



# Board Academic Affairs Standing Committee (BAASC) Meeting

Kansas Board of Regents

2026-03-31 10:30 - 12:00 CDT

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### I. Call to Order

#### A. Roll Call & Introductions

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Presenters: Sam Christy-Dangermond

Board of Regents policy requires consideration of academic calendars proposed by the Regents universities on a three-year cycle. This month BAASC is asked to consider calendars for academic years 2028-2029, 2029-2030, and 2030-2031 and place this item on the next Board Consent Agenda. The proposed calendars conform to existing policies. Board staff recommends approval for placement on the next Board Consent Agenda.

### IV. Board Discussion Agenda Items

#### A. Academic Year 2027 Bridge Performance Agreements.....10

Presenters: Jennifer Bonds-Raacke

Board of Regents policy requires the development of performance agreements tied to institutional improvement plans and the receipt of new state funds. As the current cycle concludes in Academic Year (AY) 2026, Board staff is proposing a one-year Bridge Performance Agreement for AY 2027 to maintain continuity while the next phase of performance agreements is developed.

The proposed Bridge Performance Agreement continues existing requirements related to math pathways, corequisite support, and systemwide placement measures, while advancing institutional responsibilities to include the development of student-level data reporting systems to support systemwide evaluation and improvement. The proposal was discussed at the March SCOCOA meeting, and institutions have been invited to provide feedback, which will be incorporated into the final version.

This item is presented for information only. No action is requested currently. Board staff anticipates bringing a final AY 2027 Bridge Performance Agreement to BAASC for action at the May 5, 2026, virtual meeting.

### V. Other Matters

#### A. SARA Report.....17

Presenters: Jennifer Armour  
SARA allows accredited degree-granting institutions to offer distance education in other member states without having to seek individual authorization from those states. This report provides an update on the status of SARA in Kansas and nationwide.

**B. Credit for Prior Learning Annual Report.....22**

Presenters: Trey Hill  
The Kansas Credit for Prior Learning (CPL) initiative provides a structured framework for awarding college credit to students based on knowledge and skills acquired outside traditional academic settings. This includes credit earned through work experience, military service, and standardized exams. The Kansas Board of Regents (KBOR) ensures CPL guidelines align with Board policies, and the guidelines are reviewed annually by the Council of Faculty Senate Presidents, the System Council of Chief Academic Officers (SCOCAO), and the Kansas CPL Taskforce. This report includes data on the number of students awarded credit for prior learning and the total credit hours granted. This report is informational; therefore, no recommendation is made by Board staff and no action is requested by the Board.

**C. Dual Credit Annual Report.....24**

Presenters: Trey Hill  
Five-year trends of Kansas high school student enrollments in public higher education will be presented. The report utilizes data available in Kansas Higher Education Statistics (KHEStats). The full report will be available on the Board website.  
[https://www.kansasregents.gov/academic\\_affairs/dual-credit/high-school-enrollments](https://www.kansasregents.gov/academic_affairs/dual-credit/high-school-enrollments)

**D. Reduced-Credit Baccalaureate Degree Update**

Presenters: Jennifer Bonds-Raacke

**E. Building a Future in Corequisite Innovation: A Systemwide Faculty Leadership Initiative**

Presenters: Jennifer Bonds-Raacke

**F. Academic Affairs Updates**

Presenters: Jennifer Bonds-Raacke

**VI. Announcements**

**VII. Adjournment**

**Board Academic Affairs Standing Committee (BAASC) Minutes**

The meeting was called to order by Chair Alysia Johnston at 10:45 a.m. on Wednesday, March 11, 2026. The meeting was held at the Board office, Curtis State Office Building, 1000 SW Jackson, Ste. 520, Topeka, Kansas. Proper notice was given according to the law.

MEMBERS PRESENT:               Regent Alysia Johnston, Chair  
  Regent Pamela Ammar  
  Regent Peter Johnston

**Introductions**

Chair Alysia Johnston welcomed Regent Peter Johnston as a new member of the Board Academic Affairs Standing Committee.

**Approval of Minutes**

Regent Ammar moved to approve the minutes of the February 11, 2026, meeting. Regent Peter Johnston seconded the motion, and it carried unanimously.

**Board Discussion Agenda Items****AY2026 Program Review- WSU**

Director for Academic Affairs Sam Christy-Dangermond shared some history and background of program review, including current guidelines, metrics, and its purpose.

Next, Dr. Monica Lounsbery, Provost at Wichita State University, shared that their program review was driven by their mission, strategic plan, and university values. She added that their strategic academic and operational focus is to refine the academic program business model, prioritize course and instructional efficiency, and maintain a cost-to-revenue ratio of 65% or less. This focus also includes optimizing delivery through section reduction and interdisciplinary alignment to meet the 80% threshold, applying minimum course caps for sustainability, and managing variable instructional costs effectively.

Dr. Ashlie Jack, Vice Provost at Wichita State University, shared that five programs were identified in AY 2024 as not meeting a minimum three of the four KBOR criteria. Four of the programs had been placed on action plans, and one had been identified to merge with another program. Dr. Jack provided updates for each program.

The Bachelor of Arts in Women's Ethnicity & Intersectional Studies has been merged into the department of English as a field major and the curriculum has been streamlined to five core courses, with additional requirements fulfilled through affiliated departments.

The Bachelor of Arts in Philosophy was identified as a high service program to other majors. The Philosophy department is restructuring with other departments and developing a plan to grow this major. Effective Fall 2026, the Bachelor of Arts in Philosophy will streamline requirements eliminating concentrations and focusing on the pre-law program.

The Bachelor of Arts/Science in Geology is merging with the Bachelor of Arts in Anthropology. The intent is to create a single program with concentrations this next academic year to begin Fall 2027.

The Bachelor of Arts/Science in Physics now meets three of the four KBOR minima. The program is focused on raising the average number of completers through milestone advising, early term credit place monitoring, bridge supports, and peer mentoring.

The Bachelor of Science in Forensic Sciences now meets three of the four KBOR minima and is focused on raising degree production through revisions in the degree to allow for different paths to the degree. One path for chemistry students and one for biology students will positively impact growth in degree completions.

