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**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
AGENDA**

Conference Call
September 29, 2015
11:00 a.m.

Page

I.	Approve September 16, 2015 Minutes [Attachment 1]	2
II.	Agenda Planning	
	1. Consent Agenda	
	a. Act on Request for New Certificate of Approval for the following Degree-Granting Institutions:	
	• Herzing University	
	• International Sports Sciences Association	
	• Savannah College of Art and Design [Attachment 2]	4
	b. Act on Request for Approval for Degree and Certificate Programs Submitted Barton Community College [Attachment 3]	6
	c. Act on Request for Approval for a Master of Science in Cancer Biology – KUMC [Attachment 4]	8
	2. Discussion Agenda	
	a. Act on Request for Approval for a PhD in Cancer Biology – KUMC [Attachment 4]	8
	b. Act on Request for Approval for a PhD in Personal Financial Planning – K-State [Attachment 5]	24
	c. Act on Request for Approval for a Name Change and Major Reorganization of the K-State Salina Campus [Attachment 6]	37
	3. Other	
	Private Postsecondary Annual Report [Attachment 7]	43
III.	Other Business	
	Act on Performance Agreement Reports AY2014 [Emailed to BAASC separately]	

**Board Academic Affairs Standing Committee
Conference Call Schedule September 2015 to June 2016**

BAASC Conf Call – 11:00 a.m.	Board of Regents Meeting Dates
Tues, September 1, 2015 BAASC Conf Call	September Board – September 16-17, 2015
Tues, September 29, 2015 BAASC Conf Call	October Board – October 14-15, 2015 - PSU
Tues, November 3, 2015 BAASC Conf Call	November Board – November 18-19, 2015 - WSU
Tues, December 1, 2015 BAASC Conf Call	December Board – December 16-17, 2015
Tues, January 5, 2016 BAASC Conf Call	January Board – January 20-21, 2016
Tues, February 2, 2016 BAASC Conf Call	February Board – February 17-18, 2016
Tues, March 8, 2016 BAASC Conf Call	March Board – March 23-24, 2016 - KU
Tues, April 5, 2016 BAASC Conf Call	April Board – April 20-21, 2016 - KSU
Tues, May 3, 2016 BAASC Conf Call	May Board – May 18-19, 2016
Tues, May 31, 2016 BAASC Conf Call	June Board – June 15-16, 2016

**Kansas Board of Regents
Academic Affairs Standing Committee**

**Wednesday, September 16, 2015
MINUTES**

The Academic Affairs Standing Committee of the Kansas Board of Regents met at 10:30 a.m. on Wednesday, September 16, 2015 in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas.

In Attendance:

Members: Regent Helen Van Etten
Regent Zoe Newton
Regent Ann Murguia
Regent Daniel Thomas

Staff: Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, and Rita Johnson

Others: Sara Rosen, University of Kansas; April Mason, Kansas State University; Robin Garrett, Barton Community College; Mike Vitales, Kansas City Kansas Community College; and Aron Potter, Coffeyville Community College

Meeting called to order at 10:30 a.m.

Approve September 1, 2015 Minutes

Regent Newton moved, and Regent Murguia seconded the motion to approve the September 1, 2015 Minutes. Motion carried.

Discussion

a. *Foresight 2020* Student Learning Assessment Report – Gary Alexander

Gary Alexander gave a brief synopsis of the Student Learning Assessment Report.

- *Foresight 2020* Goal 2: Improve Alignment of the State’s Higher Education System with Economy
 - Common Outcomes Identified by Business and Industry
 - 1. Mathematics/Analytical Reasoning
 - 2. Written and Oral Communication
 - 3. Critical Thinking/Problem Solving
- Higher Learning Commission requires institutions to report student learning assessment
- Many programs have accrediting bodies requiring assessment of student learning

The institutional Student Learning Assessment Reports are available at:

http://kansasregents.org/academic_affairs_reports

The report is on the Thursday, September 17, 2015 Board agenda.

b. Performance Agreement Report Review Process – Jean Redeker

Jean Redeker presented an overview of the Performance Agreement process:

- The Performance Agreement Model
- Performance Agreement Process
 - Each Institution proposes at least six performance indicators that support *Foresight 2020*
 - Funding recommendations are based upon maintaining and/or improving from the baseline

- New State funds subject to performance funding

The Standing Committee will review seventeen Performance Agreement Reports at its Tuesday, September 29, 2015 conference call and the remainder of the reports at its November 3, 2015 conference call. The Board will take action on all of the reports at its December 2015 meeting.

Updates

Transfer and Articulation Council – Karla Wiscombe

Karla Wiscombe updated BAASC on the annual Kansas Core Outcomes Group Project (KCOG) meeting on Friday, September 18, 2015 at Johnson County Community College. Approximately 250-300 faculty will be participating in this year's meeting. The Transfer and Articulation Council (TAAC) evaluated proposed courses initially using the following criteria:

- Courses that facilitate timely degree completion
- Courses that meet General Education requirements
- Courses up for review (5-year cycle)
- Frequency of transfer across institutions
- Lower division
- Number of institutions with course (minimum target of 12)
- Number of KCOGs that can be accommodated
- Recommendation of KCOGs

Nine courses will be reviewed this year. TAAC will bring its recommendation to the Board at the December 2015 meeting.

BAASC briefly discussed dual enrollment, 2+2 programs, Pathways, etc.

Other Business

Regent Murguia moved, and Regent Thomas seconded the motion, to adjourn. Motion carried.

The meeting adjourned at 11:15 a.m.

Act on Request for New Certificate of Approval for the following Degree-Granting Institutions:

- **Herzing University**
- **International Sports Sciences Association**
- **Savannah College of Art and Design**

Staff Recommendation

The following institutions have applied for a Certificate of Approval to operate in Kansas and requests approval for degree granting authority: (1) Herzing University, (2) International Sports Sciences Association, and (3) Savannah College of Art and Design. After a thorough review of staff qualifications, record keeping systems, coursework, materials, and online platforms, the institutions demonstrate they meet and comply with all statutorily imposed requirements. Staff recommends issuance of a Certificate of Approval with new degree granting authority.

October 2015

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully “operate” in Kansas. This Act not only covers “brick and mortar” schools having a physical presence within Kansas but also schools that offer or provide on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by Board staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, instructor credentials; a statement of the objectives of the programs; and qualifications of administrators and owner information.

Herzing University

Herzing University was founded in 1965 in Milwaukee, WI as a computer programming school. It became Herzing College in 1996, then Herzing University in 2009. Headquartered in Menomonee Falls, Wisconsin, Herzing offers on-line programs and has physical campuses Alabama, Florida, Georgia, Louisiana, Minnesota, Nebraska, Ohio, and Wisconsin. Herzing University’s submitted programs will be offered on-line to Kansas residents.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. Kansas students who enroll in online programs with Herzing University are associated with the Madison, Wisconsin campus as reported to the U.S. Department of Education. The U.S. Department of Education reports 35% of entering students at Herzing University’s Madison campus were counted as full-time, first-time students in 2014, and a graduation or transfer-out rate of 42% for students who began their studies in fall of 2008. The reported cohort default rate for fiscal year 2011 was 16.9% (this applies to all locations of the institution). Herzing University’s Madison campus total enrollment for the fall of 2014 was 2,649; 2,369 of those were undergraduate students.

Herzing University is accredited by the Higher Learning Commission, a regional accrediting organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Kansas Private and Out-of-State Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees to be Delivered Online by Herzing University:
Associate of Science in Medical Office Administration
Associate of Science in Healthcare Management
Bachelor of Science in Nursing (Bridge-RN to BSN)
Bachelor of Science in Legal Studies
Master of Science in Nursing
Master of Business Administration

International Sports Sciences Association

Established in 1988, International Sports Sciences Association (ISSA) is a distance education institution and certifying agency providing fitness education. Located in Carpinteria, CA, ISSA serves 180,000 students and alumni in 91 countries. ISSA's submitted programs will be offered on-line to Kansas residents.

International Sports Sciences Association was only recently approved to offer Title IV federal student financial aid. Therefore, U.S. Department of Education reported graduation and cohort default rates are unavailable.

International Sports Sciences Association is accredited by the Distance Education Accrediting Commission (DETC), an accrediting organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Kansas Private and Out-of-State Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees to be Delivered Online by International Sports Sciences Association:
Associate of Science in Exercise Science

Savannah College of Art and Design

Savannah College of Art and Design (SCAD) was founded in 1978 to provide college degree programs specializing in professional art. Today, SCAD serves nearly 12,000 students from the United States and over 100 countries. Approximately 23 percent of the student body is international. The College offers over 40 majors through distance education and campus locations in Savannah and Atlanta, GA; Lacoste, France; and Hong Kong, China. SCAD's submitted programs will be offered on-line to Kansas residents.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 68% of entering students at Savannah College of Art and Design were counted as full-time, first-time students in 2014, and a graduation or transfer-out rate of 65% for students who began their studies in fall of 2008. The reported cohort default rate for fiscal year 2011 was 8.7%. Savannah College of Art and Design's total enrollment for the fall of 2014 was 11,347; 9,092 of those were undergraduate students.

Savannah College of Art and Design is accredited by the Southern Association of Colleges and Schools, a regional accrediting organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Kansas Private and Out-of-State Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees to be Delivered Online by Savannah College of Art and Design:
Bachelor of Arts in Visual Communication
Bachelor of Fine Arts in Graphic Design
Master of Arts in Design Management
Master of Arts in Illustration
Master of Arts in Interior Design
Master of Fine Arts in Interactive Design and Game Development

Act on Request for Approval for Degree and Certificate Programs Submitted from Barton Community College

Summary

Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received a request from Barton Community College to offer an Associate of Applied Science degree in Occupational Safety and Health. The program submitted addressed all criteria requested and was subject to the 14 day comment period required by policy. The program was reviewed by the Technical Education Authority and is recommended for approval. 9/29/2015

Background

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

Description of Proposed Program

Barton Community College requests approval for the following program:

- Occupational Safety and Health (15.0701) — Associate of Applied Science degree/63 credit hours, Technical Certificate/18 credit hours

The proposed Occupational Safety and Health technical certificate and associate of applied science degree prepares individuals a variety of occupations within the area of occupational safety, including but not limited to safety technician, safety manager, industrial hygienist, safety officer, safety director, health and safety manager, and risk control consultant. Upon completion of the program, the student will have met the requirements for the Specialty in Safety and Health (SSH) and Certified Safety and Health Official (CSHO) industry credentials.

Occupational Safety and Health Administration (OSHA) is a federal organization, which is part of the Department of Labor that ensures safe and healthy working conditions by enforcing standards and providing workplace safety training. OSHA Training Institute Education Centers (OTIEC) are a national network of non-profit organizations authorized by OSHA to deliver occupational safety and health training to public and private sector workers, supervisors, and employers on behalf of OSHA. Barton Community College (BCC) has been designated an “OSHA Education Center” in the state of Kansas; and is a member of the Midwest OSHA Education Centers Consortium (MOEC).

In 2014, the local workforce center requested BCC complete the formal process of program approval from the Kansas Board of Regents to allow for BCC’s OSHA program to be considered an eligible program for WIOA participants. Currently Kansas WIOA participants must travel to Kansas City, Missouri to participate in a

similar program. Staying within guidelines for OSHA credentials, students would be eligible for the SSH credential after completing the first 6.5 credit hours and meet the educational requirements for the CSHO at the 18 credit hour, technical certificate level. To obtain the full CSHO credential, the student must have met the education requirement, including the train-the-trainer course, and acquired a minimum of five year work experience and would then be eligible for the associate of applied science degree

BCC applied for and subsequently became a sub grantee of a five-year, National Institute of Environment Health Sciences (NIEHS), Community and College Consortium for Health and Safety Training (CCCHST) grant which is administered by the National Partnership for Environmental Technology Education (PETE). Reauthorization of the program directed NIEHS to develop model worker training programs to prepare a highly trained workforce capable of safely handling the cleanup of hazardous waste sites and other incidents in which hazardous materials are involved. The NIEHS CCCHST/PETE grant goals are to make worker training nationally available; train a minimum of 30,000 students, workers and supervisors; and include a direct worker training program for Army personnel exiting the service, Fort Riley being specifically named. The grant will provide initial and refresher instructor training, use of Hazardous Materials Training and Research Institute (HMTRI) curriculum, technical assistance, and equipment necessary for instruction. To help meet the NIEHS CCCHST/PETE goals, BCC is working with Fort Riley to provide training for exiting personnel. BCC has also entered a partnership with Hutchinson Community College (HCC) to serve as a host site to further expand OSHA offerings in the state of Kansas.

The U.S. Bureau of Labor Statistics, Occupational Handbook indicates a national growth rate for Occupational Health and Safety Specialists of 7% (slower than average) from 2012-2022 with the average median wage of \$66,790. The Kansas Department of Labor, Labor Information Center (2010-2020 projections) indicate a state-wide growth rate of 1.1% with the average median wage of \$49,642 per year (\$23.86 per hour).

Letters of support were received from the following businesses: Great Plains Manufacturing, AGCO, Midwest Construction Company, Salina Vortex Corporation. Letters of support were also received from Fort Riley Garrison Safety Office, Kansas Traffic Safety Resource Office, Kansas Department of Labor, and Kansas Department of Health and Environment Bureau of Waste Management. These letters indicated the following supports would be provided: participation in curriculum advisory boards and meetings, opportunities for student internships or practicum projects and providing meeting space opportunities for faculty and company safety personnel. Letters of general support were included from Grainger Industrial Supply and Hutchinson Community College.

The college estimates the cost to implement the Occupational Safety and Health program is approximately \$81,750 (\$80,000 Salaries; \$1,000 equipment, \$500 tools and/or supplies, \$250 instructional supplies). Existing full- and part-time faculty will be utilized for a majority of the coursework, if growth continues, additional faculty members can be hired. Existing space and equipment at the BCC and HCC locations will be used. Instructor salaries, tools and/or supplies, and instructional materials will be supported through NIEHS CCCHST/PETE five-year grant. The duration of the grant allows ample time for BCC to build a sustainable program based on credit hour production.

BCC would be the only two year institution in the state to offer an Occupational Safety and Health program. Pittsburg State University offers a Bachelor of Science in Technology with a Major in Environment and Safety Management in the same CIP code. Upon approval the Occupational Safety and Health program, BCC plans to work towards a 2+2 agreement with Pittsburg State University.

The proposed program was subject to the 14-day comment period from August 18, 2015 to September 4, 2015 during which comments of support for the program were received by Butler Community College, Cowley Community College, Manhattan Area Technical College, Fort Scott Community College, Flint Hills Technical College, and Wichita Area Technical College.

Recommendation

The new program request submitted by Barton Community College for an associate of science degree and technical certificate in Occupational Safety and Health has been reviewed by the Technical Education Authority and is recommended for approval.

