

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

**MEETING AGENDA
Tuesday, November 3, 2020
11:00 am**

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

- | | | |
|--|----------------------------|-------|
| I. Call to Order | Regent Kiblinger | |
| A. Roll Call | | |
| B. Approve minutes from September 9, 2020 video conference | | p. 3 |
| | | |
| II. Consent Items | | |
| A. Master of Engineering in Bioengineering – KU | Jean Redeker | p. 6 |
| B. Bachelor of Health Sciences – KU | Jean Redeker | p. 23 |
| C. BS in Public Health – K-State | Brian Niehoff | p. 33 |
| D. BA & BS in Integrated Computer Science – K-State | Brian Niehoff | p. 42 |
| | | |
| III. Other Matters | | |
| A. BAASC 21-01 Approve AY 2019 Performance Reports | Sam Christy- Dangermond | p. 54 |
| B. SARA Policy Change – Appeals Process Approval | Jennifer Armour | p. 87 |
| C. General Education (GE) Working Group Update | Daniel Archer | |
| D. Direct Support Professionals (DSP) Update | Regent Schmidt | |
| E. Coordinating Council Update | Regent Kiblinger | |
| F. Coordinating Council Working Groups Update | Tara Lebar | |
| | | |
| IV. Suggested Agenda Items for November 18th BAASC Meeting | | |
| A. Low Enrollment Program Reviews for WSU & K-State | | |
| B. TAAC Quality Assurance Report | | |
| C. CEP Demographics Follow Up | | |
| D. Apply Kansas Update | | |
| | | |
| V. Adjournment | | |

Board Academic Affairs Standing Committee

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets by conference call approximately two weeks prior to each Board meeting to finalize items for the Board agenda. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

- Shelly Kiblinger, Chair
- Ann Brandau-Murguia
- Helen Van Etten
- Allen Schmidt

**Board Academic Affairs Standing Committee
AY 2021 Meeting Schedule**

| Meeting Dates | Time | Location | Institution Materials Due |
|----------------------|-------------|---------------------------|----------------------------------|
| August 25, 2020 | 11:00 am | Conference Call | July 30, 2020 |
| September 9, 2020 | 1:30 pm | Topeka | August 19, 2020 |
| October 14, 2020 | TBD | KU **CANCELED** | September 25, 2020 |
| November 3, 2020 | 11:00 am | Conference Call | October 15, 2020 |
| November 18, 2020 | 10:15 am | Topeka *Originally at ESU | October 28, 2020 |
| December 1, 2020 | 11:00 am | Conference Call | November 12, 2020 |
| December 16, 2020 | 10:15 am | Topeka | November 24, 2020 |
| January 5, 2021 | 11:00 am | Conference Call | December 17, 2020 |
| January 20, 2021 | 10:15 am | Topeka | December 30, 2020 |
| February 2, 2021 | 11:00 am | Conference Call | January 14, 2021 |
| February 17, 2021 | 10:15 am | Topeka | January 27, 2021 |
| March 2, 2021 | 11:00 am | Conference Call | February 11, 2021 |
| March 17, 2021 | 10:15 am | Topeka | February 24, 2021 |
| March 30, 2021 | 11:00 am | Conference Call | March 11, 2021 |
| April 14, 2021 | 10:15 am | FHSU | March 24, 2021 |
| May 4, 2021 | 11:00 am | Conference Call | April 15, 2021 |
| May 19, 2021 | 10:15 am | Topeka | April 28, 2021 |
| June 1, 2021 | 11:00 am | Conference Call | May 13, 2021 |

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

**MINUTES
Wednesday, September 9th, 2020**

The September 9, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 1:30 p.m. The meeting was held by Zoom.