Next, Dr. Jack shared that in the AY 2026 review, no undergraduate programs were identified as meeting fewer than three of the four KBOR minima. Seven undergraduate programs met three of the four KBOR minima. Five of those programs did not meet the minimum number of graduates. WSU is working to implement milestone advising, credit pace monitoring, and peer mentoring for these programs. The Bachelor's in Music did not meet the median salary minimum. WSU has repositioned this program with a focus on music industry studies concentration, supported by a key industry partnership in the Wichita area. The Honors Baccalaureate degree did not meet the talent pipeline minimum. WSU is working with KBOR to understand how the data is captured. She emphasized that students in this program regularly continue to a graduate level program.

Next, Dr. Jack shared that two graduate programs were identified as only meeting one of the two KBOR minima. The Master's in Fine Arts is generally considered a terminal degree and WSU requested that the doctoral minima be used for this program. The Foreign Language and Literature program is being restructured in alignment with industry needs.

Three graduate programs were identified as not meeting either of the two KBOR minima. The MSN in Nursing, MS in Physical Sciences, and MA in Sociology programs are implementing action plans focused on restructuring curriculum, strengthening recruitment through financial aid, and partnering various organizations such as consulting firms, state agencies, and regional businesses. Dr. Jack emphasized the continuous improvement focus efforts across all graduate programs.

Provost Lounsberry concluded the presentation by sharing WSU's institutional strategy for workforce alignment and growth. This strategy includes optimizing personnel deployment and instructional workload, strengthening academic synergies, implementing revenue-sharing and formula-based planning models, and advancing statewide workforce alignment.

The Council agreed to table the matter of applying the doctoral minima to the Master's in Fine Arts until a future meeting to allow input from other institutions that offer this program.

Regent Ammar moved to approve placing the following recommendations on the Board Discussion agenda for a future meeting:

- MS Nursing Science: Action Plan
- MS Physical Sciences, General: Action Plan
- MA Sociology: Action Plan
- BA/BS Geology: Merge with BA Anthropology

Regent Peter Johnston seconded the motion, and it carried unanimously.

### **Other Matters**

AY2025 Program Review Follow-Up- KSU

Sam Christy-Dangermond shared that Kansas State University conducted a comprehensive program review in AY 2025 and will be providing a one-year follow-up on programs identified for action as part of the current program review framework. Recommendations are summarized on pg. 11 of the agenda.

Dr. Jesse Mendez, Provost at Kansas State University, gave an overview of programs currently under review. The programs from the AY 2025 Program Review and the current recommendations are:

BA/BS Ethnic Studies: merge with BA/BS Women's Studies (merge complete)  
BA/BS Women's Studies: merge with BA/BS Ethnic Studies (merge complete)  
MS Apparel & Textiles: discontinue

Provost Mendez also addressed programs from the AY 2024 Program Review. Those programs and current recommendations are:

BA/BM Music: remove from action plan  
BA/BS Geography: merge with BA/BS Geology and BS Geographic Information Science & Technology

The BA/BM in Music has seen enrollment growth. The action plan called for strengthening career pathways and industry connections. The program has launched an accelerated BA/MBA in Music Business, embedded internships in curriculum, created a band instrument repair program, and created a Wareham Hall partnership which will provide guaranteed paid internships beginning in 2027. Further, the program now meets the minima for the four KBOR metrics.

The Department of Geography and Geospatial Sciences is merging with the Department of Geology to create the School of Earth & Environment. The BA/BS in Geography will merge with the BA/BS in Geology and the BS in Geographic Information Science and Technology. The merger directly addresses workforce needs in Geosciences and Environmental quality.

Regent Peter Johnston moved to accept the KSU recommendations on the program review follow-up report. Regent Ammar seconded the motion, and it carried unanimously. The recommendations will be placed on a future Board Discussion Agenda.

Regent Ammar asked for feedback from provosts regarding ways to align the program review and accreditation processes. The provosts agreed to discuss the matter and provide a response.

**Announcements**

The Council agreed to table the remaining agenda items until the next BAASC meeting on March 31.

**Adjournment**

Regent Peter Johnston moved to adjourn the meeting. Regent Ammar seconded the motion, and the meeting was adjourned at 12:00 p.m.

## **Act on Request to Approve Academic Calendars: Academic Years 2028-2029, 2029-2030, and 2030-2031**

### **Background**

Kansas Board of Regents Policy states the following:

#### **CHAPTER II**

##### **A. ACADEMIC AFFAIRS**

##### **1. ACADEMIC CALENDAR**

- a. The Academic Calendar of each state university shall provide for an academic year minimally consisting of two sixteen-week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.
  
- b. Each state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.
  
- c. The President and Chief Executive Officer of the Board shall have the authority to approve or deny non-substantive revisions to Board-approved three-year calendars and shall periodically report these changes to the Board.

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984, 1990, and 2020 has resulted in considerable consistency in the number of instructional days, exam days, vacation days, and spring break alignment. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

This month, BAASC receives and considers academic calendars proposed by the universities for the 2028-2029, 2029-2030, and 2030-2031 academic years. The receipt of the proposed academic calendars offers the Board the opportunity to ensure conformity with its policies for the construction of academic calendars, as well as an opportunity to review trends pertaining to the academic year.

### **Staff Recommendation**

Board staff recommends placement of this item on the next Board Consent Agenda.

**Academic Calendar Year, 2029 -2031**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2028</u></b>	<b><u>ESU</u></b>	<b><u>FHSU</u></b>	<b><u>KSU</u></b>	<b><u>KU</u></b>	<b><u>PSU</u></b>	<b><u>WSU</u></b>
Classes Begin	8/21/28	8/21/28	8/21/28	8/21/28	8/21/28	8/21/28
Classes End	12/08/28	12/08/28	12/08/28	12/07/28	12/08/28	12/07/28
Total Instructional Days	73	74	73	73	74	73
Exams Begin	12/11/28	12/09/28	12/11/28	12/11/28	12/11/28	12/09/28
Exams End	12/15/28	12/15/28	12/15/28	12/15/28	12/15/28	12/14/28
Total Exam Days	5	6	5	5	5	5
Fall Break	10/12/28 – 10/13/28	11/20/28 – 11/21/28	11/19/28 – 11/26/28	10/14/28 – 10/17/28	11/20/28 – 11/21/28	10/14/28 – 10/17/28
Thanksgiving Break	11/22/28 – 11/26/28	11/22/28 – 11/24/28	11/23/28 – 11/24/28	11/22/28 11/26/28	11/22/28 – 11/24/28	11/22/28- 11/26/28
<b><u>Spring, 2029</u></b>						
Classes Begin	1/16/29	1/16/29	1/16/29	01/16/29	1/16/29	1/16/29
Classes End	5/04/29	5/04/29	5/04/29	05/04/29	5/04/29	5/03/29
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/07/29	5/05/29	05/07/29	05/07/29	05/07/29	5/05/29
Exams End	5/11/29	5/11/29	5/11/29	05/11/29	5/11/29	5/10/29
Total Exam Days	5	6	5	5	5	5
Spring Break	3/11/29 – 3/17/29	3/12/29 – 3/16/29	3/11/29 – 3/18/29	03/10/29 – 3/18/29	3/11/29 – 3/17/29	3/11/29 – 3/17/29

