

Program Review 2025

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Kansas State University
Program Review Narrative

Institutional Policies on Program Review

Kansas State University (K-State) is committed to providing high-quality educational programs that meet the evolving needs of our learners. This commitment is reflected in our [Next Gen K-State strategic plan](#), which prioritizes enrollment growth; enhanced retention, graduation rates, and applied learning opportunities; responsiveness to the needs of learners, employers, and society; and positive economic impact for Kansas and beyond. K-State's annual academic program review and revitalization process, launched in January 2023 after an [18-month shared governance creation process](#), directly supports these *Next Gen K-State* imperatives, aligning them with the goals of the Kansas Board of Regents (KBOR).

The goals of the of the academic program review and revitalization include:

- Gain a more holistic view of our academic portfolio of offerings to students.
- Identify programs for improvement, investment, and growth.
- Provide an internally developed decision support tool for faculty and academic leadership.
- Drive innovative curriculum and continuous program improvement.
- Promote academic excellence and accountability.
- Support the long-term financial viability of K-State by assuring we meet contemporary student and market demands.

The academic program review and revitalization process should help the University:

- Build a culture of collaboration and partnership by aligning program visions to aspects of university, college, and/or department strategic plans.
- Serve as the foundation for completing any internal or external accreditation or reporting required.
- Make data informed decisions and strategic investments based on strategic goals and opportunities.
- Provide each college with a planning tool that serves their long-term strategic planning process and decision-making process (i.e. budget allocation, faculty hires, new program development, mergers, program changes, etc.).

At academic program and department level, academic program review and revitalization will ensure that each academic program has:

- Long term goals for providing high quality education connected to a strong research, creative, and artistic portfolio.
- Action items to achieve long-term goals.

K-State Program Review Policies

- A foundation for discussion with college- and university-level leadership about the program.

The academic program review and revitalization process fosters transparency, breaks down silos, and encourages innovative, interdisciplinary partnerships focused on student success. By analyzing data across the university, we gain a holistic understanding of our academic portfolio. Consistent metrics applied to all programs ensure equitable assessment and evaluation across academic units. This process provides data to identify programs that may benefit from revitalization to better meet student interests and workforce demands. Informed by this data, we can strategically align our programs with emerging trends, considering both student aspirations and societal needs, as we advance our land-grant mission of service to Kansas, the nation, and the world.

Further, the standardized, university-wide process empowers deans, department heads, and faculty to identify opportunities for innovation and the development of interdisciplinary and complementary programs and student pathways. Our systematic approach, encompassing data collection, self-study, and program evaluation, provides the information necessary to balance our academic portfolio and support continuous program improvement, innovation, resource reallocation, and financial sustainability. Programs identified for improvement through the academic program review and revitalization process will have the opportunity to develop and implement revitalization plans.

In December 2024, the K-State Faculty Senate voted to approve the policies guiding the academic program review and revitalization process. The finalized policy lives in the [University Handbook, Section L: Academic Policy](#).

University Handbook, Section L: Academic Policy

(December 2024)

Program Review Policy

Overview:

L1 Program review at Kansas State University (University) aligns long-term strategic planning and goals for academic program health and excellence with annual assessment of progress and activity towards these goals. As such, the program review asks that faculty establish a vision for their academic programs, concrete goals, and annual action plans to achieve these goals.

Program Vision and Goals:

L2 Academic units that offer credentialed degrees will develop a vision and concrete goals for their programs based on university, college, and/or department strategic plans. Program goals will be reported through the University Program Review process. Accredited programs will use the same vision and goals submitted for accreditation.

Annual Program Review:

The program review process at K-State is named Academic Program Review and Revitalization (APRR).

Annual Action Plans:

L3 Each year, faculty will discuss a data report prepared and provided by the Office of Data, Assessment, and Institutional Research (DAIR) alongside their program vision and goals and other relevant information. Using the information, each department head or program director will submit a report on the faculty conversation and analyze the program's health and demonstrate and plan for continuous improvement. A university undergraduate program assessment team and the Graduate Council Assessment and Review Committee (ARC) will evaluate the program reviews and suggest future action as appropriate. The DAIR office will collect the reports and make them available to College deans and the Dean of the Graduate School for review.

Accredited programs will complete the annual program review report except during their accreditation reporting year(s), during which they will submit to the Office of Assessment what they submit to their accrediting body in place of the annual program review report.

Program Review Assessment:

L4 The University program review process will be assessed every five years and will be adjusted as needed. In addition, the Provost will present the University's program review policy and process to the Kansas Board of Regents at five-year intervals, beginning in Academic Year 2024-2025.

Both the five-year University program review and annual APRR report assessments will be conducted by the Office of Assessment in the Office of Data, Assessment, and Institutional Research (DAIR) in coordination with the Vice Provost for Academic Affairs and Innovation (VP AAI) or their designee.

The undergraduate program APRR reports will be reviewed by an Undergraduate APRR Review Committee comprised of representatives from each of the colleges and schools offering undergraduate programs. Members of this committee will serve three-year terms.

K-State Program Review Procedures

During the inaugural year, members of the committee will be assigned staggered service times, from one- to three-years. The committee will be chaired by the VP AAI or their designee.

The graduate program APRR reports will be reviewed by the Graduate Council Assessment and Review Committee (ARC) members as described in the [Graduate Handbook](#).

An analysis of all review findings will be created by DAIR's assessment team and provided to the Provost or their designee.

Additional review:

L5 The Provost's Office may conduct in-depth review of academic programs in circumstances such as, but not limited to, significant changes in the program's health and viability, requests from the College and/or the Graduate School, changes in KBOR rules and expectations, and inconsistent participation in annual program review.

Program Review Procedures Document

The **academic program review and revitalization process** is formed of two components: a long-term program plan and an annual creation of action items to realize this vision and accompanying goals.

Long-term program plan

At least once every five years, departments will create a vision statement and set of three to five long term goals for their programs that include three to five outcomes. The academic program review and revitalization process serves as the annual implementation process for the long-term plan.

Externally accredited academic programs will use their accreditation report goals as their long-term plans.

The department members will discuss the following:

- Alignment of academic program's goals with the College's and University's goals;
- Service that academic program provides to discipline, university, state, and global community;
- Strengths and impact of faculty on curriculum, research, student success. Identify areas of change;
- Strengths of curriculum and curriculum impact on students;
- Opportunities and challenges for the next 5 years; and
- Areas for growth or adjustment.

K-State Program Review Procedures

Based on this discussion, the department will establish a long-term vision and 3-5 goals. These goals are reported on and updated each year of the annual program review and revitalization process.

Annual Program Review and Revitalization

Every year, departments are expected to discuss and analyze the data provided by the [Office of Data, Assessment, and Institutional Research](#), and to establish annual goals aligned with long-term plans. For each program offered, departments will submit an annual report of their discussion of the data analysis and the action items developed in support of their long-term goals. The annual report serves as the basis for eligibility for college and university-level investments.

Externally accredited academic programs will use their accreditation reports as their academic program review and revitalization submission on years when they must submit to external accreditors.

Data Review and Report Submission

The data is available as a dashboard through the K-State PowerBI data visualizer (Figure 1). After the tool launches in the fall semester, Departments have the academic year to review, discuss the data provided and create annual action items. Department heads or program administrators complete the APRR report to share annual program goals by March 15. Data review and discussions revolve around:

1. Market demand for the program;
2. Student demand, student accessibility, and student return on investment;
3. Centrality of the program to fulfilling the mission and the role of the institution;
4. The quality of the program as assessed by its curriculum and impact on students;
5. The service the program provides to the discipline, the university, and beyond; and
6. The program's cost-effectiveness.

Further, the annual program review and revitalization process reports on annual student learning outcomes success and challenges, long term goal reporting and updating, transferability of courses, and the overall student journey (recruitment, admissions, enrollment, retention, degree progress, and graduation).

K-State Program Review Procedures

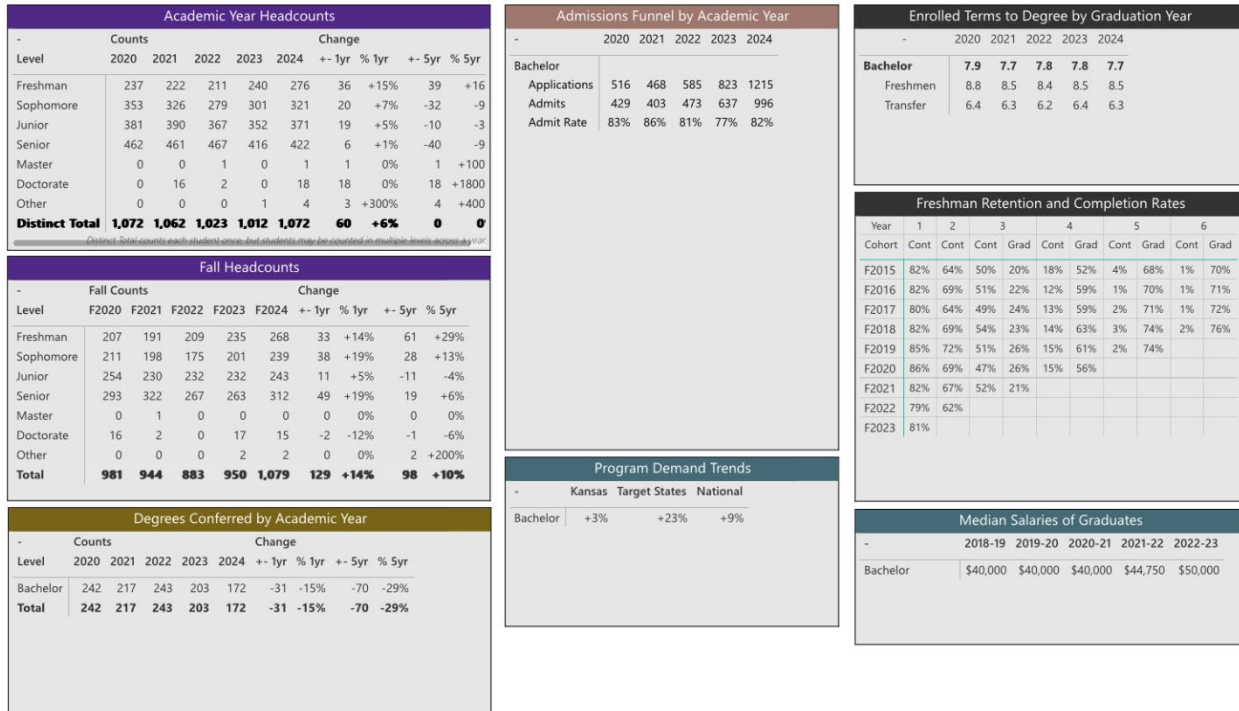


Figure 1: Example Program Data Analytics Tool - Power BI

Transfer Credits

Program: International Agric

Degree Level: Undergraduate

This page asks you to identify courses from two-year Kansas colleges that your transfer students typically bring in.

List the courses in your undergraduate major that are typically satisfied by transfer courses.
For a list of all K-State program courses, click on the Course Catalog button at the bottom of the page.

List the courses that typically transfer but do not apply to your undergraduate major.

What changes in transfer course approvals would be helpful for your program?

What is the maximum number of transfer credit hours from two-year Kansas colleges that can apply to your undergraduate major program? (Ex: 12)

Enter a number

How many transfer credit hours from two-year Kansas colleges typically do not apply to your undergraduate major program? (Ex: 6)

Enter a number

For the AY2025 review, programs were also asked to analyze the transferability of courses within their programs (e.g., what are common courses transferred in; what courses are transferred but not counted) (Figure 2).

Figure 2: Example Transferability Info Gathering

K-State Program Review Procedures

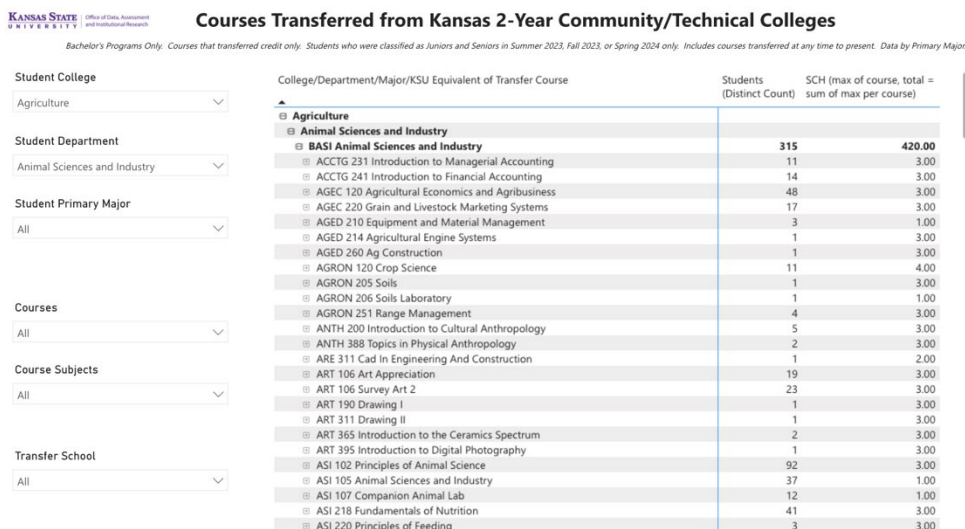


Figure 3: Transfer courses by program tool

Further, a tool was developed (Figure 3) to allow programs to review common courses transferred in by program. This tool was helped to identify the affordability metric related to transfer hours. We expect to pair this information with the information

gathered by program through the annual program and review revitalization process to provide further information to programs on areas for transfer success and improvement.

In order to capture the annual program review and revitalization process university-wide, a [PowerBI survey tool](#) is used to collect data centrally into the Office of Data, Assessment, and Institutional Research.

Reports Assessed

After the reviews are submitted, the Provost's Office establishes a program review team, with representatives from each college. The undergraduate program review team will evaluate undergraduate program reports. The graduate school will use it's already-established graduate council to evaluate graduate program reports. Both teams may suggest future action as appropriate, including but not limited to:

- o a more detailed or extensive program review,
- o Provost office consultation with college deans and department heads about action plans, or
- o strategic investment.

The communication regarding the recommendations should be received by the programs in early May 2025.

Additional review

The Provost's Office may conduct an in-depth review of a program in circumstances such as, but not limited to, significant changes in the program's health and viability, requests from the College and/or the Graduate School, changes in KBOR rules and expectations, and inconsistent participation in annual program review.

Addressing programs below minima

During the annual program review process, all programs holistically review their data, including minima data provided by KBOR. When a program is below minima or in the lower 10% of programs, there is extra focus in the program review on the potential root causes of the challenge areas. Resources are provided to the programs in order to help address the root causes which includes, but is not limited to, funding for program revitalization, funding for course revitalization, targeted marketing analyses to ensure degree is still relevant, instructional design consultations and support, enrollment management consultations, etc. Through the annual program review process, programs identify the challenge areas, resources needed, and goals related to the challenges. Through the university review of the annual program review process, a program may be identified as continuing, revitalization and action plan, merging, or closure. If a program is recommended for closure, a series of conversations are held with the department head, associate dean, and dean of the college to ensure students' needs, and faculty and staff associated with the programs are appropriately cared for (e.g., teach out plans, employment plans).

