees are offered, the doctoral of philosophy (Ph.D.) and the doctor of musical arts (D.M.A.) in Music and the Ph.D. in Music Education. The degree programs are accredited by the National Association of Schools of Music, the American Music Therapy Association, the National Council for Accreditation of Teacher Education, and the Kansas State Board of Education.

Faculty and students have performed works, premiered compositions, conducted, directed, and presented research at prestigious venues around the world, either as a result of competitive review or on the basis of reputation, including Brazil, Canada, China, Costa Rica, Cyprus, England, France, Germany, Italy, Japan, Korea, the Netherlands, Puerto Rico, Serbia, Singapore, Switzerland, and Thailand. Faculty have written and produced film scores for documentary and feature films in which KU musicians (faculty and students) performed exclusively. Recent faculty awards include the Association of Recorded Sound Collections Award for Excellence in Historical Recorded Sound Research; a Fulbright award to establish the first music therapy program in Southeast Asia at Mahidol University (Bangkok); a grant from the National Endowment for the Arts; and a Chancellor’s distinguished teaching award. In the past seven years, School of Music faculty have published 64 articles in scholarly journals and numerous other publications.

Students are successful competitors and have won national and international competitions. Examples for the past year: Class A Division Asia Trombone Seminar, Taipei, Taiwan; 1st Prize, National Federation of Music Clubs ($10,000 and two years of concert management), Lincoln Center New York City Rising Star Series, finalist for the International Trumpet Guild Orchestral Excerpts Competition, finalist for the Gilberto Gagliardi solo competition.
sponsored by the International Trombone Association, Down Beat magazine award for composition, winner of the Drum Corps International Solo Trumpet Competition, semi-finalist at the National Trumpet Competition.
# School of Education

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training¹</td>
<td>51.0913</td>
<td>BSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Community Health</td>
<td>51.1504</td>
<td>BSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>13.1314</td>
<td>BSE, MSE, EdD, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>Sports Science</td>
<td>31.0501</td>
<td>BSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>42.2803</td>
<td>MS, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>School Psychology</td>
<td>42.2805</td>
<td>EdS, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>Educational Psychology and Research</td>
<td>42.2806</td>
<td>MSE, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>Special Education</td>
<td>13.1001</td>
<td>MSE, EdD, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>13.0301</td>
<td>MA, MSE, EdD, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>Elementary Teacher Education</td>
<td>13.1202</td>
<td>BSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Secondary Teacher Education</td>
<td>13.1205</td>
<td>BSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Unified Early Childhood²</td>
<td>13.1210</td>
<td>BSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Education Administration</td>
<td>13.0499</td>
<td>MSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Higher Education Administration</td>
<td>13.0406</td>
<td>MSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>13.0901</td>
<td>MSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Educational Technology³</td>
<td>13.0501</td>
<td>MSE</td>
<td>Continue</td>
</tr>
<tr>
<td>Educational Leadership and Policy</td>
<td>13.0401</td>
<td>EdD, PhD</td>
<td>Continue</td>
</tr>
</tbody>
</table>

¹Low counts fall 2009 due to erroneous coding of majors when degree changed from BSE to BS.
²First enrollments in Unified Early Childhood in spring 2007.
³First enrollments in Educational Technology in fall 2010.

## Program Overview:

**Established:** 1909

**Accreditation:**
- American Psychological Association—Counseling Psychology (2013)
- Commission on Accreditation of Athletic Training Education (2018)
- Kansas State Board of Education (2013)
- National Council for Accreditation of Teacher Education (2014)

**Mission:** To serve Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

<table>
<thead>
<tr>
<th>School of Education</th>
<th>Enrolled Fall 2010</th>
<th>Degrees Granted Academic Year 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>708</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>650</td>
<td></td>
</tr>
<tr>
<td></td>
<td>441</td>
<td></td>
</tr>
</tbody>
</table>

**Notable Facts/Highlights about the School of Education:**

- In 2011, KU’s School of Education was ranked 9th among public universities by *U.S. News & World Report*.
- The Department of Special Education was ranked 1st among public universities for the last 14 years by *U.S. News & World Report*. Since the late 1970s the department was ranked 1st in every empirical study in the special education literature.
- The Center for Educational Testing and Evaluation (CETE) was awarded the largest grant in the history of KU, $22 million from the U.S. Department of Education, to fund the Dynamic Learning Maps Alternative Assessment System.
- The School of Education was selected by the Wallace Foundation and the University Council of Educational Administration through a competitive proposal process as one of eight research universities to work on revising school leadership preparation programs.
- The School of Education celebrated its 100th anniversary in FY 2009, with lectures, workshops, receptions, construction of a Centennial Reading Plaza, and a conference in June 2010.
- Over 1,000 students (undergraduate and graduate) per academic year are placed in field-placements associated with various academic programs.
- The School of Education created and implemented a successful centralized Undergraduate Advising Center, Fall 2007.
- During the past three years, the School of Education dispersed over $2.4 million in scholarship funding, including 57% from endowment funds and 43% from differential tuition dollars.
- Research expenditures for the 2010 fiscal year were over $22 million, with expenditures averaging almost $300,000 per faculty member, well above the average expenditure per faculty member for KU.
- The School moved from a five-year to a four-year teacher preparation model. The new program maintained identified strengths of the five-year program (e.g. full year of clinical experiences) while acknowledging students’ sensitivity to the rising costs for attending KU, the competitive market place for teacher education, and the need for continuous examination of the approach to professional certification for teachers.

**Program Quality:**

**Health, Sport, & Exercise Science**

**Notable achievements:**

- The Athletic Training Laboratory opened in spring 2005. This 1200 square foot laboratory was built to be a functioning athletic training facility to give athletic training program students the opportunity to acquire and master athletic training skills for injury prevention, treatment, and rehabilitation.
• Research productivity in the department has increased as a result of hiring more research oriented faculty in response to a 2003 external review recommendation.
• HSES operates The Perceptual Motor After-School Clinic, which seeks to improve motor functions and fitness levels of children and youth with special needs by enhancing fine and gross motor skills and patterns.

Areas to improve:
• Monitor declining student numbers as they occur, investigating these carefully to ensure proper use of resources and faculty time.
• Enhance research experiences for graduate students and potentially strengthen the graduate curricula.
• Develop better assessment plan to monitor program outcomes.
• Monitor Health and Physical Education due to the limited number of faculty available in this area of emphasis.

Psychology & Research in Education
Notable achievements:
• The department offers the state’s only accredited programs in Counseling Psychology and School Psychology; the Counseling Psychology program is one of the oldest in the nation.
• Several faculty members share their time and expertise with local school districts, state and national policy boards, and national committees in their respective disciplines.
• Placement rates in a variety of settings including academic institutions and hospitals, many in Kansas, are high for graduates of programs in this department.
• Department is responsive to market demand, in particular, strategically admitting fewer Counseling Psychology students to maintain high quality academics, advising and mentoring.
• Neal Kingston, a faculty member in this department, received a $22 million grant to develop a new assessment system for special education students in 11 states.

Areas to improve:
• Explore funding models to increase the support offered to graduate students and faculty research.
• Develop better assessment plan to monitor program outcomes which will facilitate comparison between peer and aspirational-peer programs.
• Develop a departmental faculty succession plan, particularly focusing on hiring underrepresented faculty.
• Investigate ways to encourage and support a more uniform distribution of faculty research productivity.

Special Education
Notable achievements:
• Department has ranked 1st graduate special education program at a public universities for the last 14 years (U.S. News & World Report).
• Faculty are engaged in their field; since 2002 faculty have secured over $14 million in grants, published more than 500 refereed publications, and 35 books and hold key leadership roles on professional associations, national advisory boards and state and federal committees.

• Completion rates for the department are high, maintained a 90% graduation rate for doctoral students for over a decade.

• Student satisfaction measures for this program are strong, and graduate placement rates are high with students finding employment locally, nationally and internationally.

Areas to improve:
• Continue to develop the departmental faculty succession plan and young faculty mentoring program, focusing hiring efforts on attracting and retaining faculty from underrepresented groups.

• Maintain current funding opportunities for graduate students while investigating new funding sources.

• Continue to formalize assessment plan to monitor program outcomes.

• Monitor student enrollment in the deaf education area of focus, which has declined in recent years. The department will investigate its commitment to this area of focus.

Curriculum & Teaching

Notable achievements:
• Teacher preparation program was included among the top fifty programs in the country (U.S. News & World Report).

• Through an externally funded grant, the department supported the development of online courses in English as a Second Language for delivery to school districts in southwest Kansas.

• In response to market and changes at peer programs, the teacher education program was reduced from a five-year preparation program to a four-year program.

• Department has been proactive in creating online courses and programs to attract part-time students.

• During the 2009–2010 academic year, this department prepared 190 graduates to serve PreK–12 education. 99.5% of the graduates applied for teaching licensure in the state of Kansas.
Areas to improve:
- Monitor the effects of increased online course offerings; ensure that this delivery system is appropriate for course outcomes. Continue to increase online course offerings as appropriate.
- Create an assessment plan and identify program outcomes.
- Continue to build scholarly productivity and external funding support.
- Develop a plan to improve advising provided to graduate students.
- Continue to monitor the success of the four-year teacher preparation program.

Educational Leadership & Policy Studies

Notable achievements:
- Department has a highly productive faculty. Junior faculty hired during the review period are among the most productive in the School of Education.
- Faculty members serve in key roles within the university and in national scholarly organizations and editorial boards.
- Program provides excellent practical training for master’s students and is able to place all graduates in careers in their field; these characteristics have made the program nationally attractive.
- Programs in this department provide service to their fields and the state, educating school administrators, superintendents, and principals. Doctoral graduates take leadership roles in academic institutions.

Areas to improve:
- Explore the balance between number of students and ability to successfully advise, mentor, and support at the doctoral level.
- Review market demand for Education Administration, Foundations of Education, and Educational Technology programs; investigate recruiting efforts and alternate modalities for program delivery in order to be more competitive with similar programs in the area; determine if resource allocation is appropriate.
- Continue to develop departmental faculty succession plan.
- Create an assessment plan, identify outcomes for all programs within department and begin to use data to shape programs.

Student/Employer Demand:
- Many of KU’s education programs have high placement rates for graduates, who are employed in local, regional, national and international school districts, in higher education institutions, and in state and federal agencies.
- KU is the only university in the state to offer a Ph.D. in Educational Leadership and Policy and master’s in Higher Education Administration.
- Graduates in Curriculum and Instruction overwhelmingly go into careers as educators in Kansas. In 2010, 99.5% of the program completers chose to seek a Kansas teaching license. Graduate programs in this department serve a large number of students in the Kansas City metropolitan area and in northeast Kansas due to a high demand for advanced preparation for teachers.
• Graduates of the programs in Educational Leadership & Policy Studies go into careers at academic institutions or into top doctoral programs in the field.

• Graduates in Special Education are highly employable in Kansas and across the country due to persistent shortages of well qualified special education teachers.

Service:

• The Counseling Laboratory for the Exploration of Optimal States (CLEOS), staffed by Psychology & Research in Education faculty members and volunteer graduate students, serves creative adolescents from twenty Kansas school districts as well as college students in planning their education and professional careers.

• Both School Psychology and Counseling Psychology graduate students receive training and provide services to state residents (children, adolescents, and adults) in the Center for Psychoeducational Services (CPS) which provides services to children, adolescents, adults, and families in the Northeast Kansas region.

• Faculty in the School of Education established and direct the Center for Educational Testing and Evaluation, which serves all Kansas schools by developing and administering the mandated state assessments. The center leads a multiple state consortium in the establishment of the Dynamic Learning Maps Alternative Assessment system and employs over thirty graduate students.

• The School of Education, in collaboration with the Kansas State Department of Education, hosts a yearly free professional development conference for KS teachers and administrators called ‘Strategies for Educational Improvement.’ Participation is typically approximately 300-350 KS educators focusing on issues to improve student outcomes, leadership, innovative teaching, differentiating instruction for all students, classroom management, uses of technology, and using assessment data.

• Committed to making a difference for persons with disabilities and their families, the Beach Center on Disability studies assistive technology, disability policy, family-professional partnerships, family quality of life, health care, foster care and adoption, positive behavior support, and self-determination.

• The Institute for Educational Research and Public Service provides research, evaluation and programs serving students in nearly every county in Kansas.

• The Center for Research on Learning encompasses four divisions studying (1) innovative technologies to enhance teaching and learning, (2) transition, education, employment and quality of life for adults with disabilities, (3) online instruction, and (4) factors related to academic achievement and strategies for improvement.

Areas of Future Focus:

• Continue development of program assessment and accountability processes, follow-up on key accreditation reviews and program approvals, identify target outcomes measures, and establish assessment plans and better means of systematically collecting data that can be utilized for program improvement.

• Explore new modalities for program delivery; encouraging faculty in each program to enhance online and distance-delivered options.

• Increase enrollment, particularly at the Edwards Campus.

• Investigate new models for graduate student funding to offset declines in state and federal support for education programs.
• Audit all academic programs and course offerings for potential efficiencies; consider consolidating programs and concentrations/emphasis areas to form fewer offerings, and make better use of existing faculty members.

• Continue to strengthen the School of Education research culture and productivity; encourage more faculty members to become engaged in seeking external support.

• Consider future needs for faculty; develop faculty recruitment, hiring, and retention plans to address the likelihood of multiple openings in the next five to ten years due to the age of current faculty members.

• Monitor student satisfaction measures for undergraduate and graduate students; develop plans to address and correct areas of dissatisfaction.
School of Law

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>22.0101</td>
<td>JD</td>
<td>Continue</td>
</tr>
<tr>
<td>Elder Law</td>
<td>22.0299</td>
<td>LLM</td>
<td>Continue</td>
</tr>
<tr>
<td>Juridical Science</td>
<td>22.0201</td>
<td>SJD</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Overview:
Established: 1878 (Department of Law)
1893 (School of Law)

Accreditation: American Bar Association (2013)
American Association of Law Schools (2013)

Mission: To prepare students for the practice of law and for law–related careers; to further the knowledge and understanding of law and the legal system through a balanced and integrated program of teaching, research and service; and to make a significant contribution to the administration of justice in the state, the region, the nation, and the international community.