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.  
(b) Universities are closed to observe Labor Day on September 4, 2028, and Martin Luther King Day on January 15, 2029.  
(c) Spring Break Alignment was approved by the Board on December 16, 2020. For more information visit [https://www.kansasregents.org/about/regent\\_meetings\\_agendas\\_and\\_minutes](https://www.kansasregents.org/about/regent_meetings_agendas_and_minutes)  
(d) Kansas State University will observe “Wildcat Pause Day” on October 13, 2028.

**Academic Calendar Year, 2029 -2030**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2029</u></b>	<b><u>ESU</u></b>	<b><u>FHSU</u></b>	<b><u>KSU</u></b>	<b><u>KU</u></b>	<b><u>PSU</u></b>	<b><u>WSU</u></b>
Classes Begin	8/20/29	8/20/29	8/20/29	8/20/29	8/20/29	8/20/29
Classes End	12/07/29	12/07/29	12/07/29	12/06/29	12/07/29	12/06/29
Total Instructional Days	73	74	73	73	74	73
Exams Begin	12/10/29	12/08/29	12/10/29	12/10/29	12/10/29	12/08/29
Exams End	12/14/29	12/14/29	12/14/29	12/14/29	12/14/29	12/13/29
Total Exam Days	5	6	5	5	5	5
Fall Break	10/11/29 – 10/12/29	11/19/29 – 11/20/29	11/18/29 – 11/25/29	10/13/29 – 10/16/29	11/19/29 – 11/20/29	10/13/29 2pm – 10/16/29
Thanksgiving Break	11/21/29 – 11/25/29	11/21/29 – 11/23/29	11/22/29 – 11/23/29	11/21/29- 11/25/29	11/21/29 – 11/23/29	11/21/29- 11/25/29
<b><u>Spring, 2030</u></b>						
Classes Begin	1/14/30	1/22/30	1/22/30	1/22/30	1/22/30	1/22/30
Classes End	5/03/30	5/10/30	5/10/30	05/09/30	5/10/30	5/09/30
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/06/30	5/11/30	5/13/30	05/13/30	5/13/30	5/11/30
Exams End	5/10/30	5/17/30	5/17/30	05/17/30	5/17/30	5/16/30
Total Exam Days	5	6	5	5	5	5
Spring Break	3/17/30 – 3/23/30	3/18/30 – 3/22/30	3/17/30 – 3/24/30	03/16/30 – 3/24/30	3/17/30 -- 3/23/30	3/17/30 – 3/23/30

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.  
(b) Universities are closed to observe Labor Day on September 3, 2029, and Martin Luther King Day on January 21, 2030.  
(c) Spring Break Alignment was approved by the Board on December 16, 2020. For more information visit [https://www.kansasregents.org/about/regent\\_meetings\\_agendas\\_and\\_minutes](https://www.kansasregents.org/about/regent_meetings_agendas_and_minutes)  
(d) Kansas State University will observe “Wildcat Pause Day” on October 12, 2029.

**Academic Calendar Year, 2030 -2031**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2030</u></b>	<b><u>ESU</u></b>	<b><u>FHSU</u></b>	<b><u>KSU</u></b>	<b><u>KU</u></b>	<b><u>PSU</u></b>	<b><u>WSU</u></b>
Classes Begin	8/19/30	8/19/30	8/19/30	8/19/30	8/19/30	8/19/30
Classes End	12/06/30	12/06/30	12/06/30	12/05/30	12/06/30	12/05/30
Total Instructional Days	73	74	73	73	74	73
Exams Begin	12/09/30	12/07/30	12/09/30	12/09/30	12/09/30	12/7/30
Exams End	12/13/30	12/13/30	12/13/30	12/13/30	12/13/30	12/12/30
Total Exam Days	5	6	5	5	5	5
Fall Break	10/10/30 – 10/11/30	11/25/30 – 11/26/30	11/24/30 – 12/01/30	10/12/30 – 10/15/30	11/25/30 – 11/26/30	10/12/30 2pm – 10/15/30
Thanksgiving Break	11/27/30 – 12/01/30	11/27/30 – 11/29/30	11/28/30 – 11/29/30	11/27/30 – 12/01/30	11/27/30 – 11/29/30	11/27/30 – 12/1/30
<b><u>Spring, 2031</u></b>						
Classes Begin	1/13/31	1/21/31	1/21/31	1/21/31	1/21/31	1/21/31
Classes End	5/02/31	5/09/31	5/09/31	5/08/31	5/09/31	5/08/31
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/05/31	5/10/31	5/12/31	5/12/31	5/12/31	5/10/31
Exams End	5/09/31	5/16/31	5/16/31	5/16/31	5/16/31	5/15/31
Total Exam Days	5	6	5	5	5	5
Spring Break	3/16/31 -- 3/22/31	3/17/31 -- 3/21/31	3/16/31 -- 3/23/31	3/15/31 -- 3/23/31	3/16/31 -- 3/22/31	3/16/31 -- 3/22/31

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.  
(b) Universities are closed to observe Labor Day on September 2, 2030, and Martin Luther King Day on January 20, 2031.  
(c) Spring Break Alignment was approved by the Board on December 16, 2020. For more information visit [https://www.kansasregents.org/about/regent\\_meetings\\_agendas\\_and\\_minutes](https://www.kansasregents.org/about/regent_meetings_agendas_and_minutes)  
(d) Kansas State University will observe “Wildcat Pause Day” on October 11, 2030.

## Academic Year 2027 Bridge Performance Agreements

### Background

K.S.A. 74-3202d provides that “the state board shall have authority to review and approve institutional improvement plans and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution.” Additionally, “each postsecondary educational institution’s receipt of new state funds shall be contingent on achieving compliance with its performance agreement.”