Data/Information on each Program

[Kansas State University Final Data Sheet](#)

Programs on Phase Out, Merge, or Action Plans

Discontinued in 2024-25:

- Dual Degree Program BS Nutrition and BS Kinesiology. Note, both individual degree programs still exist.

Degree programs already on action plan and approved in April 2024:

- Music (Bachelor of Arts in Music / Bachelor of Music)
- Geography (Bachelor of Arts/Science in Geography)

Narrative on Workforce Needs

Kansas State University plays a significant role in driving the growth and development of many of the key industries projected to grow in Kansas over the next decade. Through its research, educational programs, and community partnerships, Kansas State University contributes in various ways to important sectors like renewable energy, advanced manufacturing, aerospace, agriculture, healthcare, technology, and more.

K-State, as a land-grant institution, is dedicated by mission to offer education, research and extension programs to the people of Kansas. K-State provides more than 250 undergraduate majors and programs and 165-plus graduate degrees and certificates in a number of interest areas important to students and employers:

K-State Program Review Meeting Economic Needs

- Architecture, art, and design
- Aviation
- Business
- Communication, media, and marketing
- Computer science and information technology
- Education and leadership
- Engineering and construction
- Government, law, and social sciences
- Health Professions
- Hospitality and tourism
- Human and social services
- Humanities, culture and society
- Science and mathematics
- Veterinary medicine
- Visual and performing arts

Many of these interest areas align directly to the industries of focus identified in the Kansas Department of Commerce as priorities for the state. Many of the other areas contribute a breadth of other skills relevant and needed by Kansas employers. Graduates of Kansas State University are successful at joining the workforce and many stay and work right here in Kansas. We will explore how K-State supports the needs of the state by examining these different areas in detail.

Kansas Department of Commerce Priorities

The Kansas Department of Commerce (KDOC) identifies 9 [industries of focus](#) within the state. Kansas State University provides support to all of these industries through a multitude of academic programs and departments. Additionally, many of these sectors are posting jobs which require an academic degree. Kansas State University graduates students at multiple levels to support these critical priorities within the state.

Through utilization of Kansas Department of Labor data accessed through EMSI Lightcast, we have broken down each industry of focus to determine the need for higher education credentials in support of job demands in the last year.

Advanced Manufacturing

Kansas State supports this sector with its Advanced Manufacturing and Bulk Solids Technology Center, Advanced Manufacturing Institute and IMSE research.

There were **28,660** Kansas jobs posted within this sector in the last year. Of these:

- **46%** require at least an associate's degree
- **41%** require at least a bachelor's degree
- **12%** require an advanced degree

Corporate & Professional Services

Kansas State has multiple programs that support these professions, and ensures its efforts align with Kansas needs through its Office of Corporate Engagement.

K-State Program Review
Meeting Economic Needs

There were **30,018** Kansas jobs posted within this sector in the last year. Of these:

- **52%** require at least an associate's degree
- **49%** require at least a bachelor's degree
- **12%** require an advanced degree

Logistics & Distribution

Kansas State University's College of Business offers multiple programs related to Operations and Supply Chain Management which directly provide graduates the skills they need in this sector.

There were **16,458** Kansas jobs posted within this sector in the last year. Of these:

- **50%** require at least an associate's degree
- **46%** require at least a bachelor's degree
- **6%** require an advanced degree

Food Processing and Manufacturing

Kansas State University offers multiple programs in Grain Science, Milling Science, Food Science, Pet Food, and Bakery Science. In fact, the Milling Science program at K-State was touted as "[one of a kind](#)" on the Kansas Department of Commerce website. Kansas State University's agricultural focus makes it a key source of knowledge and expertise for this important economic need.

There were **5401** Kansas jobs posted within this sector in the last year. Of these:

- **28%** require at least an associate's degree
- **24%** require at least a bachelor's degree
- **4%** require an advanced degree

Aerospace & Defense

Kansas State University's Salina Campus provides multiple degrees and certificates supporting this key need and [is noted](#) on the Kansas Department of Commerce website as one of the "leading aviation universities in the country". In addition to academic offerings, we offer needed training facilities for manned and unmanned flight operations.

There were **5,786** Kansas jobs posted within this sector in the last year. Of these:

- **36%** require at least an associate's degree
- **33%** require at least a bachelor's degree
- **7%** require an advanced degree

Animal Health

Kansas State supports this sector with its Veterinary Medicine and Animal Science and Industry programs, certificate in Animal Health Management and Animal Health workshops and seminars. These services provide expertise for students at multiple levels of education to help support these needs.

There were **1,403** Kansas jobs posted within this sector in the last year. Of these:

- **30%** require at least an associate's degree
- **25%** require at least a bachelor's degree
- **10%** require an advanced degree

Bioscience

Kansas State University offers multiple programs in biology, life sciences and applied biosciences. The University offers “historic agricultural leadership” according to the [Kansas Department of Commerce](#) website. Manhattan, KS is also the home for the National Bio and Agro-Defense Facility and offers training programs specific to that facility through the Kansas State University Biosecurity Research Institute.

There were **1,018** Kansas jobs posted within this sector in the last year. Of these:

- **76%** require at least an associate's degree
- **73%** require at least a bachelor's degree
- **30%** require an advanced degree

Agriculture

Kansas State University is one of the nation's leading agriculture schools and supports all levels of this industry through its College of Agriculture. The Animal Health and Food Processing and Manufacturing areas of focus are subsets of the overall agriculture expertise provided by Kansas State. The College of Agriculture provides 16 majors, two secondary majors, 16 minors and 6 certificates at the undergraduate level and 18 graduate programs.

The number of jobs related to this industry is expansive and connected to many other colleges at Kansas State University. Kansas State University's interdisciplinary expertise allows students to access multiple related fields through interdisciplinary programs such as Agribusiness and Dietetics, Nutrition and Health.

Energy & Natural Resources

Kansas State University offers multiple related programs in this area, including a Natural Resources and Environmental Sciences secondary major, as well as an energy and natural resources track in geology.

There were **1027** Kansas jobs posted within this sector in the last year. Of these:

- **43%** require at least an associate's degree
 - **38%** require at least a bachelor's degree
 - **6%** require an advanced degree

K-State Post-Graduation Statistics

Kansas State University compiles career information about its graduates through its Career Center, which surveys students to learn more about how they are using their degrees. From their survey data (which includes student, employer, faculty and other sources), it is clear



**of graduates
are employed
or furthering
education**

Kansas State University graduates provide a multitude of direct economic benefits to the state.

80% of the top 100 companies hiring 2022-23 new bachelors' grads employed them in Kansas.

The top 5 sectors employing new bachelor's degree graduates in

Kansas are **Educational Services, Professional Scientific Technical Services, Manufacturing, Finance & Insurance, and Health Career & Social Assistance.**

If we look across all grads with all degrees from 2019-23 there were 2,892 organizations employing **9,030** graduates in Kansas, and 5 of top 10 employers from 2019-23 are USDs in Kansas.

Look [here](#) for more information and cross-sectional data from the career center.

Kansas Skills Needs

Kansas State University utilizes EMSI Lightcast to determine the skills most requested within Kansas job postings, as well as any gaps in skills that can be addressed through education. Examining the past year's job postings within the state (as well as the workforce available to fill these positions) we can see a significant need for specialized, or "hard" skills such as project management, marketing, merchandising, auditing, accounting, and

K-State Program Review Meeting Economic Needs

finance among other skills. In addition, there is a considerable gap in these skills as compared to the workforce and the skills they currently possess. Many of these skills can be accessed through Kansas State University's programs and microcredentials, allowing potential Kansas employees the ability to skill into these needs.

Top Specialized Skills

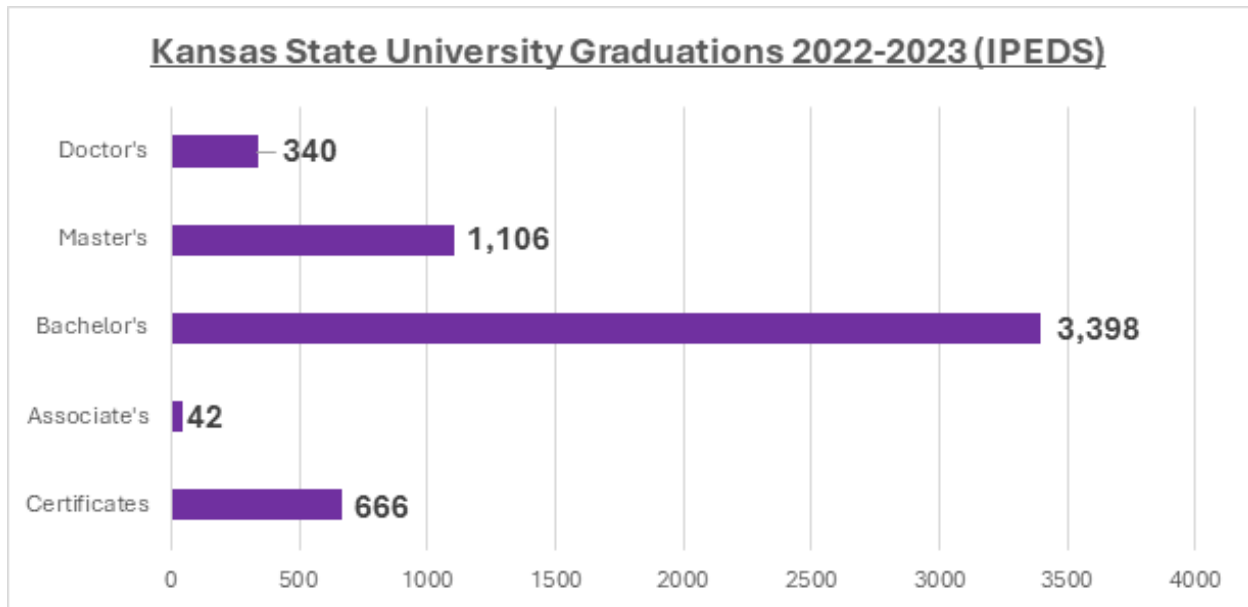


Not only are there significant existing gaps, but the need for most of these skills is only growing within the state. This makes the continued support of academic and microcredential programs offered through Kansas State University critical to helping address these needs now, and in the future.

Conclusion

As a flagship land-grant institution in the state of Kansas, Kansas State University addresses multiple economic needs for the workforce and industry, in ways that are both broad and specialized. By providing access to higher education degrees at both undergraduate (associate's and bachelor's) and graduate (master's and doctoral) levels, K-State helps provide an educated workforce to the state. By providing access to over 100 online programs, K-State helps provide access to education to those who would otherwise be unable to attend on-campus programs.

K-State Program Review
Meeting Economic Needs



Kansas State University not only offers a breadth of programs, but it offers many targeted programs and initiatives that directly address the stated economic needs of Kansas as defined by the Kansas Department of Commerce. Multiple offerings, including offerings in aviation, agriculture, and bioscience, as well as multiple institutes and initiatives, are specifically referenced by KDOC and are unique to Kansas State University's expertise.

K-State is proud to offer so many ways in which we can benefit the economic needs of Kansas, and we continue to look for new and innovative ways to serve our land-grant mission to the people of Kansas in order to continue serving those needs as we move forward into the future.

University of Kansas
Program Review AY 2025 - Narrative

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[OFFICE OF THE CHANCELLOR POLICY¹](#)

ACADEMIC PROGRAM REVIEW

PURPOSE:

Defines the scope and process for Academic Program Review at the University of Kansas.

APPLIES TO:

All academic units conferring degrees, including majors and minors at the undergraduate, graduate, and professional levels.

CAMPUS:

Edwards, Lawrence, Leavenworth, Juniper Gardens, Parsons, Pittsburg, Salina, Topeka, Wichita, Yoder, Medical Center, Kansas City

POLICY STATEMENT:

The Academic Program Review process is intended to support continuous improvement of academic programs and ensure alignment between unit goals and activities and KU's mission, strategic priorities, and fiscal allocations. Academic Program Review is a requirement of the [Higher Learning Commission²](#) and the [Kansas Board of Regents³](#).

Responsibility for Academic Program Review is shared between the Lawrence Campus and KU Medical Center and their respective reporting units, but the process varies for each, as outlined below.

Lawrence Campus and All Reporting Units

I. Scope & Review Cycle

Academic Program Review (APR) is conducted on a four-year cycle. All academic units conferring degrees must participate in Academic Program Review once during each four-year cycle. For academic programs also subject to external program accreditation review, every effort is made to coordinate the timing of program review with the accreditation review to make effective use of faculty time and minimize duplication of effort. Certificates are reviewed separately, as governed by undergraduate and graduate certificate policy.

II. Self-Study & Faculty Involvement

The process includes a Self-Study Report by the unit covering all degree programs at the undergraduate and graduate levels. The Report includes questions relating to 1) the contributions of the unit to the University's mission, 2) qualifications and achievements of the faculty, 3) quality of the

curriculum and its impact on students, 4) the effectiveness of the unit's degree programs as measured by recruitment, retention, and student outcomes, and 5) the service of the unit to the institution, the discipline, and the broader community. Each unit must also use the Self-Study to set goals and report on progress since the last review.

To assist in preparation of the Self-Study Report, relevant data collected by KU is provided to the unit by Analytics, Institutional Research, & Effectiveness (AIRE) in coordination with the Office of Academic Affairs. It is the responsibility of each unit to gather any additional, unit-specific data required to respond to the Report's questions. This must include a survey or focus group with students to gather student perspectives on the learning outcomes for each degree. Options and guidelines for conducting this survey or focus group are provided to the unit by the Office of Academic Affairs.

It is the responsibility of unit leaders to solicit the involvement of unit faculty in the review process. This includes ensuring they are aware of the scope and process for review and can contribute, as appropriate to their role, to the substance of the Self-Study Report. The involvement of external reviewers is optional and is left to the discretion of the Dean.

The unit must submit the Self-Study Report to the Dean's Office in accordance with the procedures and deadline established by the Office of Academic Affairs.

III. Dean's Review

The Dean and their designees must review each Self-Study Report, including the goals identified by the unit. The Dean and their designees must work with the unit to refine goals as needed to align with the mission and strategic plan of the School/College. The Dean or designee must create a one-to-two-page written response to the Self-Study Report, including an endorsement of the unit's goals and any recommendations they have for specific actions by the unit and/or intended or anticipated changes to resource allocations impacting the unit.

The Dean's Office must submit the Self-Study Report and the response document in accordance with the procedures and deadline established by the Office of Academic Affairs.

IV. Academic Program Review Committee

The Academic Program Review Committee (APRAC) is composed of 12 members appointed by the Provost based upon nominations from the Deans. Membership shall consist of faculty from the College/Schools according to the following counts:

- a. College: 3 members
- b. Business: 2 members

- c. Education: 1 member
- d. Engineering: 1 member
- e. All remaining schools: 5 members (Nominations solicited on a rotating basis from Deans of Architecture & Design, Journalism, Law, Music, Pharmacy, Professional Studies, and Social Welfare).