<table>
<thead>
<tr>
<th>School of Law</th>
<th>Enrolled Fall 2010</th>
<th>Degrees Granted Academic Year 2009–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>First professional (J.D.)(^1)</td>
<td>495</td>
<td>162</td>
</tr>
<tr>
<td>Masters (L.L.M.)</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Doctoral (S.J.D.)(^2)</td>
<td>21</td>
<td>1</td>
</tr>
</tbody>
</table>

Fall 2010 Tenured and Tenure–track Faculty Headcount: 29

\(^1\)First enrollments in the masters in Elder Law were in spring 2005.
\(^2\)First enrollments in the Doctor of Juridical Science were in fall 2007.

Notable Facts/Highlights about the School of Law:
- Faculty members are diverse in education, legal practice, social experience, and background; many have served as judicial clerks, and two have served as clerks to United States Supreme Court Justices.
- Offering 12 joint degree programs with the Schools of Architecture, Business, Journalism, Medicine, Social Welfare, and the College of Liberal Arts and Sciences, the School of Law is an integral and collaborative part of the campus community.
- The School of Law’s excellence is recognized by ranking authorities:
  - Ranked 38\(^{th}\) among public universities; consistently ranked in the top third among ABA accredited law schools by U.S. News & World Report.
  - Placed 23\(^{th}\) among public law schools in a listing by U.S. News & World Report called “When Lawyers do the Grading”.
  - Recognized as a “best value” law school, in 2010 ranked 5\(^{th}\) Best Value law school in the country.
• Faculty members have published 52 books, authored or co-authored 44 book chapters and submitted 170 articles for publication in state, national, and international law and interdisciplinary journals over a four year period (2006–10).

• Developed an S.J.D. program; enrollment is growing and has included students from China, Egypt, Nepal, South Korea, Saudi Arabia, Taiwan, Turkey, United Arab Emirates, and Venezuela, as well as the Majority Leader of the Kansas State Senate. This program increases visibility and financial resources, without requiring additional faculty members or physical space.

• Established and raised grant funds to support a new medical-legal clinic. The program has become a model for the state and garnered national attention.

• The School of Law educates and prepares leaders: the former chair of the FDIC, Shelia Bair; Congressman Kevin Yoder; Senator Jerry Moran; the federal DHHS assistant secretary for aging, Kathy Greenlee; the current governor of the state of Kansas, Sam Brownback; the speaker of the Kansas House, Mike O’Neal; and U.S. Court of Appeals judges, Mary Beck Briscoe and Mary Murguia.

Program Quality:

Notable achievements:

• J.D. graduates bar pass rate for first-time takers of the 2011 Kansas bar exam was well above the overall state pass rate (February exam — 97.1% with an overall pass rate of 92%; July exam — 90.1% with an overall pass rate of 88%).

• The School of Law is responsive to current students. When bar pass rate dipped in 2009, structured advising was put in place, and the pass rate returned to earlier levels, surpassing state averages.

• The School of Law sustains a competitive edge and service to graduates by being proactive, reducing the size of its incoming class in response to a declining job market.

• The L.L.M. program builds on the School of Law’s existing elder law curriculum by expanding course offerings and clinical opportunities and incorporating a faculty–supervised thesis relating to an elder law topic.

• Graduates are both knowledgeable and proficient in the law that affects elder citizens.

• First S.J.D. degree was awarded in May 2010.

• S.J.D. enrollment has seen a dramatic increase since the program’s inception, attributable in part to the outstanding international reputations of several key faculty members and the school’s strong international and comparative law program.

Areas to improve:

• Continue to restructure the J.D. program in response to the ABA report following the most recent accreditation site visit. The first-year J.D. curriculum was significantly updated in fall 2009. The program will investigate upper-level course offerings and requirements in response to the report.

• Reduce the size of the entering class in response to declining job market, increasing the selectivity of the program.

• Implement a new area of concentration in American Legal Studies for the L.L.M. program, which has experienced slow growth.

• Continue to develop predictors of success for incoming and current students.

Student/Employer Demand:

• School of Law graduates are highly regarded by recruiters and hiring partners at top law firms.
• The five-year placement rate for School of Law graduates is 91.4%.
• While a consistent number of graduates remain in Kansas and Missouri, J.D. graduates from the class of 2010 accepted positions in 19 states and two foreign countries.
• LL.M. graduates have pursued employment in firms specializing in elder law.
• S.J.D. graduates hold key academic or governmental positions in countries throughout the world, thereby strengthening the school’s ties with important institutions across the globe.

Service:
• Legal Services for Students provides the opportunity for law students, under the supervision of an attorney, to offer free legal services to KU students; services include representation in landlord-tenant cases and tax workshops.
• Wheat Law Library, Kansas’ largest and oldest law library, serves the community by collecting and preserving Kansas, national, and international legal documents, teaching legal information literacy and serving as a legal information gateway.
• In April of 2010, the Law School launched the Center for International Trade and Agriculture to promote key issues in international trade and agriculture through research and outreach in Kansas and around the world.

Areas of Future Focus:
• Restructure the upper-level course offerings and requirements in the J.D. program in response to ABA report and market forces.
• Expand the teaching resources and offerings in the LL.M. program.
• Continue to matriculate and retain a highly qualified, diverse student body.
• Develop a satisfaction survey to identify the needs and concerns of current students.
• Develop an alumni survey to track placement of graduates.
• Address challenges of retention of talented, young faculty, and of appointing diverse faculty to tenure-track positions.
• Complete and implement ongoing, comprehensive upper-level curricular reform.
• Continue to increase scholarly productivity, interdisciplinary endeavors, and visibility of the law faculty and the School of Law within the legal academy.
• Continue to develop the recently created dean’s advisory councils on diversity and on women in the legal profession to enhance alumni involvement and student experience of under-represented groups.
School of Music

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>50.0901</td>
<td>BM, BFA, BA, MM, PhD,</td>
<td>Continue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DMA</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>13.1312</td>
<td>BME, MME, PhD</td>
<td>Continue</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>51.2305</td>
<td>BME, MME</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Overview:
Established: 1891 (in School of Fine Arts)
2009 (in School of Music)

Kansas State Board of Education (2013)
National Association of Schools of Music (2010/2011)
National Council for Accreditation of Teacher Education (2014)

Mission: To nurture and advance the art of music through creation, performance, scholarly inquiry, entrepreneurship and enhancement of the artistic skills and experiences of the University and regional cultural communities. Nurturing and advancement occur via outstanding teaching, mentorship, quality research and creative endeavors and service to professional and lay constituencies.

| School of Music |
|-----------------|---------------|
| Undergraduates  | 312 | 53 |
| Masters         | 96  | 37 |
| Doctoral        | 111 | 22 |

Fall 2010 Tenured and Tenure-track Faculty Headcount: 53

Notable Facts/Highlights about the School of Music:
- Faculty and students have performed works, premiered compositions, conducted, directed, and presented research at prestigious venues around the world, either as a result of competitive review or on the basis of reputation; international venues include Brazil, Canada, China, Costa Rica, Cyprus, England, France, Germany, Italy, Japan, Korea, the Netherlands, Puerto Rico, Serbia, Singapore, Switzerland, and Thailand.
- Faculty have written and produced film scores for documentary and feature films in which KU musicians (faculty and students) performed exclusively.
In the past seven years, School of Music faculty have published sixty-four scholarly articles in top-tier publications including *Journal of Research in Music Education*, *Music and Medicine*, and *International Journal of Neuroscience*.

Recent faculty awards include the Association of Recorded Sound Collections Award for Excellence in Historical Recorded Sound Research; a Fulbright award to establish the first music therapy program in Southeast Asia at Mahidol University (Bangkok); a grant from the National Endowment for the Arts; and a Chancellor’s distinguished teaching award.

Students are successful competitors and have won national and international competitions. Examples for the past year include Class A Division Asia Trombone Seminar, Taipei, Taiwan; 1st Prize, National Federation of Music Clubs ($10,000 and two years of concert management); Lincoln Center New York City Rising Star Series; finalist for the International Trumpet Guild Orchestral Excerpts Competition; finalist for the Gilberto Gagliardi solo competition sponsored by the International Trombone Association; Down Beat magazine award for composition; winner of the Drum Corps International Solo Trumpet Competition; and semi–finalist at the National Trumpet Competition.

**Program Quality:**

*Notable achievements:*

- The School of Music has been awarded external grants from organizations such as the U.S. Department of Education, National Endowment for the Arts, and the Foundation of the National Association of Music Merchants.
- Recent music education graduates have received Teacher of the Year awards in the following public school districts: Blue Valley (Olathe, KS), Morrison (Morrison, OK), Topeka (Topeka, KS), and Hickman Mills (Hickman Mills, MO).
- Kansas Music Educators Association named a KU music graduate as its 2011 Kansas Young Music Educator of the Year.
- Students in the School of Music benefit from a faculty focused on teaching, scholarship and performance; SCH per faculty member is lower than in other programs at KU and even a few peer institutions due to the one-on-one attention and training students receive.

**Areas to improve:**

- Create an assessment plan, identify outcomes for all programs, and begin to use data to shape programs.
- Continue to grow research and scholarship associated with the art and science of music.
- Enhance financial support for research and scholarship through the development of external funding opportunities.
- Continue to build relationships with students and faculty within the schools throughout Kansas, the region, the nation, and the world.
**Student/Employer Demand:**

- Graduates from the programs hold positions as university professors; professional musicians; composers; high school, junior high school, and elementary school music directors and teachers; private instructors; professional choir and instrumental directors; and military band conductors. They are sought-after and employed upon graduation throughout the country and abroad.
- Music therapy began as a profession at the University of Kansas in 1946. Graduates head university and clinical programs in Korea, Japan, Canada, and throughout the USA.
- Graduates of the opera program sing with the Santa Fe Opera, Saratoga Opera, Des Moines Metro Opera, and the Metropolitan Opera of New York City.
- School of Music graduates are accepted for advanced musical study in the finest music schools and conservatories including Yale University, Rice University, the New England Conservatory of Music, and Juilliard School of Music.

**Service:**

- Faculty members serve frequently as adjudicators at national and international music competitions.
- Faculty members serve on national and international editorial boards for premier research journals. One is the editor of the International Society for Music Education Research, and another is the editor of the International Journal of Research in Choral Singing.
- Outreach and recruiting activities include the following: Midwestern Music Academy with the Junior High School Music Camp, Winds, Brass, and Percussion Institute, the Jayhawk Junior Musicians, and the KU Jazz Workshop; Prairie Wind Festival; KUKC Wind Ensemble; Double Reed Workshop; String Workshop; Joy of Singing; Band Day; KU Invitational Marching Festival; KU Jazz Festival; KU Youth Chorus; and the new KU Outreach Chamber Music Program.
- Regional, national, and international programs/conferences are regularly brought to the School of Music, e.g., International Institute for Young Musicians, 19th Century Music Conference, and others.

**Areas of Future Focus:**

- Continue to increase the diversity of cultures within the School of Music through attracting talented musicians and scholars from around the world.
- Develop program accountability processes, identify target outcomes measures, and establish assessment plans, and a means of systematically collecting data that can be utilized for program review and improvement.
- Develop a faculty succession plan that will enable the School of Music to maintain a reputation of excellence among music scholars and practitioners.
- Focus development efforts on building support for faculty, graduate student funding, and improvements to facilities.
**University-wide Fiscal implications:**

With ongoing budget issues at the state level and continued focus on efficiency in this uncertain environment, KU continues to explore opportunities for efficiency. Although all programs addressed in this document are funded to the extent necessary to support the present structure, KU continues to examine ways to increase efficiencies, including drawing upon faculty from multiple degree programs to provide innovative, interdisciplinary educational experiences. KU’s academic programs are of high quality and any additional cuts would threaten the quality of the academic mission.

**Update on Programs Previously Identified for Additional Review:**

The university has previously identified the following six programs for additional review, and they continue to be monitored.

**Indigenous Studies Program:** Part of the College of Liberal Arts & Sciences, as a result of the external review, the Indigenous Studies Program was reorganized as an interdisciplinary program that relies on courses offered by faculty in other departments and is being assigned a new explanatory code ICP; program review to be reported with the College of Liberal Arts and Sciences in February 2013.

**Foundations of Education:** Part of the School of Education, has been marked as Graduate Feeder Program (GFP) because this program supports the academic offerings in the Department of Educational Leadership and Policy Studies.

**European Studies:** Part of the College of Liberal Arts & Sciences, this program is combines faculty in affiliated units, and offers minors or co-majors to students pursuing other academic degrees. This program is being assigned a new explanatory code ICP (Intercampus and Coordinated Program); program review to be reported with the College of Liberal Arts and Sciences in February 2013.

**Design:** Part of the School of Architecture, Design and Planning, the MFA program in Design was marked for Additional Review last year. The School of Architecture, Design, and Planning has requested to begin the formal process to discontinue this program. Students who wish to pursue a master's program in Design can choose either the Design Management MA program or the Interaction Design MA program.

**Environmental Engineering and Environmental Science:** Part of the School of Engineering, these programs were marked for Additional Review last year. Both have low masters and doctoral enrollments and degree counts. Leaders in the School of Engineering have worked with faculty to identify the causes for enrollment declines and have made changes; they expect to realize results over the coming years. Specifically, critically-needed additional laboratory capacity has been added; more laboratory space is under construction. These programs have been identified as RSP (Research Support Programs).

**Water Resources Science:** Part of the School of Engineering, this master’s program was marked for Additional Review last year because enrollment was below minima. The School of Engineering has recommended discontinuing this program. Civil Engineering students who select the Environmental Engineering concentration will continue to take two courses devoted to water resources engineering and management. The Provost Office supports this recommendation and will facilitate the process to formally discontinue Water Resources Science.
Conclusion:
This year KU’s report includes program review information reporting on the quality and effectiveness of degree programs in three professional schools: Education, Law, and Music.