In Attendance:

| | | | |
|----------|--|--|--|
| Members: | Regent Kiblinger, Chair | Regent Schmidt | Regent Van Etten |
| Staff: | Daniel Archer Amy Robinson April Henry Cindy Farrier | Karla Wiscombe Sam Christy-Dangermond Charmine Chambers Connie Beene | Tara Lebar Lisa Beck Jennifer Armour |
| Others: | Brad Bennett, Colby CC Barbara Bichelmeyer, KU Howard Smith, PSU Jean Redeker, KU Linnea GlenMaye, WSU Michelle Schoon, Cowley CC Matt Schuette, KUMC Kim Morse, Washburn Apramay Mishra, KU | Aron Potter, Coffeyville CC Brian Niehoff, K-State David Cordle, ESU Jill Arensdorf, FHSU Lori Winningham, Butler CC Mickey McCloud, JCCC Adam Borth, Fort Scott CC Aleks Sternfeld-Dunn, WSU Lua Yuille, KU | Chuck Taber, K-State Erin Shaw, Highland CC Elaine Simmons, Barton County CC Jane Holwerda, Dodge City CC Luke Dowell, Seward County CC Monette DePew, Pratt CC Marc Malone, Garden City CC Steve Porter, Hutchinson CC |

Regent Kiblinger welcomed everyone. Roll call was taken for members. Regent Kiblinger introduced the new student liaison, Apramay Mishra. Apramay is a senior at KU and will be attending BAASC meetings to disseminate information to the Student Advisory Committee.

Approval of Minutes

Regent Van Etten moved to approve the August 25, 2020 meeting minutes, and Regent Schmidt seconded the motion. With no corrections or discussion, the motion passed.

Other Matters

- Jennifer Armour presented on the State Authorization Reciprocity Agreement (SARA) appeal process. The SARA allows accredited degree granting institutions to offer distance education in member states without obtaining approval in each state. Kansas became a member of SARA in 2014. As a member, the state is required to have a process to address student complaints concerning activities covered under SARA. This process was created in 2014. State members are also required to implement an appeal process for institutions who were 1) denied initial approval or renewal or 2) removed from SARA participation due to noncompliance with SARA policies. States must implement the appeal process by January 1, 2021. Jennifer discussed the current work being done to create and implement this new policy. Regent Van Etten asked about previous issues with other SARA state members. Jennifer responded that SARA is relatively new, and states administer the agreement differently. She noted that SARA policies are being updated frequently to address various needs. A draft of the new SARA policy

in Kansas for appeals will be provided for review this fall and presented to the Board for approval in November.

- Daniel Archer presented on recommended high school courses for college preparation. Last year, changes were approved to eliminate the requirement of specific high school courses for admission and it was noted that general units rather than specific courses would be recommended. Based on feedback from K-12, it has been further suggested that specific courses should be recommended. The Kansas Scholars Curriculum is being recommended for students who wish to pursue post-secondary education at one of the six Kansas universities. The curriculum is required for students to obtain state-funded scholarships, it aligns with the current framework, and it will help guide students towards courses that will prepare them for college. Daniel discussed the differences in the previous courses required for Qualified Admission and the recommended Kansas Scholars Curriculum. He noted the main difference is that four years of math and two years of foreign language is required in the Kansas Scholars Curriculum. He stated the overarching goal is to increase simplicity with recommending a curriculum that is familiar to counselors and students without creating new barriers for first-generation students. Regent Schmidt discussed the need to create more access for high school students to obtain higher education. Daniel stated the proposed recommended curriculum will set a high expectation, but it will not affect admission status if the specific courses are not taken. Regent Kiblinger looks at the recommended courses as a tool for high school counselors to discuss with students and parents when preparing to be successful at the university level. She noted this will be helpful to have courses identified to ensure they are a part of high school curricula across Kansas. If the Committee approves the curriculum, it will be presented to the Board at the next meeting.

Regent Van Etten moved to approve the recommended high school courses for college preparation, and Regent Schmidt seconded the motion. Regent Schmidt noted he would like to see a similar recommendation looked at for community and technical colleges. With no further discussion, the motion passed.