No more than one member from a single discipline/program area can be appointed by the Provost and Executive Vice Chancellor nor, in the case of the College, more than one member from a single division. Members serve 2-year terms and may not serve more than three consecutive terms.

V. APRC Review & Recommendations

Each unit's Academic Program Review is conducted by at least two APRC members. To the extent possible, at least one member conducting the review must be from a related disciplinary area.

APRC members must 1) review the Report and the Dean's response, 2) conduct at least one meeting with leadership from the unit under review, which may include the Dean or Dean's designee, and 3) prepare a 1-2 page document with feedback for the unit and Dean, including any concerns raised by the review and/or recommendations for modifications to the unit goals or resource allocations. These reports will be reviewed by the full committee before dissemination. The Dean shall consider these recommendations and, in consultation with the unit, determine any actions to be taken.

VI. Continuing Review

With a commitment to continuous improvement, the Dean or their designee in each College/School must track progress toward the goals outlined in each unit's APR, including a check-in at least once per academic year.

KU Medical Center Campus and All Reporting Units

I. Scope & Review Cycle

Academic Program Review (APR) is conducted on a four-year cycle. All academic units conferring degrees must participate in Academic Program Review once during each four-year cycle. For academic programs also subject to external program accreditation review, every effort is made to coordinate the timing of program review with the accreditation review to make effective use of faculty time and minimize duplication of effort. Certificates are reviewed separately, as governed by undergraduate and graduate certificate policy.

II. Self-Study & Faculty Involvement

The process includes a Self-Study Report by the unit covering all degree programs at the undergraduate and graduate levels. The Report includes questions relating to 1) the contributions of the unit to the University's mission, 2) qualifications and achievements of the faculty, 3) quality of the curriculum and its impact on students, 4) the effectiveness of the unit's degree programs as measured by recruitment, retention, and student outcomes, and 5) the service of the unit to the institution, the discipline, and the broader community. Each unit must also use the Self-Study to set goals and report on progress since the last review.

To assist in preparation of the Self-Study Report, relevant data collected by KU Medical Center is provided to the unit by KU Analytics, Institutional Research, & Effectiveness (AIRE) and KU Medical Center Enterprise Analytics, in coordination with KU Medical Center's Office of Academic and Student Affairs. It is the responsibility of each unit to gather any additional, unit-specific data required to respond to the Report's questions. This must include a survey or focus group with students to gather student perspectives on the learning outcomes for each degree. Options and guidelines for conducting this survey or focus group are provided to the unit by KU Medical Center's Office of Academic and Student Affairs.

It is the responsibility of unit leaders to solicit involvement of unit faculty in the review process. This includes ensuring they are aware of the scope and process for review and can contribute, as appropriate to their role, to the substance of the Self-Study Report. The involvement of external reviewers is optional and is left to the discretion of the School's Dean or Executive Dean.

The unit shall submit the Self-Study Report to the office of the Dean or Executive Dean of their School in accordance with the procedures and deadline established by the KU Medical Center's Office of Academic and Student Affairs.

III. Dean's Review

The Dean or Executive Dean and their designees must review each Self-Study Report, including the goals identified by the unit. The Dean or Executive Dean and their designees shall work with the unit to refine goals as needed to align with the mission and strategic plan of the School. The Dean, Executive Dean, or designee must create a one-to-two-page written response to the Self-Study Report, including an endorsement of the unit's goals and any recommendations they have for specific actions by the unit and/or intended or anticipated changes to resource allocations impacting the unit.

The Dean or Executive Dean's Office shall submit the Self-Study Report and the response document in accordance with the procedures and deadline established by the KU Medical Center Office of Academic and Student Affairs.

IV. Academic Program Review and Accreditation Committee Review

The Academic Program Review and Accreditation Committee (APRAC) is composed of nine members appointed by the Vice Chancellor for Academic and Student Affairs based upon nominations from each School's Dean or Executive Dean. Membership shall consist of faculty from the Schools according to the following counts:

- a. School of Health Professions: 3 members (1 from an undergraduate program, 1 from a graduate program, and 1 at large from within the school).
- b. School of Medicine: 3 members (1 from the M.D. program, 1 from a graduate program, and 1 at large from within the school).
- c. School of Nursing: 3 members (1 from an undergraduate program, 1 from a graduate program, and 1 at large from within the school).

No more than one member from a single program can be appointed by the Vice Chancellor for Academic and Student Affairs.

V. APRAC Review & Recommendations

Each unit's Academic Program Review is conducted by at least three APRAC members. To the extent possible, at least one member conducting the review should be from a related disciplinary area.

APRAC members must 1) review the Report and the Dean or Executive Dean's response, 2) conduct at least one meeting with leaders from the unit under review, which may include the Dean, Executive Dean or Dean's designee, and 3) prepare a one-to-two-page document with feedback for the unit and Dean or Executive Dean, including any concerns raised by the review and/or recommendations for modifications to the unit goals or resource allocations. The Dean or Executive Dean shall consider these recommendations and, in consultation with the unit, determine any actions to be taken.

VI. Continuing Review

With a commitment to continuous improvement, the Dean or their designee in each School must track progress toward the goals and recommendations outlined after each unit's APR, including a check-in at least once per academic year.

CONTACT:

Lawrence Campus and All Reporting Units:

Office of the Provost and Executive Vice Chancellor
Strong Hall, 1450 Jayhawk Boulevard, Room 250
Lawrence, KS 66045

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785-864-4904

provost@ku.edu⁴

KU Medical Center and All Reporting Units:

Office of the Vice Chancellor for Academic & Student Affairs
3901 Rainbow Blvd., 5016 Wescoe Pavilion
Kansas City, KS 66160
913-588-0146

APPROVED BY:

Chancellor

APPROVED ON:

Wednesday, July 31, 2024

EFFECTIVE ON:

Wednesday, July 31, 2024

REVIEW CYCLE:

Annual (As Needed)

RELATED STATUTES, REGULATIONS, AND/OR POLICIES:

[Kansas Board of Regents Policy and Procedures Manual \(II.A.5\)](#)³

[Policy on Program Accreditation](#)⁵

[Higher Learning Commission \(CRRT.B.10.010\)](#)²

Lawrence Campus and All Reporting Units:

[Graduate Certificate Policy](#)⁶

[Undergraduate Certificates: Approval and Review](#)⁷

KU Medical Center and All Reporting Units:

[Graduate Degree and Certificate Programs](#)⁸

[Undergraduate Certificate Programs](#)⁹

KEYWORDS:

Academic Program Review, accreditation, continuous improvement, program

CHANGE HISTORY:

09/11/2024: Removed review cycle for certificate programs. All certificates review on a 7-year cycle.

07/31/2024: New policy published in the Policy Library.

KU Program Review Policies

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Links on this page:

1. <https://policy.ku.edu/taxonomy/term/39>
 2. <https://www.hlcommission.org/Policies/criteria-and-core-components.html>
 3. https://www.kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_text#prog
 4. provost@ku.edu
 5. <https://policy.ku.edu/chancellor/programmatic-accreditation>
 6. <https://policy.ku.edu/graduate-studies/certificate-programs-policies-procedures>
 7. <https://policy.ku.edu/academic-success/undergraduate-certificates-approval-and-review>
 8. <https://www.kumc.edu/academic-and-student-affairs/departments/graduate-studies/degree-and-certificate-programs.html>
 9. <https://catalog.ku.edu/health-professions/respiratory-care/>
 10. <https://policy.ku.edu/comment/reply/1762#comment-form>
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[OFFICE OF PROVOST AND EXECUTIVE VICE CHANCELLOR POLICY¹](#)

UNDERGRADUATE CERTIFICATES: APPROVAL, ASSESSMENT, DURATION, ENROLLMENT IN, AND AWARDING OF FINANCIAL AID

PURPOSE:

To outline the process and criteria for creating undergraduate certificate programs, the process by which such programs will be assessed and evaluated, student eligibility to enroll in the program, and which programs are eligible for financial aid.

APPLIES TO:

Undergraduate students, faculty, and staff

CAMPUS:

Edwards, Lawrence, Leavenworth, Juniper Gardens, Parsons, Pittsburg, Salina, Topeka, Wichita, Yoder

POLICY STATEMENT:

A. Undergraduate Certificate Program Criteria, Approval, Assessment, and Renewal

I. Undergraduate Certificate Program Criteria

Undergraduate certificate programs must meet all the following criteria:

- Meet the [Academic Program Definitions Policy²](#) of a coursework-only certificate or of an experiential learning certificate.
- Have a clear and appropriate educational objective and achieve this objective in an efficient and well-defined manner.
- Shall not duplicate an existing minor (e.g. minor in digital marketing and certificate in digital marketing).
- Shall not have curricular tracks (e.g. curricular subplans).
- Shall exclude all courses numbered 700 and above.
- Have a maximum time to completion of four full academic years and shall complete a minimum of 75% of the certificate courses while in residence at KU.
- Have an updated list of courses and requirements in the academic catalog that are associated with the certificate. A department must guarantee that required core courses will be offered no less than once per academic year.
- In the case of requirements supplemental to coursework (e.g., experiential learning opportunities such as laboratories, practica, internships, and projects), maintain appropriate oversight and conduct evaluation.

- In cases of potential overlap with existing KU programs, not detract from existing programs.

II. Approval of New Undergraduate Certificate Programs

The development of certificate programs is encouraged where they may enhance the educational experience of students in existing undergraduate degree programs; provide a needed educational opportunity for students; allow to develop skills in a particular area; or combine with other components to support progress toward a degree. Proposals for new undergraduate certificate programs may be created and submitted in the same manner as proposals for new degree programs. Approvals for certificate programs are made as outlined in the [Approval of Academic Programs and Academic Units and the Faculty Responsibility for Establishment of Curricula, Academic Standards, and Degree Requirements Policy](#)³. A detailed description of the steps in the approval process is outlined on the [Academic Affairs website](#)⁴ for new program proposals.

III. Assessment of Undergraduate Certificate Programs

Undergraduate certificate programs must be assessed on a schedule determined by the Office of Academic Affairs.

IV. Duration of Undergraduate Certificate Programs

Upon approval of an undergraduate certificate program, the program will be adopted for a seven-year (7-year) time period. The certificate program will expire at the end of that period. The program may request renewal of the certificate by completing a renewal form endorsed by the department and the appropriate school or College. The Office of Academic Affairs will remind the undergraduate certificate program about its renewal at least one (1) semester before the certificate program is scheduled to expire.

The proposal will be evaluated for an additional seven-year (7-year) period. The Academic Program Coordinating Committee (APCC) will evaluate coursework-only certificates while the University Core Curriculum Committee (UCCC) will evaluate certificates with a combination of credit-bearing coursework and noncredit approved educational experiences.

If a certificate program expires no new students may be enrolled in the program. Programs must ensure any students currently in the certificate program have sufficient coursework options to continue until completion.

B. Student Eligibility for Enrollment, Completion, and Financial Aid

I. Classification of Undergraduate Certificate Programs for Title IV Eligibility

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To be eligible for Title IV funding, an undergraduate certificate must be classified as stand-alone. A certificate may only be classified as stand-alone if completion of the certificate without additional coursework fulfills the educational requirement for licensure, certification, or an equivalent credential. A stand-alone certificate is, per U.S. Department of Education requirements, intended to "prepare students for gainful employment in a recognized occupation" as designated by one or more U.S. Dept. of Labor Standard Occupational Classification (SOC) codes. (Rates of student attainment of employment in SOC-designated occupations may be used by the U.S. Department of Education to determine the quality of the certificate program and its continued eligibility for Title IV funding – i.e. eligibility for federal grants and loans to be awarded to students in the program.) Departments are required to track job placement outcomes of students who complete a stand-alone certificate.

II. Student Eligibility for Admission to Undergraduate Certificate Programs

Certificates classified as stand-alone for Title IV eligibility purposes are included on the undergraduate admissions application. Non-degree-seeking students are eligible to apply and must complete an admissions application. Degree-seeking students are eligible to apply through the change of major form. Admission is at the discretion of the appropriate school or College.

All other undergraduate certificates are solely open to KU degree-seeking students who are eligible to apply through the change of major form. Admission is at the discretion of the appropriate school or College.

III. Student Completion of an Undergraduate Certificate Program

Degree-seeking students shall declare their intent to complete a certificate program the same semester they apply for graduation. For degree-seeking students, undergraduate certificates shall not be granted retroactively post-graduation.

Non-degree seeking students shall declare their intent to complete the certificate no later than their final semester in the program.

Completion of an undergraduate certificate program will be documented on a student's transcript.

CONTACT:

Office of Academic Affairs

provost@ku.edu⁵

785-864-4904

APPROVED BY:

Senior Vice Provost for Academic Affairs and Graduate Studies

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APPROVED ON:

Wednesday, November 13, 2024

EFFECTIVE ON:

Wednesday, November 13, 2024

REVIEW CYCLE:

Annual (As Needed)

BACKGROUND:

In 2015 an undergraduate certificate policy was drafted by the Office of Undergraduate Studies, reviewed by the Office of the University Registrar, Student Information Systems, and deans prior to final approval.

In 2024, the 2015 policy was replaced by this version. Undergraduate certificates are not included in academic program review because the renewal process accomplishes the same end.

RELATED STATUTES, REGULATIONS, AND/OR POLICIES:

[Academic Program Definitions Policy](#)²

[Approval of Academic Programs and Academic Units and the Faculty Responsibility for Establishment of Curricula, Academic Standards, and Degree Requirements](#)³

RELATED OTHER:

[Higher Learning Commission Criteria and Core Components for Accreditation](#)⁶

[Higher Learning Commission Approvals to Institutional Changes in Academic Programs](#)⁷

KEYWORDS:

Undergraduate, certificate, undergraduate certificate, assessment, academic program review

CHANGE HISTORY:

11/13/2024: Policy substantively updated to align with HLC requirements and University practices.

06/10/2015: Published in the Policy Library.

Links on this page:

1. <https://policy.ku.edu/taxonomy/term/37>

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2. <https://policy.ku.edu/provost/academic-program-definitions>
 3. <https://policy.ku.edu/provost/faculty-responsibility>
 4. <https://academicaffairs.ku.edu/>
 5. provost@ku.edu
 6. <https://www.hlcommission.org/Policies/criteria-and-core-components.html>
 7. <https://www.hlcommission.org/Accreditation/institutional-change-academic-programs.html>
 8. <https://policy.ku.edu/comment/reply/1789#comment-form>
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[GRADUATE STUDIES POLICY¹](#)

GRADUATE CERTIFICATE PROGRAMS

PURPOSE:

To outline the procedures used in administering graduate certificate programs.