In general, employer demand for graduates of our programs remains consistent; we continue to monitor demand given current economic environment. Each of these programs provides a broad range of service to the state, nation, and world based on their respective missions, and in some cases are at the forefront of their fields. At KU, for these programs and others still undergoing program review, we continue to seek efficiencies where possible in the use of space, in interdisciplinary opportunities for research and programming, and in efficient use of technology in order to most effectively utilize the resources available to us. Across the board, each school is working to identify learner outcomes that are consistent with the expectations of their accrediting bodies, the Board of Regents assessment expectations, and the Higher Learning Commission. We fully anticipate the ability of each school to clearly state student learning outcomes for each program, as well as the means by which each outcome will be achieved, measured, and improved upon. We have every reason to expect that these programs will continue to educate students that are well-prepared for the future, and to improve on their offerings as outlined in this summary report, and further detailed in the self-study analysis provided by each program. Thank you for the opportunity to share our program review findings.
<table>
<thead>
<tr>
<th>Law</th>
<th>CIP</th>
<th>Degree</th>
<th>Explanatory Category</th>
<th>Recommendation (Continue, Additional Review, Enhance, Discontinue)</th>
<th>1 sentence explanation of recommendation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>22.0101</td>
<td>JD</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Elder Law</td>
<td>22.0299</td>
<td>LLM(^1)</td>
<td>SSP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Juridical Science</td>
<td>22.0201</td>
<td>SJD(^2)</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td><strong>School of Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>CIP</td>
<td>Degree</td>
<td></td>
<td>Recommendation</td>
<td></td>
</tr>
<tr>
<td>Athletic Training</td>
<td>51.0913</td>
<td>B(^3)</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Community Health</td>
<td>51.1504</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>13.1314</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Sports Science</td>
<td>31.0501</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>42.2803</td>
<td>M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>42.2805</td>
<td>D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology and Research</td>
<td>42.2806</td>
<td>M, D</td>
<td>GFP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>13.1001</td>
<td>M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>13.0301</td>
<td>M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Elementary Teacher Education</td>
<td>13.1202</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Secondary Teacher Education</td>
<td>13.1205</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Unified Early Childhood</td>
<td>13.1210</td>
<td>B</td>
<td>NP(^4)</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Education Administration</td>
<td>13.0499</td>
<td>M</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Higher Education Administration</td>
<td>13.0406</td>
<td>M</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>13.0901</td>
<td>M</td>
<td>GFP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>13.0501</td>
<td>M</td>
<td>NP(^5)</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership and Policy</td>
<td>13.0401</td>
<td>D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td><strong>School of Music</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>CIP</td>
<td>Degree</td>
<td></td>
<td>Recommendation</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>50.0901</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>13.1312</td>
<td>B, M, D</td>
<td>SSP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Music Therapy</td>
<td>51.2305</td>
<td>B, M</td>
<td>SSP</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>

*Only required for programs that have a recommendation other than “continue”

Notes:

1. First enrollments in the masters in Elder Law were in spring 2005.
2. First enrollments in the Doctor of Juridical Science were in fall 2007.
3. Low counts fall 2009 due to erroneous coding of majors when degree changed from BSE to BS.
5. First enrollments in Educational Technology in fall 2010.
Program Review Materials submitted to KBOR

2013
Each degree-granting academic program at the University of Kansas must be reviewed regularly. For the 2007–2012 review cycle, the reporting schedule has been set to correspond with accreditation cycles as much as possible. Eight professional schools underwent program review and were previously reported on in 2010 and 2011. This report represents the review of the remaining programs within the College of Liberal Arts and Sciences and the School of Business. A complete schedule of degree programs by school is available at the website given above. Each department (or equivalent for schools that do not have departments) provides the following items to its respective dean’s office.

- 10-page narrative describing the high-level results of the unit’s self-study, including a qualitative ranking for each degree program
- 2-page summary of the self-study
- 1 paragraph of program highlights

Units with graduate programs also submit copies of these same materials to the Dean of Graduate Studies. Dimensions for review of graduate programs by the Dean of Graduate Studies have been outlined and are available on the program review website. Specific data elements help illuminate responses to the self-study questions.

The Office of the Provost prepares a summary academic program review report for the Kansas Board of Regents. This report is based on program review materials submitted to the Provost’s Office by the relevant academic units and addresses criteria established by the Board of Regents:

1. Centrality of the program to fulfilling the mission and role of the institution
2. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty
3. The quality of the program as assessed by its curriculum and impact on students
4. Demonstrated student need and employer demand for the program
5. The service the program provides to the discipline, university, and beyond; and
6. The program’s cost-effectiveness

The current report includes program review information for 198 degree programs in the School of Business and the College of Liberal Arts and Sciences. Institutional data are drawn from FY 2003 through FY 2012, with individual schools drawing from other external data sources appropriate to each school.

Program review involves academic units at KU reflecting on quality achieved and enhancements needed within the context of national trends in their respective fields. KU’s program review is organized around self-study processes completed by each degree-granting unit, and addresses the following questions:

- What do we do and why do we do it? (activity and mission)
- Who does it? (faculty profile)
- How well do we do it, and who thinks so? (student profile and satisfaction, productivity, placement rates, national rankings, awards)
- What is the overall quality of each degree program? (external indicators, internal assessment, accreditation)
- What plans are there to advance the degree program(s)?
- How will future progress and success be evaluated?
Overview

The University of Kansas is a major comprehensive research university that serves as a center for learning, scholarship, and creative endeavors. The University of Kansas is the only Kansas Regents university to hold membership in the prestigious Association of American Universities (AAU), a select group of sixty-one public and private research universities that represent excellence in graduate and professional education and the highest achievements in research worldwide.

Institutional Highlights

School of Business
The University of Kansas School of Business opened its doors on the Lawrence campus in 1924 to serve the interests of Kansans in a professional education in business. As Business nears its centennial celebration, it enjoys an international presence within the profession of business, serving students from all parts of the world. The School of Business sends students to all parts of the world, recognizing the inevitability of international commerce. Over one-third of KU Business students study abroad, three times the national average. In recent years, 70% of the school's faculty have conducted international research or taught courses abroad.

The KU School of Business practice of a values-driven business education enhances the learning of each student. After completing a curriculum built around a Midwestern work ethic, students enter the workforce grounded in academic acumen and real experience. A world-class faculty discovers today the research that will be in textbooks tomorrow, and our professors are regularly featured in reputable international research and news publications. Popular publications, such as Financial Times, Forbes, TIME Business, and The Wall Street Journal, include recent contributions from our faculty and reach large and international audiences.

The entrepreneurial spirit of the school enriches each student’s business education and benefits all KU students through the school’s Certificate of Entrepreneurship. Students learn the skills necessary to become successful entrepreneurs and benefit from experiential learning through courses in business consulting, new venture creation, and case competitions. The recently launched Redefining Retirement program – nicknamed Red Tire – matches highly qualified recent graduates and other alumni who want to own a business with Kansas business owners who are looking to retire. The program is aimed at preventing rural businesses from closing because an owner can’t find a successor or buyer, which, in turn, will lead not only to sustained but expanded employment opportunities for Kansans.

The KU School of Business prepares its students through real-world experiences such as internships and case competitions in which student groups develop solutions for business challenges presented by national and international companies. The applied portfolio management course gives students first-hand experience researching and managing an investment portfolio. Jayhawks on Wall Street takes students onto the trading floor and into New York City boardrooms, while consulting projects bring students face to face with real businesses to hone their skills while assisting Kansas companies.

College of Liberal Arts and Sciences
The College of Liberal Arts and Sciences is the largest academic unit at the University of Kansas, comprising 94 bachelor's degree programs, 51 master's degree programs, and 38 doctoral degree programs. Approximately 60% of courses taken and degrees awarded at the University of Kansas occur in the College of Liberal Arts and Sciences. The “comprehensive” designation for the University of Kansas in part rests upon the breadth of programs offered across the College. As a comprehensive academic unit, the departments and programs within the College
collaborate extensively among themselves, as well as with the professional schools, and provide students with a rich array of opportunities for growth as leaders, for knowledge and skills that will allow them to contribute to building healthy communities, and for research and creative activities that produce discoveries and insights that will change the world. Similarly, the College is also central to the University of Kansas’s membership among the AAU institutions because of the foundational importance of doctoral training, which is a basic metric for the association.

A more contemporary focus emphasizes how the liberal arts and sciences form individuals who can participate fully in society through critical thinking, persuasive expression, understanding of a complex and interconnected global community, and ability to participate in shaping our shared future. The new KU Core complements this contemporary focus by ensuring College students attain those skills through a flexible, outcomes based curriculum. Graduates of the liberal arts and sciences learn how to learn, and are prepared with depth in a major as well as breadth in supporting fields that provides life-long adaptability. As they link this depth and breadth with contemporary technology and analytical tools, they achieve the convergence of information that lays the foundation for future innovation. More than an education for freedom, the liberal arts and science strive to ensure an education for true citizenship in our fast changing, digital, and globally interconnected world.
### School of Business

<table>
<thead>
<tr>
<th>Program</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>52.0301</td>
<td>B.S.B., M.ACC.</td>
<td>Continue</td>
</tr>
<tr>
<td>Business</td>
<td>52.0101</td>
<td>B.B.A., B.S.B., M.S., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Business Administration and Management</td>
<td>52.0201</td>
<td>B.S.B., M.B.A.</td>
<td>Continue</td>
</tr>
<tr>
<td>Finance</td>
<td>52.0801</td>
<td>B.S.B.</td>
<td>Continue</td>
</tr>
<tr>
<td>Information Systems</td>
<td>52.1201</td>
<td>B.S.B.</td>
<td>Continue</td>
</tr>
<tr>
<td>Marketing</td>
<td>52.1401</td>
<td>B.S.B.</td>
<td>Continue</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>52.0203</td>
<td>B.S.B.</td>
<td>Continue</td>
</tr>
</tbody>
</table>

#### Program Overview:

**Established:** 1924

**Accreditation:** The Association to Advance Collegiate Schools of Business International (2017)

**Mission:** To prepare students for careers in the practice of business and management by maintaining a leading School of Business that fosters the creation and dissemination of knowledge in a changing global environment.

#### School of Business

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Fall 2011</th>
<th>Degrees Granted FY 2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>1,022</td>
<td>569</td>
</tr>
<tr>
<td>Master’s</td>
<td>568</td>
<td>293</td>
</tr>
<tr>
<td>Doctoral</td>
<td>44</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall 2011 Tenured and Tenure-track Faculty Headcount:** 54

#### Notable Facts/Highlights about the School of Business:

- The School of Business has developed a learning assessment plan to ensure that the goals of the school and its programs are being met. This plan allows faculty to make data-informed decisions about curricular changes and program improvements that are needed.

- International study continues to be a hallmark of KU business education; the school has affiliations with universities in China, the Czech Republic, Costa Rica, India, Italy, France, and Germany. Over one-third of the students in the school study business abroad and 70% of the faculty conduct research or teach abroad.


- The School of Business continues to earn the prestigious accreditation of The Association to Advance Collegiate Schools of Business International (AACSB International). The School is one of only 173 schools around the world with dual AACSB accreditation for both the school and its accounting programs.
Program Quality:

**Notable achievements:**

- **Undergraduate:**
  - The school has implemented the Business Leadership Program for the top 20 freshmen and the Business Honors Program for high-achieving juniors; these programs provide their respective student groups with special mentoring attention and other enrichment activities.

- **Graduate:**
  - Degrees granted from the acclaimed Master's in accounting program have increased from 42 in FY 2002–03 to 123 in FY 2010–11.
  - The School of Business is commended for addressing internal and external stakeholder concerns by renewing the curricula and plans of study for several programs; these changes are responses to the evolving nature of student and employer demands.

**Areas to improve:**

- The school is encouraged to create and implement a faculty mentoring program to support the development of junior faculty and to promote productivity.

- **Graduate:**
  - The doctoral program is highly selective, yet the admitted-to-enrolled yield fluctuates markedly from year to year. The School of Business should explore recruitment and funding opportunities to ensure admitted students choose to attend KU.
  - As noted in its self-study, the School of Business plans to increase the quantity and quality of faculty and doctoral student joint research projects. Increasing the interaction doctoral students have with faculty and research will support the other goals of the school to enhance the career placement and productivity of graduates.
  - The school is encouraged to develop and implement a mentoring program to support graduate students.

**Student/Employer Demand:**

- The number of undergraduate degrees awarded by the School of Business has steadily increased from 438 in FY 2002–03 to 569 in FY 2010–11. Undergraduate degrees granted from the accounting program have doubled during this same period.

- The number of Master's degrees awarded by the School of Business has steadily increased from 196 in FY 2003–04 to 293 in FY 2010–11.

- Business Career Services Center (BCSC) assists all School of Business students in their pursuit of career-relevant internships and full-time positions. BCSC maintains an interactive website that enables students and recruiters to connect. BCSC annual reports based on voluntary completion of exit surveys provide evidence that graduates are placed in prestigious companies locally, nationally, and internationally.

- The school hosts many career services workshops including a career roundtable series that provides a forum for students to obtain career information from industry professionals representing a variety of functions, industries, and career levels.

- The school has significant affiliations with the U.S. Army Command and General Staff College at Fort Leavenworth to provide executive education for colonels chosen for brigade command. Through a $375,387
grant from the Department of the Army, the school trains officers who will lead brigades of up to 6,500 service members and who will form the group from which all future U.S. Army Generals are selected.

Service:

- In 2012, the School of Business, via the KU Succession Planning Cooperative, LLC, launched the statewide Red Tire program, which is designed to provide succession plans for small business owners who are about to retire. This program matches qualified graduates who want to own a business with business owners who are looking to retire, in an effort to ensure that viable rural Kansas businesses are not closed because they lack a successor or exit strategy.

- In partnership with the U.S. Small Business Administration, the Kansas Department of Commerce, and the Lawrence Chamber of Commerce, the School of Business operates the KU Small Business Development Center to assist the growth of small businesses in Kansas by providing training seminars and counseling services.

- The International Center for Ethics in Business in the School of Business promotes individual and corporate integrity through research, teaching, and training concerning the nature, conditions, and consequences of ethical conduct, and it disseminates such knowledge to a wide business and academic audience.

- Center for International Business Education and Research (CIBER) resources help business leaders learn more about international business, connect academics with the world of international business, and provide learning opportunities for students.