In May 2023, the Board approved the current project-based performance funding model, which is grounded in institutions implementing four evidence-based practices aligned with the *Building a Future* strategic plan. These practices were selected to advance systemwide progress on key student success priorities and include:

- Corequisite support developmental education
- Math pathways
- Systemwide course placement measures
- Academic degree maps

As AY 2026 concludes, a transitional, or “bridge,” performance agreement is necessary to maintain continuity while the next generation of performance agreements is developed under the direction of a new Board President in the coming year.

### Staff Recommendation

Building on this foundation, the system has progressed from planning and pilot implementation to full-scale adoption of these practices. As institutions enter the next phase of this work, the proposed AY 2027 Bridge Performance Agreement is intended to provide continuity and stability while allowing time to assess implementation, refine practices, and align future performance metrics with system priorities. This approach ensures that institutions are supported during full implementation while maintaining accountability for continued progress on the Board’s strategic goals.

Pages 1–4 of the performance agreement were previously approved by the Board and outline the foundational elements of the current model. Page 5 reflects the proposed AY 2027 Bridge Performance Agreement and represents the next phase of performance funding, balancing continuity in expectations with progression in institutional responsibilities.

Items 1-4 represent a continuation of requirements established in AY 2026, including the scheduling of gateway math courses aligned with math pathways, the offering of corequisite math and English support, and institutional compliance with systemwide placement measures.

Items 5-7 advance the work by requiring institutions to develop and operationalize internal reporting systems that capture student-level data for mathematics placement, English placement, and corequisite support models. These requirements move the system beyond implementation to a more robust, data-informed phase, enabling consistent statewide reporting and evaluation of student outcomes.

Under the proposed AY 2027 Bridge Performance Agreement, institutions would have Academic Year 2027 to build and operationalize these systems, with institutions capturing the student-level data beginning in Summer 2027 and reporting the data to KBOR starting with the 2028 Academic Year Collection.

The proposed Bridge Performance Agreement was discussed at the March SCOCOA meeting, and members were encouraged to provide feedback to Academic Affairs staff by mid-April. Feedback will be incorporated

into the final version of the Bridge Performance Agreement, which will be presented to BAASC for action at the May 5, 2026, virtual meeting.

AY 2024 – AY 2026 Performance Agreement	Institution:
Contact:	Email:

### Project Timeline

AY 2023: Starting the Foundation		
Fall 2022 Semester	Spring 2023 Semester	Summer 2023 Semester
Acceptance into Dana Center’s Launch Year’s Initiative	Establish timeline	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)
Math task force attends the Dana Center’s <a href="#">Launch Year's Initiative in November 2022.</a>	<a href="#">Develop Charge Document</a>	
<a href="#">Develop Charge Document</a>	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)	
Performance Funding Implications		
N/A existing system still in place. (Review of AY 2021 Performance Reports was completed by the Board in Spring of 2023; any new funding to be awarded in July of 2023.)		

AY 2024: Continue Building the Foundation		
Fall 2023 Semester	Spring 2024 Semester	Summer 2024 Semester
Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines). Upon completion of this work, revise Board policy to include math pathway options with a Fall 2026 implementation date.	Establish systemwide math course placement measures (Math task force members and systemwide math course placement measures committee will work on this).	Establish systemwide math course placement measures (Math task force members and systemwide math course placement measures committee will work on this).
Establish systemwide math course placement measures (Once it is understood what gateway math courses will be used for math pathways, this work will begin). Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this.	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).
Contemporary Math course outcomes and Elementary Statistics course outcomes might be revised at the Fall 2023 Kansas Core Outcomes Group Meeting.		Establish math pathways advising one-pager to outline what, when, and the alignment between majors and math pathway courses.

Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	
Performance Funding Implications		
N/A existing system still in place. (Review of existing AY 2022 Performance Reports turned in by June 30, 2023, will be completed by the Board in Spring of 2024; any new funding to be awarded in July of 2024.)		

**AY 2024 performance is based on creating a plan for AY 2025, including the below activities. Any new funding to be awarded in July of 2025.**

AY 2025: Professional Development and Preparation		
Fall 2024 Semester	Spring 2025 Semester	Summer 2025 Semester
Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	
Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	
English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	
KBOR Professional Development <ul style="list-style-type: none"> <li>• Corequisite Support Developmental Education               <ul style="list-style-type: none"> <li>○ Instruction: English and Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> </ul> </li> <li>• Math Pathways               <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> </ul> </li> <li>• Course Placement Measures               <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> <li>○ Assessment: Testing Center Personnel</li> </ul> </li> </ul>	KBOR Professional Development <ul style="list-style-type: none"> <li>• Corequisite Support Developmental Education               <ul style="list-style-type: none"> <li>○ Instruction: English and Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> </ul> </li> <li>• Math Pathways               <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> </ul> </li> <li>• Course Placement Measures               <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> <li>○ Assessment: Testing Center Personnel</li> </ul> </li> </ul>	Some of the professional development may also be conducted in Summer 2025.
Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	
Performance Funding Implications (AY 25 Funding Cycle; any new funding awarded July of 2025)		
<b>By July 1, 2024, each institution submits a plan document (template to be provided by KBOR in Spring of 2024) for the above activities for AY 2025, including:</b>		
1. A commitment to implementing math pathways, which will include detailing <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
2. A commitment to implementing corequisite math support developmental education, which will include detailing <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
3. A commitment to implementing corequisite English support developmental education, which will include detailing (its understood that many are currently doing corequisite English)		1 Point

<ul style="list-style-type: none"> <li>the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and</li> <li>the list of the group members that will lead this work on campus.</li> </ul>	
4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include: <ul style="list-style-type: none"> <li>the list of the individuals that will participate in professional development; and</li> <li>a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.).</li> </ul>	1 Point
5. A link to all its <a href="#">academic degree maps</a> for students starting in Fall 2024 or Spring 2025.	1 Point

**AY 2025 performance is based on creating a plan for AY 2026, including the below activities. Any new funding to be awarded in July of 2026.**