APPLIES TO:

All graduate faculty, graduate program administrators, and graduate certificate students on the Lawrence and Edwards campuses

CAMPUS:

Edwards, Lawrence

POLICY STATEMENT:

A graduate certificate is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Students may be awarded these certificates upon completion of a well-defined program of coursework. The didactic material of a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. In accordance with the Registrar's regulations on Academic Transcripts, the University officially records and recognizes completion of a graduate certificate by noting the achievement on the transcript. Ceremonial certificate documents may be available upon request.

A graduate certificate program will be comprised of no less than nine (9) and no more than 18 credit hours of coursework in a particular discipline or related disciplines of study. All graduate certificate programs must be comprised of at least 50% coursework designed for graduate credit and offered at the 700-level or above.

Duration

All proposals for graduate certificate programs will be adopted for a seven-year (7-year) time period. The certificate program will expire at the end of that period. The program may request renewal of the certificate program by sending an updated program proposal, endorsed by the department and the appropriate school or College to the Academic Program Coordinating Committee (APCC). The proposal will be evaluated for an additional seven-year (7-year) period. The Assistant Vice Provost for Academic Affairs (or designee) will remind the graduate certificate program about its renewal one (1) semester before the graduate certificate program is scheduled to expire. If a program expires or is not renewed, no new students may be enrolled in the program and those students currently in the program may continue until completion.

Administration

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It is the responsibility of the degree program that houses the graduate certificate program to maintain all student records of the graduate certificate program.

EXCLUSIONS OR SPECIAL CIRCUMSTANCES:

Academic units proposing certificate programs greater than 18 hours must request approval through the Office of Graduate Studies. Requests must include a clear justification for the number of credit hours. Academic programs proposing certificates of greater than 18 hours must justify the certificate in light of other degree options (e.g., MA, doctoral minor).

CONTACT:

Office of Graduate Studies

graduate@ku.edu²

785-864-8040

APPROVED BY:

Provost and Executive Vice Chancellor

APPROVED ON:

Tuesday, July 28, 2009

EFFECTIVE ON:

Tuesday, July 28, 2009

REVIEW CYCLE:

Annual (As Needed)

RELATED STATUTES, REGULATIONS, AND/OR POLICIES:

[Admission to Graduate Study](#)³

[Graduate Credit](#)⁴

RELATED PROCEDURES:

[New Academic Program Proposals](#)⁵

KEYWORDS:

Graduate Certificate, Certificate Renewal, Certificate Printing

CHANGE HISTORY:

10/31/2024: Clarified maximum hours and added exception requests to Exclusions or Special Circumstances.

04/11/2024: Technical edit to clarify language.

07/18/2023: Updated policy formatting and links.

10/17/2022: Technical edit update. Added statement regarding 50% of content designed for graduate

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<https://policy.ku.edu/graduate-studies/certificate-programs-policies-procedures>

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credit to clarify accreditor expectations.

01/20/2022: Updated policy to align with current practices.

03/09/2018: Updated missing required information.

06/18/2014: Updated references to 'Office of Graduate Studies' throughout the text to ensure accuracy; selected Lawrence for Campus field (required); added placeholders for Purpose and

Approved by; added keywords; minor formatting updates.

CATEGORIES:

Academic Categories: *Academic Programs*

6

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Links on this page:

1. <https://policy.ku.edu/taxonomy/term/16>
2. graduate@ku.edu
3. <https://policy.ku.edu/graduate-studies/admission-to-graduate-study>
4. <https://policy.ku.edu/graduate-studies/graduate-credit>
5. <https://academicaffairs.ku.edu/new-academic-program-proposals>
6. <https://policy.ku.edu/comment/reply/308#comment-form>

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Academic Program Review (APR) Procedures Document

Prepared for KBOR Academic Program Review, Spring 2025

KU's program review procedures ensure that the following is analyzed, per KBOR guidelines:

- a. Market demand for the program;
- b. Student demand, student accessibility, and student return on investment;
- c. Centrality of the program to fulfilling the mission and the role of the institution;
- d. The quality of the program as assessed by its curriculum and impact on students;
- e. The service the program provides to the discipline, the university, and beyond; and
- f. The program's cost-effectiveness.

At the start of each four-year cycle, Academic Affairs work with leadership in the College and Professional Schools to establish the full schedule of program reviews. All programs without specialized accreditation are scheduled at regular four-year intervals. For programs with specialized accreditation, slight adjustments may be made as needed to accommodate any potential conflicts with accreditation activity. Once finalized, the full schedule is published to the APR webpage. Approximately 25 units are reviewed in any given year, and all degree programs within the unit are reviewed at the same time.

The annual process begins with introductory meetings during the Spring semester with all units scheduled for review the following academic year. Staff from Academic Affairs review the process and timeline. The Self-Study Report (SSR) template is presented, and the various components are explained.

During the summer months, the Office of Analytics, Institutional Research, and Effectiveness (AIRE) develops data briefing books for each unit. In September, units receive their data briefing books and the SSR template. Academic Affairs and AIRE host training sessions to review the data provided and answer any remaining questions about the process.

Units complete their SSR during the Fall semester. It is comprised of 5 sections in the following order:

- Mission Alignment – How does the unit and its degree programs support the mission of the University of Kansas, including alignment between unit level strategic plans and the University's Jayhawks Rising plan. (c)
- Productivity and Qualifications of the Faculty – Analysis of faculty productivity in relation to disciplinary peers, instructional workload and SCH per FTE, and progression through promotion and tenure.
- Curriculum and Impact on Students – Analysis of appropriateness, transparency, and relevance of degree requirements, time to degree and barriers to completion, and degree level assessment outcomes. Units are also asked to report on student outcomes (e.g., awards, licensure pass rates, graduate school acceptance) during and post-degree completion. (b, d)

KU Program Review Procedures

- Effectiveness of the Degree Programs – Analysis of recruitment, enrollment, yield rates for graduate programs, retention, and completion, including consideration of each unit's enrollment management plan. *(a, f)*
- Service the Unit Provides to the Discipline, University, and Beyond – Report on general education courses offered by the unit and faculty service within and outside of KU. *(e)*

In addition to this analysis, units must establish at least three goals for the next four-year period, with outcomes to be assessed at their next review. Beginning in AY24-25, units must establish one goal for each pillar of the Jayhawks Rising strategic plan: Research & Discovery, Healthy & Vibrant Communities, and Student Success. Additional goals are optional.

The SSR is reviewed by the unit's Dean and submitted to Academic Affairs early in the Spring semester. Each unit is assigned two reviewers from the 12-person Academic Program Review Committee, comprised of faculty representatives from across the institution. These committee members review the SSR and goals, meet with representatives from the unit to discuss, and report out their findings to the full committee. Written reviewer feedback is provided to each unit. Academic Affairs works with units to address any concerns raised by the committee, and monitors progress on goals annually.

Undergraduate and graduate certificate programs are reviewed in a separate cycle. Certificates are approved for a seven-year period only. To continue with the program, the department must formally request renewal. Renewal requests are reviewed by the Provost's Academic Programs Coordinating Committee (APCC), who makes decisions on renewals on behalf of the Provost. The APCC reviews enrollment, curriculum, and assessment plans to make their determination. While all programs are reviewed, those with low completion rates in the preceding 7-year period receive additional scrutiny.

Program & Institutional Action Plans

Prepared for KBOR Academic Program Review, Spring 2025

As of Fall 2024, the University of Kansas offers 393 degree programs through the Lawrence and Edwards campuses and a total of 465 programs including programs at the KU Medical Center campus. University leadership and faculty governance oversee a continuous process of program development and review, resulting in regular changes to the program inventory. Since AY 20-21, KU has discontinued 94 degrees and certificates.

What follows are decisions relating to current programs made as part of KBOR's Academic Program Review as well as our own internal APR processes.

Discontinuances

In Fall 2025 the following programs will be submitted to faculty governance for discontinuance:

- Film & Media Studies PhD (50.0601)
- Religious Studies MA (38.0201)

Mergers

Department of Civil, Environmental & Architectural Engineering will merge the following:

- Environmental & Water Resources Science PhD (14.1301) will merge with Environmental & Water Resources Engineering PhD (14.1401), retaining the name of the latter.
- Environmental & Water Resources Science MS (14.1301) will merge with Environmental & Water Resources Engineering MS (14.1401), retaining the name of the latter.

Program Action Plans

In addition to those programs already placed on an Action Plan in AY23-24 (see spreadsheet), the following five programs were identified for Action Plans beginning in AY25-26 based on deficiencies in enrollment and completion metrics.

African & African American Studies MA (05.0101)

The program saw some decline in enrollment during Covid, but enrollment and completion rates are now rising. To continue improving and achieve the KBOR minima for enrollment and completion, the department will take the following steps:

- Increase recruitment from regional universities. This was a strategy that they pursued prior to Covid and were finding some success.
- Develop an Accelerated BA/MA degree (4+1). The BA and BGS are currently on an action plan to increase enrollment. Among other strategies, they have been encouraging those who take AAAS classes to consider double majoring. By creating an accelerated option, the department intends to capitalize on gains in the BA enrollment to also increase enrollment in the MA.
- Explore options for an online MA targeting high school teachers. This is based on inquiries they've received in previous years, and which have recently increased. The recent creation of the AP African American Studies Course is likely one factor in this demand. KU's AAAS would be one of the few online MA programs in the country and the only one in the Great Plains/Midwest and Big 12.
- AAAS encourages and will continue to encourage students to apply for various types of funding, including Foreign Language Area Study (FLAS) funding, and other opportunities internal to KU. This is intended to address the challenge of recruiting without the GTA funding packages that typically accompany PhD programs.

This program's relevance is closely tied to that of our Area Studies Centers, in this case the Kansas African Studies Center. Please see below under our Institutional Action Plan for further information about the critical role the Centers play in KU's research and teaching.

Classics MA (16.1200)

The program is currently on track to meet the minima for completions, with an anticipated 5 MAs to be awarded in May 2025 and another 5 in May 2026. The action plan therefore focuses on increasing recruitment to meet the KBOR enrollment minima.

Currently, the department has 11 MA candidates enrolled and two non-degree seeking part-time students to whom the program will offer regular admission in Fall 2025. The goal is to recruit at least 6-8 new MA candidates to start in Fall 2025.

The department is committed to taking the following steps in the short term:

- Increasing spending from the department's KUEA Tenney Frank account to offer additional scholarships to aid recruitment.
- Developing graduate seminars under the CLSX prefix (e.g. archaeology, ancient history, and art history) to supplement our current MA seminars, which are currently in Greek and Latin only. One such seminar has already been proposed: Digital Archaeology will be offered beginning in Spring 2026.
- Develop a marketing plan that emphasizes the changed requirements and broadened curriculum.

In addition, the department will begin working on the following changes. These will take some time to execute due to required governance approvals and catalog and graduate application changes:

- Modifying admissions requirements by lowering the number of hours required in advanced Greek and Latin.
- Changing graduation requirements by allowing students to count an array of seminars in CLSX, GRK, and LAT. (This may take a year to fully implement).
- Modifying the structure of the accelerated MA to make it feasible for undergraduate students majoring in programs besides Classics. While potentially valuable long term, this will not produce graduates for at least 3-4 years.

The department will also evaluate the following as possible future steps:

- Requesting additional GTA funding to support recruitment. Enrollment in CLSX 151/351 (Archaeology) and CLSX 380 (Olympics) have seen significant increases. Similarly, we

KU Program Review
Program & Institutional Action Plans

anticipate doubling enrollment in CLSX 332 (Medical Terminology), which attracts many students from outside the College. If these trends continue, it will provide strong support for a request for additional GTA funding.

- Evaluating the possibility of more regularly recruiting for a January start date. This strategy would seek to circumvent some of the challenges of the very competitive Fall admissions cycle, where the program must compete with other institutions offering larger funding packages. If recruitment targets for fall 2025 are not met, the department will recruit a new cohort to begin in January 2026.
- Consider accepting part-time students to the program.

East Asian Languages & Cultures MA (16.0300)

The East Asian Language and Cultures Master's program enrollment has been steadily increasing since 2019. The program seeks to continue this positive momentum through the following actions:

- Identify undergraduate students enrolled in advanced EALC language classes for targeted recruitment, encouraging strong and interested students to apply to the MA program in EALC. Since there is a foreign language proficiency requirement for our MA students, we collaborate with faculty teaching advanced EALC courses to identify top-performing and engaged students. Once these students are identified, faculty members personally reach out to encourage them to apply to the MA program. Additionally, the Director of Graduate Studies (DGS) in EALC will distribute a new flier about our MA program to all undergraduate minors and majors, providing detailed information about the program and its benefits.
- Use financial aid as an incentive for students to apply to the EALC MA program. We offer two types of financial aid to our graduate students: Graduate Teaching Assistantships (GTA) and Foreign Language and Area Studies Fellowships (FLAS) funded by the Title VI grant. GTAs can teach Chinese, Japanese, Korean, or Eastern Civilization (ECIV). For those with strong English reading and writing skills, we encourage them to apply for FLAS scholarships or GTA positions in teaching ECIV. MA students with high proficiency in Chinese, Japanese or Korean can teach one of these East Asian languages as part of their GTA responsibilities.
- Work to improve application completion rates by monitoring applications in progress and sending reminders to applicants who have started the process, encouraging them to complete their applications. We don't have a record for the number of unfinished applications in the past. But this year so far, we have 10 started but unfinished applications. Our DGS has sent emails to all applicants with unfinished applications, encouraging them to continue with the process.
- Resubmit a proposal for an EALC Accelerated MA. This would allow us to recruit strong undergraduates from our major to complete an MA with just one additional year of enrollment.

KU Program Review
Program & Institutional Action Plans

This program's relevance is closely tied to that of our Area Studies Centers, in this case the Center for East Asian Studies. Please see below under our Institutional Action Plan for further information about the critical role the Centers play in KU's research and teaching.

Film & Media Studies MA (50.0601)

After multiple faculty departures and three new hires, the current expertise of the faculty centers largely on film and media production, as opposed to a "studies" focus. Accordingly, the department's faculty have recently voted to discontinue the PhD and reorient the program toward production. They intend to take the following actions:

- Develop a focused recruiting effort on students with an interest in film & media production; the department anticipates greater demand for this area and now has the faculty expertise to accommodate.
- Beginning in Spring 2025, work to redesign the curriculum toward a focus on film & media production.
- Increase the number of undergraduate/graduate combined classes to allow enrollment of larger numbers of graduate students, and/or restructure existing faculty assignments/loads to include graduate-level production classes.
- Develop a portfolio capstone project to replace the MA thesis, reducing the amount of time it takes to complete the degree.

Through the appointment of MA students as GTAs, the master's program plays a vital role in undergraduate teaching. This curriculum change will allow the department to continue to hire GTAs to support undergraduate teaching in the discipline, while promising a more robust master's program for aspiring film & media students.