- Global Field Projects (GFPs) are mini-consulting projects designed to help Kansas companies that are interested in or already expanding into international markets. A team of student consultants advises clients on a multitude of issues ranging from determining demand for a product in a specific foreign market to identifying legal obstacles that a company might encounter when conducting business in various countries. Each field project concludes with a final report and oral presentation to the client. This collaboration helps companies and students develop expertise in their chosen field.

- Business lectures and workshops offered annually by the School of Business bring nationally and internationally recognized speakers to Lawrence for presentations that are open to the public and free of charge. The school also hosts management symposia for the Kansas City area.

- Faculty members from the School of Business participate each year in the Youth Entrepreneurs of Kansas program aimed at low-income high school students with the goal of helping students become economically productive members of society.

Areas of Future Focus:

- Leadership and faculty within the School of Business are partnering with the Center for Teaching Excellence to help KU investigate new ways to organize classrooms and to use technology to increase student learning and to enhance the active participation of students and instructors.

- The School of Business is eager to investigate the opportunities to move several of its degree and certificate programs online in order to take advantage of new pedagogical tools and to reach new populations of students.

- The School of Business is encouraged to closely monitor the recently developed accelerated M.B.A. program for working professionals; as this program takes off, the school will need to be prepared to work with this new, growing group of students.
• Plans for a new School of Business building will provide an opportunity for increasing enrollment that will allow the school to prepare more professionals for the workforce.

• With the selection of a new Vice Chancellor for the Edwards Campus, the School of Business has an opportunity to renew its offerings that will flourish on a metropolitan campus.

• The KU Core, an outcomes based curriculum, will be implemented in fall 2013 and afford students in the School of Business a broad range of skills and experiences to be successful in today’s workforce.

College of Liberal Arts and Sciences

College Overview:
Established:  1893

American Psychological Association —Clinical Psychology (2014)
Mission: In the College of Liberal Arts and Sciences at the University of Kansas, we learn without boundaries. Through innovative research and teaching, we emphasize interdisciplinary education, global awareness and experiential learning that ensures our graduates are engaged, socially responsible citizens, empowered to build their futures in Kansas and the world.

<table>
<thead>
<tr>
<th>College of Liberal Arts and Sciences</th>
<th>Enrolled Fall 2011</th>
<th>Degrees Granted FY 2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>13,420</td>
<td>2,057</td>
</tr>
<tr>
<td>Master’s</td>
<td>815</td>
<td>319</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1,144</td>
<td>161</td>
</tr>
<tr>
<td>Fall 2011 Tenured and Tenure-track Faculty Headcount</td>
<td>606</td>
<td></td>
</tr>
</tbody>
</table>

**Organizational Structure of the College of Liberal Arts and Sciences:**
Administratively, the College organizes the various departments and programs into five divisions: (1) Humanities, (2) International and Interdisciplinary Studies, (3) Natural Science and Mathematics, (4) the School of the Arts, and (5) Social and Behavioral Sciences. The dividing line between one grouping and another is not rigid, and to meet the collaborative need for team approaches to the world’s grand challenges, faculty members and students are encouraged to work extensively across departmental and divisional lines. While the foreign language departments are located within the Humanities, they are essential for success in International and Interdisciplinary Studies. Regional specialists through the Social and Behavioral Sciences are key contributors to programs within International and Interdisciplinary Studies. At the same time, across the board, there is a tendency in the twenty-first century toward interdisciplinary and multidisciplinary approaches; all of the units within International and Interdisciplinary Studies have an interdisciplinary frame and there are many programs in all of the other divisions that are thoroughly interdisciplinary, such as Child Language, Communication Studies, and Gerontology, to name only a few. Finally, the School of the Arts is the newest division within the College, established in 2009 upon reorganization of the former School of Fine Arts.
Humanities Overview:

<table>
<thead>
<tr>
<th>Program</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Antiquity</td>
<td>30.2201</td>
<td>B.A., B.G.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Classics and Classical Languages</td>
<td>16.1200</td>
<td>B.A., B.G.S., M.A.</td>
<td>Continue</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>23.1302</td>
<td>M.F.A.</td>
<td>Continue</td>
</tr>
<tr>
<td>East Asian Languages and Cultures</td>
<td>16.0300</td>
<td>B.A., M.A.</td>
<td>Continue</td>
</tr>
<tr>
<td>English</td>
<td>23.0101</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>French</td>
<td>16.0901</td>
<td>B.A., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Germanic Languages and Literatures</td>
<td>16.0500</td>
<td>B.A., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>History</td>
<td>54.0101</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>History of Art</td>
<td>50.0703</td>
<td>B.A., B.F.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Humanities</td>
<td>24.0103</td>
<td>B.A.</td>
<td>Continue</td>
</tr>
<tr>
<td>Philosophy</td>
<td>38.0101</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Slavic Languages and Literatures</td>
<td>16.0400</td>
<td>B.A., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
<td>16.0905</td>
<td>B.A., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Women, Gender and Sexuality Studies</td>
<td>05.0207</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Notable Facts/Highlights about the Humanities division of the College of Liberal Arts and Sciences:

- Language teaching at KU has received numerous awards, including the 2012 Access to Language Education Focus Award from the Computer Assisted Language Instruction Consortium (CALICO) to Professor Amy Rossomondo of the Spanish and Portuguese Department for her pioneering Accesso intermediate Spanish language teaching website, and the 2010 Paul Pimsleur Award for Research in Foreign Language Education awarded to Professor Nina Vyatkina of the Germanic Languages and Literatures Department. KU offers over 40 languages taught by exceptional faculty.
- The project on the History of Black Writing, directed by Professor Maryemma Graham of the English Department, was published in 2011 and was the first major twenty-first century history of 400 years of black writing.
- East Asian Studies sponsored the development of a Uyghur textbook created by affiliated faculty and available online with open access: *Greetings from the Teklimakan: a handbook of Modern Uyghur*.
- Scholars in the Humanities have been awarded 87 external grants or fellowships and 15 institutional grants since 2007, from institutions such as the National Endowment for the Humanities, the Spencer Foundation, the Murphy Institute for Ethics, and the Newberry Library.
- The Women, Gender, and Sexuality Studies Department, which includes joint appointed and affiliated faculty from the Humanities, launched its M.A./Ph.D. program in fall 2011 with concentrations in classics, English, history, and history of art.
- The Hall Center for Humanities is one of a few humanities-focused research centers in the country that creates opportunities to bring students, faculty, and community members together to explore interdisciplinary scholarship and discourse.

Program Quality:

**Classics**, including Classical Antiquity and Classical Languages

*Notable achievements:*

- Department offers acclaimed study abroad opportunities including on-site archeological study in Greece and art and culture study in Italy.
• The graduate program has a very high placement rate; graduates go on to doctoral programs at prestigious institutions or into teaching positions mostly in eastern Kansas, including Kansas City.

**Areas to improve:**
• The average age of Classics faculty hovers around 50; the department is encouraged to develop a faculty succession plan.
• The department should monitor time to degree for master’s students; it is currently just over three years.

East Asian Languages and Cultures

**Notable achievements:**
• The department is distinctive in that it offers courses in three rarely taught languages: Mongolian, Tibetan, and Uyghur.
• EALC faculty members have a high rate (four of eight faculty members) of receiving grants from the National Endowment for the Humanities, which are extremely competitive. Three EALC faculty members have received NEH grants to support a full year of research leave and one received an NEH Summer Seminar Fellowship.

**Areas to improve:**
• The department should continue investigating changes to the curriculum to increase student participation, satisfaction, and learning; and to continue seeking opportunities for curricular collaboration across departments at KU.
• Scholarly output and grant activity is uneven. Faculty with research success should mentor those with less success to increase overall research productivity.

English, including Creative Writing

**Notable achievements:**
• The department leads the campus in assessing learning outcomes and developing a comprehensive departmental strategic plan.
• English faculty have won several teaching awards, including eleven Kemper Fellowships for Excellence in Teaching. The department has also been honored with the Center of Teaching Excellence award for Department Excellence in Teaching.

**Areas to improve:**
• In response to the 2009 undergraduate student satisfaction survey in which satisfaction declined in 8 out of 11 measures from 2005, the department is encouraged to investigate actions to address declining satisfaction among undergraduate majors.
• The department currently relies heavily on funding graduate students through GTA positions; the department should seek alternative ways to fund students while supporting timely progress toward their degree. The review committee was encouraged to see the department’s plans to create more research mentoring opportunities for graduate students.

French and Italian
**Notable achievements:**

- The department has a strong service mission that supports KU’s mission to prepare students for life in a global community; over 90% of the department’s credit hours in AY 2011–2012 were taken by non-majors.
- In response to changes in the field, faculty in the department retooled reading lists, revised examination formats, and broadened the curriculum.

**Areas to improve:**

- Faculty are encouraged to continue exploring new applications for technology to increase student learning and language acquisition.
- The department is commended for addressing barriers to degree completion for doctoral candidates by revising the doctoral plan of study; faculty must decrease time to degree by at least one year by 2021 per the Chancellor’s goals.

**Germanic Languages and Literatures**

**Notable achievements:**

- An external review team deemed the German business language program the best in the U.S.; the department is encouraged to use this program and the program developed in partnership with the School of Music in Eutin, Germany, as recruitment tools.
- The department hosts two summer language institutes in Germany that are widely recognized in the U.S. for their excellence; institutes of this nature boost the profile of the department.

**Areas to improve:**

- In 2007, Ph.D. admits and new enrollments began to fall. Department should think strategically about the appropriate size of doctoral cohorts to determine if current size is right and how to share resources with similarly sized language departments.
- For the past several years, the department has not received research funding; faculty members are encouraged to reach out to their colleagues in other language programs to learn ways to secure research funding.

**History**

**Notable achievements:**

- Current faculty include 11 Kemper Fellowship for Teaching Excellence winners, and the department is tied for the most Kempers awarded at KU. These awards speak to the quality of teaching and curricular innovation in the department.
- Department draws many master’s and doctoral applicants, which allows the department to be selective when choosing cohorts. Applicant numbers have remained strong over the years for both degrees. The department also boasts good yields from applicant to admit to enroll.

**Areas to improve:**

- The department has identified several areas for growth, including enhancing research depth rather than breadth and improving faculty members’ consistency and quality of production over their career.
• Department is encouraged to think about ways to incorporate research into the graduate experience.

**History of Art**

*Notable achievements:*

- Graduates of the department are placed into prestigious curatorial and/or faculty positions across the country, such as at Case Western Reserve University, Cornell University, the Metropolitan Museum of Art, Smithsonian American Art Museum, and others.
- History of Art faculty are to be commended for working to make the curriculum and programming interdisciplinary by working with other departments to cross-list and co-teach courses.

*Areas to improve:*

- Department is encouraged to develop a succession plan as many faculty plan to retire in the coming years.
- Based on student satisfaction measures, the department is encouraged to think about ways to improve undergraduate advising; current satisfaction measures related to advising are at or below the university mean.

**Humanities and Western Civilization**

*Notable achievements:*

- Humanities and Western Civilization plays a vital role in interdisciplinary studies at KU; while the department does not have a graduate program, the department hires graduate teaching assistants from other programs to provide instruction to undergraduates.
- The department is working on a faculty-GTA exchange program with Johnson County Community College, the major “feeder” community college to KU; this partnership will help build a strong pipeline for students and more seamless transfer articulation.

*Areas to improve:*

- The department is encouraged to continually assess enrollment patterns and curriculum in light of general drops in enrollment.
- In order to highlight the utility of a degree in Humanities and Western Civilization, placement data of program graduates should be more thoroughly tracked for use in recruitment and planning.

**Philosophy**

*Notable achievements:*

- The department has targeted several potential areas for improvement and has set forth reasonable plans to proactively shape the future of the program. These plans include improving the retention and time to degree for doctoral candidates, improving faculty retention, and increasing student satisfaction with the program.
- The department tracks job placement of every doctoral graduate. These data are used by the department to make informed decisions about the program’s effectiveness, funding, and size.

*Areas to improve:*

66
The department is working toward several faculty-focused goals, including improved faculty retention, increased faculty diversity, and the development of a leadership succession plan.

The department is encouraged to continue efforts to attract and retain underrepresented students in the baccalaureate program; data show an increase in the diversity of the majors but declining diversity in graduates.

**Slavic Languages and Literatures**

*Notable achievements:*
- Active faculty members boast two national book awards, three edited journals, have written many articles with over 10,000 downloads in the KU digital repository, and have secured National Endowment for the Humanities and Fulbright grants and fellowships.
- It is the only department in the country to hold four awards from the American Association of Teachers of Slavic and East European Languages.

*Areas to improve:*
- Program is encouraged to make a few strategic hires to replace core faculty who have or will soon be retiring, to ensure the quality of faculty remains high and to enable more of a focus on research by spreading out the teaching load to increase productivity.
- The number of bachelor’s degrees awarded has been declining over past 10 years; the program is encouraged to investigate the cause of the declining trend.

**Spanish and Portuguese**

*Notable achievements:*
- In the 2010 National Research Council assessment of research-doctorate programs, the PhD in Spanish was #10 in the nation (#5 among publics) in the combined areas of research productivity, student outcomes, and student resources.
- The department, together with the Center for Latin American Studies, partners with institutions across Kansas to share expertise and offer professional development opportunities to the community, especially to K–12 Spanish teachers.

*Areas to improve:*
- The department wants to expand the service mission by offering service-learning opportunities and courses for heritage speakers.
- Faculty are encouraged to develop flexible and innovative course combinations to attract more majors (as majors have declined in recent years, in part due to a change in program admit requirements).

**Women, Gender, and Sexuality Studies**

*Notable achievements:*
- Launched an M.A./Ph.D. program in fall 2011.
- Faculty have received numerous grants, three Kemper teaching awards, book awards, and life-time achievement awards.

*Areas to improve:*
Based on recommendations from an external review, the program is limiting the number of new courses developed by junior faculty to free up their time for research and teaching.

Program should develop a succession plan to ensure new, quality faculty are hired as current faculty members plan to retire in the coming years.