<b>AY 2026: Soft Launch</b>		
<b>Fall 2025 Semester</b>	<b>Spring 2026 Semester</b>	<b>Summer 2026 Semester</b>
Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways.	Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways.	
Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways.	Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways.	
Offer at least one section of corequisite English support developmental education.	Offer at least one section of corequisite English support developmental education.	
Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027	Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027	
Performance Funding Implications (AY 26 Funding Cycle; any new funding awarded July of 2026)		
<b>By July 1, 2025, each institution submits a plan document (template to be provided by KBOR in Spring of 2025) for the above activities for AY 2026, including:</b>		
1. A schedule showing at least one section of each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement math pathways full scale in 2026-2027 (Identify the number of students and course sections that are estimated to be taught in each respective gateway math course per year when this initiative is fully scaled in 2026-2027);		1 Point
2. A schedule showing at least one section of corequisite math support developmental education for each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement corequisite math support developmental education full scale in 2026-2027;		1 Point
3. A schedule showing at least one section of corequisite English support developmental education for Fall 2025 and Spring 2026 and a plan to implement corequisite English support developmental education full scale in 2026-2027;		1 Point
4. A plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027; and		1 Point
5. A link to all its <a href="#">academic degree maps</a> for students starting in Fall 2025 or Spring 2026.		1 Point

**AY 2026 performance is based on creating a plan for AY 2027, including the below activities. Any new funding to be awarded in July of 2027.**

<b>AY 2027: Full Implementation</b>		
Fall 2026 Semester	Spring 2027 Semester	Summer 2027 Semester
Math pathways full scale	Math pathways full scale	Math pathways full scale
Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale
Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale
Performance Funding Implications (AY 27 Funding Cycle; any new funding awarded July of 2027)		
By July 1, 2026, each institution submits a plan document (template to be provided by KBOR in Spring of 2026) for the above activities for AY 2027, including:		
1. A schedule of Fall 2026 and Spring 2027 gateway math courses for math pathways;		1 Point
2. A schedule of Fall 2026 and Spring 2027 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered);		1 Point
3. A schedule of Fall 2026 and Spring 2027 corequisite English support developmental education sections; (no prerequisite English developmental education courses will be offered);		1 Point
4. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and		1 Point
5. A link to all its <a href="#">academic degree maps</a> for students starting in Fall 2026 or Spring 2027.		1 Point

**AY 2027 performance is based on creating a plan for AY 2028, including the below activities. Any new funding to be awarded in July of 2028.**

<b>AY 2027: Full Implementation</b>		
Fall 2027 Semester	Spring 2028 Semester	Summer 2028 Semester
Math pathways full scale	Math pathways full scale	Math pathways full scale
Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale
Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale
Student level data for math placement full scale	Student level data for math placement full scale	AY data collection* with student level data for math placement
Student level data for English placement full scale	Student level data for English placement full scale	AY data collection* with student level data for English placement
Student level data for corequisite section type full scale	Student level data for corequisite section type full scale	AY data collection* with student level data for corequisite model
Performance Funding Implications (AY 28 Funding Cycle; any new funding awarded July of 2028)		
By July 1, 2027, each institution submits a plan document (template to be provided by KBOR in Spring of 2027) for the above activities for AY 2028, including:		
1. A schedule of Fall 2027 and Spring 2028 gateway math courses for math pathways;		0.5 Point
2. A schedule of Fall 2027 and Spring 2028 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered);		0.5 Point
3. A schedule of Fall 2027 and Spring 2028 corequisite English support developmental education sections; (no prerequisite English developmental education courses will be offered);		0.5 Point
4. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.);		0.5 Point
5. Documentation demonstrating the development and operationalization of the internal reporting system for mathematics placement, including a description of the data elements captured at the student level and evidence of alignment with system-level annual reporting guidelines;		1 Point
6. Documentation demonstrating the development and operationalization of the internal reporting system for English placement, including a description of the data elements captured at the student level and evidence of alignment with system-level annual reporting guidelines; and		1 Point
7. Documentation demonstrating the development and operationalization of the internal reporting system for corequisite support, including a description of the approved corequisite section type data elements captured at the student level and evidence of alignment with system-level annual reporting guidelines.		1 Point

\*AY 28 data collection includes student level data from summer 2027, fall 2027, and spring 2028.

## State Authorization Reciprocity Agreement (SARA)

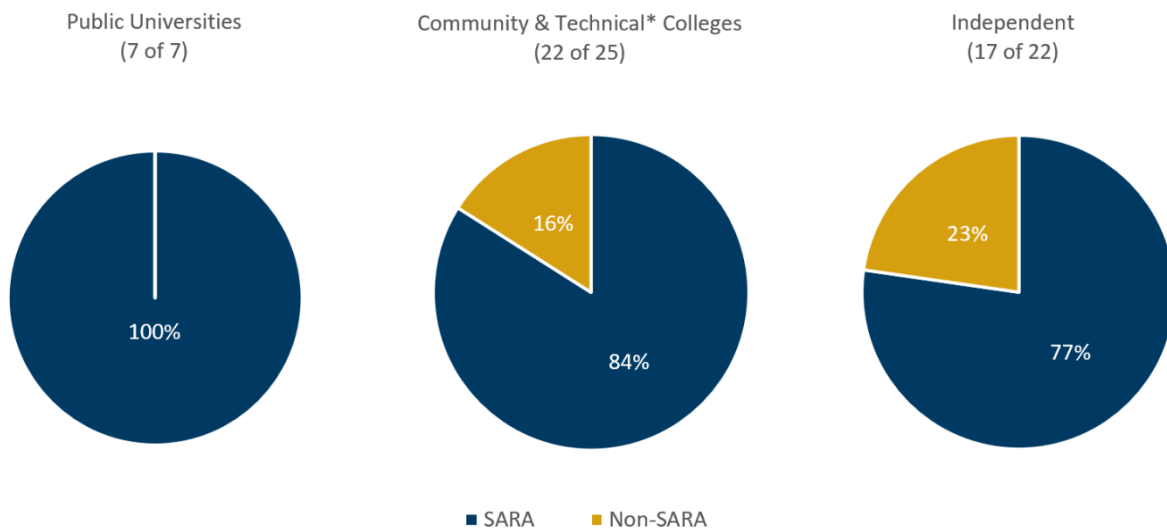
### Background

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for the interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Since 2014, Kansas has been approved as a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) through the Midwest Higher Education Compact (MHEC), one of the four regional education compacts in the United States that partner with NC-SARA. The Kansas Board of Regents serves as the State Portal Entity (SPE) for all institutions domiciled in Kansas. As the portal entity, KBOR serves as the interstate point of contact for SARA questions, complaints, and other communications for institutions domiciled in Kansas and students taking online courses from those institutions.

### Membership and Participation

SARA includes more than 2,400 participating institutions across 52 member states and territories. In the Fall of 2024, over 4.4 million students were enrolled exclusively in distance education, with 1.6 million administered through SARA. These enrollments reflect a minimal increase from the previous year.

As of March 1, 2026, 47 Kansas institutions participate in SARA. The charts below illustrate participation by sector.