Education & Social Policy MSE (13.0901)

In its current inception, the program is right-sized and fills an important need for research and policy-focused graduate education. The program prepares students for research and policy roles in higher education, think tanks, nonprofit organizations, and governmental agencies, a focus not replicated at other Regent's institutions. Alumni include a graduate working in KU's policy administration staff, a graduate who is the Assistant Dean, Recruitment & Outreach for the College of Liberal Arts & Sciences at KU who is now pursuing a PhD in Educational Leadership & Policy Studies, a PhD student serving in a leadership role at the CEEL Center in the Achievement and Assessment Institute (AAI), the Haskell/KU Program Coordinator who is now in the Educational Leadership & Policy Studies EdD program, and a Research Project Coordinator at the KU Center on Developmental Disabilities. Other students have gone on to work in legislative or policy roles or pursue PhDs in other areas around the country, raising KU's profile in conversations about education policy issues nationwide.

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Moreover, the program is one of the few in-person degrees offered by the School and makes efficient use of university resources. Many courses are shared with the Educational Leadership & Policy Studies PhD program, a shared enrollment strategy that supports the viability of both programs.

The department is reviewing options to ensure the program remains viable, including strategies to improve enrollment or merge with other programs in the School. These decisions require careful deliberation to ensure that any changes align with the program's goals and impact on campus. Our intention is to make a decision on strategy by the end of Spring 2026, with implementation to follow.

Programs to Monitor

Below are additional programs where enrollment and/or completion is currently below minima. However, these programs are expected to meet minima before the next review cycle without any additional intervention beyond actions already underway.

Program	Metric	Rationale
Architecture PhD (04.0902)	Completion	Covid-related delays, now recovering
Slavic Languages & Literatures PhD & MA (16.0400)	Completion	Covid-related delays, now recovering
Women, Gender & Sexuality Studies PhD & MA (05.0207)	Completion	Covid-related delays, now recovering
Anthropology PhD & MA (45.0201)	Completion	Covid-related delays, now recovering
Public Administration PhD (44.0401)	Completion	Covid-related delays, now recovering
Child Language PhD (51.0299)	Completion	Covid-related delays, now recovering
Music Education PhD (13.1312)	Completion	Covid-related delays, now recovering
Medicinal Chemistry PhD & MS (51.2004)	Completion	Covid-related delays, now recovering
Pharmacology & Toxicology PhD & MS (26.1007)	Completion	Covid-related delays, now recovering
School Psychology PhD (42.2805)	Completion	Covid-related delays, now recovering
Design MA (50.0401)	Completion	Covid-related delays. All students are part-time working professionals. School staff are reaching out to those close to completion to support their return.

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		Anticipate meeting minima by the next review period.
American Studies MA (05.0102)	Completion	Covid-related delays, now recovering. Enrollment was also flagged but when combined with PhD this program well exceeds the minimum of 12. This program is also an important exit ramp for PhD students who decide not to complete.
Classics BA/BGS (16.1200)	Enrollment Completion	Recent merger completed; enrollment minima now met with completions anticipated to follow
Slavic, German & Eurasian Studies BA (16.0400)	Enrollment Completion	Recent merger completed; enrollment minima now met with completions anticipated to follow
Atmospheric Science PhD & MS (40.0401)	Enrollment Completion	Newer PhD program (2015). Meeting minima for enrollment as of Fall 2023; completions anticipated to follow
Learning Design MSE (13.0501) (previously Educational Technology MSE)	Enrollment Completion	Transitioning to Competency-Based Education (CBE) model alongside redesigned course-based option. Launch planned Fall 2026.
Educational Psychology & Research MSE (42.2806)	Completion	Adding concentration in Sports Psychology, expected to increase enrollment by at least 10 students. Recently developed a degree program with Zhejiang Normal University in Jinjua, China; expected to increase average enrollment by at least 40 students.
Architectural Engineering MS (14.0401)	Enrollment Completion	Now meeting enrollment minimum with an average enrollment of 13.5 in AY23-24 and AY24-25. Department is in the process of developing an online pathway that should further increase enrollments.
Indigenous Studies MA (05.0202)	Completion	Plan already in place to increase enrollment; should meet lagging completion metric by the next review period
Leadership Studies MA (30.2301)	Completion	Plan already in place to increase enrollment; should meet lagging completion metric by the next review

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		period. The department has initiated development of an on online pathway that should further increase enrollments.
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Other Programs

The following programs will likely not meet minima for enrollment and completion regardless of actions taken. However, we support these programs at their current size given the unique needs they address for students and the state of Kansas.

Program	Metric	Rationale
Audiology Au.D. (51.0202)	Enrollment Completion	The Doctor of Audiology is a highly ranked licensure program. While the combined Au.D./PhD program has larger enrollments, the Au.D. serves those students focused solely on clinical practice.
Pharmacy Practice MS (51.2008)	Enrollment Completion	This is an accredited program with only three admission slots each year. It is part of the two-year Health-System Pharmacy Administration and Leadership Residency (HSPAL) in partnership with The University of Kansas Health System. The program provides essential leadership skills necessary to assume high-level managerial, supervisory and leadership responsibilities in the field. The KUMC HSPAL program has been in existence since 1969.
Neuroscience PhD and MS (26.1501)	Enrollment Completion	These programs are based in the School of Pharmacy but are jointly offered with KUMC. Due to administrative requirements, each campus has a separate enrollment plan. While enrollment numbers in the KU-Lawrence plan are small and will likely stay so, when combined with those enrolling in the KUMC plan the program exceeds all minima.
American Legal Studies LL.M. (22.0203)	Enrollment Completion	This is a targeted program largely enrolling students with law degrees from other countries seeking to sit for the bar exam in

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		a U.S. jurisdiction. Their presence supports our mission by exposing our students and faculty to different legal systems. The coursework is drawn from the coursework we offer to our JD students, so no additional classes or academic offerings are required. We anticipate some growth in the program. Starting in the Fall of 2025, KU Law will offer a dual-degree program to students from Bahçeşehir University in Istanbul, Turkey, and Tashkent State University in Tashkent, Uzbekistan. Students completing this program earn their Bachelor of Laws (LL.B.) from the partner institution and the LL.M. in American Legal Studies from KU.
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Institutional Action Plan

The program-specific action plans described above are intended to address specific deficiencies in enrollment and completion metrics using specific program-level strategies. However, KU is also undertaking multiple institutional initiatives that we anticipate will have a positive impact across KU programs.

Improving Transfer

The transfer spreadsheet was completed as directed by KBOR with a focus on courses that directly transfer into each major. It should be noted that many majors, especially non-STEM majors from the College of Liberal Arts and Sciences, appear to accept a small number of courses, but those numbers are somewhat misleading. More credits would transfer if we had been asked to account for courses in the entire degree.

It should also be noted they would not earn a significant number of upper-level credit hours within a major, such as History, as those courses are not offered at 300-level+ at community colleges. Overall, it is quite feasible for students to earn 60-75 community college hours, including foreign language credits, transfer those hours (or a completed associate degree), earn credits in a major that requires 30-40 credits, and still have room to take additional, elective courses while earning a Bachelor of Arts degree.

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In fact, most KU undergraduates rely on transfer credits. They earn credit from other institutions while they are in high school, during summer terms, or at other points during their college careers. The Registrar's Office has structures in place to continuously accept transfer credit.

KU is committed to further improvement. Following are several actions we're already taking:

- We are working to support the transparency of degree requirements. KU's Registrar's Office is requiring that all degree requirements pages, for every major, provide a comprehensive overview of all requirements, including the number of credits required in general education, major, and any other institutional or School requirements. This will be implemented in the Professional Schools beginning with the 2025-2026 catalog, and in the College of Liberal Arts & Sciences with the 2026-2027 catalog.
- In FA24, KU's Registrar's Office updated a policy to make transferring associate degrees earned at institutions from Kansas and other states much more readily available. The policy now reads: Students who have earned an Associate in Arts (AA), Associate in Fine Arts (AFA), or an Associate in Science (AS) at an institution accredited by one of the following accrediting bodies will have completed their KU Core 34 requirements:
 - Accrediting Commissions for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges
 - Higher Learning Commission (HLC)
 - Middle States Commission on Higher Education (MSCHE)
 - New England Commission on Higher Education (NECHE)
 - Northwest Commission on Colleges and Universities (NWCC)
 - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - WASC Senior College and University Commission (WSCUC)
- Academic Affairs is working with governance in the College of Liberal Arts to remove degree-requirement redundancies that are now captured by KU Core 34 courses. This will reduce CLAS degree credit hours by approximately 10 credit hours, making majors in CLAS even more accessible to all students.
- Academic Affairs is working with programs that have been identified as lower-enrolled to map out transfer portals between AA degrees in Liberal Arts and their academic programs. For example, a student could transfer 60 credit hours with an AA degree, take 16 hours in foreign language at KU, take 27 credit hours in Religious Studies at KU, and still have 27 credit hours open for elective coursework.

Boosting Master's Degree Enrollment

A Graduate Enrollment Management (GEM) plan is underway to provide a foundation to enhance graduate student recruitment. The plan includes the addition of recruitment staff who will focus on sharing best practices and expertise with academic units to strengthen and guide outreach efforts. This approach will enable quick responses, personalized communication with prospective graduate students, and seamless coordination between administrative and

academic units throughout the recruitment lifecycle.

Strengthening Programs through Global Engagement

KU has five area studies centers—the Center for East Asian Studies, the Center for Global & International Studies, the Center for Latin American and Caribbean Studies, the Center for Russian, Eastern European and Eurasian Studies, and the Kansas African Studies Center—all of which are organized under the International Affairs division. This centralization has allowed the Centers to reposition themselves to maximize the leveraging potential of our faculty members' area expertise in support of our teaching and research mission.

Under the leadership of a new Associate Vice Provost for International and Global Engagement, several initiatives are underway that have been designed to increase awareness of and support enrollment in degree programs strongly associated with KU's area expertise. We are reaching out to faculty across the disciplines who are working in world regions that KU specializes in to develop curricular bridges between area studies / language courses and STEAM-focused courses. This includes the development of areas studies content for incorporation into STEAM courses and outreach to students enrolled in those courses who may be interested in area studies and language preparation prior to conducting discipline-relevant field work abroad. We are also creating central capacity at KU to support the full incorporation of Collaborative Online International Learning (COIL) projects into courses across the disciplines. Such efforts leverage KU's international partnerships to connect faculty and students at KU with counterparts at universities across the world for collaborative, project-based learning. This exposes students to cultures, languages, and rich international and area studies content without ever leaving Kansas and promotes curricular curiosity in KU's area and language offerings as students see their relevance across fields.

KU is also enhancing its cross-center coordination of direct classroom outreach and programming with area K-16 institutions, including high school language and social studies classrooms, community colleges, and minority-serving institutions. These efforts raise awareness across the state and region of KU's area studies and language offerings and how those related to Kansas' workforce and economic development needs. Such outreach serves to recruit first-year and transfer students to KU due to our area studies and language expertise and diverse offerings.

KU has also secured Foreign and Area Studies Language Fellowships that cover on average \$14,000 per student in tuition and stipend support for students who choose to enroll in language courses critical to national security through tuition assistance. We have granted nearly 400 students such awards since 2018. By developing a portfolio of short-term first-year study

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abroad programs to support students' foreign language learning out of high school, we are connecting students to language and area studies offerings at KU and facilitating future education abroad engagement through internships, service learning and other forms of education abroad.

Finally, we are creating internationally themed first year seminars that support further curricular engagement by students in area studies and language course as well as the development of global competencies.

Improving Retention

A small number of programs did not meet minima for 30 Hours or Graduate (8 programs, 4 of which are programs designed for working professionals) and Junior Graduation Rate (7 programs). As part of our strategic plan, Jayhawks Rising, KU is pursuing multiple strategies to improve retention and timely completion across all programs. Adapted from Completion by Design's (2018) Loss-Momentum Framework, the KU Student Success Model places an emphasis on using data to examine how KU programs, policies, and practices create barriers in the student experience that hinder degree completion (loss) and develop strategies to help retain KU students (undergraduate and graduate) and propel them towards graduation (momentum).



At the core of the model is embracing a student-centered culture and a collaborative effort to continuously improve the KU experience. Accordingly, during the 23-24 Academic Year, the Office of Academic Success worked to socialize the Student Success Model to all service units and is currently focused on academic units.

With a focus on data-informed strategies, Academic Success implemented the Hopes and

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Dreams survey, which is now administered to first year students every Fall. The results are used to connect students to their KU Pathway(s) and deliver curated pathway-based content through academic and career advising as well as events and experiential learning. Similarly, the First Destination Survey complements this effort by providing valuable post-graduation outcome data, an important feedback loop that informs ongoing pathway strategy.

There has been a strong focus, as well, on leveraging technology and just-in-time assistance to support retention at every step of the student's journey. The Jayhawk GPS app allows students to connect with a wide range of services and information, including addressing any holds on their account that would otherwise block enrollment. Students using Jayhawk GPS resolved holds 73 days faster than students who didn't use the app. A new "Hand Raise" feature allows students to request and receive support on any variety of issues, with a typical response time of less than 24 hours. Technology is paired with customized support from a team of Academic Success Navigators who assist students with navigating the University ecosystem and negotiating any would-be hurdles. "Plan to Pay" and a hold mitigation phone campaign, for example, targeted first- and second-year students with an unpaid bill, resulting in reducing by half the number of students with holds.

In the academic advising space, KU has dedicated resources to implement a centralized, proactive advising model, ensuring manageable caseloads of less than 300 students per advisor and the ability to offer drop-in advising for students with time-sensitive concerns. The caseload management approach allows advisors to prioritize students most in need while still increasing the number of times the average student visits with an advisor each semester. In 23-24 alone, KU academic advisors held more than 44,000 advising appointments (an average of 2.34 appointments per undergraduate student) and nearly 11,000 drop-in sessions. The most recent NSSE survey showed students ranking the quality of their interaction with advisors at KU 6 points above the median. This is a significant increase in ranking from the 2022 survey, which was administered prior to our institution's change to the advising model.

Finally, KU continues to focus on data collection to inform our future strategies. We are conducting a retention study that will provide critical information to guide the institution's future priorities. The objective of the study is to understand who stays and who leaves and why based on the data available. The phased study will address this question by population (First-time Freshman, Transfer, Graduate, Online, First-Generation, Pell-eligible, and other targeted populations). There will be additional focus on students who participate in identified "intervention" programs to determine effectiveness. Initially, the analysis will center on following interventions: participation in a UNIV 101 or First Year Seminar, New Student Orientation, and Jayhawk Jumpstart (early arrival program for First Generation/Pell students). Phase 1 of the

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project will be completed by July 1, 2025 and will continue until all populations and interventions have been reviewed. The outcomes of the retention study will be instrumental in shaping the future direction of retention and completion initiatives.

Supporting Employment Outcomes: Talent Pipeline & Median Salary

KU is a net importer of talent to Kansas and the region. For Fall 2024, in addition to the 17,092 in-state students (the most of any university in Kansas) representing all 105 counties in Kansas, KU has attracted 13,678 out-of-state students (the most of any university in Kansas) from 50 states and 94 countries. Our research mission is a significant factor in our ability to attract this large number of out-of-state students, comprising 38% of our Fall 2024 undergraduate enrollments. Many of these students remain in the area after graduation. According to KHEStats data, 15.4% of FY22 nonresident bachelor's degree recipients in Lawrence & Edwards degree programs were employed in Kansas one year after graduation. That figure is 31.4% if we include both Kansas and Missouri. That's 338 additional college-educated workers contributing to our local economies in FY22 alone.