**Student/Employer Demand:**

- Graduates with bachelor’s degrees in philosophy often enter business or law; those with degrees in English often enter the publishing industry or use their writing skills in advertising and other industries.
- Many humanities graduates with a bachelor’s or master’s degree in a foreign language combine their degree with professional degrees in order to work in international business or to teach languages in Kansas high schools.
- While the Ph.D. in the humanities typically leads to a career in teaching at the college or university level, some humanities fields offer opportunities for other specialized career paths. Those with graduate degrees in art history, for example, are often employed as curators at major museums around the nation and the world. Recent graduates in Russian have found careers in U.S. Intelligence agencies or in international diplomacy.

**Service:**

- Humanities faculty and students serve Kansans and the world through their research, teaching, and engagement with local and statewide communities.
- German and East Asian Languages and Cultures faculty contribute to the local community through the Lawrence Sister Cities program and collaborate with teachers throughout Kansas with the Kansas Association of Teachers of German and other language teaching consortiums.
- Faculty members bring humanistic thought and ideas to the public across the state through initiatives of the Kansas Humanities Council.
- Classics faculty lead archeological digs to discover and preserve ancient civilizations, and help to restore current water resources in Afghanistan.

**Areas of Future Focus:**

- English and History have developed well-regarded sub-specialties focusing on the environment and Philosophy plans to add a specialist in that growing area.
- Chinese and Korean language and culture teaching is growing at KU, while Spanish is maintaining its longstanding strength.
- Recent alumni gifts endow scholarships to allow increasing numbers of students to study language and culture abroad, and to engage in internships in foreign companies through a program pioneered by the Germanic Languages and Literatures Department.
- The following programs must reduce their doctoral median time to degree by one year by 2021, according to a university-wide goal outlined by Chancellor Gray-Little: English (median time to degree FY 2009–2011: 7 years), French (median time to degree FY 2009–2011: 9.9 years), History of Art (median time to degree FY 2009–2011: 8.3 years), Philosophy (median time to degree FY 2009–2011: 7.3 years), and Slavic Languages and Literatures (median time to degree FY 2009–2011: 9 years).

**International and Interdisciplinary Studies Overview:**

<table>
<thead>
<tr>
<th>Program</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68
Notable Facts/Highlights about the International and Interdisciplinary Studies Division of the College of Liberal Arts and Sciences:

- In 2010 the U.S. Department of Education recognized the excellence of KU international area centers with grants that totaled $8.9 million for four years (FY 2010–13) to strengthen the university’s foreign language instruction and area studies programs and provide fellowships for students studying critical foreign languages.

- The Global and International Studies M.A. program has two tracks, one at the Edwards Campus and one in partnership with Ft. Leavenworth. The latter, known as the Interagency Studies Program, is fully funded by the United States Special Operations Command and specifically tailored for Special Operations Forces officers; it enrolls approximately 20 students every year and graduated its first class in 2010.

- A four-year Russian, East European and Eurasian Studies M.A./J.D. program was approved in 2011 and is now inviting applications.

- The Environmental Studies Program added a graduate certificate program in Environmental Studies with an emphasis on Global Climate, and is the academic home of the National Science Foundation-funded IGERT C-Change Program (Integrative Graduate Education and Research Traineeship: Climate change, humans and nature in the global environment).

- Three International and Interdisciplinary units publish prestigious peer-review journals: American Studies (founded 1959), The Russian Review (founded 1941), and the Latin American Theatre Review (founded 1967, with the Department of Spanish and Portuguese).

- International and Interdisciplinary faculty have published over two dozen books since 2008 on topics as diverse as African-American history, Native American history and beliefs, Japanese culture, African culture, Chinese culture, women in Africa and East Asia, the Soviet Union, environmental law and politics.

- Russian, East European and Eurasian Studies has educated more Foreign Area Officers than any institute of its kind nationally.

- There are 51 officers at the Command and General Staff College (CGSC) in cooperative master's degree programs at KU; 19 of those 51 are in the Interagency Studies MA housed in Global and International Studies.

- International and Interdisciplinary Studies received a $300,000 grant, Project Global Officer, to provide language training to ROTC cadets over the summer at KU and for study abroad. The project is open to cadets across the U.S.

**Program Quality:**

African and African-American Studies

*Notable achievements:*
• The department supports the Kansas African Studies Center, one of twelve US Department of Education National Resource Centers (NRC) in the country, which is devoted to Africa. This is the only Africa NRC in the Big 12.
• The department’s Langston Hughes Center supports the academic mission and maintains a strong program of public outreach focusing on African-American studies.

Areas to improve:
• As the master’s program is relatively new, the department is encouraged to monitor student progress through the program and to ensure that students have access to faculty mentors.

American Studies

Notable achievements:
• Since 2005, members of the American Studies faculty have received two prestigious National Endowment for the Humanities Faculty Fellowships, a Fulbright-Hays Award, and a National Museum of American History Fellowship.
• In response to findings by Graduate Studies, the department revised the requirements to the master’s program to help students meet specified learning objectives and to decrease the time to degree.

Areas to improve:
• The department is encouraged to develop a plan to track placement of program graduates.
• The department should continue its efforts to reduce the median time to degree of its doctoral students and consider alternative professional tracks that prepare graduate students for careers outside of academia.

Environmental Studies

Notable achievements:
• Environmental Studies provides curriculum for the only National Science Foundation-funded IGERT (Integrative Graduate Education and Research Traineeship) program in KU history.
• In collaboration with faculty in other programs, Environmental Studies faculty have been key in securing and participating in two multi-million dollar grants ($5 and $20 million) from National Science Foundation.

Areas to improve:
• The program is encouraged to continue revising and improving its curriculum, per the recommendations of the external review committee.
• The program will explore the feasibility of developing a graduate program.

Global and International Studies, including European Studies

Notable achievements:
• In the past five years undergraduate major counts have increased by 25%.
• The U.S. Department of Education awarded the program Foreign Language Area Studies Fellowships in the amount of $211,500 a year for four years (FY 2010–13).
• The program operates a very successful M.A. Interagency Studies Program, in conjunction with the Command and General Staff College at Ft. Leavenworth.

**Areas to improve:**
• The program is encouraged to develop new mission and vision statements in order to articulate its goals more clearly.
• The program should develop learning outcomes and implement an assessment plan to measure student learning.

**Indigenous Studies**

**Notable achievements:**
• The interdisciplinary program works with Haskell Indian Nations University as well as with campus partners like the Hall Center for the Humanities and the Center of Latin American Studies.
• Master's students can participate in the World Indigenous Graduate Exchange program in Finland and Australia.

**Areas to improve:**
• The program is encouraged to collaborate with other academic units, such as Latin American and Caribbean Studies, to build more world indigenous graduate exchanges.
• The program should address the median time to degree, which has increased over the past five years from 1.9 years to 3.9 years.

**Latin American and Caribbean Studies**

**Notable achievements:**
• The program is in one of only 13 Comprehensive National Resource Centers for Latin America Studies funded by the US Department of Education.
• The program is highly interdisciplinary and incorporates perspectives from anthropology, business, political science, economics, environmental studies, and other fields into the study of Latin America.

**Areas to improve:**
• The program will continue exploring ways to ease reliance on adjunct faculty and graduate students for teaching.
• The program is encouraged to develop more innovative approaches to curricular development through collaboration with other academic units at KU.

**Museum Studies**

**Notable achievements:**
• The program increased its visibility through active engagement with KU’s strategic initiative themes that resulted from the strategic planning process.
• Among the 129 program graduates who responded to a 2010 survey, 77% were working in museums, archives, and collections, 13% were in education, and 10% in other fields, demonstrating the department’s ability to prepare students for careers.

**Areas to improve:**
• The program would benefit from re-establishing a core identity in the rapidly changing field of Museum Studies with an eye to updating.
• The program should focus on leveraging the existing strengths of the university by giving campus museums a greater stake in the program, possibly through the development of student assistantships in the museums.

Religious Studies

**Notable achievements:**

- The department provides classroom instruction to an exceptionally large number of undergraduates in relation to the size of its faculty, and has a strong reputation for undergraduate teaching.
- The department faculty are recognized nationally and internationally for their contributions to the field, especially in the areas of American, Asian, Jewish, and early Christian religions, and regularly present their research at the American Academy of Religion.

**Areas to improve:**

- The department should continue reviewing peer and exemplary programs while evaluating its own curriculum to make informed decisions about curricular modification.
- The department should explore innovative recruitment plans.

Russian, East European and Eurasian Studies

**Notable achievements:**

- The program is in one of only 15 Comprehensive National Resource Centers (NRC) for Russian, East European, and Eurasian Studies funded by the US Department of Education.
- The program is a national leader in language training, offering instruction in 11 languages, such as Russian, Ukrainian, Polish, and Balkan.

**Areas to improve:**

- The program is encouraged to continue its efforts to develop innovative means of increasing undergraduate enrollments.
- With several key faculty members preparing to retire, development of a succession plan is critical to the continued success of the unit.

Student/Employer Demand:

- The academic programs of International and Interdisciplinary Studies, with their focus on contemporary national and international issues and use of diverse analytical methods, including many from the social sciences, prepare students for careers in constantly changing marketplaces—local, national, and international.
- Graduates of international programs have command of languages and cultural knowledge essential to global business, as well as to the U.S. government, the United Nations, and non-governmental organizations.
- M.A. programs offered by the international area studies are in high demand from the U.S. military.
- Environmental studies is pursuing a professional master’s program in response to perceived demand from the region’s public and private sectors;
Indigenous Studies graduates (M.A.) pursue a range of careers, but a significant number return home to work for their tribes.

Museum Studies graduates have a strong record of success in institutions related to their studies, including various types of collections and archives as well as museums throughout the US.

Service:
- Community and K–12 outreach is integral to the missions of the international area studies centers. The five centers maintain speakers’ bureaus and informational websites; make K–12 classroom visits; provide workshops for teachers; and hold conferences, symposia, lecture series, and film series that serve the university, local community, and the region.
- Environmental Studies students have worked with KU’s Center for Sustainability to implement a “green office” certification system designed to reduce waste and lower energy costs in campus offices.
- The Religion in Kansas Oral History Project, created and maintained by the Religious Studies Department, is recording and preserving representative voices from the diverse religions found in our state. The substantial and growing database of recordings can be accessed online.

Areas of Future Focus:
- The South Asian Studies and Middle East programs housed in Global and International Studies will develop undergraduate minors and graduate certificates to build KU’s strength in these areas.
- A unit will be developed, possibly within Global and International Studies, to provide pedagogical oversight for the less-commonly-taught languages, such as Arabic, Hindi and Farsi (Persian), currently housed in non-language departments.
- Faculty in the international area programs will continue to work with the Community Toolbox project, which is currently translating all of their materials into Arabic and should be finished by summer 2013. They already have a Spanish version and have plans for versions in French, Chinese, Portuguese, and Hindi.
- The centers for Global and International Studies, East Asian Studies, and Russian, European, and Eurasian Studies will continue to work with the U.S. military, through KU Office of Graduate Military Programs, on research projects and academic programs.
- Offering instruction in more languages than any university in Kansas or in the Big 12 Conference—more than any university between the Mississippi River and the Rocky Mountains—KU will remain a national leader in the study of foreign languages.
- The following program must reduce its doctoral median time to degree by one year by 2021, according to a university-wide goal outlined by Chancellor Gray-Little: American Studies (median time to degree FY 2009–2011: 8.3 years).
- As previously noted, KU teaches over 40 languages. Preserving and strengthening this important feature of KU is vital.
Natural Sciences and Mathematics Overview:

<table>
<thead>
<tr>
<th>Program</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>40.0201</td>
<td>B.A., B.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Atmospheric Sciences</td>
<td>40.0401</td>
<td>B.S., M.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>26.0202</td>
<td>B.A., B.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Biochemistry and Biophysics</td>
<td>26.0210</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>26.1103</td>
<td>Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>26.0101</td>
<td>B.A., B.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Botany</td>
<td>26.0301</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Chemistry</td>
<td>40.0501</td>
<td>B.A., B.S., M.A., M.S., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology</td>
<td>26.1310</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Entomology</td>
<td>26.0702</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Geography</td>
<td>45.0701</td>
<td>B.A., B.G.S., B.S., M.S., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Geology</td>
<td>40.0601</td>
<td>B.A., B.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Human Biology</td>
<td>30.2701</td>
<td>B.A., B.G.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27.0101</td>
<td>B.A., B.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Microbiology</td>
<td>26.0502</td>
<td>B.A., B.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Molecular Biosciences</td>
<td>26.0204</td>
<td>B.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Molecular, Cellular and Developmental Biology</td>
<td>26.0406</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Physics</td>
<td>40.0801</td>
<td>B.A., B.S., M.S., Ph.D.</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Notable Facts/Highlights about the Natural Sciences and Mathematics division of the College of Liberal Arts and Sciences:

- The division of Natural Sciences and Mathematics has, on average, the highest sponsored project expenditures of any division or professional school in the university. From FY 2004 to FY 2010, it increased the number of new grants by 15.7%, dollars in new grants by 43.8%, and yearly research expenditures by 42.5%.
- A new $11 million, five-year Center of Biomedical Research Excellence grant will enable University of Kansas researchers on the Lawrence campus to better understand the molecular basis of diseases such as cancer and neurodegenerative disorders.
- The Kansas Interdisciplinary Carbonates Consortium is supported by 12 oil and gas companies and contributes research results and workforce to the energy industry in Kansas and elsewhere.
- The Department of Chemistry works to co-lead and connect students to KU’s Center for Environmentally Beneficial Catalysis. This center develops and makes available novel, leading-edge technologies that bring about sustainable transformations in the chemical industry. Participation in research at this level ensures that program graduates have skills for successful careers.
- The departments of Geology and Geography work to co-lead and connect students to KU’s Center for Remote Sensing of Ice Sheets (CReSIS), which is a science and technology center established by the National Science Foundation.
- A U.S. Department of Energy-funded program to enhance oil recovery and explore CO₂ sequestration is a joint program between Geology and the Kansas Geological Survey. Total funding for this project is approximately $23 million.
- KU has recently built up a critical mass of personnel and infrastructure for a strong renewable energy research program. In particular, this research has been supported by the establishment of a National Science Foundation Kansas Center for Solar Energy Research (EPSCoR http://solarenergy.ku.edu). The center is...
funded as part of a five-year grant with $20 million in federal funds and an additional $4 million in state matching funds through the Kansas Technology Enterprise Corporation.