Request Approval for a Master of Science in Cancer Biology and the Ph.D. in Cancer Biology – KUMC

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas Medical Center has submitted an application for approval of a Master of Science in Cancer Biology and a Ph.D. in Cancer Biology. The proposing academic unit has responded to all of the requirements of the program approval process. No institutions have programs utilizing this Classification of Instructional Program (CIP) code. The Review Team's final report has been submitted and the University of Kansas Medical Center has responded. Board Staff concurs with the Council of Presidents and Council of Chief Academic Officers in recommending approval.

Background

Criteria	Program Summary
A. Program Identification	Master of Science in Cancer Biology Doctor of Philosophy in Cancer Biology CIP 26.0911
2. Academic Unit	School of Medicine Department of Cancer Biology
3. Program Description	<p>Cancer is expected to become the leading disease killer in the United States within the next decade. As an aging-associated disease which costs \$220 billion annually to manage, the need to better understand and control cancer is becoming even more critical. More research is required in order to make inroads necessary to more effectively treat this family of diseases. Therefore, training a workforce capable of integrating knowledge from multiple specialized disciplines with insights discovered within their own laboratories will be essential.</p> <p>The primary goal of the Graduate Program in Cancer Biology (CBIO) is to train future scientific leaders in cancer biology by providing a rigorous multi-disciplinary and trans-disciplinary education. The scientific focus is broadly defined – cancer research – but there will be student-identified areas of emphasis that include: cancer cell biology (including cellular signaling and response pathways that are altered and contribute to cancer etiology, progression and/or therapeutic resistance), cancer prevention, cancer therapeutics (including identification of novel diagnostics, cancer genetics and epigenetics, prognostic markers, therapeutic targets) and cancer care delivery. The program will be primarily basic research focused; but, translational, clinical and population-based research will also be included (and added as resources permit).</p>
4. Demand/Need for the Program	<p>Since there are very few cancer biology programs in the country, statistically valid surveys about student demand are not possible. However, evidence to support student demand includes: 1) the fact there are no similar programs in the region; 2) there are numerous applicants to Cancer Biology T32 Training Programs across the country – prestigious programs designed to train pre-doctoral students and postdoctoral fellows in fundamental mechanisms of cancer biology; 3) KUMC annually receives 15-20 application inquiries about degrees in cancer biology; and 4) 10-20 KUMC students have expressed some interest in the program.</p> <p>Most major pharmaceutical companies have teams of researchers focusing on cancer, as do many biotechnology firms. CBIO graduates would find a growing demand for well-skilled researchers in industry, biotech, government, education, policy making, academic publishing and consulting. CBIO will prepare the next generation of cancer researchers for a broad range of careers in academia,</p>

	<p>industry and government; as future educators (high school, college, university); promoters of science literacy in the public and private sectors (i.e., government advisors & policy makers; health care-aligned experts; scientific publishing; advisors and/ or consultants in biotech, venture capital, law firms). Also, based upon job trends, a reliable, well-trained work force in biomedical sciences needs people who can contribute greatly but, for various reasons, do not desire a leadership or administrative role. The MS in Cancer Biology track will satisfy this growing need.</p> <p>In addition, the US Department of Labor indicates that demand for PhD-trained medical scientists are expected to grow by 13% from 2012 to 2022, with a median wage of \$77,000. Those with a PhD in cancer biology would be a subset of this group.</p>
<p>5. Comparative /Locational Advantage</p>	<p>There are no comparable graduate programs in the region that focus on cancer biology. Of the cancer centers within the region, only two have departments focusing on cancer biology and four offer graduate degrees in cancer biology. None of the universities without NCI- designated cancer centers have graduate programs in cancer biology. A few other institutions have cancer-related programs or offer tracks within interdisciplinary graduate programs (e.g., Mayo-Biomedical Sciences, Iowa-Free Radical Biology, Case-Pathology), but they are part of a more general biomedical education program. As a result, CBIO would represent a new and appealing opportunity for graduate education at the University of Kansas.</p> <p>As the only medical school in the State of Kansas, the KU Medical Center represents the most logical choice where to headquarter the CBIO program. Students performing cancer-related research at any of the other regent’s universities will have access to the program. The KU Cancer Center is a matrix NCI-designated cancer center based at the KU Medical Center, but with affiliate/consortium institutions (Stowers Institute, Children’s Mercy Hospital, University of Kansas Lawrence and the Midwest Cancer Alliance) who are integral to the success of the cancer center’s missions.</p> <p>The CBIO will be a University-wide interdisciplinary training program. The focus of the program will be housed primarily at the University of Kansas Medical Center (KUMC); although, use of technology allows the program faculty and students to share as well as to integrate expertise on other campuses of the University. Thus, CBIO will draw upon clinical and basic scientist mentors from multiple divisions, departments and schools throughout KUMC, the University of Kansas Cancer Center (KUCC, including consortium partners at the Stowers Institute, Children’s Mercy Hospital and the University of Kansas Lawrence). Importantly, there are not any similar programs at any of the Kansas Regents Universities or affiliates.</p>
<p>6. Curriculum</p>	<p>The scientific focus of CBIO is broadly defined – cancer research – but there will be student-identified areas of emphasis that include: cancer cell biology (including cellular signaling and response pathways that are altered and contribute to cancer etiology, progression and/or therapeutic resistance), cancer prevention, cancer therapeutics (including identification of novel diagnostics, cancer (epi) genetics, prognostic markers, therapeutic targets) and cancer care delivery.</p> <p>The program will be primarily basic research focused but translational, clinical and population-based research will also be included (and added as resources permit). Importantly, while sub- specialties exist within the cancer research rubric, every cancer researcher must be conversant in the other areas in order to</p>

	<p>most rapidly translate findings into clinical practice (and <i>vice versa</i>). Also, researchers must be sufficiently conversant in other areas of biomedical research to take advantage of techniques and findings in other fields so that new information can be applied to their research.</p> <p>The 60 hour PhD program consists of 16-20 hours of Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS) coursework, 8-43 hours of Core coursework (which includes the dissertation) and then electives as needed and appropriate for the student's interest.</p> <p>The master's program is a minimum of 30 hours and consists of 16-20 hours of IGPBS coursework, 8-38 hours of core Coursework (which includes the thesis) and then electives as needed and appropriate for the student's interest.</p>																														
7. Faculty Profile	<p>30 Core Faculty; with 21 being tenured faculty. Degrees ranging from PhD to MDs.</p> <table border="0" data-bbox="630 615 1214 1119"> <tr> <td>Mazin Al-kasspooles</td> <td>Bruce Kimler</td> </tr> <tr> <td>Shrikant Anant</td> <td>Eugene Lee</td> </tr> <tr> <td>Udayan Apte</td> <td>Joan Lewis-Wambi</td> </tr> <tr> <td>Yoshiaki Azuma</td> <td>Linheng Li</td> </tr> <tr> <td>Fariba Behbod</td> <td>Joseph McGuirk</td> </tr> <tr> <td>James Calvet</td> <td>Minae Mure</td> </tr> <tr> <td>Nikki Cheng</td> <td>Kristi Neufeld</td> </tr> <tr> <td>Jeremy Chien</td> <td>Gregory Reed</td> </tr> <tr> <td>Animesh Dhar</td> <td>Ossama Tawfik</td> </tr> <tr> <td>Dan Dixon</td> <td>Sufi Thomas</td> </tr> <tr> <td>Kimberly Engelman</td> <td>Scott Weir</td> </tr> <tr> <td>Andrew Godwin</td> <td>Danny Welch</td> </tr> <tr> <td>Tomoo Iwakuma</td> <td>Leanne Wiedemann</td> </tr> <tr> <td>Roy Jensen</td> <td>Liang Xu</td> </tr> <tr> <td>William Jewell</td> <td></td> </tr> </table>	Mazin Al-kasspooles	Bruce Kimler	Shrikant Anant	Eugene Lee	Udayan Apte	Joan Lewis-Wambi	Yoshiaki Azuma	Linheng Li	Fariba Behbod	Joseph McGuirk	James Calvet	Minae Mure	Nikki Cheng	Kristi Neufeld	Jeremy Chien	Gregory Reed	Animesh Dhar	Ossama Tawfik	Dan Dixon	Sufi Thomas	Kimberly Engelman	Scott Weir	Andrew Godwin	Danny Welch	Tomoo Iwakuma	Leanne Wiedemann	Roy Jensen	Liang Xu	William Jewell	
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8. Student Profile	<p>CBIO will recruit students with Bachelors and Masters degrees in a variety of undergraduate majors including biology, biochemistry, ecology, physiology, evolutionary biology, chemistry, and computer science. Backgrounds in biology are helpful.</p> <p>For the doctoral program, students will be drawn from the Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS). IGPBS provides the first year core curriculum for PhD graduate students interested in becoming biomedical researchers. In addition to the IGPBS coursework during their first year, students select rotations in research laboratories and at the end of year one, select a research advisor.</p> <p>Students may also be drawn from the MD-PhD Physician Scientist Training Program. Students in the MD-PhD program select rotations in research laboratories during their first two years in conjunction with the medical school curriculum. At the beginning of year three in the MD-PhD program they select a research advisor and begin the PhD phase by formally matriculating in the doctoral program in which their research advisor holds their faculty appointment.</p> <p>The master's program is for those students who wish to fulfill the important role of performing day-to-day research in a specialized area of cancer biology. Or they may desire to supplement another advanced degree with additional</p>																														

	training in cancer biology. The master's degree will also be an option for students to complete if leaving the PhD program prematurely.
9. Academic Support	Adequate advising, library, audio-visual, and academic computing resources already exist to support the program.
10. Facilities and Equipment	Courses will be scheduled and taught in classrooms already existing on the Medical Center campus (and via videoconferencing to already existing facilities). KUMC's current facilities and equipment are adequate to support the program. Students must purchase a laptop as an educational requirement upon admission. The laptop should meet departmental and institutional minimum requirements for hardware, software and security to be used throughout this program.
11. Program Review, Assessment, Accreditation	<p>The proposed programs will be reviewed in accordance with the KU graduate school requirements. Courses will have student- and peer-reviews performed at the end of each semester which will be reviewed by the Program Director and utilized in the annual review of faculty. An internal committee (or designees) will approve all training faculty, evaluate student (annually) and faculty (every three years) performance.</p> <p>A database will be created to track the percentage completion, time-to-completion, retention, and employment of MS and PhD students accepted into the programs. Assessment of the program will be overseen by the Program Director, who will concurrently serve as Chair of the Department of Cancer Biology.</p> <p>Presently, there are no specific accrediting agencies for programs in cancer biology. However,. Objective measures of accomplishments will be placement of graduates in positions that take advantage of the skills imparted by CBIO as well as receipt of fellowships, scholarships and awards based upon student applications and scholarly activities. External advisors will be asked to objectively critique CBIO progress and plans for the future and to provide a written evaluation, including recommendations. The advisors are responsible for periodic (approximately every 2-3 years) unbiased evaluation of the program. Three (up to four) experts in cancer biology will be invited to a one day site visit to meet with Internal Advisory Committee, key faculty and students, assess program quality and student satisfaction with the program.</p>
12. Costs, Financing	Current faculty and staff resources within the Department of Cancer Biology and the KU Cancer Center will be sufficient to develop this program. Assuming these commitments are maintained, fiscal support for this program will be accomplished via reallocation of committed dollars.

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS**

I. Identify the new degree Master of Science Degree in Cancer Biology
30 credit hour minimum

II. Provide courses required for each student in the major

Course Number and Name	Credit Hours
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IGPBS courses

GSMC 850: Proteins and Metabolism	2
GSMC 851: Molecular Genetics	2
GSMC 852: Introduction to Biomedical Research I	2
GSMC 853: Cellular Structure	2
GSMC 854: Cell Communication	2
GSMC 855: Introduction to Biomedical Research II	2
GSMC 856: Introduction to Research Ethics I	1
GSMC 857: Biographics	1
GSMC 858: Introduction to Faculty Research	1
GSMC 859: Research Rotations	<u>1-4</u>

16-20

Core Courses

CBIO 900: Carcinogenesis and Cancer Biology	3
CBIO 800: Mechanisms of Tumor Development and Progression	1
CBIO 890: Thesis – Research in Cancer Biology	1-10
CBIO 899: Thesis in Cancer Biology	1-10
CBIO XXX: Communicating Cancer Science	1
CBIO XXX: KUCC Seminar	<u>1</u>

8-38

Electives (partial listing; number of electives depends on credit hours completed in IGPBS and Core Courses)

ANAT 868: Advanced Developmental Biology	
ANAT 845: Graduate Histology	
BCHM 808: Methods for Analyzing Biomolecules	
BCHM 923: Protein Structure and Function	
BCHM 922: Advanced Molecular Genetics	
BIOS 717: Fundamentals of Biostatistics II	
BIOS 714: Fundamentals of Biostatistics I	
MICR 805: Teaching in Higher Education	
MICR 808: Immunology	
PATH 803: Stem Cell Biology	
PATH 806: Epigenetics	
PATH 804: Cell Signaling	
PHCL 761: General Principles of Pharmacology	
PHCL 881: General Principles of Pharmacology	
PHCL 765: Chemotherapy	
CBIO XXX: Signaling in Cancer	
CBIO 830: Introduction to Clinical and Translational Research	
DN 884: Diet, physical activity & cancer	

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS**

I. Identify the new degree Doctor of Philosophy Degree in Cancer Biology
60 credit hours

II. Provide courses required for each student in the major

Course Number and Name		Credit Hours
IGPBS courses		
GSMC 850:	Proteins and Metabolism	2
GSMC 851:	Molecular Genetics	2
GSMC 852:	Introduction to Biomedical Research I	2
GSMC 853:	Cellular Structure	2
GSMC 854:	Cell Communication	2
GSMC 855:	Introduction to Biomedical Research II	2
GSMC 856:	Introduction to Research Ethics I	1
GSMC 857:	Biographics	1
GSMC 858:	Introduction to Faculty Research	1
GSMC 859:	Research Rotations	<u>1-4</u>
		16-20
Core Courses		
CBIO 900:	Carcinogenesis and Cancer Biology	3
CBIO 800:	Mechanisms of Tumor Development and Progression	1
CBIO 990:	Doctoral Research in Cancer Biology	1-15
CBIO 999:	Dissertation in Cancer Biology	1-10
CBIO XXX:	Communicating Cancer Science	1
CBIO XXX:	KUCC Seminar	<u>1</u>
		8-43

Electives (partial listing; number of electives depends on credit hours completed in IGPBS and Core Courses)

ANAT 868:	Advanced Developmental Biology
ANAT 845:	Graduate Histology
BCHM 808:	Methods for Analyzing Biomolecules
BCHM 923:	Protein Structure and Function
BCHM 922:	Advanced Molecular Genetics
BIOS 717:	Fundamentals of Biostatistics II
BIOS 714:	Fundamentals of Biostatistics I
MICR 805:	Teaching in Higher Education
MICR 808:	Immunology
PATH 803:	Stem Cell Biology
PATH 806:	Epigenetics
PATH 804:	Cell Signaling
PHCL 761:	General Principles of Pharmacology
PHCL 881:	General Principles of Pharmacology
PHCL 765:	Chemotherapy
CBIO XXX:	Signaling in Cancer
CBIO 830:	Introduction to Clinical and Translational Research
DN 884:	Diet, Physical Activity & Cancer

IMPLEMENTATION YEAR FY 2015

Fiscal Summary for Proposed Academic Programs

Institution: KUMC

Proposed Program: Cancer Biology

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	5	0	10	5	15	5
B. Total SCH taken by all students in program	180		540		720	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$0		\$0		\$0	
OOE	\$0		\$0		\$0	
Total	\$0		\$0		\$0	

Indicate source and amount of funds if other than internal reallocation:

Current faculty and staff resources within the Department of Cancer Biology and the KU Cancer Center will be sufficient to develop this program. Assuming these commitments are maintained, fiscal support for this program will be accomplished via reallocation of committed dollars.