Based on the revised data provided by KBOR on March 7, 2025, 15 of 91 undergraduate programs performed below the 51% minimum for the Talent Pipeline metric. The revised data includes both those employed in Kansas and Missouri, as well as those attending graduate school in Kansas. While this update provides a more holistic picture of outcomes for our undergraduate students, it still does not capture the path that many KU undergraduate students reasonably choose to take after graduation, which is pursuit of a graduate degree outside of Kansas. Using KU's [First Destination Survey](#) data, below we provide an estimate of the Talent Pipeline metric including these students. The first two columns represent the original data provided by KBOR, the third is the data from KU's Destination Survey, and the final column is the total of employment in Kansas plus data on grad school attendance from KU First Destination Survey data.

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	Employed Upon Entry	Employed or Retained in KS Grad School Upon Entry	Continuing Education, 6 months out*	Employed or Continuing Education, 6 months out
AFRICAN STUDIES.	47.1%	47.1%	33.3%	80.4%
AMERICAN/UNITED STATES STUDIES/CIVILIZATION.	38.9%	47.6%	60.0%	98.9%
ECOLOGY AND EVOLUTIONARY BIOLOGY.	47.6%	50.0%	42.9%	90.5%
ATMOSPHERIC SCIENCES AND METEOROLOGY, GENERAL.	42.9%	47.4%	30.0%	72.9%
INTERNATIONAL/GLOBALIZATION STUDIES.	34.6%	38.8%	43.1%	77.7%
JEWISH/JUDAIC STUDIES.	30.8%	30.8%	37.5%	68.3%
LIBERAL ARTS AND SCIENCES/LIBERAL STUDIES.	45.0%	47.8%	46.3%	91.3%
MATHEMATICS, GENERAL.	45.5%	49.4%	50.6%	96.1%
ASTRONOMY.	41.2%	38.9%	58.3%	99.5%
PHYSICS, GENERAL.	37.8%	37.3%	71.0%	108.8%
SLAVIC LANGUAGES, LITERATURES, AND LINGUISTICS, GENERAL.	31.6%	47.8%	42.9%	74.5%
AEROSPACE, AERONAUTICAL, AND ASTRONAUTICAL/SPACE ENGINEERING, GENERAL.	29.7%	40.6%	20.3%	50%
PETROLEUM ENGINEERING.	33.9%	37.9%	18.2%	52.1%

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MUSIC, GENERAL.	42.4%	47.9%	54.7%	97.1%
MUSIC THERAPY/THERAPIST.	37.8%	39.5%	6.3%	44.1%

***Source: KU First Destination Survey Fall 2021 - Spring 2024.** *Source data's time period covers 3 years but does not cover the same 2019-2022 period used for KHEDS and KS/MO Wage Records; for this reason, totals in final column are estimates only and in one case exceed 100%*

With these adjustments, there are only two programs that fail to meet the 51% minimum: Aerospace Engineering and Music Therapy.

Aerospace Engineering is 1% short of the minimum. The program already has strong ties to industry partners in the Wichita area, including Textron Aviation, Bombardier, and Spirit AeroSystems, and encourage student internships with these companies. However, there is strong demand in other major metropolitan areas, presenting a challenge to retaining aerospace engineering talent in Kansas. In addition, Aerospace Engineering has a high percentage of out-of-state undergraduate students, typically 50%-55%, which also adds to the propensity for out of state placement after graduation. We will nonetheless make the department aware of this metric and determine if there are measures that might be taken to improve.

For Music Therapy, the situation is distinct. Regardless of residence status, students can complete their Clinical Internship in various sites across the US. Students often use internship as an opportunity to explore and live in a new place, often outside Kansas. Due to the relationships that they build during their internship and the investment in training and mentoring by the clinical facility, it is common for students to be hired by their internship site or by sites in that surrounding community; it is also common for non-resident students to return to their home state. KU is actively working to increase the number of 'local' University-Affiliated Internship opportunities, primarily in the greater Kansas City (KS & MO) areas to provide more opportunities for students to remain local. While we may be able to shift this metric, we do not anticipate that we will be able to fully close this performance gap.

While just two programs are underperforming on the Median Salary metric, KU is undertaking a number of specific initiatives focused on improving employment options for KU grads. The Jayhawk Center Career Network serves as a key support for students entering the workforce, providing access to career resources, job information, programming, alumni contacts, and events. As a key part of this network, the KU mentoring+ platform serves as the University's home for mentoring, networking, community and other opportunities. Hundreds of search filters make it easy for students to connect and users can search by location, major, industry and affinity. Currently, 3,900 students are active on the platform, as well as 8,400 alumni.

The University is in the process of designing an Internship & Work-based Learning Plan to systematically address gaps in career-related experiences outside the classroom and data tracking. Defining these terms will guide data collection and tracking, helping us better understand the impact of practical experiences on a student's academic journey. Additionally,

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through an economic analysis of the collected data, we will be able to report on student progress and address talent pain points in Kansas, including:

- **Understanding the Gap:** Do students who engage in internships with an employer tend to secure positions with that same employer?
- **Data Standardization:** How can we standardize data collection across schools, departments, and units on KU's campus? How will effective tracking, evaluation, and reporting of these experiences yield data that demonstrates the academic strength of KU's programs, supports research grant proposals and awards, and underscores the importance of a well-rounded education for student and career success? How do we track volunteerism and out-of-classroom service hours for students and faculty?
- **Choosing Kansas:** How can we encourage students to choose Kansas employers or organizations instead of leaving the region? What factors do students consider when evaluating employers or amenities in the region? How can we attract these students back to Kansas after they graduate?

Using this data, we will be able to identify students who choose to pursue full-time employment outside of the state, which can assist with developing strategies to retain our top talent in Kansas.

KU's Research and Workforce Development Impact

Prepared for KBOR Academic Program Review, Spring 2025

Research Impact

KU research is a driver of innovation, making a critical contribution to the Kansas economy. Research and development expenditures spanning all KU campuses increased to \$546.1 million in fiscal year 2024, capping nearly a decade of steady expansion. These expenditures supported 5,595 Kansas jobs.

- In fiscal year 2023, the university spent \$78.9 million in 97 Kansas counties on research-related goods and services, according to a report from the Institute for Research on Innovation & Science (IRIS).
- Employees funded by research grants at the University of Kansas between 2010 and 2022 are employed in **all 50 states and the District of Columbia** (IRIS).
- More than **35%** of these research-funded employees found employment in the state of Kansas (IRIS).

For FY23, KU ranks 47th among all public universities for research and development expenditures (NSF's HERD Survey) and is ranked 3rd overall for research expenditures in non-

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science and engineering fields. Both of these measures have improved since FY22, when KU ranked 48th and 6th respectively. In 15 distinct subfields, KU programs ranked in the top 50 among publics in terms of federally funded research & development. Of note, KU was 1st in social work, 4th in education, 9th in visual & performing arts, and 12th in humanities.

Industry-sponsored research expenditures at KU have grown 144% over the past decade, reaching \$31 million in FY23. KU faculty have the expertise and resources to work with industry partners to assist in providing solutions for technical challenges.

Industry-sponsored research projects often involve students in the development of new technology, which — in addition to solving industry problems — provides a pipeline of highly skilled talent to support future needs. Each year, KU partners with more than 70 different industry partners that range from small startups to Fortune 500 companies. It is important to KU to develop a productive relationship with our industry partners to ensure we meet their needs and interests while also advancing science and technology and developing student expertise. KU has developed business-oriented research agreement templates and [flexible intellectual property options](#) that are geared to support business needs.

University researchers and industry partners both benefit from collaborations made possible by the **core research laboratories at KU**. Each lab has experienced professionals and state-of-the-art technology to support researchers and companies throughout their projects. For external partners, outsourcing research to KU's specialized facilities has helped our corporate partners defray costs, extend capabilities, access expert scientific advice and service, and solve problems.

- [KU Lawrence core labs](#)
- [KU Medical Center core labs](#)

Since its inception, **KU's Center for Environmentally Beneficial Catalysis** has been driven by the needs of industry. Even the most elegant discoveries in the laboratory will not benefit society if they cannot be practiced commercially. CEBC researchers collaborate with industry scientists and engineers to understand the technical and business challenges to implementing new catalytic processes. CEBC also uses economic and environmental assessment tools at early stages of research projects to help companies understand the potential of new technologies along with hurdles that need to be overcome. Collectively this partnership helps ensure CEBC researchers are working on the right problems.

The **KU Innovation Park** presents opportunities for collaboration between businesses and KU. A KU researcher and a Lawrence-based biotech company are **partnering to develop a vaccine for**

Lyme disease, which can cause nerve pain, facial paralysis, irregular heartbeat, arthritis and other conditions. Peter Petillo, founder and CEO of [Design-Zyme](#) (located at [KU Innovation Park's](#) west facility) and P. Scott Hefty, professor of molecular biosciences and director of the [National Institutes of Health-funded Center of Biomedical Research Excellence in Chemical Biology of Infectious Disease](#) at KU, received a \$3 million Small Business Innovation Research (SBIR) award to fund research and development of the vaccine.

Workforce-Driven Academic Programs

KU has introduced a range of innovative programs designed to meet the needs of the Kansas and greater metro workforce. Examples include the Master's in Digital & Integrated Marketing Communications, a Graduate Certificate in Applied Machine Learning for Chemists and Engineers, and a Bachelor's in Cybersecurity Engineering. These initiatives address emerging demands in marketing, technology, and cybersecurity, ensuring that KU students gain the skills and knowledge necessary for success in these high-demand fields.

KU's ability to serve the Kansas workforce is strengthened through the innovations of **Jayhawk Global**, including both Jayhawk Online and Jayhawk Flex. Synonymous with KU Online, programs offered in the **Jayhawk Online** format are designed for learners seeking a degree with the flexibility of location. It caters to students who aren't able to travel to a physical campus to attend class and those with schedules that do not align with traditional on-campus requirements. Jayhawk Online allows us to offer 13 undergrad degree completion programs that are fully online in areas such as cybersecurity, health sciences, information technology, and project management. Another 23 graduate programs are offered fully online, including programs in engineering, education, business, journalism, professional studies, law, and social welfare.

Similarly, the **Jayhawk Flex** model constitutes an innovative online, asynchronous and competency-based education platform, developed in collaboration with the Achievement & Assessment Institute (AAI) at KU. Designed to expand educational access, Jayhawk Flex serves a diverse student population, including working adults. Students enroll in entire programs rather than individual courses, working at their own pace to master a certain number of competencies, advancing from one skill to the next as they demonstrate mastery based on assessments. This format will offer five inaugural programs starting in the fall of 2025. Currently, Jayhawk Flex is developing five graduate programs in collaboration with the School of Education & Human Sciences and the School of Professional Studies. These five degree programs are strategically aligned with workforce needs in Kansas and across the United States.

KU Program Review Meeting Economic Needs

The **KU Edwards Campus** plays a unique role in the KU ecosystem, creating career opportunities for students and keeping the workforce pipeline filled for the KC Metro and beyond. Through close ties with area businesses, KUEC develops and refines its academic programs to keep pace with employers' needs in the ever-changing technology landscape.

KUEC offers in-demand degree completion and graduate programs that prepare students to be workforce ready at graduation, always focused on marketplace requirements by continually developing new degrees. Degree programs in operation management, applied cybersecurity, criminal justice, and data analytics were all launched in the past two years. Longer-established programs — like information technology, engineering management, and project management, which are offered as undergraduate and master's degrees — are continually updated and enhanced to remain relevant to industry needs.

Biology and health sciences are examples of undergraduate programs that are designed to uniquely prepare students to go directly into fields where skilled employees are highly sought-after. The biology program is grounded in life sciences, chemistry, and advanced technology, with extensive lab work and research as part of the curriculum. Many students complete an internship with one of the program's industry partners before graduation. Health science graduates are prepared for non-clinical health care roles through immersive course work in scientific and health communications, medical terminology, health policy, microbiology, and public health. They select and complete one or more of five health sciences minors focused on their career goals.

Every KUEC degree program requires a capstone project that takes the concepts and techniques learned in coursework and applies it to real-world challenges. Students often work with an area business, sometimes their own employer, to complete the capstone.

Beyond our core academic programs, KU provides critical support to workforce development through continuing education offerings and emergency services training. In FY24, **Jayhawk Continuing Education** enrolled 13,343 students in educational areas such as:

- Aerospace engineering
- Applied behavior analysis (Applied Behavior Analysis for Practitioners program prepares students for the [RBT exam](#) and entry into this in-demand field)
- Industrial engineering (offering certificates in reliability engineering, maintenance management, Lean Six Sigma, warehouse and distribution center layout, and systemic planning for lean facilities)
- Bootcamps in coding, cybersecurity, and UI/UX

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In FY24, the **Kansas Fire & Rescue Training Institute** enrolled 7,874 firefighters throughout the state of Kansas in trainings and certifications. So far in FY25, they have already enrolled 2,827 firefighters. KFRTI secured an FY25 State Fire Training Systems grant aimed at leadership training. State Farm has been a significant supporter of our initiatives, contributing \$10,000 for thermal imaging cameras to be used in live fire instructor courses and \$20,000 for a water mapping prop to be built in Hutchinson. The KFRTI is actively pursuing additional funding for future projects, including a dual submission for \$20,000 in support of Camp Fury and their vehicle rescue trailer.

Established by the Kansas Legislature in 1968, the **Kansas Law Enforcement Training Center** (KLETC) serves as the central law enforcement training facility for the state and as headquarters for all law enforcement training in Kansas. KLETC trains nearly 14,000 students annually in entry-level and professional development programs. KLETC manages the \$400,000 **Safer Outcomes Federal Grant** to develop and implement de-escalation training and assessment for law enforcement agencies throughout the state. KLETC also acts as the program facilitator for the **Kansas Law Enforcement Accreditation Program** (KLEAP). Introduced to Kansas law enforcement in December 2022, KLEAP is a voluntary accreditation program for Kansas law enforcement agencies. The **Center for Public Safety Leadership** (CPSL), established in 2023 with a **\$2M federal grant**, is collocated with KLETC on the Hutchinson Campus. CPSL's mission is to support leadership development in law enforcement and rural law enforcement organizations. Two-hundred eighteen law enforcement leaders received training in FY24.

Prioritizing Partnership for Workforce Development

KU plays a critical role in workforce development through its **engagement with regional economic development leaders**. Between July and October 2024, KU's Office of Economic Development (OED) met with regional directors from the Kansas Economic Development Alliance. The directors represent six distinct regions across the state. KU's Associate Vice Chancellor and Senior Director of OED held one-on-one meetings with each leader to understand regional successes, identify economic gaps, and explore how KU can contribute to addressing these challenges.