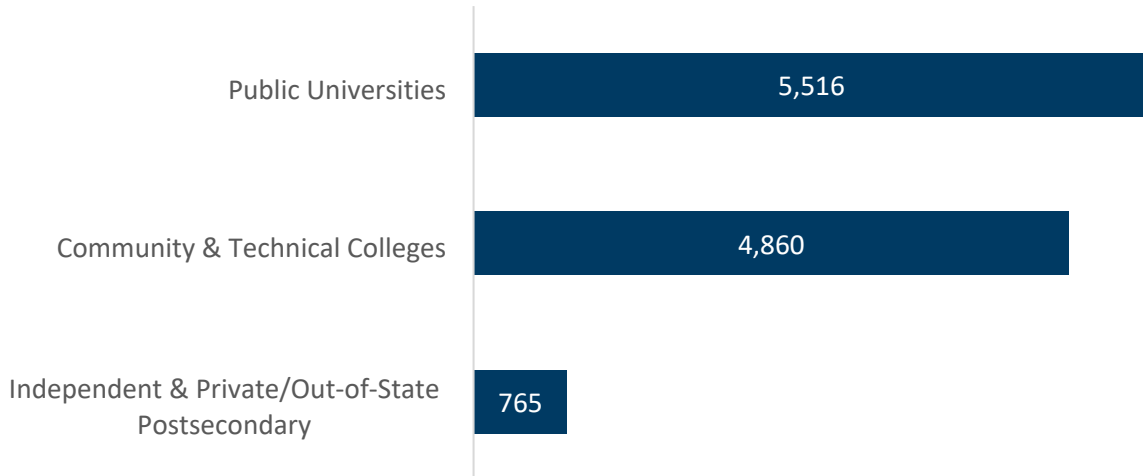


\*Washburn University Institute of Technology participates under the approval of Washburn University and is not included in this count  
One participating institution is private/out-of-state postsecondary and not reflected in the charts by sector

### Enrollments and Out-of-State Learning Placements

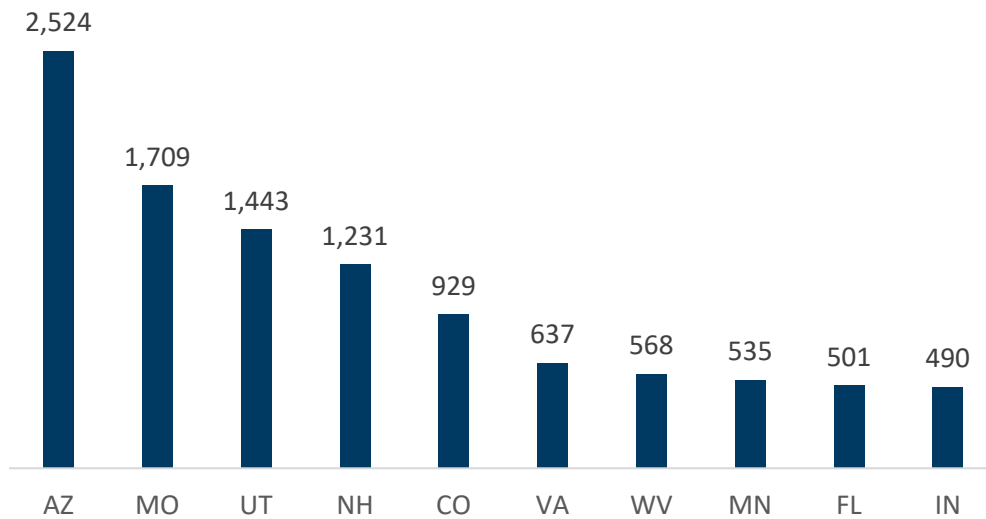
The Fall 2024 exclusively distance education enrollments and 2024 calendar year out-of-state learning placements for participating Kansas institutions are provided below.

In Fall 2024, over 11,000 out-of-state students were enrolled in participating Kansas SARA institutions.



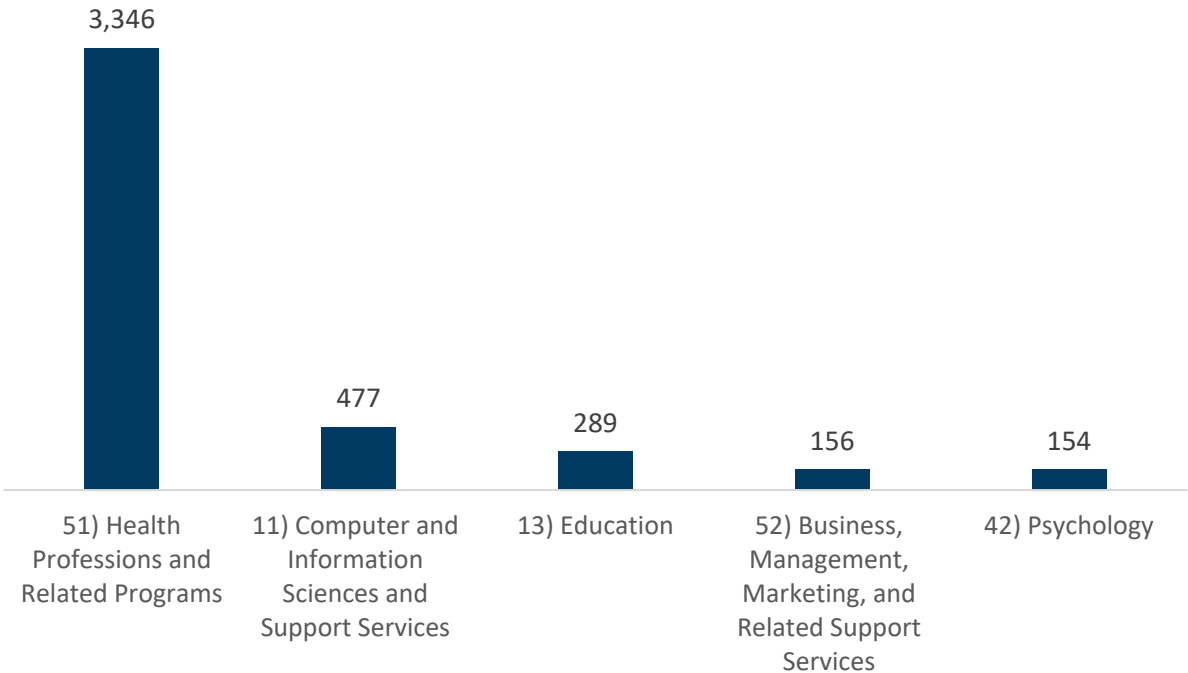
The top three locations from which Kansas institutions enroll students are Missouri, Texas, and Oklahoma.