July 11, 2015

To: Kansas Board of Regents
Jean Marie Redeker, Ph.D.
Director of Academic Affairs
1000 SW Jackson , Suite 520
Topeka, KS 66612-1368

From: Kristin Eckert, Ph.D., Professor, Pennsylvania State University College of
Medicine
Kerry Burnstein, Ph.D., Professor, University of Miami Sylvester Comprehensive
Cancer Center
Linda Siracusa, Ph.D., Professor, Thomas Jefferson University, Kimmel Cancer
Center

Re: Review of proposed Ph.D. graduate program in Cancer Biology

We are pleased to present the following report concerning our Review of the Proposed Ph.D. graduate program in Cancer Biology (CBIO), University of Kansas Medical Center.

Our team unanimously recommends approval of the CBIO Graduate Program, as proposed. We were highly impressed with the proposed initiation and execution of this exciting and vital graduate program in Cancer Biology. Our decision is based on a two day site visit (June 10-12, 2015) as well as a review of materials provided in advance and at the site-visit.

The proposed CBIO program is closely aligned with the KUCC, and in our opinion, will provide a stellar model for collaborative research between basic and clinical sciences. The CBIO Doctor of Philosophy (Ph.D.) program will meet a growing need for biotechnology workforce development in the Kansas region as well as within the U.S. The Program Director has an outstanding track record of cancer research and leadership experience, as well as graduate program development, including innovative and transdisciplinary graduate programs. This vast expertise should ensure the ongoing success of the new program.

SITE VISIT REPORT

**On-Site Review
of the
Proposed Graduate Program in Cancer Biology
University of Kansas Medical Center
June 10-12, 2015**

REVIEWERS

Kerry L. Burnstein, Ph.D.

Kristin A. Eckert, Ph.D.

Linda D. Siracusa, Ph.D.

Executive Summary

The review team unanimously recommends approval of the Graduate Program in Cancer Biology (CBIO), as proposed. This decision is based on a two day site visit (June 10-12, 2015) as well as a review of materials provided in advance and at the site-visit, including the CBIO Program proposal, a description of resources, faculty biosketches, and relevant student course syllabi and learning objectives.

During the site visit, the reviewers toured the Cancer Biology department space and the KU Medical School campus, and interviewed ~30 individuals (Appendix), including the Executive Dean of the School of Medicine; the Executive Vice Chancellor; the Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the University of Kansas Cancer Center (KUCC) Director; four faculty of the CBIO Program Steering Committee; six CBIO program core faculty; and 16 current doctoral and postdoctoral trainees within the Cancer Biology department.

The proposed CBIO program is closely aligned with the KUCC, and will provide a stellar model for collaborative research between basic and clinical sciences. The Program Director has an outstanding track record of cancer research and leadership experience, as well as graduate program development, including innovative and transdisciplinary graduate programs. This vast expertise ensures the ongoing success of the new program. The CBIO Doctor of Philosophy (Ph.D.) program will meet a growing need for biotechnology workforce development in the Kansas region as well as within the U.S. The CBIO Master of Science (M.S.) component is a unique strength, and will be one of only a few programs nationwide granting a M.S. degree in Cancer Biology.

Review of Standards

1. Program Justification: All provisions met

A. *Mission*:

- CBIO is a unique graduate program. The KU Department of Cancer Biology at the Kansas University Medical Center (KUMC) is the only Cancer Biology Department in the Kansas State System, and the CBIO program will be the only such graduate program in the state for conferring advanced degrees in cancer biology. Nationally, the KU Department of Cancer Biology would be one of approximately a dozen U.S. Cancer Biology Departments conferring Ph.D.s (<http://cabtrac.org/>). Since there are only a handful of M.S. Programs in Cancer Biology across the U.S., the described CBIO M.S. program will complement the CBIO Ph.D. program and fulfill a growing need for education in this field.
- Cancer research is integral to the KU mission oriented approach to serving the State. The CBIO program is integrated with the KUCC research programs, which itself is a top mission priority for the KUMC. Since educational components are integral for achieving NIH comprehensive cancer center status designation, CBIO will provide added value and synergy to this future effort.
- A graduate program in Cancer Biology will enhance the research missions across the KU campuses, as having a unified Department of Cancer Biology

and affiliated Cancer Biology graduate program will increase the visibility and accurately reflect the breadth and depth of the cancer research portfolio within the KU system.

- The CBIO program exemplifies and bolsters the continuum of basic to translational to clinical research across the KU system.

B. *Student demand for the program:*

- As indicated by several members of the admissions committee, approximately 50% of current Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS) graduate students at time of interview expressed an interest in cancer biology research. This strong interest in cancer biology among incoming biomedical graduate students is consistent with the Reviewers' collective experiences at their own institutions. Given this, CBIO should have a more than sufficient pool of incoming students to populate the program and be successful. Also, it is likely that having the CBIO program as an advertised option will increase the number of applicants to the IGPBS. The proposed appointment of an Associate Dean for the IGPBS program will ensure the inclusion of the CBIO program as an option for graduate students.
- A consensus among current graduate students within the Cancer Biology Department is that the proposed focus on a major human disease will be new for KU and will be attractive to incoming students. In addition, having a CBIO program will facilitate the identification of potential faculty mentors in the cancer research field. CBIO will also provide trainees with a sense of identity within a scholarly community.
- Having a CBIO graduate program will enrich the cancer biology postdoctoral training environment.
- A consensus among faculty interviewed is that a dedicated Cancer Biology program adds value to the profession, by providing in-depth coursework and training in this complex discipline.

C. *Job opportunities for graduates:*

- The KUCC, life sciences biotechnology, and animal health are all growth areas of the Kansas region. The CBIO program will likely be a key resource to the region, providing highly trained scientists early in the pipeline. The program could be viewed as an economic engine, providing "human capital" needed to meet the workforce needs of clinical research organizations, pharmaceutical companies, and other start-up biotech companies locating in the Kansas region. In this regard, having both a Ph.D. component and an M.S. component is a significant strength of the CBIO program.
- Clinical/translational cancer exposure will prepare students for diverse careers in biomedical research as well as cancer prevention, care, treatment and education in all of its levels.
- The increasing incidence of cancer, especially as the population ages, will fuel the demand for well-educated researchers to combat this global epidemic.

2. Curriculum: all provisions met

A. *Academic objectives*:

- A well-structured and rigorous program is proposed.
- Diverse professional development seminars and workshops are available for trainees at the institutional level.
- An innovative aspect of the CBIO Program is the integration between basic science and clinical experiences. This integration could be extended to networking opportunities with industry/pharmaceutical companies outside of academia, which will enhance the trainees' career development in the life sciences.

B. *Coursework*:

- The proposed curriculum covers all major areas for an interdisciplinary degree in cancer research.
- The faculty interviewed demonstrated enthusiasm for developing new, CBIO targeted courses. Teaching is highly valued at KU, and the CBIO curriculum will fulfill a need for increased teaching and educational leadership opportunities that are required for faculty career advancement.
- Creative, diverse, and current pedagogical approaches will be employed.
- The curriculum includes courses specific to the discipline such as Clinical and Translational Cancer Research, and Carcinogenesis and Cancer Biology.
- Appropriate attention to training in the responsible conduct of research.

C. *Internships*:

- Opportunities for training in clinical research through the Clinical and Translational Science Award (CTSA) (certificate and/or Master's) should be widely communicated and made available to trainees of the CBIO program.
- It is suggested that a handbook for students, faculty and staff be developed to facilitate internships.
- Networking opportunities, especially with KU alumni, would be beneficial to CBIO students.

3. Program Faculty: all provisions met

A. *Qualifications*:

- The CBIO program draws faculty from several KU departments (including the Lawrence campus) and multiple institutions (Stowers Institute for Medical Research). Inclusion of Lawrence campus faculty will enrich opportunities for students interested in cancer drug discovery and development.
- The core faculty currently hold active grants and most have renewed grants, which is necessary to sustain the CBIO program. Interdisciplinary and intradepartmental collaborations will further enhance the training environment.

- Core faculty are involved in graduate admissions, serve as course directors, serve on the IGPBS core committee, and have leadership roles in the KUCC. Such solid faculty commitment to graduate education will enhance career development opportunities for the trainees, for example through the CTSA and/or the Institute for Advancing Medical Innovations.
- It is suggested that written requirements for core faculty participation should be developed to ensure the long-term success of the CBIO program.

B. Program Leadership

- The Program Director and Chair of Cancer Biology has developed a strong, vibrant, and innovative graduate program that will meet the needs of the state and region. He has a proven track record of establishing successful Cancer Biology Programs and academic courses at other institutions. The ongoing commitment of the steering committee will be essential for program implementation and success. Clarifying the selection process and terms of service for steering committee members will be valuable as the program faculty grows. The addition of a student to the committee will provide broader perspective and leadership opportunities for trainees. The Program Director has a plan in place for “grooming” a successor.

C. Graduate Assistantships:

- Some of the existing graduate assistantships within the KU Medical School should be committed to the new CBIO program to accelerate establishment of the program. Such a commitment will align with the mission-based resource allocations campus-wide.

4. Academic support: all provisions met

- Conversations with administrators demonstrate a very strong commitment to sustaining graduate student training. A myriad of existing career development workshops and opportunities are open to graduate students, including graduate student services/writing center, leadership training, job fair, Research Day at the Kansas State Capital, and travel awards to scientific conferences. This support ensures success of the CBIO graduate program.
- The CBIO program takes advantage of a rich research environment already in place at KUMC. The KUCC is invested in the success of the CBIO program, as graduate education in Cancer Biology will facilitate gaining NCI comprehensive cancer center status.

5. Facilities: all provisions met

- The CBIO program has already initiated cross campus educational programs (with the Lawrence campus), and active cross-campus research collaborations already exist. This interaction is likely to increase as the IT infrastructure for long-distance learning across the state develops.

6. Program Review and Assessment: all provisions met

- Student progress will be evaluated appropriately, at several levels: thesis committee meeting, steering committee, and program director. Use of a common evaluation rubric would facilitate outcome assessments across the program and tracking of individual student progress and achievements.
- The new program will require 0.5 FTE (or more) staff assistants be allocated to assist in program administration, educational and training efforts, and database management, which are essential for the program's success.

In conclusion, the Reviewers were highly impressed with the proposed initiation and execution of this exciting and vital graduate program in Cancer Biology.



August 19, 2015

Dr. Gary Alexander
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66212-1368

Dear Dr. Alexander,

We are in receipt of the very positive external review of the proposed PhD program in Cancer Biology at the University of Kansas Medical Center and are indebted to Dr. Redeker and the review committee for their thorough analysis of the program.

As you know, the team unanimously recommended approval of the Cancer Biology Graduate Program, as proposed. The complimentary review commented on the close alignment with the University of Kansas Cancer Center and viewed the proposed program as “stellar model for collaborative research between basic and clinical sciences.” There were laudatory comments about the Program Director, Dr. Welch and the growing need for cancer researchers at the doctoral and Master’s levels. The M.S. Program in Cancer Biology is viewed as a unique strength of the proposal.

There were several constructive recommendations that we are addressing in this document and through our actions over the next few months before the Cancer Biology program is formally initiated.

Internships and Networking (Page 4): The first recommendation is the development of an Internship Handbook for students, faculty, and staff to facilitate internships for graduate students.

Networking with KUMC alumni will be facilitated through the KUMC Alumni Office. We have met with Kim Huyett, Director of Community and Alumni Relations, about expanding networking opportunities, however, we already use *LinkedIn* for networking with our graduate students and tracking of graduates. It will be used for the Cancer Biology graduate programs to link with possible internships and eventual postdoctoral and/or job opportunities.

The Cancer Biology Program Leader also works closely with the educational coordinator for the CTSA already and plans to communicate opportunities have already begun. Efforts have already been initiated to develop databases of alumni throughout the medical center. Graduate students, medical students and fellows were all to be integrated into the database. Once developed, CBIO will take full advantage and will encourage students to be active in the alumni association after matriculating.

Core Faculty (Page 5): As suggested, guidelines for core faculty participation will be developed and periodically evaluated to assure compliance and long-term success of the CBIO program.

Program Leadership (Page 5): The Cancer Biology Graduate Program will take advantage of prior precedents from other successful graduate programs on the KUMC campus to establish policies and guidelines (i.e., minimizing re-invention). Inclusion of a student on the steering committee was always planned. Likewise, the Program Director has been working with faculty throughout the department and KU Cancer Center with regard to leadership and professional development in order to ‘groom’ successors as the department grows and faculty ascend in academic rank.

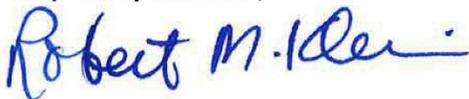
Facilities (Page 5): The KU Cancer Center has invested significantly in telecommunications and video communications infrastructure, of which the CBIO program already uses and can take advantage of more in the future.

Graduate Assistantships (Page 5): The Cancer Center Director has agreed to support one Graduate Teaching Assistantship and the Office of Graduate Studies agreed to match, providing two Teaching Assistantship positions to establish momentum for growth of the graduate programs in Cancer Biology.

Administration (Page 6): We agree with the reviewers’ recommendation that another part-time administrator will ultimately be required for the graduate program. The Department of Cancer Biology is new, formed in 2011. The School of Medicine has put into place a formula for funding, which aligns administrative support with number of faculty, grant funding, teaching efforts, and other academic and professional activities. Beginning with FY17, support from the SOM will be utilized to provide assistance for departmental administration including additional staffing for the Cancer Biology graduate programs. At the time of program launch, current staffing is sufficient. With program growth, additional staff assistants will be requested to meet the workload.

We appreciate the suggestion for a common rubric for outcomes assessment and will do so. As above, CBIO will incorporate best practices from other graduate programs and work closely with Office of Graduate Studies and the Office of Academic Affairs to track progress and outcomes.

Respectfully submitted,



Robert M. Klein, PhD
Chancellor’s Club Professor of Anatomy and Cell Biology
Vice Chancellor for Academic Affairs
Dean, Graduate Studies KUMC

CC: Jean Redeker, PhD
Danny R. Welch, PhD
Michael J. Werle, PhD.
Matthew Schuette, PhD

Request Approval for a PhD in Personal Financial Planning – K-State

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval of a PhD in Personal Financial Planning. The proposing academic unit has responded to all of the requirements of the program approval process. No universities have programs utilizing this Classification of Instructional Program (CIP) code. The Review Team's final report has been submitted and Kansas State University has responded. Board Staff concurs with the Council of Presidents and Council of Chief Academic Officers in recommending approval.