- Fourteen Chemistry faculty have received prestigious National Science Foundation (NSF) CAREER Awards since the program’s inception in 1995. With this rate of success, 41% of all NSF CAREER award recipients at the University of Kansas are from the Department of Chemistry.

- Programs in the Natural Sciences and Mathematics are ranked high nationally. In the NRC survey results, Physics faculty are ranked 7th out of 160 programs for publications per faculty member. The Department of Geography is ranked 13th in research. Ecology and Evolutionary Biology ranks 5th in the overall regression-based rankings among public institutions. For research productivity, Mathematics ranks 5th within the “AAU-16” in publications per faculty member. Graduate programs ranked in the top 40 among public universities by *U.S. News and World Report* include Paleontology (4th), Geology (37th), Biological Sciences (39th), and Mathematics (40th). Of the 22 states that implemented replication programs for UTeach, KU’s UKanTeach program is nationally regarded as the program that is leading the way.

**Program Quality:**

**Bioinformatics**

*Notable achievements:*

- The program annually holds the International Conference on Modeling of Protein Interactions, which draws international attention to KU and brings in the top researchers in the world.
- Three core faculty members have received prestigious Sloan Fellowships, which both contributes to and reflects the overall program quality.

*Areas to improve:*

- As mentioned in the self-study, Bioinformatics is encouraged to create interdisciplinary ties with other departments and programs at KU.
- Program would benefit from a long-term vision and plan for development and growth.

**Biology**, including Biological Sciences and Human Biology

*Notable achievements:*

- Students have received campus-wide and national recognition for their achievements, such as the 2011 American Society for Microbiology fellowship, a Fulbright grant, and two Goldwater Scholarships.
- Undergraduate students have the opportunity to conduct research and write academic papers as evidenced by 21 papers with undergraduate authors published in 2011.

*Areas to improve:*

- As noted in the self-study, the department is encouraged to better coordinate with faculty in Ecology and Evolutionary Biology and in Molecular Biosciences, including formalizing responsibility for the various undergraduate biology degrees.
- The department should continue discussions with the College in order to upgrade the Human Anatomy facilities.
Chemistry

*Notable achievements:*

- The department is growing an active research portfolio; in FY 2010 the department was awarded over $12 million in awards.
- Graduates of the department are placed in prestigious positions in academia and industry; a website devoted to tracking employment of graduates provides evidence of demand to current and prospective students.

*Areas to improve:*

- The department needs updated and expanded teaching lab space and equipment; these issues are being addressed in the science master plan.

Ecology and Evolutionary Biology, including Botany and Entomology

*Notable achievements:*

- Department faculty were productive in 2011, having written 195 peer-reviewed publications, 3 books, and 10 book chapters; attended 196 presentations nationally and internationally. In FY 2010, department faculty received more than $3.9 million in grants (76% of which comes from NSF).
- Graduate students published 69 peer-reviewed papers, received 26 external grants, and made 67 presentations in 2011.

*Areas to improve:*

- Mean doctoral time to degree is currently 8.2 years. The department must reduce time to degree by at least one year per the Chancellor’s goals.
- Department is encouraged to create a succession plan in the coming years to ensure continued program strengths.

Geography, including Atmospheric Sciences

*Notable achievements:*

- The department boasts an accomplished faculty; awards and recognitions include Kemper Fellowships for Teaching Excellence, Chancellor’s Club Teaching Awards, Guggenheim Fellow, Higuchi Research Achievement Award, and two Globe Book Awards.
- The department has established ongoing assessment activities in undergraduate education.

*Areas to improve:*

- The department should attend to new topics and methods within the field of geography that will prepare graduates for future careers and entry into advanced degree programs.
- Faculty in geography are encouraged to develop a mentoring and advising model to ensure graduate students are prepared to enter academic careers.

Geology
**Notable achievements:**

- Department boasts strong and varied areas of study, such as paleontology (doctorate program ranked 4th by *U.S. News and World Report*), geochemistry, glaciology, and tectonics, that serve a student population with diverse interests.
- Department works to connect students and faculty with the Kansas Geological Survey for research opportunities.

**Areas to improve:**

- As stated in the self-study, the department plans to make undergraduate curricular changes in order to better reflect faculty expertise.
- With an increase in master’s degree applications, the department is encouraged to increase program selectivity and determine optimal size for growth of the department.

**Mathematics**

**Notable achievements:**

- The department has a strong service mission; 91% of the department’s credit hours in FY 2011–12 were taken by non-majors.
- The department is commended for a rigorous investigation of its graduate programs in 2010 and will benefit from program improvements as a result of this focused analysis.

**Areas to improve:**

- The department is encouraged to increase GRA appointments to provide more graduate student exposure to research in the discipline.
- The department should address student success in gateway freshman courses, particularly those in the KAP program and calculus courses as part of KU’s retention efforts. The creation of redesigned, hybrid courses is highly encouraged.

**Molecular Biosciences**, including: Biochemistry; Biochemistry and Biophysics; Microbiology; Molecular Biosciences; Molecular, Cellular and Developmental Biology

**Notable achievements:**

- The department boasts an active research portfolio; in FY 2010 the department was awarded over $10 million in research grants.
- The department offers a diverse range of degree programs on the Lawrence and Edwards campuses, including degrees in biochemistry, biology, cell biology, genetics, microbiology, neurobiology, and a cross-disciplinary program in human biology.

**Areas to improve:**

- The low doctoral admitted-to-enrolled yield over the past seven years suggests that the department could improve recruitment efforts and find new funding models to attract qualified doctoral students.

**Physics and Astronomy**

**Notable achievements:**

• All undergraduate majors conduct research that often leads to co-authoring papers, presenting at conferences, and conducting research at international laboratories like the European Organization for Nuclear Research (CERN).

• Graduate students feel very satisfied on how they were advised to search for a job, according to the 2009 graduate satisfaction survey. This is big improvement over the 2005 survey. The department ranks above the 75th percentile on this measure university-wide.

**Areas to improve:**

• As mentioned in the department’s self-study, the review committee encourages expansion of faculty into specific research areas, as identified by the department review in 2008.

• Department should examine yield rates for the master’s programs to determine if they are at the desired level and consider ways to enhance recruitment that would attract a higher-quality student.

**Student/Employer Demand:**

• President Obama has set a goal of producing 100,000 additional math and science teachers and 1 million more STEM professionals over the next 10 years. The UKanTeach program is in a strong position to help meet this demand given additional staff funding. At the end of this year, this relatively young program will have graduated more than 100 students to careers in teaching.

• Over the last 10 years, numbers of undergraduate students majoring in natural sciences and mathematics have grown 10.1% and numbers of graduate students have grown by 22.6% percent.

• Over the last 10 years, undergraduate student credit hour (SCH) production has increased by 9.15%, graduate SCH production has increased by 8.13%, and overall SCH has increased by 9.1%.

• Graduates with strong quantitative skills from mathematics, physics, and astronomy are in strong demand in the information technology industry. According to the U.S. Bureau of Labor Statistics, 19% growth is expected over the next 10 years.

• Environmental scientists with degrees in geology, geography, ecology, and environmental biology are hired broadly by government and industry.

• The energy industry is booming in Kansas and nationally; this leads to high demand for students trained in geology. According to the U.S. Bureau of Labor Statistics, 21% growth is expected over the next 10 years. Demographics in the industry project a shortfall of trained graduates in the near future.

• The life sciences hire broadly out of chemistry and molecular biosciences. According to the U.S. Bureau of Labor Statistics, 31–36% growth is expected over the next 10 years.

• Geographic Information Scientists are hired strongly out of KU’s Department of Geography. According to the U.S. Bureau of Labor Statistics, 35% growth is expected over the next 10 years.

**Service:**

• The division of Natural Sciences and Mathematics is an important driver for economic development in the State of Kansas.

• Life sciences are a major area of focus. The research conducted by KU faculty in the departments of Chemistry and Molecular Biosciences provides the fundamentals to result in discovery and development of drugs and other consumable products.

• Faculty in physics are developing nanotechnologies with a wide array of applications.
• The energy industry is an important part of the Kansas economy. Researchers in geology serve this industry strongly and develop new concepts to improve oil and gas production in Kansas.

• Among the most important resources in Kansas is a supply of fresh surface and groundwater. Researchers in geography, geology, ecology, and evolutionary biology are all working on solutions to scarcity or contamination of this resource.

• In part, economic development in Kansas is related to the availability of a highly skilled workforce with expertise in the sciences and mathematics. Natural Sciences and Mathematics is providing that workforce to help attract new high tech industries to Kansas, and investing in startups to develop our own new opportunities.

Areas of Future Focus:

• The departments and programs in Natural Sciences and Mathematics should find ways of enhancing multidisciplinary research and curricular opportunities. Some areas of multidisciplinary focus could include water resource availability and quality, nanoscale materials for the future of sustainable energy and computation materials science, visualization of large and complex data sets, and enhancing energy production in fractured reservoir systems.

• A science master plan is being developed to determine how to best utilize existing teaching and lab space as well as to plan for new facilities. Updating and expanding teaching lab space is critical to the success of our STEM programs.

• Given the nationwide interest in increasing STEM graduates, the division has initiated a program to redesign a significant number of gateway courses in order to impact student success.

School of the Arts Overview:

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>50.0301</td>
<td>B.A., B.F.A.</td>
<td>Continue</td>
</tr>
<tr>
<td>Film and Media Studies</td>
<td>50.0601</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
</tbody>
</table>
Notable Facts/Highlights about the School of the Arts division of the College of Liberal Arts and Sciences:

- Since 2007 Film and Media Studies faculty have published 8 books, including 6 single-author monographs, and 15 scholarly journal articles. The faculty have directed, lensed, or written two award-winning feature films (both went to Sundance), numerous museum video installations, and award winning short films.
- KU Theatre ranks high in terms of scholarly productivity and creative activity. Since 2007 Theatre faculty have collectively produced 9 books, 24 essays, 26 minor publications, and 170 creative activities, including theatre productions.
- In the Visual Art Department, studio faculty are active in the exhibition of their work. Faculty show work all over the U.S. and internationally in Australia, Finland, France, Germany, Japan, and Korea, among others. The Visual Art Education program consistently places over 98% of their graduates in art teaching positions across the state and region.
- The M.F.A. in Visual Art is a vital and comprehensive program of study, comparable in its professionalism and level of discourse to some of the most well-known and elite programs in the U.S. The M.F.A. program has been ranked by *U.S. News & World Report* over the past several years, including the overall M.F.A. program (38th among publics) and the programs in metalsmithing (5th among publics), printmaking (15th among publics), and textiles (3rd among publics).

Program Quality:

**Dance**

*Notable achievements:*
- The department incorporated changes to the B.A. program that make it more accessible for non-performance majors while maintaining the quality training for the B.F.A.
- The faculty balance research, teaching, service, with the rigors of dance practice and performance, and this is reflected in the way students are prepared for both academic careers and performance careers.

*Areas to improve:*
- Major counts have been declining in the past five years, with a 41% decrease since fall 2007. This is likely due to the audition requirement, but the department has implemented new recruitment strategies and curricular innovations to attract more students.
- The department’s focus on student retention is consistent with university goals.

**Film and Media Studies**

*Notable achievements:*
- The department is commended for its faculty mentoring program for assistant professors.
- The department has a strong placement record for undergraduates and graduate students. Students with baccalaureates go on to have successful careers in film and digital video and graduate students go on to become tenured faculty at universities throughout the world.

*Areas to improve:*
- The department is encouraged to expand faculty mentoring to mid-career faculty.
• The faculty should investigate funding opportunities through research, grants, foundations, or possible partnerships with the Hall Center for the Humanities.

Theatre

*Notable achievements:*

• In response to a university initiative to reduce undergraduate time to degree, department faculty undertook a major overhaul of B.A. and B.G.S. curricula to allow students greater flexibility in fulfilling requirements.

• The department is responsive to changes in the field; the B.G.S. degree is being developed into a B.F.A. degree to follow current trends in theatre education.

*Areas to improve:*

• Less than half of the admitted master’s and doctoral applicants enroll at KU; the department should explore recruitment and funding opportunities to attract qualified applicants.

• As acknowledged in the department’s self-study, a faculty succession plan is needed to ensure the department remains strong and productive after experienced faculty members retire.

Visual Art, including Visual Art Education

*Notable achievements:*

• The Visual Art Department is a comprehensive program with eight primary instructional areas: ceramics; drawing and painting; expanded media; metalsmithing/jewelry; printmaking; sculpture; textiles/fibers; and visual art education.

• According to 2009 graduate student satisfaction measures, the department excels at creating a positive program climate and in advising students on careers and professional development.

*Areas to improve:*

• The department is encouraged to develop a plan that fits creative scholarship to assess and track faculty productivity in comparison to peer institutions; this would include art exhibitions, publications, residencies, and presentations.

• Both the 2005 and 2009 undergraduate satisfaction surveys indicate that students are not satisfied with the helpfulness of their academic advisors; the department is encouraged to develop an advising program to meet students’ needs.

**Student/Employer Demand:**

• The arts contribute to the economic vitality of our nation and provide employment to millions. As of January 2012, there were 6,391 arts related businesses in Kansas employing 23,615 people, according to the Arts and Economic Prosperity IV survey results from Americans for the Arts (www.artsusa.org/information_services/economic_impact/default.asp).

• Nationally, the non-profit arts and culture industry generates $135.2 billion in spending and supports 4.13 million jobs, according to a survey done by Americans for the Arts (www.kansasarts.org).

• The motion picture industry (an example of for-profit arts industry) generated an average of 2.2 million jobs in 2009 and $137 billion in wages with an average salary of $75,000, according to 2012 Economic Contribution Report – Factsheet, Motion Picture Association of America (www.mpaa.org/policy/industry).
There are over 95,000 film related businesses in the United States, located in every state (4,538 direct film jobs in Kansas).