In Fall 2024, over 14,000 Kansans were enrolled in distance education offered in another SARA member state. The top ten enrollments by state are listed below.

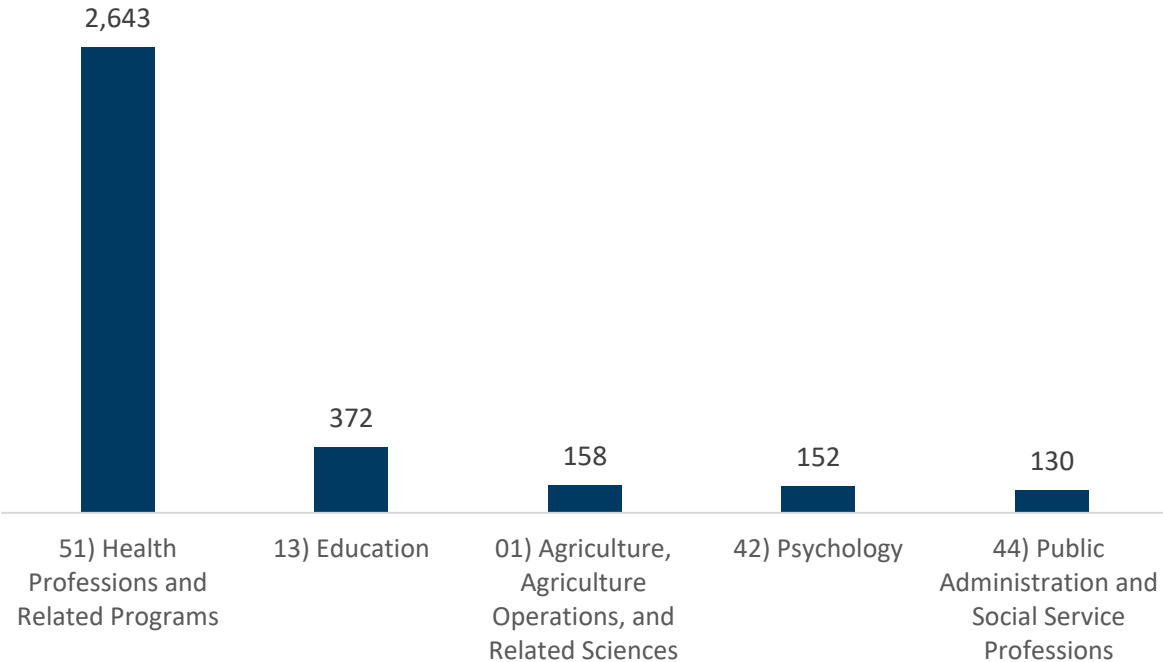


Western Governors University (Utah), Southern New Hampshire University (New Hampshire), and the University of Phoenix (Arizona) are the top three institutions enrolling Kansans.

In the 2024 calendar year, over 5,100 out-of-state students were placed (clinical rotations, student teaching, and internships, for example) in Kansas. The following represents placements in the top five CIP codes.

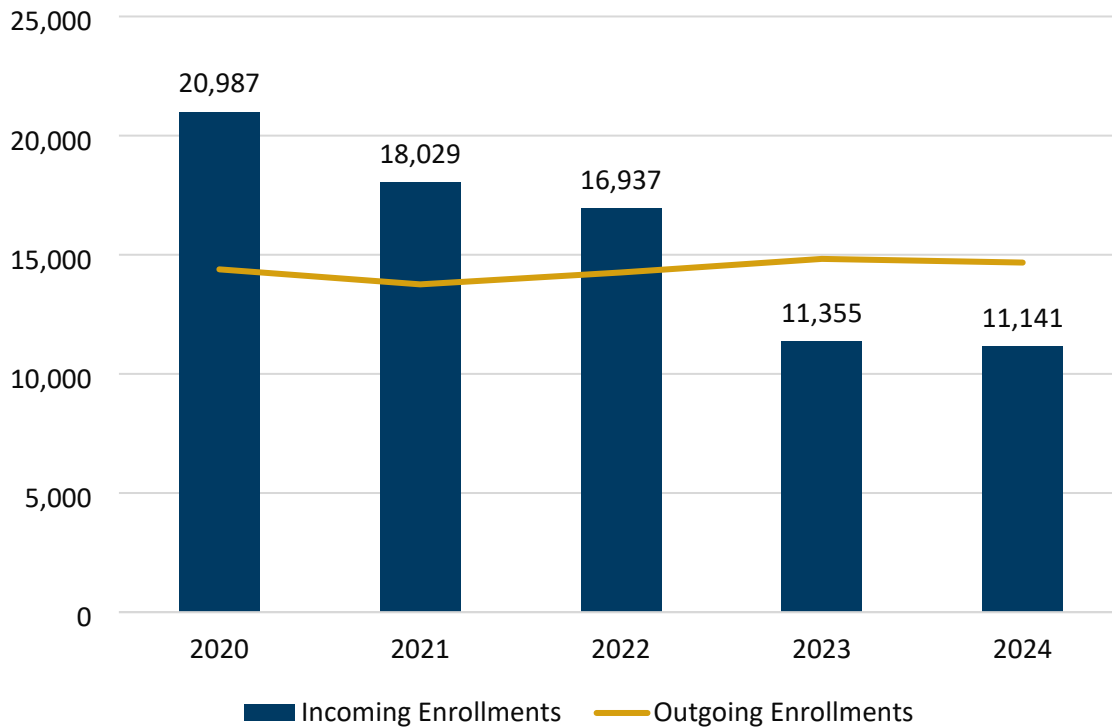


In the 2024 calendar year, Kansas institutions placed over 4,600 students out-of-state. The chart below illustrates placements in the top five CIP codes.



### Enrollment Trend Data

The chart below shows the exclusively distance education enrollments in participating Kansas SARA institutions (incoming) as well as the enrollments of Kansans in other SARA states (outgoing) over the last five years.



### Policy Modifications

The 2025 SARA Policy Modification Process concluded in October with the NC-SARA Board approving nine proposals. Prior to the Board’s vote, these proposals were reviewed and approved by all four regional compacts through their respective steering committees. These modifications clarify policy language, enhance state oversight, increase transparency and accountability of participating institutions, and improve student complaint processes.