Background

<u>Criteria</u>	<u>Program Summary</u>
A. Program Identification & CIP	Doctorate of Philosophy in Personal Financial Planning, CIP Code 52.0804
2. Academic Unit	College of Human Ecology, School of Family Studies & Human Services
3. Program Description	<p>The Ph.D. degree in Personal Financial Planning is designed to provide talented and ambitious students with knowledge, skills, and tools necessary to achieve success as college and university faculty, practitioners of financial planning, and productive citizens of the State of Kansas and the United States. A dedicated commitment to enhancing students' personal development will prepare students to excel academically and professionally, leading ultimately to more rewarding and creative lives.</p> <p>Currently, Personal Financial Planning is a sub-plan within the College of Human Ecology doctoral degree. The proposal is for a stand-alone Ph.D. in Personal Financial Planning to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program. Reclassifying the program as an independent degree will help students obtain faculty positions at research and teaching institutions in Human Ecology and Business. Employers consistently report the need for graduates to have a degree clearly titled as Personal Financial Planning to help meet accreditation needs of the Association to Advance Collegiate Schools of Business (AACSB).</p>
4. Demand/Need for the Program	<p>The U.S. Bureau of Labor Statistics has projected a 27% job growth for financial planners between 2012 and 2022. The job growth has spurred the Certified Financial Planner Board of Standards, Inc. to be a strong advocate for additional universities to offer doctoral degrees in financial planning. Reasons for providing doctoral level education include: (a) developing a flow of candidates to teach in the growing number of academic programs providing financial planning education, (b) strengthening consumer protection by standardizing counseling and planning techniques through research initiatives, and (c) improving the quality of Personal Financial Planning research that can inform public policy in the domain of financial planning.</p> <p>A PhD degree in Personal Financial Planning is being proposed outside of the current emphasis within the College of Human Ecology degree name to meet the needs of the profession.</p> <p>The Family Studies & Human Services department has consistently accepted the maximum capacity of students per year (8-10) into the current Ph.D. sub plan to help fill the need for financial planners and professors of financial planning, and we typically have a wait list of applicants each year.</p>
5. Comparative/Locational Advantage	Currently, there are five doctoral programs registered with Certified Financial Planner Board of Standards (Kansas State University, Louisiana State

	<p>University, Texas Tech University, University of Georgia, and University of Missouri); however, Kansas State University offers the only known distance-based doctoral degree. The doctoral degree in Human Ecology is designed to meet the time, location, and cost constraints of students from a wide variety of backgrounds.</p> <p>While Nearly all Research 1 universities that offer doctorate training, in general, focus on financial and economic analysis at the macro and/or corporate level rather than study at the consumer level. Thus, there is a major need for additional consumer and household focused degrees such as the proposed PhD degree in Personal Financial Planning.</p>
6. Curriculum	<p>The degree is 91 credit hours comprised of:</p> <ul style="list-style-type: none"> • 18 hours of supporting core content courses • 12 hours of professional courses • 15 hours of elective courses • 46 hours of research courses (methods and dissertation) <p>Students enter as a class cohort. There is a 10 day in-person requirement for four consecutive summer sessions. Students take at least one and as many as three online courses in the fall and spring semesters for approximately three years. This is followed by approximately a year and a half to two years of dissertation work. As designed, the proposed degree program offers students the best of both online training and education with the advantages of meeting face-to-face on a yearly basis.</p> <p>The primary academic objectives are to provide students with the opportunity to: (a) understand and conduct scholarly research in Personal Financial Planning; (b) solve real world problems; (c) apply their creativity in helping others meet challenges; (d) develop and refine communication skills; (e) work in multidisciplinary and diverse teams; (f) obtain an understanding of 21st century technologies; (g) learn through instruction by faculty committed to both teaching and research; (h) participate in professional groups and activities; (i) assume professional leadership positions; and (j) be part of a growing program that is devoted to building the finest Personal Financial Planning program in the nation while meeting the growing need for well-trained graduates.</p>
7. Faculty Profile	<p>The Personal Financial Planning unit has 10 faculty members involved with the Ph.D. degree program (6 holding the Certified Financial Planner™ designation): 5 Assistant Professors, 4 Associate Professors, and 1 Professor. We also have 4 full-time tenured/tenure-track Family Studies and Human Services providing instruction support for the program.</p>
8. Student Profile,	<p>There are 42 Ph.D. students enrolled in the Personal Financial Planning sub-plan within the College of Human Ecology degree. 43% are women whose ages range from 25 to 61. 83% are non-Hispanic White. Most of the students hold a full-time job and are taking classes part-time.</p>
9. Academic Support	<p>No new support services or personnel are needed for the program.</p>
10. Facilities & Equipment	<p>No additional space requirements, facilities, renovations will be needed.</p>
11. Program Review, Assessment, Accreditation	<p>In FY 2019, the degree programs in the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. An internal review occurs on an annual basis as required by the Certified Financial Planner (CFP) Board of Standards, since we maintain registration with the CFP Board to allow students to take the CFP® Exam upon graduation.</p>
12. Costs, Financing	<p>All salaries and operating expenses (OOE) have been and will continue to be supported through state allocations and student tuition dollars. The program is self-sustaining without the need for additional funding or reallocation from other units.</p>

NEW CURRICULUM
Doctorate of Philosophy in Personal Financial Planning
College of Human Ecology

<p>Personal Financial Planning (Ph.D.)</p> <p>Degree Requirements (91 credit hours)</p> <p>Supporting Courses (minimum 18 credit hours)</p> <p>FSHS 760 – Families, Employment Benefits, and Retirement Planning Credits: (3)</p> <p>FSHS 762 – Investing for the Family’s Future Credits: (3)</p> <p>FSHS 764 – Estate Planning for Families Credits: (3)</p> <p>FSHS 766 – Insurance Planning for Families Credits: (3)</p> <p>FSHS 772 – Personal Income Taxation Credits: (3)</p> <p>FSHS 836 – Financial Planning Case Studies Credits: (3)</p> <p>Professional Courses (minimum 12 credit hours)</p> <p>FSHS 825 – Family Resource Management Credits: (3)</p> <p>FSHS 894 – Readings in Family Studies and Human Services Credits: (3)</p> <p>FSHS 956 – Clinical Research and Applications in Financial Counseling and Planning Credits: (3)</p> <p>FSHS 979 – Advanced Professional Issues in FSHS Credits: (3)</p> <p>Elective Courses: (minimum 15 credit hours)</p> <p>FSHS 768 – Introduction to Financial Therapy Credits: (3)</p> <p>FSHS 769 – Money and Relationships Credits: (3)</p> <p>FSHS 770 – Applied Behavioral Finance Credits: (3)</p> <p>FSHS 771 – Financial Therapy Theory & Research Credits: (3)</p> <p>FSHS 909 – Topics in Personal Financial Planning Credits: (3)</p> <p>Research Courses (minimum 46 credit hours)</p> <p>Grades of B or better are required for FSHS 806, 906, 888, 890, 907.</p> <p>FSHS 806 – Statistical Methods in Family Studies and Human Services I Credits: (3)</p> <p>FSHS 888 – Research Methods in FSHS I Credits: (3)</p> <p>FSHS 890 – Research Methods in FSHS II Credits: (3)</p> <p>FSHS 906 – Statistical Methods in Family Studies and Human Services II Credits: (3)</p> <p>FSHS 907 – Advanced Family Research Methods Credits: (3)</p> <p>FSHS 990 – Dissertation Proposal Seminar (1)</p> <p>FSHS 999 – PhD Research in Family Studies and Human Services Credits: (30)</p>

Fiscal Summary for Proposed Academic Program

IMPLEMENTATION YEAR FY 2016

Institution: Kansas State University
 Proposed Program: Ph.D. Personal Financial Planning

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	0	42	1	39 ¹	2	38
B. Total SCH taken by all students in program		504		504		504
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Year 1		Year 2		Year 3	
Costs: Salaries	\$0		\$0		\$0	
OOE	\$0		\$0		\$0	
Total	\$0		\$0		\$0	

Currently, Personal Financial Planning is a sub-plan within the College of Human Ecology doctoral degree. The proposal is for a stand-alone Ph.D. in Personal Financial Planning. Salaries and OOE have been and will continue to be supported through state allocations and student tuition dollars. The program is self-sustaining without the need for additional funding or reallocation from other units.

¹ To maintain the quality of the program, our goal is to sustain 40 students per year.

To: Kansas Board of Regents

Jean Marie Redeker
Senior Director of Academic Affairs

From: Site Visit Team
Jonathan Fox, Ph.D.
Sandra Huston, Ph.D.
Deanna L. Sharpe, Ph.D., CFP®

Date: July 21-23, 2015

Re: Report following site visit to review proposal to change the Personal Financial Planning Doctorate from an emphasis area within the College of Human Ecology to a PhD degree in Personal Financial Planning

Personal Financial Planning is a program area within the School of Family Studies and Human Services in the College of Human Ecology. Doctoral graduates currently receive a Ph.D. in Human Ecology upon completion of their degree program. Repositioning the degree to a stand-alone Ph.D. in Personal Financial Planning would more clearly communicate program focus and provide a strategic advantage for student employment opportunities, professional practice, and outreach to a broader audience.

The site team reviewed the proposal to reposition the Personal Financial Planning program's doctoral degree as a stand-alone Ph.D. in Personal Financial Planning. Administrators, program faculty, and current students were interviewed (Please see list of these individuals at the end of this document.).

The site team unanimously recommends approval of the Personal Financial Planning doctoral program. Strengths and opportunities have been identified when relevant. Regarding the proposed name for the degree, the review committee agrees that the program's competitive advantage is undersold with the name Personal Financial Planning. The name of the degree should reflect the unique strengths of this Ph.D. program and represent the areas in which this program excels. Rather than a Ph.D. in Personal Financial Planning perhaps a Ph.D. in Financial Counseling and Planning or Ph.D. in Financial Therapy and Planning (or another name that captures the financial therapy/counseling aspect) would be more appropriate.

1. Program Justification

a. Is the program central to the mission of the institution? What are the locational and comparative advantages of the program?

The Personal Financial Planning doctoral program is currently engaged in activities that address the strategic goals of Kansas State University, which are to: "foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community [<http://www.k-state.edu/about/mission.html>]."

Strengths

Administration voices strong support for this program, considering it a “jewel” in the college.

Ability to meet and to strengthen the stated mission of Kansas State University has already been demonstrated.

Program instruction has been purposefully designed to be systematic, sequential, and developmental. Doctoral students develop skill in research, critical thinking, and analysis through coursework and working closely with program faculty on research projects. Doctoral students are expected to be productive researchers throughout their program. Students present research at academic conferences and publish in quality journals in the field.

Three factors give the Personal Financial Planning doctoral program at Kansas State a strong competitive advantage.

(1) The Personal Financial Planning doctoral program at Kansas State is only one of five doctoral programs registered with the Certified Financial Planner Board of Standards, Inc., which is the professional body that governs the Certified Financial Planner™ designation.

(2) The Personal Financial Planning doctoral program is the only such program offered in a hybrid format.

(3) Several Personal Financial Planning faculty members are leading researchers in the field of financial therapy. Further, the curriculum focuses on the important role of human cognition, relationships, and interaction in financial planning and action. These factors are critical aspects of professional practice. No other doctoral program has this level of expertise in this critical aspect of personal finance.

Opportunities

The program has a comparative strength in financial therapy in terms of faculty expertise and course content. This strength should be reflected in the program mission statement and also the program name.

b. What is the student demand for the program and what are the characteristics of the students who will participate in the program?

As noted in the proposal, the number of applicants for the Personal Financial Planning doctoral program has grown dramatically since its inception five years ago, indicating there is a demand for this program. The current acceptance rate for 2014 was 22.5%.

Program applicants typically desire to advance in their current career or to transition to a career in academia or research. The hybrid program delivery model has great appeal to these individuals as they are often not in a position to relocate to Manhattan, Kansas to pursue a doctoral degree in a traditional, resident program.

Strengths

Due to the high demand, the hybrid doctoral program can be and is quite selective. In addition to having a degree from a recognized and accredited institution with a 3.0 GPA, and potential for graduate study as evidenced by GRE/GMAT exam scores, transcripts, and letters of recommendation, applicants are extensively interviewed by faculty and program administrators to determine fit with program focus and objectives and commitment to meet program demands.

The careful selection process helps the program maintain high standards and effective use of program resources in the development of student professional growth.

Opportunities

It may be beneficial to develop different “tracks” in elective courses for students with different professional objectives. While all students will need a common core of theory and research methods, students wanting to transition to teaching may benefit from taking different electives than students wanting to remain in professional practice.

Students in the hybrid program with whom we spoke seemed quite connected as a learning community. The program has a small number of resident doctoral students. The site team would encourage the faculty to be sure the resident doctoral students find ways to connect with the “hybrid community” so all doctoral students become as cohesive of a group as possible.

c. What is the demand for graduates of the program?

Demand for individuals with a doctoral degree in Personal Financial Planning is expected to grow. Personal Financial Planning is a relatively young academic discipline. Persons with doctoral degrees are needed to educate the next generation of educators, researchers, and practitioners. Further, research is needed to build and strengthen the discipline and to provide a sound basis for professional practice. As noted in the proposal, the Bureau of Labor Statistics projects a 27% job growth for financial planners, a much faster rate than the average for all occupations.

2. Curriculum of the Proposed Program

Primary program objectives

Coursework for the proposal is outlined in the proposal. The coursework is appropriate for a program aimed at developing professional skills in financial counseling and planning and for preparing researchers in the field of personal finance.

Opportunities

Teaching in a 3rd or 2nd tier business school is a potential opportunity for doctoral graduates. To be competitive, however, graduates would need to help the hiring institution meet accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB). To that end, students should be strongly encouraged to take 18 hours in finance or accounting in an AACSB approved program as part of their electives.

The site review team recommends reorganizing the curriculum to clearly denote a cluster in Theory and a cluster in Research Methods in Personal Finance. These courses are the essential core of doctoral training in the discipline. Potential reordering could be:

Coursework completed as a student:

Personal Financial Planning Theory (18 hours)

- PFP 768 (3)
- PFP 771 (3)
- PFP 907 (3)
- Additional 9 hours as faculty choose

Personal Financial Planning Research Methods and Statistics (30 hours)

- STAT 705 Regression and Analysis of Variance (3)
- FSHS 806 Statistical Methods in Family Studies and Human Services I
- FSHS 906 Statistical Methods in Family Studies and Human Services II
- FSHS 888 Research Methods in FSHS I (3)
- FSHS 890 Research Methods in FSHS II (3)

Professional Skills (24 hours)

Courses in this block could include

- courses currently listed as supporting core for those entering the program without the CFP® designation
- courses needed to complete the Financial Therapy Certificate
- courses in Finance or Accounting in an AACSB program for those wanting to teach in a business school
- other relevant courses for professional development

Coursework completed as a candidate

Dissertation hours (18 hours)

The site review team also recommends renaming courses and revising course descriptions to better reflect the purpose of the cluster to which they belong.