Generally, arts graduates are small business owners, with 75% reporting they are self-employed, according to 2012 Economic Contribution Report – Factsheet, Motion Picture Association of America (www.mpaa.org/policy/industry) and the report of the Strategic National Arts Alumni Project (http://snaap.indiana.edu). We are currently participating in the SNAAP surveying 5,600 graduates, to determine if our graduates follow similar patterns to the national trends. SNAAP reports that after graduation, 67% report they work directly in the arts in the following proportions: arts education (25%), fine artists (10%), theatre (6%), film/TV/video artist (5%), dance/choreography (2%), craft artist (4%), arts administrator (7%).

All programs have rich examples of alumni who have contributed to their fields in significant ways. For instance: Jun Kuribayashi (B.F.A., Dance, 2004) is the Dance Captain of Pilobus Dance Theatre, internationally renowned for innovative dance; Marc Roskin (B.A., Theatre and Film, 1990) is the executive producer and director of Leverage on the TNT Network and a founding partner of Electric Entertainment; Randy Adams (M.A., Theatre, 1980), with his company, originated and produced a Broadway musical that won four Tony awards in 2010; and Ann Hamilton (B.F.A., Visual Art, 1979) is an internationally recognized artist known for large scale multimedia installations and who received a MacArthur Fellowship.

Other graduates have won Emmy awards, started their own theatre companies, acted on Broadway, danced in well-known companies, won artistic fellowships and awards, published books, joined faculties of other universities, exhibited internationally, and taught the next generation of artists and citizens about the arts.

**Service:**
The nature of the arts is to engage and connect audiences. Through its public programs, the departments, faculty, and students serve the university and the state. In the School of the Arts, a few examples:

- A doctoral student in theatre has developed a Shakespeare Behind Bars program at the Lansing Correctional Facility to assemble a collective of 18 men who are performing Macbeth in the summer of 2013.
- Last summer, two sculpture students worked with the Kohler Foundation on restoration of the Garden of Eden in Lucas, Kansas.
- Juli Pitzer, a doctoral student, won the Dolezal Community Service Award in 2011. Her documentary, the Historic Jayhawk Theatre, was an outcome of an internship with the Kansas Humanities Council and has aired at local film festivals and on PBS.
- Each year the departments in the School of the Arts host over 150 public events, artists lectures, performances, film screenings, and workshops that engage both students and the community.

**Areas of Future Focus:**
- The Dance and Theatre departments will concentrate on building audience for performances of the University Dance Company and the University Theatre.
- Dance plans to expand performances across Kansas, and Theatre has developed a traveling troupe, Musical Theatre for Kansas, already successfully underway with the support of KU Alumni Association.
- In the Visual Art Department, efforts also will focus on professional development and outreach as they continue to prepare a wide range of artists and educators for the demands of the contemporary art world and current educational needs in public schools and communities.
• Like the College of Liberal Arts and Sciences, the School of the Arts will continue to build relationships with alumni and the citizens of Kansas as we create, perform, and interpret works of art that contribute to our culture and history.

• The following program must reduce its doctoral median time to degree by one year by 2021, according to a university-wide goal outlined by Chancellor Gray-Little: Theatre (median time to degree FY 2009–2011: 7.7 years).
Social and Behavioral Sciences Overview:

<table>
<thead>
<tr>
<th>Major</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>45.0201</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Applied Behavioral Science</td>
<td>30.1701</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Audiology</td>
<td>51.0201</td>
<td>Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Child Language</td>
<td>51.0299</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Clinical Child Psychology</td>
<td>42.2807</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>51.0201</td>
<td>B.A., B.G.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>09.0101</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>42.2703</td>
<td>B.A., B.G.S.</td>
<td>Continue</td>
</tr>
<tr>
<td>Economics</td>
<td>45.0601</td>
<td>B.A., B.G.S., B.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Gerontology</td>
<td>30.1101</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Linguistics</td>
<td>16.0102</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Political Science</td>
<td>45.1001</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Psychology</td>
<td>42.0101</td>
<td>B.A., B.G.S., B.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Public Administration</td>
<td>44.0401</td>
<td>B.A., B.G.S., M.P.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Sociology</td>
<td>45.1101</td>
<td>B.A., B.G.S., M.A., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>51.0203</td>
<td>M.A., Ph.D.</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Notable Facts/Highlights about the Social and Behavioral Sciences division of the College of Liberal Arts and Sciences:

- *U.S. News & World Report* again ranked the School of Public Affairs and Administration as 1st for the top graduate school for City Management and Urban Policy and moved up two spots in Public Management Administration to rank as 5th nationally. This nationally ranked program also just elevated its status from a department to a school within the College to enhance national visibility.


- Communication Studies graduate program was recently ranked by the National Communication Association as 12th in rhetorical studies, 13th in interpersonal communication, 14th in organizational communication, 15th in political communication, and 20th in intercultural communication. The Communication Studies Department is also home to the nationally recognized and award winning KU Debate program.

- The M.A. degree in Speech-Language Pathology and Audiology is among the best in the country. Along with the Ph.D. program in this area, it is ranked 6th within public universities in the nation by 2012 *U.S. News & World Report*. In addition, the Au.D. degree is ranked 7th within U.S. public universities in the same Report.

- For the period FY 2004–FY 2010 Social and Behavioral Sciences units were awarded 623 grants totaling $98,689,261.

- Directed by Joane Nagel in Sociology in collaboration with four other researchers, the C-CHANGE (Climate Change, Humans, and Nature in the Global Environment) program is a National Science Foundation Integrative Graduate Education and Research Training (IGERT) program. These interdisciplinary climate change studies include 31 KU students from various units within the College.

- Faculty members in departments within the Social and Behavioral Sciences have been recognized for their outstanding teaching by receiving many W.T. Kemper Fellowships for Teaching Excellence, Higuchi Awards for outstanding research, and national awards such as the Phi Beta Delta Outstanding International
Educator Award and the American Rehabilitation Counseling Association award (both in Applied Behavioral Science).

- The Clinical Child Psychology Program has received three national awards recognizing its excellence in training students: (1) Suinn Minority Achievement Award from the American Psychological Association for its success in recruiting, retaining, and graduating a diverse graduate student group, (2) Award for Distinguished Contributions for the Education and Training of Child and Adolescent Mental Health Psychologists from the American Psychological Association, and (3) Outstanding Training Program in Clinical Child and Adolescent Psychology from the Society of Clinical Child and Adolescent Psychology.

**Program Quality:**

**Anthropology**

**Notable achievements:**

- Program boasts more than 12 winners of prestigious awards – Higuchi, Kemper, and Sol Tax Distinguished Service award – and over 230 publications that signal the overall strength of the faculty.
- Over $2.5 million dollars in grants were awarded between FY 2004–FY 2010, which raises the prestige of the program, indicates productive faculty, and allows faculty members to pull students into research endeavors.

**Areas to improve:**

- Program is encouraged to develop a plan for hiring underrepresented tenure or tenure-track faculty that could strengthen the faculty and introduce students to new perspectives as they prepare to deal with a diverse field.
- Based on recommendations from an external review committee, the program created a proposal to reduce core course requirements and a non-thesis M.A. option; combined with higher admissions standards and examining ways to improve graduate funding will help to reduce time to degree and strengthen the quality of graduate students.

**Applied Behavioral Science**

**Notable achievements:**

- In FY 2010, the department’s faculty members were awarded over $13 million in external funding to support their local, national, and global research and service, more than any department in KU’s division of Social and Behavioral Sciences.
- Department faculty members have created the Community Tool Box, the world’s largest free resource for building healthy communities and used by over 350,000 people in over 200 countries.

**Areas to improve:**

- The department is encouraged to develop a succession plan that will allow faculty to maintain the funding stream when active senior faculty retire.
- The department has developed plans to integrate undergraduate and graduate students in research and training.

**Communication Studies**
**Notable achievements:**

- The Communication Studies Research Colloquium promotes interdisciplinary research and cross-institution engagement that allows the faculty to showcase their research and engage graduate students in research.
- The university debate team is housed in the program and is one of the top in the U.S., finishing 5th nationally in 2012. In recent years, it has won two national championships.

**Areas to improve:**

- Program courses are in high demand, as this is the second largest department in the College; coming up with a plan to better balance student to full-time faculty ratios is important in strengthening the program.

**Economics**

**Notable achievements:**

- The curriculum for undergraduate degrees was recently updated to reflect the evolving nature of career opportunities for graduates.
- In order to improve training and mentoring for GTAs, the program established a new teaching methods course, instituted new GTA evaluation procedures, and established a system of awards for outstanding teaching by GTAs.

**Areas to improve:**

- Program recognizes and remains committed to improving the quality of undergraduate students admitted into the major.
- The department is encouraged to continue investigating the appropriate faculty to graduate student ratio and to continue efforts to recruit top graduate students.

**Linguistics**

**Notable achievements:**

- The department is recognized for focusing more on experimental areas of scholarship, which has led to an increase in the number of research awards and expenditures; federal grant support doubled between FY 2006 and FY 2010, totaling over $1.9 million.
- The number of research and teaching laboratories has increased from 1 to 5 in the past 10 years; this increase has allowed the department to provide more training for undergraduate and graduate students.

**Areas to improve:**

- The department is encouraged to continue refining the undergraduate advising model to ensure that students have access to instructors and advisors; student satisfaction declined in these measures between the 2005 and 2009 satisfaction surveys.
- As faculty increase the research profile of the department, the department is encouraged to explore new funding models to attract high caliber students; the department’s self-study states that the department is currently lacking a competitive recruitment plan for graduate programs.

**Political Science**
**Notable achievements:**

- The department helps orchestrate internships in Topeka and Washington, D.C., for majors and non-majors; these opportunities build on classroom learning to help students gain a better sense of how government functions and provide valuable experience for post-graduation employment.
- During the 2009–2010 academic year, political science graduate students authored or co-authored 20 papers that were presented at major professional conferences.

**Areas to improve:**

- The department is encouraged to explore and resolve the tension created by the desire to be comprehensive in all subfields while being composed of a relatively small number of faculty.
- Doctoral time to degree has improved in the last few year; continue to monitor and maintain the progress.

**Psychology**, including Clinical Child Psychology, Developmental Psychology

**Notable achievements:**

- The graduate Clinical Child Psychology program is ranked 6th by *U.S. News and World Report*.
- Graduate student satisfaction in Psychology ranks above the university’s 75th percentile in 5 out of 6 measures.

**Areas to improve:**

- Consider hiring additional faculty members to reflect the increasing diversity of the field, particularly in translational research and faculty from underrepresented groups.
- The ratio of graduate teaching to graduate research appointments should be investigated, the department is encouraged to find ways to increase the number of graduate research assistantships, particularly through an increase in active grant funding.

**Public Affairs and Administration**

**Notable achievements:**

- The Department of Public Administration became the School of Public Affairs and Administration in July 2011. The name change recognizes the excellent work and national prestige of the unit, which is ranked 9th by *U.S. News & World Report*.
- The MPA is ranked 1st in City Management and Urban Planning by *U.S. News & World Report* and has held this spot since 1994. No other school has ever held the 1st place position.

**Areas to improve:**

- An external review team recommended expanding the faculty to 17–19 positions in order to broaden areas of faculty expertise and curriculum.
- The school should create a succession plan in order to maintain its national rankings as faculty members retire or leave KU.

**Sociology**, including Gerontology

**Notable achievements:**
• The department added an advising specialist to help students stay on track in the major.
• The KU Gerontology doctoral program is unique within the Regents system and is one of only eight similar programs nationwide.

**Areas to improve:**
• The department should develop a graduate student funding plan in order to remain nationally competitive and to seek students from underrepresented groups.
• The Gerontology doctoral program is encouraged to continue seeking faculty members interested in aging and human development from other units for joint appointments and to recruit doctoral students to the program.

**Speech-Language-Hearing**, including: Audiology, Child Language, Communication Disorders, and Speech-Language Pathology

**Notable achievements:**
• Master’s of Speech-Language Pathology ranked 6th and Ph.D. in Audiology is ranked 7th in the nation by *US News and World Report*.
• The Speech-Language-Hearing program continues to attract undergraduates and is enjoying the highest major declaration count in the past 10 years, with 176 declared majors.

**Areas to improve:**
• Strengthening faculty mentoring, reducing junior faculty teaching load, and hiring new faculty with strong research track records will help the department retain top faculty.
• Based on recommendations from an external review committee, the program should re-envision doctoral programs to better utilize the strengths and experiences of faculty to better train doctoral students to be leading researchers in the field.

**Student/Employer Demand:**
• Programs (and certifications) in Applied Behavioral Science, Clinical Psychology, Speech-Language-Hearing, Clinical Child Psychology, and the Child Language program train many students who are then placed in pivotal roles as researchers and clinicians in numerous healthcare facilities, research centers, community-based organizations, and public health arenas.
• Recently, Gerontology partnered with Communication Studies, Sociology, and Psychology to offer dual-title degrees at the doctoral level. This change is expected to greatly improve the critical skills, depth and breadth of training, marketability of graduates in these programs, and to reflect national interest in issues related to an aging population.

**Service:**
• Many departments within the Social and Behavioral Sciences division (e.g., Political Science and School of Public Affairs and Administration) have very successful internship programs, while others (such as Anthropology) are now adding internships and focusing on experiential-learning opportunities.
• Professor Dietrich Earnhart in Economics has combined service to Kansas with basic research as the primary investigator (PI) on a NSF EPSCoR research project to study farmer land- and water-use decisions in Kansas with its growing biofuels industry and climate change. The BACC:FLUD (biofuels and climate change: farmer land use decisions) project is one of three funded as a bundle; the other two are Judy Wu's project on nanotechnology and algae, and Chuck Rice's project on climate change. KU co-PIs work with K-
State co-PIs on these projects that involve multiple disciplines from the social and physical sciences as well as engineering (hydrology).

- The Public Management Center of the School of Public Affairs and Administration offers three programs for the continuing education of public leaders. Since 1993 the Certified Public Manager program has educated 1,200 students. For the past several years this program has been offered in Kansas City, Topeka, and in southwestern Kansas (Garden City, Dodge City, Liberal, and Hays). The Emerging Leaders Academy designed for succession planning in public organizations has served 123 students since 2007 and is offered in Kansas City, Lawrence, and Topeka. A variety of custom courses has served over 20,000 participants since 2004 in 93 Kansas cities and counties providing needed educational reach by KU to the entire state, including western Kansas.