Internally, the OED collaborates with various departments across KU to ensure **coordinated participation in key external organizations**. This partnership — which includes the Chancellor's Office, the KU Medical Center, and the Edwards Campus — promotes communication among the university's outward-facing departments and reinforces a One KU philosophy. It also provides opportunities for students, faculty, and staff to engage in civic activities and professional development. Additionally, this collaboration helps ensure fiscally responsible spending on external events and meetings.

As just one example of such collaboration, in April 2024, KU partnered with the FBI to host the second annual **FBI & KU Cybersecurity Conference**. The event featured keynote presentations from FBI Director Christopher Wray and Stevan Bernard, retired CIO of Sony Pictures. U.S. Senator Jerry Moran also attended, along with over 425 participants. This event underscored KU's commitment to advancing cybersecurity and fostering collaborative opportunities between academia, industry, and government.

KU has, in fact, been recognized for excellence and innovation in this area. In 2023, the University of Kansas was proud to receive the **Association of Public & Land-Grant Universities' (APLU) Innovation & Economic Prosperity (IEP) Five-Year Renewal Designation**. This recognition marks a significant milestone in KU's ongoing commitment to the IEP program, which was first awarded to the university in 2015. As we move forward, KU's focus continues to align strategies around internships, research, community and civic engagement, and entrepreneurship — areas that complement the IEP's focus on talent, innovation, and place. Additionally, we are committed to engaging with external stakeholders across Kansas and the Kansas City metro area to better understand economic and workforce needs and to foster partnerships that support local, state, and federal initiatives or grants.

Work-based Learning and Community Engagement

Employers and organizations regularly engage with schools and departments across the KU campus to **connect students with potential career opportunities**. These interactions can take place through career fairs, mock interviews, formal interviews, tabling events, classroom presentations, and more. During FY24, the University Career Center hosted 584 employers to career fairs and related events for multiple majors. In addition, KU's professional schools — including Engineering, Business, and Journalism — hosted 558 employers at career-related events.

The University of Kansas has a long history of providing students with opportunities for work-based learning experiences and community volunteerism. Below are examples from the 2023-2024 academic year demonstrating how various schools have facilitated real-world learning experiences for their students. These experiences contribute to the workforce needs of the region and extend the service of KU's faculty, staff, and departments beyond campus.

Several of KU's schools and departments offer **internship opportunities** for current students. Notably, the Engineering and Business schools have strong internship programs designed to provide valuable experiences starting early in a KU student's academic journey.

School of Engineering: The School of Engineering has experienced consistent growth in student engagement with internships. From FY20 to FY24, the overall growth rate has reached 5% with more than 400 students taking internships in FY24. In the Kansas/Kansas City metro area, the growth rate during the same period is even more impressive at 17%. In the past year alone, from FY23 to FY24, overall internships increased by 3.5%, while the number of students taking internships regionally also rose by over 2%. In addition, according to the table below, just over 1 in 3 students who participate in internships choose to remain in the region.

School of Business: For FY24, the School of Business reported an impressive 823 students engaged in internships. Finance and Marketing accounted for a significant portion, comprising 44% of the total internships. Some of the leading employers that recruited KU talent include Lockton (16), Northwestern Mutual (9), RubinBrown (8), Deloitte (7), Walgreens (5), and Z&M Twisted Vines Winery & Vineyard (5).

Community Engagement is **coursework that involves actively engaging with community partners**. The Schools of Architecture, Law and Social Welfare have extensive projects, practica, and clinics that faculty and student participate in to assist organizations in the region.

School of Architecture: The School of Architecture provides students with a variety of studio experiences, including Studio 804, to prepare them for managing their own projects — covering aspects like budgeting, planning, drawing, and creation. Faculty members work alongside students, mentoring and coaching them throughout their learning process. During FY24, these students contributed more than 90,000 hours to work-based learning experiences, while faculty added nearly 5,000 hours through community projects. Together, the School of Architecture enhances students' academic knowledge while delivering just under 100,000 hours of community service.

School of Law: The School of Law offers several in-house clinics to provide legal services to clients in need. In FY24, students contributed more than 8,000 hours of legal services through the Legal Aid Clinic, the Project for Innocence, and the Pro Bono Program. In these programs, students volunteer to offer law-related services to nonprofit organizations or government agencies under the supervision of an attorney or other qualified supervisor.

School of Social Welfare: The School of Social Welfare requires practica and clinical hours for both its bachelor's and master's degree programs. During the FY24 school year,

KU Program Review

Meeting Economic Needs

undergraduate students completed a total of 28,888 practicum hours, with over 80% of these hours conducted in Kansas social service settings and the remainder recorded in Missouri. Additionally, master's students in the social work program completed just over 137,000 practicum hours, with 66% occurring in Kansas social service settings and the rest recorded out of state. Since these practicum and clinical hours are paid experiences for students, they collectively earned over \$2.8 million.

For FY24, these projects alone recorded over 276,000 hours of clinical, practica, and volunteer hours. Programs across all KU schools and the College of Liberal Arts & Sciences similarly contribute to this synergy between student learning and workforce needs.

University of Kansas Medical Center
Program Review AY 2025 - Narrative

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ACADEMIC PROGRAM REVIEW

PURPOSE:

Defines the scope and process for Academic Program Review at the University of Kansas.

APPLIES TO:

All academic units conferring degrees, including majors and minors at the undergraduate, graduate, and professional levels.

CAMPUS:

Edwards, Lawrence, Leavenworth, Juniper Gardens, Parsons, Pittsburg, Salina, Topeka, Wichita, Yoder, Medical Center, Kansas City

POLICY STATEMENT:

The Academic Program Review process is intended to support continuous improvement of academic programs and ensure alignment between unit goals and activities and KU's mission, strategic priorities, and fiscal allocations. Academic Program Review is a requirement of the [Higher Learning Commission](#) and the [Kansas Board of Regents](#).

Responsibility for Academic Program Review is shared between the Lawrence Campus and KU Medical Center and their respective reporting units, but the process varies for each, as outlined below.

Lawrence Campus and All Reporting Units *(this section was removed as it is included in another part of this document)*

KU Medical Center Campus and All Reporting Units

I. Scope & Review Cycle

Academic Program Review (APR) is conducted on a four-year cycle. All academic units conferring degrees must participate in Academic Program Review once during each four-year cycle. For academic programs also subject to external program accreditation review, every effort is made to coordinate the timing of program review with the accreditation review to make effective use of faculty time and minimize duplication of effort. Certificates are reviewed separately, as governed by undergraduate and graduate certificate policy.

II. Self-Study & Faculty Involvement

The process includes a Self-Study Report by the unit covering all degree programs at the undergraduate and graduate levels. The Report includes questions relating to 1) the contributions of the unit to the University's mission, 2) qualifications and achievements of the faculty, 3) quality of the curriculum and its impact on students, 4) the effectiveness of the unit's degree programs as measured by recruitment, retention, and student outcomes, and 5) the service of the unit to the institution, the discipline, and the broader community.

KUMC Program Review Policies

Each unit must also use the Self-Study to set goals and report on progress since the last review.

To assist in preparation of the Self-Study Report, relevant data collected by KU Medical Center is provided to the unit by KU Analytics, Institutional Research, & Effectiveness (AIRE) and KU Medical Center Enterprise Analytics, in coordination with KU Medical Center's Office of Academic and Student Affairs. It is the responsibility of each unit to gather any additional, unit-specific data required to respond to the Report's questions. This must include a survey or focus group with students to gather student perspectives on the learning outcomes for each degree. Options and guidelines for conducting this survey or focus group are provided to the unit by KU Medical Center's Office of Academic and Student Affairs.

It is the responsibility of unit leaders to solicit involvement of unit faculty in the review process. This includes ensuring they are aware of the scope and process for review and can contribute, as appropriate to their role, to the substance of the Self-Study Report. The involvement of external reviewers is optional and is left to the discretion of the School's Dean or Executive Dean.

The unit shall submit the Self-Study Report to the office of the Dean or Executive Dean of their School in accordance with the procedures and deadline established by the KU Medical Center's Office of Academic and Student Affairs.

III. Dean's Review

The Dean or Executive Dean and their designees must review each Self-Study Report, including the goals identified by the unit. The Dean or Executive Dean and their designees shall work with the unit to refine goals as needed to align with the mission and strategic plan of the School. The Dean, Executive Dean, or designee must create a one-to-two-page written response to the Self-Study Report, including an endorsement of the unit's goals and any recommendations they have for specific actions by the unit and/or intended or anticipated changes to resource allocations impacting the unit.

The Dean or Executive Dean's Office shall submit the Self-Study Report and the response document in accordance with the procedures and deadline established by the KU Medical Center Office of Academic and Student Affairs.

IV. Academic Program Review and Accreditation Committee Review

The Academic Program Review and Accreditation Committee (APRAC) is composed of nine members appointed by the Vice Chancellor for Academic and Student Affairs based upon nominations from each School's Dean or Executive Dean. Membership shall consist of faculty from the Schools according to the following counts:

- a. School of Health Professions: 3 members (1 from an undergraduate program, 1 from a graduate program, and 1 at large from within the school).
- b. School of Medicine: 3 members (1 from the M.D. program, 1 from a graduate program, and 1 at large from within the school).

KUMC Program Review Policies

- c. School of Nursing: 3 members (1 from an undergraduate program, 1 from a graduate program, and 1 at large from within the school).

No more than one member from a single program can be appointed by the Vice Chancellor for Academic and Student Affairs.

V. APRAC Review & Recommendations

Each unit's Academic Program Review is conducted by at least three APRAC members. To the extent possible, at least one member conducting the review should be from a related disciplinary area.

APRAC members must 1) review the Report and the Dean or Executive Dean's response, 2) conduct at least one meeting with leaders from the unit under review, which may include the Dean, Executive Dean or Dean's designee, and 3) prepare a one-to-two-page document with feedback for the unit and Dean or Executive Dean, including any concerns raised by the review and/or recommendations for modifications to the unit goals or resource allocations. The Dean or Executive Dean shall consider these recommendations and, in consultation with the unit, determine any actions to be taken.

VI. Continuing Review

With a commitment to continuous improvement, the Dean or their designee in each School must track progress toward the goals and recommendations outlined after each unit's APR, including a check-in at least once per academic year.

CONTACT:

Lawrence Campus and All Reporting Units:

Office of the Provost and Executive Vice Chancellor
Strong Hall, 1450 Jayhawk Boulevard, Room 250
Lawrence, KS 66045
785-864-4904
provost@ku.edu

KU Medical Center and All Reporting Units:

Office of the Vice Chancellor for Academic & Student Affairs
3901 Rainbow Blvd., 5016 Wescoe Pavilion
Kansas City, KS 66160
913-588-0146

APPROVED BY:

Chancellor

APPROVED ON:

Wednesday, July 31, 2024

EFFECTIVE ON:

Wednesday, July 31, 2024

REVIEW CYCLE:

Annual (As Needed)

RELATED STATUTES, REGULATIONS, AND/OR POLICIES:

KUMC Program Review Policies

[Kansas Board of Regents Policy and Procedures Manual \(II.A.5\)](#)

[Policy on Program Accreditation](#)

[Higher Learning Commission \(CRRT.B.10.010\)](#)

Lawrence Campus and All Reporting Units:

[Graduate Certificate Policy](#)

[Undergraduate Certificates: Approval and Review](#)

KU Medical Center and All Reporting Units:

[Graduate Degree and Certificate Programs](#)

[Undergraduate Certificate Programs](#)

KEYWORDS:

Academic Program Review, accreditation, continuous improvement, program

CHANGE HISTORY:

09/11/2024: Removed review cycle for certificate programs. All certificates review on a 7-year cycle.

07/31/2024: New policy published in the Policy Library.

**University of Kansas Medical Center
Academic Program Review Procedures**

Office of Academic and Student Affairs
Office of Postdoctoral Affairs and Graduate Studies
Office of Faculty Affairs and Career Development

OVERVIEW

The University of Kansas Medical Center will routinely evaluate degree programs within each academic department as outlined in the University of Kansas [Academic Program Review policy](#).

COMMITTEES

Program Review Organizing Committee

The Program Review Organizing Committee is comprised of staff and faculty from the Schools of Medicine, Nursing, and Health Professions, Enterprise Analytics, the Office of Academic and Student Affairs, the Office of Postdoctoral Affairs and Graduate Studies, and the Office of Faculty Affairs and Career Development.

The purpose of this committee is to create procedures based on the University of Kansas [Academic Program Review policy](#).

Academic Program Review and Accreditation Committee

The Academic Program Review and Accreditation Committee (APRAC) is comprised of faculty from the Schools of Medicine, Nursing, and Health Professions, appointed by the Vice Chancellor for Academic and Student Affairs. Project management and ongoing process improvement will be overseen by staff from the Office of Postdoctoral Affairs and Graduate Studies and the Office of Faculty Affairs and Career Development. Committee members will serve a 4-year term and can serve a maximum of two terms. The time commitment required each year will vary based on which programs are undergoing review.

Inaugural members:

- School of Medicine: Pam Shaw, John Stanford, Michele Pritchard, Jo Wick

- School of Nursing: Janet Pierce, Gina Johnson, Christina Phillips
- School of Health Professions: LesLee Taylor, Jeannine Goetz, Lawrence Stein

The purpose of this committee is to review and evaluate all reports and documents submitted by each degree-granting department and make recommendations based on these submissions.

SELF-STUDY & DEAN RESPONSE

Programs with Specialized Accreditation

Programs with specialized accreditation will be required to present the report they submit to their accrediting body and the accrediting body's findings report as their program review. They also must include a one-to-two page summary with concerns that were raised by the accreditation review, points from the KU program review template that are not addressed by program review, and priorities by the department.

Programs will be responsible for submitting a mid-cycle report focused on addressing concerns raised by the accreditation report and their process of continuous improvement. The report should be no longer than two to three pages in length and submitted to the Dean or Executive Dean for approval. The Dean will submit approved reports to the Office of Graduate Studies by June 1st. The year of their mid-cycle report will be determined by the Office of Graduate Studies and programs will be notified no later than January 15th.

Programs without Specialized Accreditation

Programs without specialized accreditation will be subject to the following steps on a four-year cycle as determined by the Offices of Academic and Student Affairs, Postdoctoral Affairs and Graduate Studies, and Faculty and Career Development.

The Director of Graduate Studies will notify each department by January 15th that their programs are designated for program review during that calendar year. Department leadership is expected to include in the report all programs within their department that do not hold specialized accreditation. The Director will provide the Self-Study Template and expected timelines for report submissions. Upon completion of the Self-Study Report the department will submit the Self-Study Report and any supporting materials for all degree programs that do not hold specialized accreditation to the Dean or Executive Dean's Office.

The Dean or Executive Dean and their designees will work with the department to refine goals as needed to align with the university mission and strategic plan of the school. The Dean or Executive Dean, or their designee, must create a one-to-two page written response to the Self-Study Report, including endorsement of the department's goals and recommendations. The Dean or Executive Dean will submit the Self-Study Report and response document to the Director of Graduate Studies by the provided deadline. Upon receipt of the Self-Study Report and Dean Response, the APRAC members will commence their review and required steps as outlined in the Academic Program Review Policy.