3. Program Faculty

a. Faculty Qualifications

As indicated in the documentation, faculty numbers exceed the minimum requirements for number of majors, degrees granted annually, and faculty size. Limiting program admission should maintain the current student/faculty ratios.

b. How many graduate assistants will serve the program?

The program does not currently offer GTA positions. However, graduate students are hired on an hourly basis to assist with undergraduate distance teaching responsibilities. The proposal states that no additional graduate assistants are needed for program implementation.

Strengths

Program meets and exceeds university faculty number requirements.

Faculty are active and highly respected in the profession as the leading experts in their subject areas within personal finance.

Faculty is a mix of those with academic and professional backgrounds, giving students exposure to two distinct and different aspects of the discipline

The faculty group is relatively young; careers at Kansas State should be long and productive

The faculty group is productive, energetic, vested in student success, cohesive and complementary in skills and abilities, providing students with diversity in instructional methods, research opportunities and professional expertise.

Opportunities

Currently, the teaching loads for faculty seem rather high, especially in the diversity of courses taught by each faculty. Advising loads are also higher in this hybrid program than they would be in a traditional resident program. The question of how to avoid burn out is important to address proactively. The site team would encourage the faculty to consider such things as strategic course rotations, course timing, course length, etc. in ways that maintain a sustainable pace of work.

Effective functioning of the hybrid program requires full engagement of all department faculty. While the site team is pleased to see that level of commitment, they are also concerned that loss of a faculty member would be problematic. Careful thought should be given to contingency plans for a loss of or decline in faculty resources as things such as illness or injury are difficult to predict but can occur.

While the hybrid model of education has distinct advantages, for those wanting to transition from a professional career to an academic career the lack of opportunity to gain teaching experience and understanding of the student/faculty/administrative culture on a resident campus can be a distinct disadvantage. Although some hybrid graduate students have the opportunity to teach undergraduate courses online, that teaching modality offers experience in only one limited aspect of faculty life. Offering post-doctoral fellowships, or at least a few resident graduate associateships could be a way to address and remedy this disadvantage.

4. Academic Support

a. What are the academic support services for this program?

Institute of Personal Financial Planning supports a full-time staff member as a graduate coordinator. This person's responsibilities include student recruitment and advising. The individual currently in this role has been functioning effectively and no additional staff time seems necessary,

b. What new library materials and other forms of academic support are required beyond normal additions?

The proposal states that no new library materials or other forms of academic support are needed.

c. What new supporting staff will be required beyond normal additions?

The proposal states that no additional supporting staff will be needed.

Strengths

The doctoral program has been operating for several years so needs and costs are known.

Opportunities

Currently, faculty within the program manage several administrative tasks. From the perspective of the site visit committee, a more effective allocation of resources would be to provide the faculty with additional administrative help so faculty could allocate more time to program curriculum development, teaching, research, and student interaction.

5. Facilities and Equipment

a. What are the anticipated facilities requirements?

The proposal indicates that no additional space requirements, facilities, renovations will be needed immediately.

Opportunities

Although current program needs appear to be met, sustained high demand for the program warrant future growth in number of faculty and support staff. The site team would encourage the faculty to maintain a focus not just on the program as it is now, but what it could become in the next 3, 5, or 10 years.

Personal Financial Planning is a young discipline and consequently not as well known as a career option. This fact is ironic, given the importance of education in personal finance to individual, family, and household long-term economic well-being. As part of its pedagogy, Personal Financial Planning offers financial education and counseling services to the student body (PowerCats). Moving the Personal Financial Planning program to Holtz Hall, which is a more central and visible location on campus would not only increase program visibility and broaden student exposure to career opportunities, it would also make it easier for those needing financial education and counseling services to connect with the Personal Financial Planning program. In addition, moving Extension to the same location would foster opportunities for collaborative research, teaching, outreach and engagement within the context of building financial capacity for the residents of Kansas. This co-location and interaction with Personal Financial Planning students and faculty would be a unique feature for this program among peers and have the potential to significantly enhance productivity for all parties.

a. What new equipment will be required beyond normal additions?

The program proposal indicates no new equipment will be needed.

Opportunities

This hybrid program makes substantial use of technology, which advances at a rapid rate. Although current program needs appear to be met, constant quality improvement in education delivery may require technology upgrades, which can be costly. However, this program is well-positioned to be a campus leader and model in online instruction and program delivery. Given this positioning, the site team would encourage campus leaders to give consideration and priority to this hybrid program when allocating resources for technology acquisitions

6. Program review, assessment and accreditation

a. What program review process or evaluation methods will be used to review the program?

Program review processes and evaluation methods already in place are described in the proposal.

b. What student learning outcomes measures will be used to assess the program's effectiveness?

The proposal details six specific learning outcomes as well as an assessment of student learning plan.

b. What are the institutions plans regarding program accreditation?

Personal Financial Planning does not have an accrediting body, per se. As noted in the proposal, the Certified Financial Planner Board of Standards, Inc. oversees and vets the registration of college and university personal financial planning curriculums. Registration must be renewed every two years. As part of the registration process, the means of teaching the 72 required topics must be documented, course syllabi and textbook lists must be submitted, and student outcomes evaluated.

Strengths

Faculty has delineated a clear and appropriate set of student learning outcomes

Assessment of student progress and quality of work occurs on a regular and continuous basis. Students interviewed by the review team described faculty members as supportive, holding them to high standards.

Opportunities

Publication in peer review journals can be another metric for program evaluation

August 26, 2015

Dr. Gary Alexander
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Alexander:

We were very pleased to host during the summer the KBOR external review team for the Doctor of Philosophy in Personal Financial Planning proposal. We recently received and reviewed the team's report, and this letter provides our response to the report. The review team noted that all provisions were met, although they offered a number of curricular, resource, and program opportunities.

Under the program justification section, the review team recommended we emphasize the program's strength in financial therapy. The current vision statement reads as follows: "The Personal Financial Planning unit at Kansas State University strives to be world known for its research, education, service, and outreach in financial planning offering emphases in financial counseling and financial therapy." We intend to make the vision statement more visible in our marketing materials to address this recommendation. The review team also recommended a different degree name other than Personal Financial Planning. We respect their opinion and appreciate their ideas for alternative names, but we feel that Personal Financial Planning most closely represents our curriculum and matches current financial industry terminology, so we desire that the program name continue as is.

The faculty intend to consider the opportunity raised with regard to developing different elective tracks based on students' professional objectives. Similarly, the faculty intend to encourage students to take 18 hours in finance or accounting in an AACSB accredited program as part of their electives, if they are planning on a career in a business school upon graduation. We appreciate the time the review team spent considering different methods for organizing the classes for marketing purposes. The faculty will discuss these issues, including the possibility of renaming and revising course descriptions, early in the fall semester.

The review team recommended we be diligent about high faculty graduate advising loads and the potential for associated burn out. This concern has been noted by the program director and school director, and they will be working together on potential solutions such as active mentoring, reviewing faculty workloads, using course rotation schedules, limiting program admission to maintain current student/faculty ratios, recommending sabbatical leave for eligible faculty, and adding on-campus graduate assistants and postdoctoral fellows to provide support.

The Personal Financial Planning unit's growth, particularly with regard to its graduate programs, is the result of the increased funding stream received through Global Campus. A reduction in doctoral students would assist with faculty burn out attributed to high research advising demands, but it also would result in reduced funding, upon which the program is now reliant. To help reduce faculty time spent on administrative tasks and provide faculty with more time on academic matters, the College will consider ways to increase the administrative assistance for this program.

In addition to the faculty opportunities raised by the review team, they also recommended a focus on increasing awareness of the program on campus. This will be initially addressed through expanded use of social media and inclusion of more featured articles in K-State Today.

The College Dean is also working to help identify larger and more centrally located space for the program, but I know you will appreciate the difficulty of space on a university campus.

The committee further recommended making sure technology is always up-to-date, given the critical nature of technology in the distance-based programs. We will implement a periodic review of the technology needs to address this issue. In response to the program evaluation recommendation, the program will incorporate publication in peer review journals as an additional metric for achievement.

We appreciate the detailed feedback provided by the external review team, and we look forward to implementing many of their recommendations.

Sincerely,



April C. Mason
Provost and Senior Vice President

Request Approval for a Name Change and Major Reorganization of the K-State Salina Campus

Summary

Board policy stipulates that “major reorganization of a state university’s administrative structure, as well as the creation of academic divisions, departments, or colleges, must have the approval of the Board” (Ch. II.C.1.). The Kansas State University Salina campus is asking to change its name and reorganize departments into a school.

09/16/2015

Background

Staff and faculty at Kansas State University Salina have worked for the past 18 months to develop a proposal for an academic realignment of the campus. The final proposal reflects the work of two committees: (1) the College Committee on Planning (CCOP) for the College of Technology and Aviation; and (2) the College Advisory and Planning Committee (CAPC), comprised of elected faculty senators and departmental CCOP representatives. These two committees lead a series of campus-wide discussions during the 2013-14 academic year, culminating in the presentation of the draft proposal to faculty and staff on January 30, 2015.

Request

Kansas State University Salina seeks to change its official name from *Kansas State University Salina* to *Kansas State University Polytechnic Campus*. It further proposes to retain the College of Technology and Aviation, while merging “the academic departments of Aviation, Engineering Technology, and Arts, Sciences, and Business in order to create the *School of Integrated Studies*.”

Based on analysis, there will be minimal impact of the proposed re-organization to the K-State Salina budget. Costs during the implementation year will primarily be devoted to fulfilling contractual obligations. Year two and three budgets are projected to be neutral because salary savings realized by elimination of three administrative department head positions will be redirected to 1) support the director of academic operations and 2) flow back to support degree program needs.

Recommendation

Staff recommend approval of the changes requested in the proposal, *Academic Alignment with Salina 2025 Strategic Plan*, for presentation to the Council of Presidents.

Academic Alignment with Salina 2025 Strategic Plan

A PROPOSAL

Submitted to: Dr. April Mason, Provost
Submission Date: June 24, 2015,
Submitted by: Dr. Verna Fitzsimmons, CEO and Dean
With documentation from: Kansas State University Salina CCOP

Introduction

The academic realignment outlined in this proposal is the culmination of campus-wide work to support the campus strategic plan and discussions that have occurred over the past two years. This final proposal incorporates elements from discussions and recommendations gathered from members of CCOP, CAPC, faculty, unclassified professionals, university support staff, students, campus advisory board members, high school and community college admissions counselors, and campus industry partners since the January 30th meeting.

On April 18, 2013, CEO and Dean Dr. Verna Fitzsimmons charged the Institutional Structure Task Force to

Serve as an advisory group to the CEO and Dean regarding the organizational structure that supports the effective and efficient operations for the Salina Campus to best utilize our resources.

More specifically, the Task Force is charged with

- *researching best-in-class national stand-alone campuses with 1000-2000 students and regional campuses associated with large research universities*
- *looking for opportunities to streamline the organization and more effectively use resources*
- *evaluating best practices in chosen models with comments regarding advantages and disadvantages*
- *recommending organizational structures with reasons for recommendations and indication of costs associated with the recommendations*
- *considering areas including, but not limited to, administration, academic units, student services, and promotion and tenure issues.*

After a series of campus-wide focus groups and an extensive environmental scan of peer institutions, the Task Force presented its final report and recommendations to the campus community during the Fall 2013 annual kickoff event. The advantages for implementing many of the recommendations were clear and those adjustments have already been made. However, it was equally clear that the recommendations provided for the academic structure required additional thought and care. Toward that end, CAPC (College Advisory and Planning Committee, comprised of elected faculty senators and departmental CCOP representatives) led a series of campus-wide discussions during the 2013 – 2014 academic year. Elements from both the Task Force work and CAPC discussions were merged to create the draft proposal presented to faculty and staff on Friday, January 30, 2015.

Justification and Need

As mentioned above, the roots for the proposed academic realignment are grounded in a 2013 Institutional Structure Task Force Report that provided recommendations for institutional alignment with the newly created Salina 2025 strategic plan. After a series of campus-wide focus groups that identified immediate needs and an external analysis of the academic structures of peer institutions, the Task Force presented the following recommendation:

The recommended structure capitalizes on the existing multidisciplinary synergy that exists as a natural component of a small college with dedicated niche programs. The recommendation merges all non-autonomous college faculty (those whose current “academic home” is within a Salina academic department) and academic programs into a “School of Integrated Studies” with functional “disciplinary units.” This model was inspired by Olin College (<http://www.olin.edu>), a purposely small engineering college whose academic model has revolutionized what an undergraduate education can be. Its “unconventional academic structure” organizes the college “without traditional academic departments; instead, the faculty operates as a single multidisciplinary group to enhance interdisciplinary cooperation and education culture.” The pedagogy heavily emphasizes project-based learning, teamwork, and a blend of arts and humanities into traditional disciplinary courses. Other institutions recognized for multidisciplinary synergy also maintain a horizontally integrated environment. These institutions capitalize on the educational and research potential that exists at the interface between traditional academic disciplines. This recommendation seeks to achieve this multidisciplinary culture by bypassing traditional academic impediments. The task force agrees that pursuing an environment in which multidisciplinary teaching and research is encouraged, supported, and advanced, is the most successful approach to Salina 2025. This shift dissolves existing silos, builds on established/historical niche programs, supports multidisciplinary synergy required for Salina 2025, and will hopefully lead to new, relevant degree programs that satisfy both student and industry expectations. In addition, this approach will set us apart from our peers, build on our existing strengths and past successes, and provide increased opportunities for achieving our goals.

CAPC further explored this recommendation during the 2013 – 2014 academic year. While this conversation was happening, administration began to mine quantitative and qualitative data in an effort to identify issues contributing to consistently flat student enrollment numbers. A simple analysis of Kansas demographics warns that these numbers may actually trend downward unless we find a way to successfully attract out-of-state students to all of our degree programs, not just our aviation programs. We also began to evaluate our campus-wide processes and recruitment efforts for efficiency and effectiveness in order to maximize our return on investment. Some of the identified issues are beyond our control, while others are well within our realm of control and simply require a commitment to adjusting processes. Our academic programs are currently under review per KBOR policy, and we intend to capitalize on this process in order to critically examine our degree offerings.

Major administrative tasks over the past two years have focused on internal and external analysis of our current situation. Certainly areas for improvement have been identified and are being addressed, but the overwhelming assessment is that we are on a good path. The campus culture is one of collaboration, integration and excellence in all we do. We offer academic programs that are in demand by industry and produce quality graduates. And yet, a disconnect remains that has initiated the following questions:

- Does the campus name “Kansas State University Salina” adequately capture who we are and what we have to offer?
- How do we overtly communicate our pedagogical strength (teaching theory through application) to potential students, parents, and employment partners?
- How do we make ourselves known to out-of-state students if we are “the best kept secret” in our own community, region and state?
- How can we make “Salina” a destination for K-State?
- If branding and product recognition are the root of many of our challenges, what can we do to create a niche for ourselves in the higher education market?