Areas of Future Focus:

- All Social and Behavioral Sciences units are now working to improve the undergraduate experience at KU by contributing to the discussion and making changes to the general education requirements in the university. These units are also considering College-specific classes that will prepare undergraduate students for the future.
- In response to Changing for Excellence and Bold Aspirations, many units in Social and Behavioral Sciences are involved in discussions on ways to enhance the research status of their departments by applying for more national grants, competing for more fellowships, and engaging in cross-campus collaborations.
- A number of units in the Social and Behavioral Sciences division have well-established and successful internships and are being used as models for other departments that are poised to start these outreach and service-learning activities.
- The following programs must reduce their doctoral median time to degree by one year by 2021, according to a university-wide goal outlined by Chancellor Gray-Little: Anthropology (median time to degree FY 2009–2011: 8.7 years), Applied Behavioral Science (median time to degree FY 2009–2011: 8.3 years), Sociology (median time to degree FY 2009–2011: 11.7 years), Speech-Language-Hearing Child Language (median time to degree FY 2009–2011: 7.1 years).
Programs with Administrative Oversight:

<table>
<thead>
<tr>
<th>Program</th>
<th>CIP</th>
<th>Degree</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Studies</td>
<td>30.9999</td>
<td>M.A., M.S., Ph.D.</td>
<td>Continue</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>24.0101</td>
<td>B.A., B.G.S.</td>
<td>Continue</td>
</tr>
</tbody>
</table>

Program Quality:

**Liberal Arts and Sciences**
Oversight for the bachelor’s degree in Liberal Arts and Sciences is provided by the College of Liberal Arts and Sciences.

*Notable achievements:*
- The Liberal Arts and Sciences bachelor’s degree is a broad-based, liberal arts and sciences curriculum with balanced contributions from natural sciences and mathematics, social sciences, and the humanities
- In this degree program students are required to explore 15 different disciplines with the completion of a minimum of 100 hours in the College of Liberal Arts and Sciences.

**Interdisciplinary Studies**
The Office of Graduate Studies convenes admissions committees when a student applies to the Interdisciplinary Studies doctoral program. Once admitted, each participating school and department is responsible for mentoring the student. The student’s faculty advisor is required to submit annual reports to the Office of Graduate Studies on the student’s progress.

*Notable achievements:*
- For over thirty years, KU has offered this graduate degree program available to students whose research and academic interests cross the traditional disciplinary lines and who cannot, through the curricula of existing disciplinary programs, pursue a degree program that suits their interdisciplinary interests.
- The Office of Graduate Studies recently revised the admissions and annual review process for this program. These changes ensure that a faculty representative from each field participates in reviewing and approving the prospective student’s plan of study prior to admission into the Interdisciplinary Studies program and that students and faculty meet at least annually to discuss progress toward degree completion.

*Areas to improve:*
- The Office of Graduate Studies and the schools in which students are pursuing Interdisciplinary Studies programs are encouraged to continue working together to develop a mentoring model that ensures these students make timely progress toward their degrees and that students participate in training opportunities that will set them up for success after graduation.

**Student/Employer Demand:**
- The multidisciplinary nature of the graduate programs in Interdisciplinary Studies allow students and faculty to create a custom plan of study that is tailored to the students’ aspirations for careers in which expertise that spans more than one field is essential.
The bachelor’s program in Liberal Arts and Sciences offers the broadest preparation for admission into a professional program and is also an important avenue for students who wish to complete a bachelor’s degree by building on the already completed technical degree or licensure certificate.

**Areas of Future Focus:**

- There is a national movement to support interdisciplinary studies as evidenced by the Association of Interdisciplinary Studies. The Office of Graduate Studies and the individual schools will continue to monitor trends in graduate programs for interdisciplinary studies and make changes to the program accordingly. Similarly, the College of Liberal Arts and Sciences will continue to monitor these trends at the undergraduate level to ensure the program evolves in ways that will support students’ aspirations after graduation.

**University-wide Fiscal Implications:**
With ongoing budget issues at the state level and continued focus on efficiency in this uncertain environment, KU continues to explore opportunities for efficiency. Although all programs addressed in this document are funded to the extent necessary to support the present structure, KU continues to examine ways to increase efficiencies, including drawing upon faculty from multiple degree programs to provide innovative, interdisciplinary educational experiences. KU’s academic programs are of high quality and any additional cuts would threaten the quality of the academic mission.

**Update on Programs Previously Identified for Additional Review:**

The university has previously identified the following four programs for additional review, and they continue to be monitored.

**Design:** Part of the School of Architecture, Design and Planning, the MFA program in Design was marked for additional review last year. The School of Architecture, Design and Planning has requested to begin the formal process to discontinue this program. The Department of Design has developed a proposal that is currently moving through the campus approval process to consolidate the two M.A. programs into one M.A. in Design. They intend to offer design management and interaction design, the current M.A. degree programs, as concentrations. They are also seeking to add a new concentration in environmental design. The impetus behind the changes is to increase collaboration among faculty and students by creating a common core of courses and requirements. The change will also allow the department to form cohorts of students who will interact, share ideas, and ignite cross-disciplinary creativity.

**Environmental Engineering and Environmental Science:** Part of the School of Engineering, these programs were marked for additional review last year. Both have low master’s and doctoral enrollments and degree counts. Leaders in the School of Engineering have worked with faculty to identify the causes for enrollment declines and have made changes; they expect to realize results over the coming years. Specifically, critically needed additional laboratory capacity has been added; more laboratory space is under construction. These programs have been identified as RSP (Research Support Programs).

**Water Resources Science:** Part of the School of Engineering, this master’s program was marked for additional review last year because enrollment was below minimum. The School of Engineering has recommended discontinuing this program. Civil Engineering students who select the Environmental Engineering concentration will continue to take two courses devoted to water resources engineering and management. The Provost Office supports this recommendation and will facilitate the process to formally discontinue Water Resources Science.

**Conclusion:**

This year KU’s report includes program review information reporting on the quality and effectiveness of degree programs in the College of Liberal Arts and Sciences and the School of Business.

In general, employer demand for graduates of our programs remains consistent; we continue to monitor demand given the current economic environment. Each of these programs provides a broad range of service to the state, nation, and world based on their respective missions, and in some cases are at the forefront of their fields. At KU, we continue to seek efficiencies where possible in the use of space, in interdisciplinary opportunities for research and programming, and in efficient use of technology in order to most effectively utilize the resources available to us.
Faculty, as scholars in their discipline, should be mentored and supported to participate in opportunities that attract national exposure and increase the visibility of the whole university.

Across the board, each school is working to identify learner outcomes that are consistent with the expectations of their accrediting bodies, the Board of Regents assessment expectations, and the Higher Learning Commission. We fully anticipate the ability of each school to clearly state student learning outcomes for each program, as well as the means by which each outcome will be achieved, measured, and improved upon. We have every reason to expect that these programs will continue to educate students who are well prepared for the future and to improve on their offerings as outlined in this summary report and further detailed in the self-study analysis provided by each program. Thank you for the opportunity to share our program review findings.
# Program Review Summary Table AY 2012

(Reported February 15, 2013)
The University of Kansas

(Program Review submitted to Board office February 2013 consists of programs reviewed for July 1, 2011–June 30, 2012 academic year)

<table>
<thead>
<tr>
<th>College Program</th>
<th>CIP Code</th>
<th>Degree Level</th>
<th>Explanatory Category</th>
<th>Recommendation</th>
<th>1 sentence explanation of recommendation**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies</td>
<td>03.0103</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>African and African-American Studies1</td>
<td>05.0101</td>
<td>B, M</td>
<td>NP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>American Studies</td>
<td>05.0102</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>European Studies</td>
<td>05.0106</td>
<td>B</td>
<td>ICP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Latin American and Caribbean Studies</td>
<td>05.0107</td>
<td>B, M</td>
<td>SSP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Russian, East European and Eurasian Studies</td>
<td>05.0110</td>
<td>B, M</td>
<td>ICP SSP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Indigenous Studies</td>
<td>05.0202</td>
<td>M</td>
<td>ICP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Women, Gender and Sexuality Studies2</td>
<td>05.0207</td>
<td>B, M, D</td>
<td>NP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td>09.0101</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Visual Art Education</td>
<td>13.1302</td>
<td>B, M</td>
<td>SSP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>16.0102</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>East Asian Languages and Cultures</td>
<td>16.0300</td>
<td>B, M</td>
<td>SSP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Slavic Languages and Literatures</td>
<td>16.0400</td>
<td>B, M, D</td>
<td>ASP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Germanic Languages and Literatures</td>
<td>16.0500</td>
<td>B, M, D</td>
<td>ASP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>16.0901</td>
<td>B, M, D</td>
<td>ASP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
<td>16.0905</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Classics and Classical Languages</td>
<td>16.1200</td>
<td>B, M</td>
<td>ASP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>23.0101</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>23.1302</td>
<td>M</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>24.0101</td>
<td>B</td>
<td>ICP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>24.0103</td>
<td>B</td>
<td>ICP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>26.0101</td>
<td>B</td>
<td>ICP</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>26.0202</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Molecular Biosciences</td>
<td>26.0204</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Biochemistry and Biophysics</td>
<td>26.0210</td>
<td>M, D</td>
<td>GFP</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>

1 First enrollments in the masters program in African and African-American Studies in Fall 2009.
2 First enrollments in doctoral program in Women, Gender and Sexuality Studies in Fall 2011.
<table>
<thead>
<tr>
<th>Department</th>
<th>Code</th>
<th>Days</th>
<th>Type</th>
<th>Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany</td>
<td>26.0301</td>
<td>M, D</td>
<td>ASP</td>
<td>Continue</td>
</tr>
<tr>
<td>Molecular, Cellular, and Developmental Biology</td>
<td>26.0406</td>
<td>M, D</td>
<td>ICP GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Microbiology</td>
<td>26.0502</td>
<td>B, M, D</td>
<td>ASP</td>
<td>Continue</td>
</tr>
<tr>
<td>Entomology</td>
<td>26.0702</td>
<td>M, D</td>
<td>GFP RSP</td>
<td>Continue</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>26.1103</td>
<td>D</td>
<td>ICP</td>
<td>Continue</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology</td>
<td>26.1310</td>
<td>M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27.0101</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Gerontology</td>
<td>30.1101</td>
<td>M, D</td>
<td>RSP</td>
<td>Continue</td>
</tr>
<tr>
<td>Museum Studies</td>
<td>30.1401</td>
<td>M</td>
<td>ICP</td>
<td>Continue</td>
</tr>
<tr>
<td>Applied Behavioral Science</td>
<td>30.1701</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Global and International Studies</td>
<td>30.2001</td>
<td>B, M</td>
<td>ICP</td>
<td>Continue</td>
</tr>
<tr>
<td>Classical Antiquity</td>
<td>30.2201</td>
<td>B</td>
<td>ASP</td>
<td>Continue</td>
</tr>
<tr>
<td>Human Biology</td>
<td>30.2701</td>
<td>B</td>
<td>ICP</td>
<td>Continue</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>30.9999</td>
<td>M, D</td>
<td>ICP</td>
<td>Continue</td>
</tr>
<tr>
<td>Philosophy</td>
<td>38.0101</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>38.0201</td>
<td>B, M</td>
<td>ASP</td>
<td>Continue</td>
</tr>
<tr>
<td>Astronomy</td>
<td>40.0201</td>
<td>B</td>
<td>ASP</td>
<td>Continue</td>
</tr>
<tr>
<td>Atmospheric Sciences</td>
<td>40.0401</td>
<td>B, M</td>
<td>NP</td>
<td>Continue</td>
</tr>
<tr>
<td>Chemistry</td>
<td>40.0501</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Geology</td>
<td>40.0601</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Physics</td>
<td>40.0801</td>
<td>B, M, D</td>
<td>RSP GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Psychology</td>
<td>42.0101</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>42.2703</td>
<td>B</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Clinical Child Psychology</td>
<td>42.2807</td>
<td>M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Public Administration</td>
<td>44.0401</td>
<td>B, M, D</td>
<td>SSP</td>
<td>Continue</td>
</tr>
<tr>
<td>Anthropology</td>
<td>45.0201</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Economics</td>
<td>45.0601</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Geography</td>
<td>45.0701</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Political Science</td>
<td>45.1001</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Sociology</td>
<td>45.1101</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Dance</td>
<td>50.0301</td>
<td>B</td>
<td>SSP</td>
<td>Continue</td>
</tr>
<tr>
<td>Theatre</td>
<td>50.0501</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Film and Media Studies</td>
<td>50.0601</td>
<td>B, M, D</td>
<td>NP</td>
<td>Continue</td>
</tr>
<tr>
<td>Visual Art</td>
<td>50.0702</td>
<td>B, M</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>History of Art</td>
<td>50.0703</td>
<td>B, M, D</td>
<td>GFP</td>
<td>Continue</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>51.0201</td>
<td>B</td>
<td></td>
<td>Continue</td>
</tr>
<tr>
<td>Audiology</td>
<td>51.0202</td>
<td>D</td>
<td>ICP</td>
<td>Continue</td>
</tr>
<tr>
<td>Speech Language Pathology</td>
<td>51.0203</td>
<td>M, D</td>
<td></td>
<td>Continue</td>
</tr>
</tbody>
</table>

3 First enrollments in the masters program in Atmospheric Sciences in Fall 2009.
4 Department of Film and Media Studies was separated from the Department of Theatre in Fall 2009.
<table>
<thead>
<tr>
<th>Business Program</th>
<th>CIP Code</th>
<th>Degree Level</th>
<th>Explanatory Category</th>
<th>Recommendation*</th>
<th>I sentence explanation of recommendation**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>52.0101</td>
<td>B, M, D</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Business Administration and Management</td>
<td>52.0201</td>
<td>B, M</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>52.0203</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>52.0301</td>
<td>B, M</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>52.0801</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>52.1201</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>52.1401</td>
<td>B</td>
<td></td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>

*Options are: Continue, Additional Review, Enhance, Discontinue

**Only required for programs that have a “recommendation” other than “continue”