The Director of Graduate Studies will supply all materials to the APRAC and identify which members will review each submitting department for that year, with support from the Vice Chancellor of Academic and Student Affairs. The APRAC members will have until Dec 15th to review the report, conduct at least one meeting with leaders from the department under review, and prepare a one-to-two-page document with feedback. After all reports are submitted the full committee will review each report before they are sent back to the departments.

The Dean or Executive Dean is expected to follow-up with each department yearly to ensure progress is made on each unit's progress towards goals and recommendations from the APR.

TIMELINE

The timeline will be reviewed by the APRAC at the end of the pilot year for timeline adjustments.

Pilot Year

January 15th: Departments will be reminded that their programs will undergo program review this calendar year. The Dean or Executive Dean will also be notified of expectations for their submission of the Self-Study Report and written response to the Director of Graduate Studies.

June 1st: Program review report due to Dean from each department

August 1st: Program review report and dean's approval due to Office of Graduate Studies

Oct 1 – Dec 15th: APRAC meets with each department and conducts the program review for written feedback.

December 15th: Programs receive written feedback and recommendations from the Office of Postdoctoral Affairs and Graduate Studies.

University of Kansas Medical Center
State University Program Review - Academic Year 2025
Narrative on Workforce Needs

The University of Kansas Medical Center (KUMC) offers a wide breadth of entry-level and degree advancement, accredited educational programs, at both the undergraduate and graduate levels, designed to supply a highly trained, respected healthcare workforce for the State of Kansas, including doctors, nurses, respiratory care specialists, audiologists, dietitians, clinical laboratory scientists, diagnostic technicians, and physical and occupational therapists. As part of the University of Kansas, we are a member of the Association of American Universities (AAU) with a very robust research mission, housing a National Cancer Institute (NCI) Comprehensive Cancer Center, a National Institutes of Health (NIH)-funded Clinical and Translational Science Institute (Frontiers), a NIH-designated Alzheimer's Disease Research Center, and a NIH-funded *All of Us* Precision Medicine Research Program. To support this mission, we offer a variety of graduate research programs, which help serve the economic and business needs of the state in biomedical, biomanufacturing, and pharmaceutical industries, in population health research, and in the ever-expanding clinical trials industry.

Below, we provide examples of several programs that meet critical Kansas economic needs through either workforce development in the healthcare arena or through training the next generation of high-quality scientists necessary for supporting and enhancing the state's biotechnology, life science, and clinical research industries.

- Bachelor of Science in Nursing (BSN) and Graduate Nursing (DNP, PhD) Programs
- Doctor of Physical Therapy (DPT) Program
- Master of Science in Clinical Research (MSCR) Program
- Master of Health Services Administration (MHSA) Program
- Master of Science in Biostatistics, PhD in Biostatistics, and Master of Science in Applied Statistics, Analytics & Data Science Programs
- PhD in Clinical and Translational Science Program
- Doctor of Medicine (MD) Program
- PhD Programs in Biomedical Sciences

Bachelor of Science in Nursing (BSN) and Graduate Nursing (DNP, PhD) Programs

The educational programs offered by the University of Kansas School of Nursing meet critical workforce and healthcare needs in Kansas by preparing undergraduate students for registered nursing (RN) licensure and training graduate students to become advanced practice nurses. KU graduates nearly 125 entry-level nurses from its residential program each year, with a nearly 94% first-time pass rate on the National Council Licensure Examination in 2024. Further, the School offers an innovative community college partnership program in which students pursue their associate degree in nursing (ADN) at their local participating community college while simultaneously taking online courses from the KU School of Nursing. Upon completion of the partnership program, students graduate with the ADN from their community college, and a BSN from the University of Kansas. This is an important opportunity for both students and the Kansas workforce, as hospitals generally prefer to hire nurses with a BSN over those with and ADN. Over the last 4 years, the partnership has graduated nearly 50 new nurses annually.

According to the Kansas State Board of Nursing Annual Report (2023), staff nurse (RNs) vacancy rates have risen from 7-12% before 2020 to 13-21% after 2020. Further, a recent 2024 “State of Nursing in Kansas” report illustrates that nearly 29% of Kansas RNs are planning to retire within the next five years. There is also a national shortage of nurse educators, which is anticipated to increase in the next ten years. The KU School of Nursing graduate programs help fill this need, by providing the training necessary for its students to become successful nursing faculty. To encourage graduate-trained nurses to remain in Kansas as faculty, the University of Kansas Medical Center participates in the Kansas Nurse Educator Service Scholarship Program.

Kansas healthcare businesses benefit when they can hire highly trained nurses from within the state; such nurses are more likely to retain and have a vested interest in their communities. Reducing turnover in these roles contributes to better patient outcomes as well as improving the bottom line. Increasing the number of nurses across the state improves the health and quality-of-life of Kansans, which in turn improves the economic well-being of the state.

Doctor of Physical Therapy (DPT) Program

The Doctor of Physical Therapy (DPT) Program at the University of Kansas is nationally ranked (#6 amongst public universities, U.S. News and World Report) and accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). This three-year

program currently graduates about 58 new physical therapists per year, has excellent student outcomes (>98% licensure exam pass rate), and its graduates are in high demand, with 100% employed within a few months after graduation each year. Approximately 60% of graduates work in Kansas and nearly 10% choose to work in a rural community for their first job.

The Kansas Department of Labor lists physical therapy as a high-demand, high-wage occupation in the state (2023 report). The Bureau of Labor Statistics lists the median annual wage of a physical therapist in Kansas at around \$95,000. As with many healthcare positions, the current need outweighs the supply. The Kansas Hospital Association's 2024 annual report on healthcare vacancies and turnover in Kansas noted a current 8% vacancy rate and a 12% turnover rate for physical therapists in the state, as reported by 110 hospitals. It is projected that there will be over 1,300 open physical therapy positions in Kansas by the year 2030.

To address these workforce and healthcare needs, the DPT program recently expanded to be able to admit more students each year. Starting in 2025, KU has approval from the Kansas Board of Regents and the Commission on Accreditation in Physical Therapy Education to start a new, innovative hybrid pathway. By 2026, the class size will increase from its current 58 students per year to 116 students per year. This will help the University of Kansas provide more physical therapists to both rural and metropolitan communities in the state during the upcoming decade.

Master of Science in Clinical Research (MSCR) Program

The Master of Science in Clinical Research was developed to meet workforce training needs in clinical and translational research with its roots supporting the educational mission of the Frontiers Clinical and Translational Science Institute. The MSCR program is unique in the region as it serves a variety of additional degree-seeking students such as medical residents, clinical fellows, or physicians, as well as postdoctoral and other grant-funded trainees.

Students in the program are prepared to conduct clinical and translational research, to learn biostatistics, epidemiology, ethics in research, clinical research design, and scientific writing, and how to apply for research funding. The program culminates in a master's research project (thesis) that demonstrates the competencies acquired and which is intended to be published in peer-reviewed journals. Individual development plans are

centered on helping students advance their careers through leveraging a range of scientific training opportunities and demonstrating research productivity.

The demand continues to be high for this program. In 2024, the program had 18 students enrolled, who were able to collectively publish 16 peer-reviewed manuscripts and had 18 conference presentations. The program has graduated 20 students in the last three years. The MSCR program contributes to the development of the Kansas workforce through training medical and other health professionals to conduct clinical and translational research, including skill sets ranging from developing research questions to leading grant projects as principal investigators.

Master of Health Services Administration (MHSA) Program

The Master of Health Services Administration Program (MHSA) at the University of Kansas is the only accredited, residential healthcare management degree in the State of Kansas and in the Kansas City metro area. The program has been continuously accredited since its inception in 1989 by the Commission on Accreditation of Healthcare Management Education (CAHME). The MSHA program meets the needs of the Kansas workforce by preparing students who are outstanding health administration professionals and leaders in the healthcare sector. The program is in strong demand locally with over 700 alumni since 1990 with approximately 60% remaining and working in Kansas or the Kansas City metro area.

The MHSA is a flexible, applied business degree focused on the unique aspects of healthcare in areas of policy, finance, research, strategy, ethics, marketing, and management and leadership skills. The program serves a mix of full-time and part-time students, from the traditional student to returning practitioners seeking to grow their knowledge and accelerate their careers. Graduates go on to lead and operate healthcare facilities in Kansas and nationally. More than 50 alumni are in senior leadership C-suite or vice-president positions in Kansas, and another 65+ are in similar senior positions nationally. Over the last three years, 90% of graduates are employed in health systems or health-related industries within 90 days of graduation.

Amplifying KUMC's training efforts for healthcare leadership in Kansas, the MHSA program partners with the KU Schools of Nursing, Health Professions, Law and the medical school to offer dual or joint degrees. These students earn an MHSA in an accelerated fashion, providing vital healthcare business training to future nurses, physicians, attorneys, and physical therapists who go on to become leaders in healthcare.

Master of Science in Biostatistics, PhD in Biostatistics, and Master of Science in Applied Statistics, Analytics & Data Science Programs

Data analysts, statistics professionals and data scientists fulfill critical workforce needs in the State of Kansas as they work in wide variety of industries, including healthcare, biomedical and public health research, environmental and agricultural science, business and finance, public policy and public relations. The U.S. Bureau of Labor Statistics projects a 36% growth in statistics-related fields by 2031, significantly outpacing the average occupational growth of 5%. The statistics-related graduate programs at KUMC produce highly skilled statisticians and data scientists equipped to handle complex data analysis in healthcare, agriculture, pharmaceutical, and public health sectors. Graduates are prepared to fill crucial statistician and data scientist roles in clinical research and other data-driven industries which have shown a growing demand for quantitative expertise.

Since its inception in 2013, the Master of Science in Biostatistics and PhD in Biostatistics have graduated nearly 90 distinct alumni. Similarly, since 2017, there has been over 200 alumni from the Master of Science in Applied Statistics, Analytics & Data Science Program. About 55% of alumni remain employed in the State of Kansas or KC Metro, based on recently matched outcomes data on alumni from 2015-24.

Program faculty and students conduct research that drives innovations spanning statistical theory, statistical methodology, and practical applications in clinical and translational research, health care, and public health, among others. These advancements address complex challenges across diverse disciplines, including cancer, aging, obesity, reproductive and developmental sciences, and rural health, and directly impact the lives and health of Kansans and beyond.

PhD Program in Clinical and Translational Science

The Clinical and Translational Science doctoral program is new at KUMC, with the first students enrolling in fall 2024. The program aims to attract top predoctoral students to Kansas, help increase external research funding at KUMC and strengthen the reputation of the University of Kansas. According to the U.S. Bureau of Labor Statistics, the demand for clinician-scientists is projected to grow by 17% from 2021 to 2031, driven by an aging population and rising chronic disease rates.

Graduates of the program will be highly skilled clinician-scientists with expertise in clinical and translational research methods, biostatistics, team science, and leadership. The

graduates will fill principal investigator roles in academic, clinical, and biomedical industry research settings, leading and conducting research that improves the overall quality of healthcare and the health of patients. The program builds on KUMC's robust research infrastructure, including the University of Kansas Cancer Center, the KU Alzheimer's Disease Research Center, and Frontiers Clinical and Translational Science Institute. Program faculty and students conduct research that drives innovations spanning the translational science continuum, from pre-clinical to clinical to population health research, and across diverse disciplines, including cancer, aging, obesity, reproductive and developmental sciences, and rural health. This research directly impacts the lives and health of Kansans and beyond.

Doctor of Medicine (MD) Program

The MD program at the University of Kansas is a valued contributor to the Kansas economy and workforce. An analysis of licensed Kansas physicians showed that 43% of all physicians practicing in the state have been trained at KU for their undergraduate and/or graduate medical education (i.e. residency or fellowship training). Of these, 75% received their medical degree from the University of Kansas. Further, KU-trained physicians have a wide geographic footprint across the state, practicing in 86 of the 105 counties in Kansas. KU's workforce impact is even more significant in areas of the state with the greatest needs. Nearly half (48%) of all physicians and 62% of primary care physicians who practice in counties designated by the Kansas Department of Health and Environment as frontier, rural or densely-settled rural are graduates of the KU School of Medicine.

The Mission Management Tool (MMT) is a comprehensive report produced annually by the umbrella association of all allopathic medical schools in the United States, namely The Association of American Medical Colleges (AAMC). The MMT includes statistical analysis based on the extensive amount of data collected from medical schools in the U.S. and Canada, which are used for benchmarking, performance evaluation and accreditation. The 2024 MMT showed that KU has one of the largest MD programs in the nation, ranking in the 89th percentile for total number of graduates annually. In addition, KU's medical school leads the nation in percentage of graduates specialized in primary care, ranking in the 98th percentile, and ranks in the 97th percentile in percentage of graduates practicing in rural areas.

The School of Medicine has embarked on a number of new initiatives to further enhance physician workforce development in state of Kansas: KU has proposed legislation to expand the Kansas Medical Student Loan program to include those who pursue specialized training; and, KU

is exploring the possibility of a new 3+4 integrated medical school program for individuals from rural Kansas to undertake an accelerated 3-year pre-med college degree within the state, resulting in conditional admittance to the medical school's MD program. Such a program would reduce the educational cost of a medical degree to Kansas residents while enhancing the medical school's applicant pool.

PhD Programs in Biomedical Sciences

The Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS) is the program through which the University of Kansas Medical Center recruits graduate students seeking PhD degrees from one of KUMC's nine foundational biomedical science programs. The program recruits nationally and internationally. In the past 8 years, the number of program applications have doubled, suggesting an excellent reputation and that the program's strong impact are globally recognized. The IGPBS supports a robust one-year program consisting of onboarding and acclimation, education and training, and culminating in the student selecting a faculty mentor. The program executes an innovative and foundational curriculum through course work in molecular, cellular, and systems biology, ethics and science communication training, laboratory skills building, and career development. Each IGPBS student establishes an individual development plan to direct future educational and career development training and is mentored through no fewer than four one-on-one meetings with the IGPBS Director over the academic year. Annually in May, students choose a research mentor and transition to their chosen degree granting program prepared to excel in advanced coursework and research needed for their PhD degree.

The nine biomedical sciences at KUMC are: cell biology and anatomy; cancer biology; biochemistry and molecular biology; pharmacology; toxicology; microbiology, molecular genetics and immunology; neurosciences; molecular and integrative physiology; and pathology and laboratory medicine. These programs (including IGPBS) have collectively grown in the last several years, with nearly a 20% increase in enrollment in the last 5 years. Alumni go into a range of well-paying academic and non-academic careers, including medical scientists, for which the Bureau of Labor Statistics indicates an 11% increase in the job outlook from 2023-33, and a median wage of over \$100K/year.

Students in KUMC's biomedical science graduate programs support ongoing federally funded research by KUMC faculty, while learning to become the next generation of scientists, filling in-demand roles in industry and academia in Kansas and beyond. The research spans a wide breadth of innovative advancements in scientific and clinical

research, supporting industry, new inventions, disease prevention, patient outcomes, and population health.