Proposed Changes and Solutions

The proposed realignment preserves the three-layer structure inherent to the university system. Discussions with stakeholders revealed concerns that altering this structure would place unnecessary stress on an organizational system supported by and reliant on the processes and procedures identified in the University Handbook. Specific recommendations for each layer of the system are outlined below.

1. Campus Level – Change official campus name from “*Kansas State University Salina*” to “*Kansas State University Polytechnic Campus*.” A “polytechnic” identity not only provides a much-needed niche for the institution within the immediate region, but also aligns the institution name with *who* we are and *what* we provide, rather than simply identify *where* we are. Polytechnic institutions are synonymous with providing a four-year undergraduate experience that focuses on teaching theory through application. This hands-on, interdisciplinary, and applied approach to learning is not only our institutional mission, but is also the foundation for our 2025 strategic planning goals.

As with any change of this magnitude, it is critical to gather feedback in order to adequately understand the advantages and disadvantages inherent to the change. Through discussions and marketing research with stakeholders, we have been able to identify the following opportunities and threats associated with this proposed change.

- Threats
 - The polytechnic identity is not well known in the Midwest.
 - There is potential for misinterpretation that there has been a technical college shift.
 - Local constituents appreciate and value the “Salina” indicator in the campus name.
 - Signage will need to change (a.k.a. there will be costs associated with this).
 - This would be the fifth name change in 50 years.
 - Won’t inherently identify availability of intercampus academic programs.
- Opportunities
 - Provides the Salina campus a unique identity within the Kansas State University family.
 - Provides consistency with the current branding of Kansas State University’s other satellite campus (Kansas State University Olathe Innovation Campus).
 - For those unfamiliar with a polytechnic identity, this becomes a great opportunity to hook them into a learning experience about who we are, what we do, and why we matter to the region.
 - Brings clarity to recruitment effort: prospective students and parents will have a better idea of what we have to offer and why they should choose this campus as an educational destination of choice.
 - Provides opportunities to improve marketing while leveraging the Kansas State University brand and affiliation.

We are proud to be a part of the Salina community and Kansas State University system. The shared values and beliefs that stem from both of these entities have helped shape who we are today and will continue to define our future.

2. College Level – Keep the College of Technology and Aviation layer and title. Discussions with faculty indicated that the “college” layer within the university structure holds strong intrinsic value and might be a necessary and important construct given the current processes and procedures included in

the university handbook. Three college names emerged from discussions with faculty for consideration:

- i. College of Technology and Aviation,
- ii. College of Technology, and
- iii. College of Polytechnic Studies.

Feedback was solicited from campus constituents and their input was instrumental in determining the proposed name.

3. Departmental Level – Merge the academic departments of Aviation, Engineering Technology, and Arts, Sciences, and Business in order to create the *School of Integrated Studies*. After discussions with Senior Vice Provost Ruth Dyer, it was decided that a department or school structure is the cleanest way to stay in compliance with the University Handbook. As with the college, feedback was solicited from campus constituents (see Appendix C) and their input was instrumental in determining the proposed name.

Approximately forty faculty currently support the campus community. Diverse students and faculty from a variety of specializations come together on our campus as discoverers, creators, and learners. To leverage the synergy and better manage resources, faculty and academic programs currently within those departments will be supported at an integrated school level. It is anticipated that this realignment will improve consistency of faculty expectations across campus, expand interdisciplinary teaching and learning synergies, and strengthen program identities in marketing and recruitment efforts.

An intentional reduction in administrative oversight of academics is included in this proposal. During its internal review, the Institutional Structure Task Force found that a significant portion of a department head's time was spent on administrative tasks and paperwork related to processes and not directly improving instruction or curriculum. Our campus is too small to have three highly qualified academic individuals assigned in this capacity when resources could be reallocated to better support academic programs and student learning. The *Dean and Associate Deans* will continue to set the academic direction and support for the programs. A *Director of Academic Operations* will perform administrative and curricular process functions for the School of Integrated Studies. The appointment term for this position will be five years and any future appointments or reappointments of the director will be handled in a manner consistent with department heads and directors in the University Handbook. *Program Leads* will lead interdisciplinary faculty teams with continuous improvements efforts of the academic programs. The *Dean's Office*, in consultation with the Director of Academic Operations and program faculty, will annually appoint Program Leads. Draft position descriptions for the Director of Academic Operations and Program Leads are available in Appendix D. It is important to note that these are dynamic descriptions and must remain flexible throughout the first year until the needs of the new structure can be fully assessed and the system has time to calibrate to this new approach.

The existing merit, tenure and promotion documents for Aviation, Engineering Technology, and Arts, Sciences, and Business may be used for a period of up to two years after the realignment, in order to allow faculty time to create a school document. The Dean's Office will serve as the arbiter of any disputes that may arise during the creation of this document. Existing tenure will transfer from a faculty member's current academic department to the School of Integrated Studies upon its initiation. Faculty currently participating in their mid-tenure evaluation and those who anticipate applying for promotion from associate professor to professor within the next three years, may use their current departmental document and guidelines established therein for evaluation.

Receive 2013-2014 Annual Private Postsecondary Report

Summary

This report concerns the activities of the Private Postsecondary (PPS) unit of the Kansas Board of Regents, academic year 2013-2014. It focuses on the qualitative review process, data collection outcomes, and strategies used to regulate both the private and out-of-state postsecondary institutions operating in Kansas. It also includes information related to the State Authorization Reciprocity Agreement (SARA).

Background

The Kansas Private and Out-of-State Postsecondary Educational Institutional Act² authorizes the Board of Regents to grant “Certificates of Approval” to qualified institutions, thus allowing those institutions to lawfully operate in Kansas. The scope of this Act includes most private, for profit, and not for profit institutions physically located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas that “operate” in Kansas, as determined by the provisions of the Act. Such “operation” may include active solicitation of Kansans who will remain in Kansas while receiving their education. With respect to the sector, this report focuses on the qualitative review process, data collection outcomes, and strategies instituted in academic year 2013-2014 for the Private Postsecondary (PPS) unit of the Kansas Board of Regents.

The principal responsibility of PPS is to regulate private and out-of-state postsecondary institutions and administer oversight processes that help ensure the quality of postsecondary education provided to students enrolled in its institutions. Regulation and oversight involves such activities as: 1) reviewing institutions’ applications and other materials to determine if the institution has met and continues to meet required statutory and regulatory qualification standards; 2) reviewing new programs and program changes submitted by already approved institutions, to determine if applicable standards have been met and maintained; 3) regularly evaluating institutions and programs for compliance with Kansas laws, especially for annual renewal purposes; and 4) investigating these institutions if complaints are received or concerns surface. PPS is in regular contact with and reviews reports provided by other entities that oversee various aspects of institutions in this sector, including regional and national accrediting agencies and the U.S. Department of Education (USDE).

INITIAL INQUIRIES BY NEW INSTITUTIONS

To apply for a Certificate of Approval to operate in Kansas, an institution first completes an Initial Inquiry Form. The information provided through this form usually determines if an institution falls under the Act making it necessary for the institution to apply for a Certificate of Approval. There were 333 inquiries received by PPS in the 2013-2014 academic year. Chart 1 is a comparison of data from the academic years 2011 through 2014 for New School (Institution) Inquiries and their results. The term “In Process” means institutions are in the process of meeting Kansas requirements and will apply when they are ready to fully comply. Chart 1 shows that in the last three years the inquiries received have increased by 69.9% (with an additional 137 inquiries since January 1, 2015).

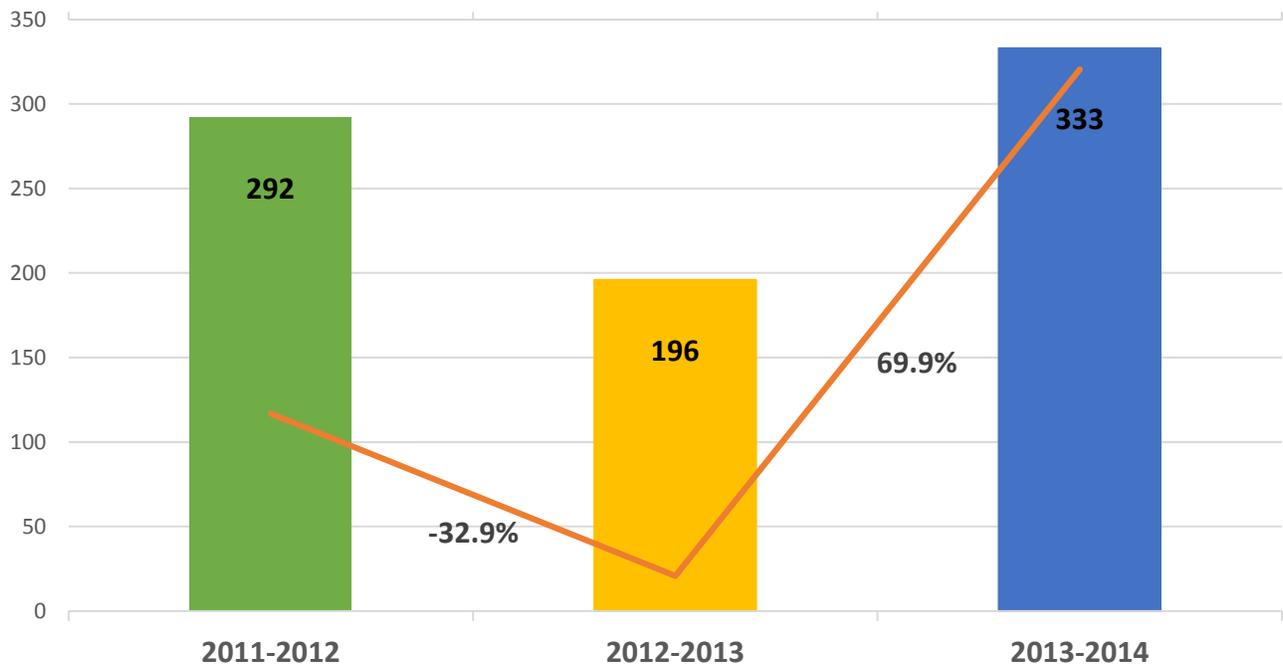
A probable cause for this increase in inquiries is the July 1, 2015 deadline imposed by the USDE in October of 2010 as part of its new requirements on “State Authorization,” 34 CFR 600.9 (a) and (b). This federal regulation requires institutions to provide proof they have been properly authorized by all the states in which they operate in order to be approved for participation in federal Title IV financial aid programs. Institutions wishing to continue receiving these funds had to meet the State Authorization requirements by July 1, 2014, which was eventually extended to July 1, 2015. Hence, the significant increase in inquiries by institutions that wanted to meet the State Authorization

² K.S.A. 2014 Supp. 74-32,162 *et seq.*

deadline of July 1, 2015 (most of the total inquiries are from out-of-state institutions seeking approval to offer on-line programs to Kansans).

Chart 1

**NEW SCHOOL INQUIRIES
INCREASED 69.9% FROM 196 AY13 TO 333 AY14**

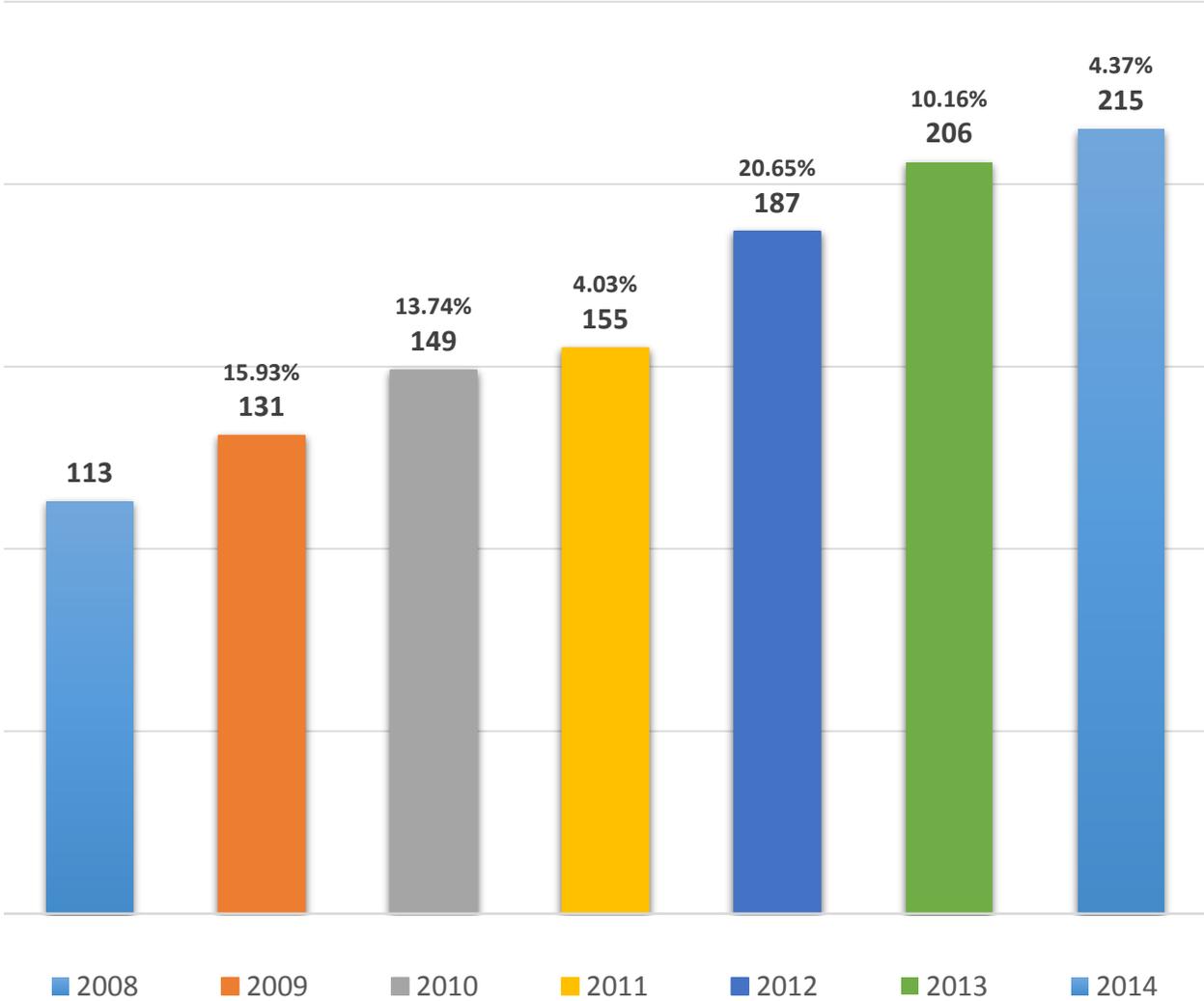


PPS INSTITUTIONS APPROVED TO OPERATE IN KANSAS

Chart 2 displays the growth in the number of private postsecondary and out-of-state institutions approved to operate in the State of Kansas from 2008 through 2014. Over the last five years the growth in number of institutions approved to operate in Kansas totals 44%. The overall increased growth since 2008 is 90%, with a 4.37 % increase in 2014. The trend in the last two years indicates slower growth in the number of institutions approved to operate in Kansas.