The 2026 policy modification process is currently underway, with more than 30 proposals submitted for consideration. The first public comment period is open through April 9 with the public forum scheduled for April 24.

Information concerning this process and the proposals being considered is available at <https://nc-sara.org/sara-policy-modification-process>.

**Cost Savings Study**

In 2021, NC-SARA partnered with the National Center for Higher Education Management Systems (NCHEMS) to assess the value of SARA to institutions and member states. An updated study using similar methodology was completed in 2025 to estimate the cost savings associated with SARA participation, including initial authorization and renewal costs. The study estimates that Kansas institutions participating in SARA annually save more than \$8.1 million in initial authorization costs and over \$4.6 million in renewal costs. These estimates reflect continued savings increases from the previous study and underscore the continued value of SARA. The complete study is available to view online at <https://nc-sara.org/sara-cost-savings>.

**Staff Recommendation**

This item is presented for information. No action is requested.

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The data provided in this report is available in interactive dashboards at <https://nc-sara.org/data-dashboards>. Previous SARA reports are available at [http://kansasregents.gov/academic\\_affairs/sara](http://kansasregents.gov/academic_affairs/sara).

## Receive Information on Credit for Prior Learning Annual Report

### Background

Kansas Board of Regents Policy states the following:

### Chapter III

#### A) ACADEMIC AFFAIRS

##### 4) CREDIT FOR PRIOR LEARNING

- a) Each Kansas public postsecondary educational institution shall award credit for prior learning in accordance with this policy and in a manner that is appropriate to the institution's nature and mission.
- b) The Kansas Credit for Prior Learning Task Force consists of representation from each university and representation from the community college and technical college sectors. These representatives shall be appointed by the Vice President for Academic Affairs, in consultation with the Vice President of Workforce Development. The role of the Kansas Credit for Prior Learning Task Force shall be to provide oversight, as directed by the Board, for implementation of this policy and the Kansas Credit for Prior Learning Guidelines. These Guidelines were approved by the Kansas Board of Regents in June 2014.
- c) The Kansas Credit for Prior Learning Task Force shall be coordinated by a Board staff member under the oversight of the Board Academic Affairs Standing Committee.
- d) The Kansas Credit for Prior Learning Task Force shall work to ensure standardized recognition of credit for prior learning from all Kansas public postsecondary institutions.
- e) The Kansas Credit for Prior Learning Task Force shall receive and consider recommendations from the Kansas Collaborative on Military Credit Advisory Committee regarding the evaluation of military training for credentials and awarding of college credit.
- f) Each Kansas public postsecondary educational institution shall follow the requirements set forth in the Kansas Credit for Prior Learning Guidelines when evaluating and awarding credit for prior learning. These Guidelines shall provide for:
  - (i) specifications for awarding credit for learning gained outside a traditional academic environment for the state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology;
  - (ii) consistency with state and federal law, Board policies, applicable accreditation standards;
  - (iii) a consistent and transparent means for students to advance toward a degree or credential;
  - (iv) annual review for updates by the Kansas Credit for Prior Learning Task Force.

Credit for Prior Learning allows postsecondary institutions to award college credit for learning acquired outside traditional academic settings, provided the learning is equivalent to college-level coursework. The Board first approved CPL guidelines in 2014 to support institutional implementation, following recommendations from the Kansas CPL Steering Committee. A formal CPL policy was adopted in 2016, assigning oversight to the Kansas Credit for Prior Learning Task Force under the Board Academic Affairs Standing Committee (BAASC). This initiative supports the Board's goals to increase credential attainment among Kansans and improve student enrollment, retention, and completion rates.

### Credit for Prior Learning Guidelines

The guidelines were developed to assist Kansas public universities and community and technical colleges in creating, documenting, and regularly updating policies that evaluate prior learning and award appropriate postsecondary credit in alignment with each institution's mission. These policies aim to protect the integrity and credibility of CPL, meet accreditation standards, and ensure transparency and accessibility for students. Kansas

public universities and community and technical colleges are encouraged to use CPL guidelines to evaluate prior learning and award appropriate credit. Institutional CPL policies must uphold academic integrity, meet accreditation standards, and remain accessible to students and stakeholders.

**Data**

KBOR continues to monitor and support the expansion of CPL, with data collected annually through the Kansas Higher Education Data System (KHEDS) to track the number of students receiving CPL credit and the number of credit hours awarded. Supporting data tables are submitted as separate attachments.

**Staff Recommendation**

This item is presented for information. No action is requested.

## Receive Information on Dual Credit Annual Report

### Background

Kansas Board of Regents Policy states the following:

### Chapter III

#### A) ACADEMIC AFFAIRS

##### 13) DUAL CREDIT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH COOPERATIVE AGREEMENTS ENTERED PURSUANT TO THE KANSAS CHALLENGE TO SECONDARY SCHOOL STUDENTS ACT

###### a) Purposes of Dual Credit Cooperative Agreements

Systemwide purposes of Dual Credit Cooperative Agreements are:

(i) To Reduce Time-to Degree and Lower Costs

Dual Credit Cooperative Agreements enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree.

(ii) To Challenge High School Students and Promote College-Level Success

Dual Credit Cooperative Agreements are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. Systemwide Transfer courses especially encouraged.

(iii) To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

Dual Credit Cooperative Agreements are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

Kansas postsecondary institutions provide multiple opportunities for students to take college courses while in high school. Over 40,000 Kansas high school students enrolled in a concurrent, dual, or Excel in CTE courses from a public postsecondary institution during the 2023-24 academic year.

Kansas Higher Education Statistics (KHEStats) is a web-based reporting tool for providing access to data about Kansas public postsecondary institutions and includes a specific tab for high school students. Students included in the reports relative to high school enrollment fall into three categories explained in the following paragraphs.

High school teachers teach concurrent enrollment courses during the regular high school day within an agreement between an eligible postsecondary institution and a school district. Data collections on these students are labeled as Concurrent Enrollment (CEP) students.

High school students may take courses directly from an institution where faculty from the institution teach the course online, at the campus, or at other locations. Data collections on these students are labeled as Dual Enrolled.

Beginning in 2012, the Excel in Career Technical Education Initiative (Excel in CTE) provided state-funded college tuition for approved technical courses for high school students. Data collections on these students are labeled as Excel in CTE students.

**Staff Recommendation**

This item is presented for information. No action is requested.