Chart 2

**PRIVATE/OUT-OF-STATE POSTSECONDARY INSTITUTIONS
90% INCREASE 2008 - 2014**



PPS INSTITUTIONS HOLDING A CERTIFICATE OF APPROVAL

Chart 3 shows a total of 215 institutions currently holding a Board granted Certificate of Approval:

- 160 For Profit Institutions; a -3.0% decrease from last year,
- 39 Not For Profit Institutions; an increase of 5.4%
- 16 institutions closed and/or withdrew; an increase of 300%
 - 7 Closed
 - 9 Withdrew (withdrew online classes or only offering business-to-business programs)

Chart 3

INSTITUTIONS APPROVED TO OPERATE IN KANSAS							
	In State		Out of State		Total		% Total Change
	FY13	FY14	FY13	FY14	FY13	FY14	
For Profit Institutions							
Degree Granting Online	0	1	33	35	33	36	9.1%
Degree Granting Brick & Mortar	3	3	36	33	39	36	-7.7%
Non-Degree Granting Online	3	3	15	14	18	17	-5.6%
Non-Degree Granting Brick & Mortar	52	49	23	22	75	71	-5.3%
<i>Subtotal</i>	<i>58</i>	<i>56</i>	<i>107</i>	<i>104</i>	<i>165</i>	<i>160</i>	<i>-3.0%</i>
Not for Profit Institutions							
Degree Granting Online	0	0	25	28	25	28	12.0%
Degree Granting Brick & Mortar	4	4	2	2	6	6	0.0%
Non-Degree Granting Online	0	0	0	0	0	0	0.0%
Non-Degree Granting Brick & Mortar	6	5	0	0	6	5	-16.7%
<i>Subtotal</i>	<i>10</i>	<i>9</i>	<i>27</i>	<i>30</i>	<i>37</i>	<i>39</i>	<i>5.4%</i>
For Profit Insitutions Closed							
Degree Granting Online	0	0	0	1	0	1	#N/A
Degree Granting Brick & Mortar	0	0	1	3	1	3	200.0%
Non-Degree Granting Online	0	0	1	1	1	1	0.0%
Non-Degree Granting Brick & Mortar	1	6	0	1	1	7	600.0%
<i>Subtotal</i>	<i>1</i>	<i>6</i>	<i>2</i>	<i>6</i>	<i>3</i>	<i>12</i>	<i>300.0%</i>
Not For Profit Insitutions Closed							
Degree Granting Online	0	0	0	2	0	2	#N/A
Degree Granting Brick & Mortar	0	0	0	1	0	1	#N/A
Non-Degree Granting Online	0	0	1	0	1	0	-100.0%
Non-Degree Granting Brick & Mortar	0	1	0	0	0	1	#N/A
<i>Subtotal</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>3</i>	<i>1</i>	<i>4</i>	<i>300.0%</i>
Grand Total	69	72	137	143	206	215	4.4%
<i>#N/A data is undefined as previous year is zero</i>							

PPS INSTITUTION CLOSURES & TRANSCRIPT REQUESTS

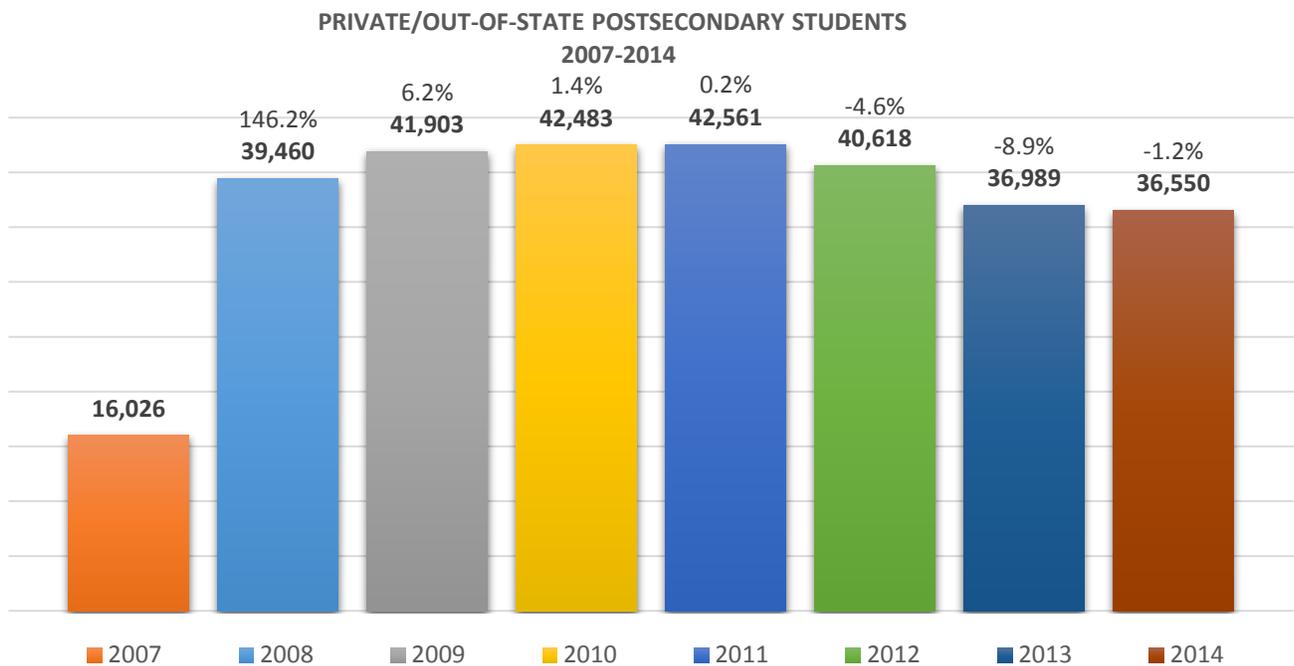
When an institution holding a Certificate of Approval decides to cease postsecondary education operations, it must inform the Board at least 60 days before closing or ceasing operations. As noted earlier in chart 3, seven institutions closed in 2013-2014. These institutions must provide information regarding the date of transfer of student records to the Board (or other approved location with appropriate supporting information).

As part of the yearly approval process, each institution is required to provide the Board with a \$20,000 bond to cover the cost of student record storage and transcript requests, if the institution were to close and transfer its student records to the Board office. At the time the institution closes, the Board office seeks funds under the bond based on the number of student files that will be transferred to the Board office. The costs recoverable from bonds includes the amounts needed to convert paper records to electronic files, destroy the paper files by shredding and fund the continuing maintenance of the student record for the time frame dictated by the state record retentions, which is fifty years after the student's last attendance year. Former students of closed institutions may request official transcripts from the Board. The electronic database of closed institution records currently contains 68,102 records and is managed by the PPS unit. 129 closed school transcript requests were received by the PPS unit in 2013-1024.

PPS STUDENT ENROLLMENTS

Chart 4 shows private and out-of-state postsecondary institution enrollments have been trending downward since 2012. The total average downturn over the last five years totals 14%. Since last year, enrollments decreased 1.2%. Across the country the trend is decreasing enrollments. For example, the University of Phoenix enrollment declined 18% as of October 2013 to an enrollment of 269,000. This year that institution anticipates an enrollment of 175,000; another decrease of 54%. Increased oversight from state and federal agencies, along with differences in financial aid (i.e. military financial aid), negative publicity, and steep student loan balances are likely reasons for the downturn.

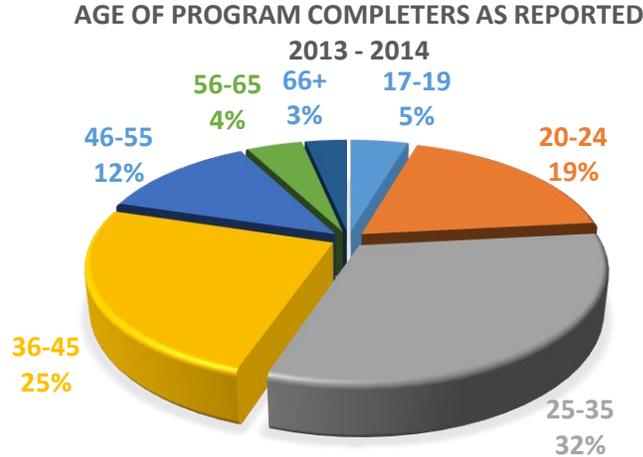
Chart 4



PPS AGE OF COMPLETERS

Kansas students who complete programs at private postsecondary institutions and online programs at out-of-state institutions tend to be non-traditional students between the ages of 25 and 45, as shown in Chart 5.

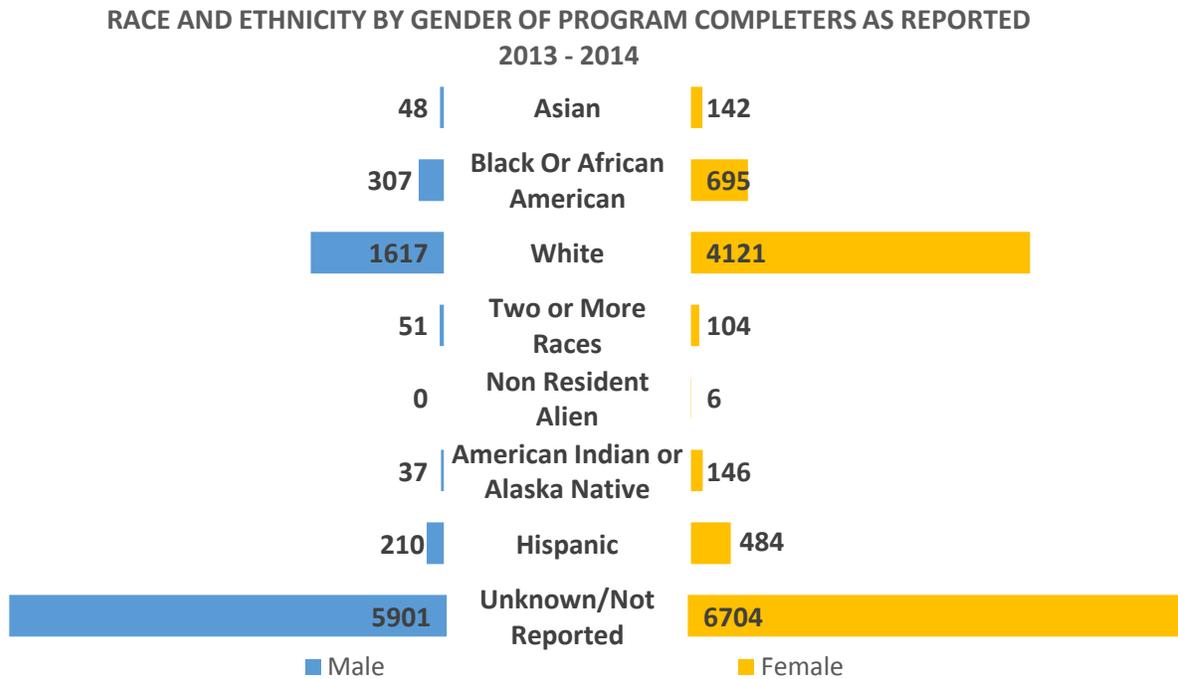
Chart 5



PPS RACE AND ETHNICITY BY GENDER

Chart 6 below shows PPS students are predominantly female and white; however, a significantly large number of students is listed as Unknown/Not Reported.

Chart 6

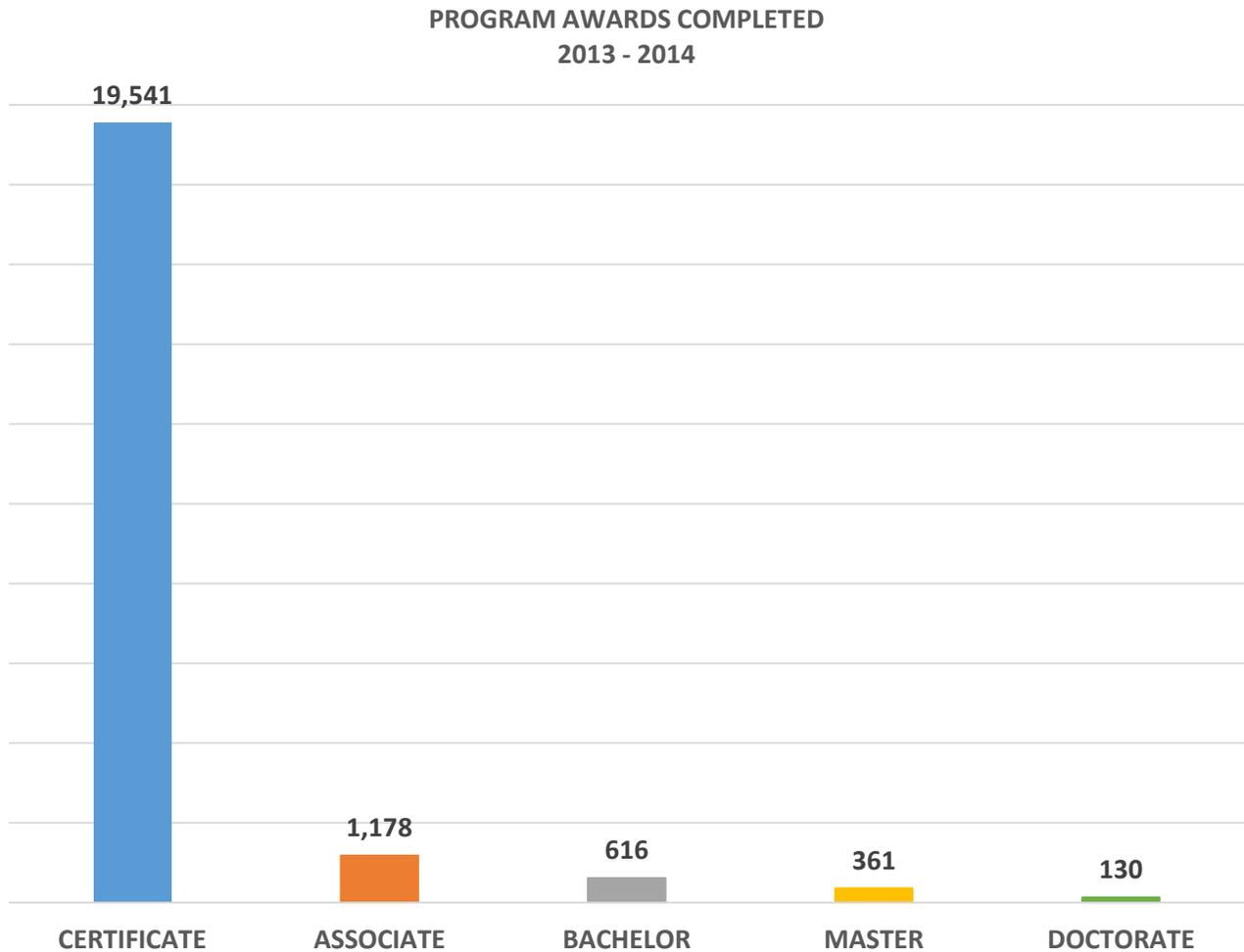


PPS PROGRAM AWARDS COMPLETED

As shown in chart 7, Program Awards completed in 2013-2014 academic years include:

Certificate Programs	19,541
Associate Degree	1,178
Bachelor Degree	616
Master Degree	361
Doctoral Degree	130
Total	21,826

Chart 7



PPS PROGRAMS TRENDS

Program data and trends are highlighted in chart 8 below for academic year 2014.

Total Approved Programs for AY 2014 compared to AY 2013

- Certificate programs up 10%
- Associate degrees at 0 growth
- Bachelor degrees down -19%,
- Master degrees up 25%,
- Doctorate degrees up 28%

Chart 8

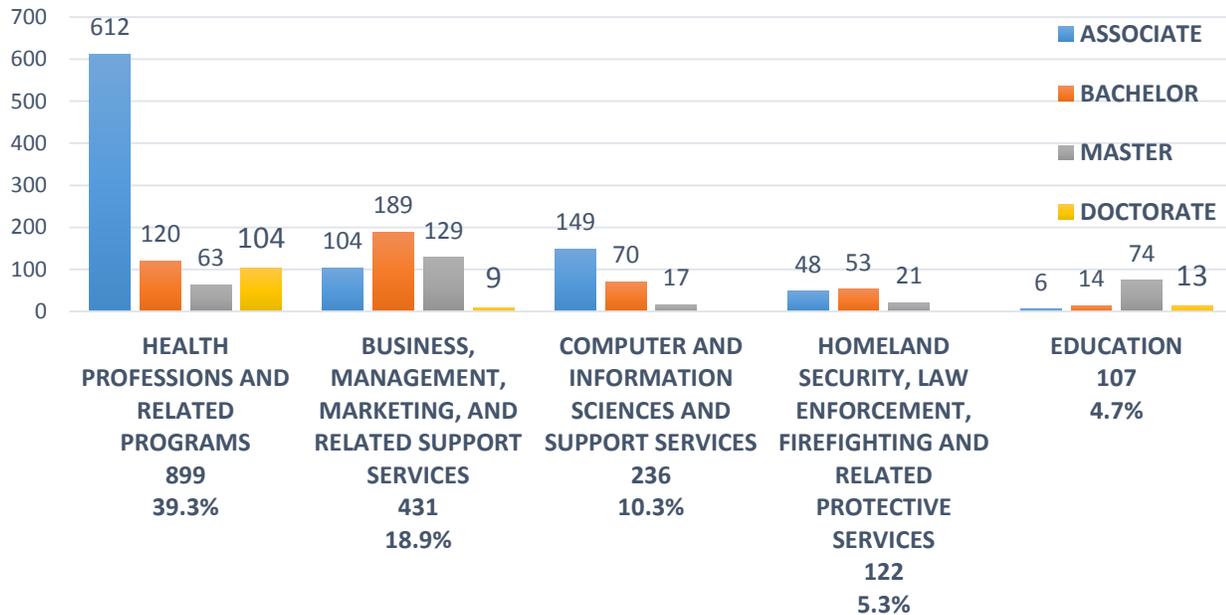
APPROVED PROGRAMS	2007	2008	2009	2010	2011	2012	2013	2014
Certificate/Diploma	471	814	727	797	938	1374	1363	1502
Associate Degree	44	162	182	237	442	526	476	477
Bachelors Degree	30	141	160	271	1085	916	1339	1085
Masters Degree	12	48	69	305	569	781	885	1103
Doctorate Degree	2	2	2	85	85	134	139	178
TOTAL PROGRAMS	559	1167	1140	1695	3119	3731	4202	4345
% INCREASE/DECREASE	07-08	08-09	09-10	10-11	11-12	12-13	13-14	07-14
Certificate/Diploma	73%	-11%	10%	18%	46%	-1%	10%	219%
Associate Degree	268%	12%	30%	86%	19%	-10%	0%	984%
Bachelors Degree	370%	13%	69%	300%	-16%	46%	-19%	3517%
Masters Degree	300%	44%	342%	87%	37%	13%	25%	9092%
Doctorate Degree	0%	0%	4150%	0%	58%	4%	28%	8800%
	109%	-2%	49%	84%	20%	13%	3%	677%

LARGEST PPS DEGREE PROGRAMS BY CLASSIFICATION

1. Health Professions and Related Programs
2. Business Management, Marketing and Related Support Services
3. Computer and Information Sciences and Support Services
4. Homeland Security, Law Enforcement, Firefighting, and Related Support Services

Chart 9

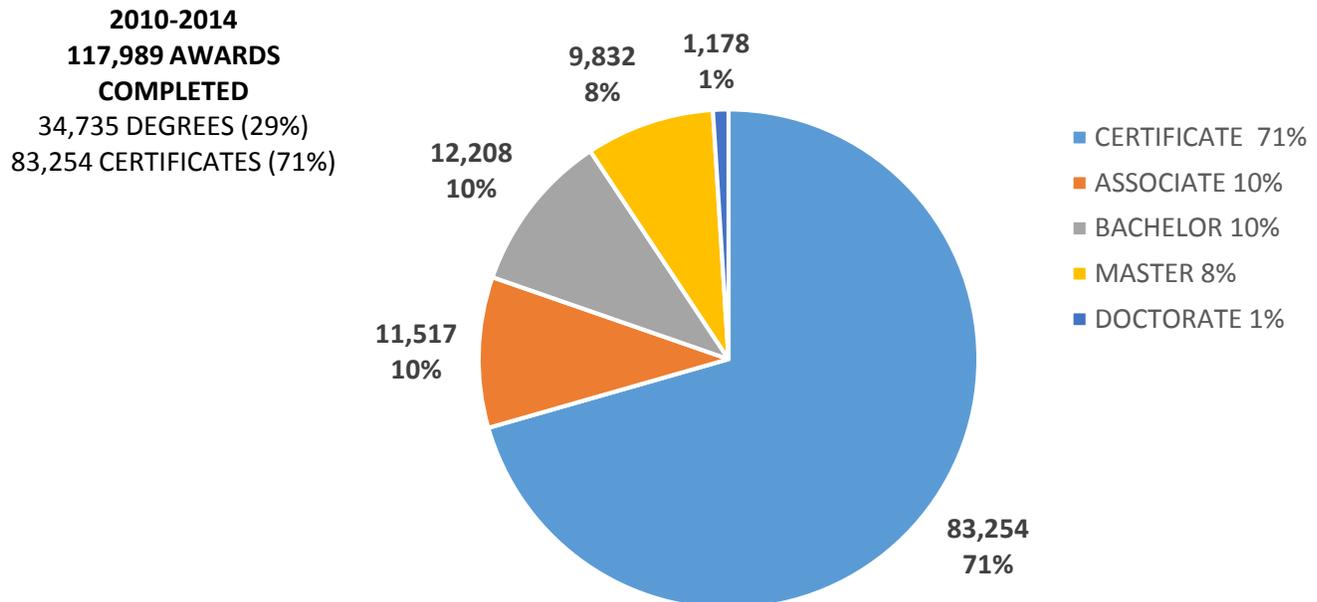
LARGEST DEGREE PROGRAMS BY CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP)
2013 - 2014



PPS PROGRAM COMPLETIONS BY AWARD LEVEL

117,989 Program Awards Completed during the five year period of FY2010 to FY2014.

Chart 10



PPS DOCUMENT AND DATA PROCESSING

The first live version of the Kansas Private Postsecondary Online Data System (KPODS) was made available to all PPS institutions for new school applications in late spring of 2013. The complete version of the on-line system, which now allows applications and renewals, became fully operational in the fall of 2013.

In creating this electronic portal, the Board contracted with a national web-design company, Cyanna Education Services, LLC in order to convert the former paper system to a fully functioning on-line system. As a result, institutions are now able to use an electronic system to request new program approvals, program changes, add a branch campus, and renew certificates.

Benefits of the new on-line system include:

- Improved regulatory reviews
- Increased customer service
- Positive document control for all renewals
- Easier application process
- Greater ease of access to institutional files by Board staff and appropriate institutions
- More accurate and more comprehensive data collection

Since the launch of KPODS, a number of upgrades have occurred to improve overall functionality and stability of the system. Requested product enhancements have been submitted to the vendor annually and have included requests designed to increase the capabilities of the administrative user as well as simplifying the end user experience.

In addition to replacing a paper system with an on-line process, the new PPS document system provides a comparative and synthesized data collection process. At the National Association of State Administrators and Supervisors of Private Schools (NASASPS) National Conference, Kansas was voted by member states and institutions to have the best on-line system in the country, along with having the best staff and the quickest response time. This annual conference is attended by representatives of the Higher Learning Commission and most other USDE recognized accrediting agencies, Directors/Regulators from all across the country, and the executives from the US Department of Education, along with private postsecondary and for profit institutions and public universities. Kansas continues to be represented on the Executive Board of NASASPS and has been for several consecutive terms.

COSMETOLOGY AND BARBERING SCHOOLS

In February, 2013 the Board of Cosmetology and the Kansas Board of Barbering received letters from the USDE, asking for citations to Kansas statutes under which the two agencies have approved the cosmetology and barbering schools operating in Kansas. The USDOE took issue with the authority of a non-postsecondary educational agency to authorize these types of institutions, despite the statutes that apply specifically to schools approved by these two boards and the long term practice of the licensing boards' approval of these schools. Thus, in order to qualify for federal Title IV funds, the USDE required the Board review them, and where appropriate, grant them a Certificate of Approval under the scope of K.S.A. 74-32,162 *et seq.*

USDOE gave the Board of Cosmetology and the Barbering Board until July 1, 2013 to comply but that deadline was eventually changed to July 1, 2014. Most of the schools worked with the PPS unit to meet the original deadline in 2013 so no students were harmed and all cosmetology and barbering schools could continue receiving Title IV Funds. All such schools were eventually approved by July 1, 2014.

PPS FEES

Kansas statutes allow the Board to charge fees for certain things connected with its regulation of the private and out-of-state institutions operating in Kansas.³ These fees are paid by the institutions and the amounts are designed to cover the costs of regulation. The fees charged include application processing, review of programs, a bond to cover costs of storing records should the institution go out of business, fees to cover the costs for student transcripts from closed institutions, and fees for representatives of any institution that uses such representatives to actively solicit within the State.

In 2014 the Legislature amended the fee regulation, as requested by the Board. This amendment was sought in order to insure that the fees paid by this sector are appropriate to fund the expenditures connected with regulating this sector. The Private and Out-of-State unit of the Board office has regularly utilized the services of a CPA to assist with projecting expenditures and to accordingly set the fees charged to the industry in light of those projections. In addition, staff consults with the PPS Advisory Commission established by statute⁴ to ensure industry support of the fee structure.

PPS COMPLAINTS, REMEDIES AND PENALTIES

Each regulated institution is required to publish and post its student complaint process, and the process for filing a complaint with the Board is posted on the Private Postsecondary page of the Board's website. The number of complaints received from students attending institutions regulated under this Act has generally decreased over the last several years: 2008 – 41, 2009 - 36, 2010 – 15, 2011 – 11, 2012 – 4, 2013 – 4, 2014 – 10. The increased number of complaints for 2014 resulted from the Board's newly assumed responsibilities for cosmetology and

³ See K.S.A. 74-32,181 and K.A.R. 88-28-6.

⁴ K.S.A. 74-32,166 creates this commission and sets forth the nature of its membership and duties.

barber schools. The bulk of the new complaints came from cosmetology and barbering students who previously did not have a state agency willing or able to accept their complaints (other than issues regarding Title IV funding). After making site visits to all the cosmetology and barbering schools and resolving the new student complaints regarding these schools, the complaints from cosmetology and barbering school students have decreased. The other decline in the number of complaints through the years may be due to many factors, including annual PPS/KBOR state conferences attended by institutional representatives wherein the PPS unit addresses school compliance issues, increased site visits, and increased KBOR staffing which allows the unit to more promptly respond to issues raised by schools and students (i.e. ongoing improvements to KPODS). The nature of the complaints still received include a wide variety of issues such as problems with an institution that KBOR has not granted a Certificate of Approval that would allow it to operate in Kansas, making student clinical placements, being denied entrance into an institution, seeking assistance in securing credits for courses completed, or securing refunds.

Typically, if Board staff receives a complaint about a specific school, that school will be contacted and asked to respond to the allegations that have been raised. This can result in a school's refusal to comply with a complainant's demands, a satisfactory resolution, or impasse. If the matter involves a law or standard the Board has authority to enforce, and cannot be resolved in favor of voluntary compliance with the law, the school may be notified that action against it may be taken and the matter will be forwarded to the Attorney General's office for review and a request for assistance.⁵ If the matter involves something over which the Board has no authority, such as a breach of contract allegation, and it cannot be resolved to the satisfaction of the complainant, then the person or entity making the complaint will be informed of that fact and alternative resources suggested. Board staff has a very good working relationship with the Attorney General's consumer protection unit and will not hesitate to refer a "bad actor" (e.g. a diploma mill) to that office.

K.S.A. 74-32,161 *et seq.* provide several penalties and remedies if an institution operating in Kansas violates any provision of the Act: Injunction (K.S.A. 74-32,173); criminal penalties (K.S.A. 74-32,177); civil fines of up to \$1,000 for each violation (K.S.A. 74-32,178); voiding of contracts and refunding of moneys paid, plus interest (K.S.A. 74-32,167 and 74-32,179); and Kansas consumer protection act penalties. In addition, if the proper procedures are followed and the evidence of violation is sufficient, the Board may revoke a previously granted Certificate of Approval.

STATE AUTHORIZATION RECIPROcity AGREEMENT (SARA)

The Board approved application for membership to the Midwest State Authorization Reciprocity Agreement (M-SARA) at its June 2014 Board meeting. In November 2014, following a change in Kansas state law, MHEC officially approved that application and Kansas is now the official "State Agency Portal" for purposes of administering the M-SARA Agreement. In order to fulfill the duties associated with that role, SARA related functions were assigned to the PPS unit.⁶ Institutional applicants that wish to become institutional members of M-SARA must be based in Kansas (the college's main campus or central unit holds its principal legal domicile in Kansas) and intends to offer online degree programs to students located in other SARA member states.

⁵ This is done because the Attorney General represents the Board in legal actions and because the consumer protection division of that office has trained agents who specialize in investigating potential violation of laws designed to protect Kansas consumers.

⁶ In the spring of 2013 the Board's Standing Committee on Academic Affairs updated the Board on the status of interstate reciprocity and the proposed State Authorization Reciprocity Agreement (SARA). Representatives from the Midwestern Higher Education Compact (MHEC) and SARA presented information about the SARA Agreement to the Board in September 2013. The Regents approved moving forward with legislation that was needed in order to participate in the Agreement and introduced House Bill 2544 in January 2014. The bill passed and became effective July 1, 2014.

25 Kansas institutions are participating in SARA as of August 25, 2015.