- Daniel Archer presented the Strategic Program Alignment Low Enrollment Program Review schedule as outlined in his paper. Dates have been set for submission to KBOR, and to present for approval to BAASC and the Board. The process will start in November.
- Daniel Archer presented an update on the General Education (GE) Working Group. The group was formed a few months ago with a goal to address a potential state-wide GE package that colleges and universities could utilize in moving forward. The group will be co-chaired by Barbara Bichelmeyer, KU, and Jon Marshall, Allen Community College, and their first meeting is scheduled for September 29th. At the first meeting the group will look at current policies, current work by the AAC&U, and various GE models that have been utilized in other states. Daniel will provide regular updates on their progress.
- Regent Schmidt provided an update on the Support Professionals Working Group. They are working with WSU to build a curriculum and it looks promising. Regent Schmidt noted he has been meeting with a variety of key players across the state who support the project.
- Regent Kiblinger provided an update from the Coordinating Council. They last met on August 12th and discussed items that were presented at the joint KBOR/KSDE meeting earlier in the day such as spring break dates, concurrent enrollment, and the idea of high school seniors graduating with 15-30 hours of college credit. Regent Kiblinger stated the council discussed the idea of requiring all high school seniors to complete the FAFSA, and issues that this could create for some students. She noted they discussed how they could incorporate FAFSA completion into the Individual Plans of Study (IPS) through the KSDE Kansans Can Star Recognition Program. The council also discussed how to make work-based

learning a part of concurrent credit and will revisit that idea at a later meeting. The council was provided a progress update from the task force formed with high school counselors and post-secondary academic advisors. It was noted the group hadn't come together yet. Regent Kiblinger noted this group has the potential to make progress on first generation and underserved students. Daniel stated that KSDE has an existing working group that will be built upon with higher education advisors and he will provide follow up with progress on this collaboration. Regent Schmidt asked if tools such as IPS and DegreeStats are being taught in counselor programs. Daniel responded that current work is being done to create a standard IPS assignment. This would require students to visit the DegreeStats website (<https://www.ksdegreestats.org>) and research academic program costs and post-completion salary information. The Committee discussed the need to expose more students and teachers to this resource, and how to build upon current efforts. The Coordinating Council will meet next on October 16th.

Adjournment

BAASC is anticipated to meet in October, but official plans are still being finalized.

Regent Van Etten moved to adjourn the meeting, and Regent Schmidt seconded the motion. With no further discussion, the meeting adjourned at 2:15 p.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

November 3, 2020

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Master's
Program Title: Master of Bioengineering
Degree to be Offered: Master of Engineering
Responsible Department or Unit: School of Engineering
CIP Code: 14.0501
Modality: Face-to-Face
Proposed Implementation Date: Fall 2021

Total Number of Semester Credit Hours for the Degree: 30

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

The Master of Engineering (ME) in Bioengineering reflects the mission statement of KU and its commitment “to lift students and society by educating leaders, building healthy communities and making discoveries that change the world”. The program will educate leaders, will help build healthy communities, and will make discoveries through the work of these leaders.

The ME in Bioengineering degree is an efficient way for KU undergraduates and others with undergraduate degrees to obtain more in-depth background and credentials in bioengineering prior to seeking employment or while being employed. The degree will prepare graduates to be more effective in their careers in medicine, in established commercial firms, and with entrepreneurship in a start-up company. The general goals and objectives for the ME in Bioengineering degree are:

1. Provide students with an in-depth understanding of mathematics, engineering principles, physics, chemistry, physiology, and modern biology;
2. Train students to apply basic sciences to biological problems, using engineering principles;
3. Train students to apply bioengineering analysis to commercially relevant problems.

The ME degree is a coursework only master's degree, meaning it does not have a thesis option. It is identical to the existing Master of Science (MS) in Bioengineering degree at KU with the exception that the MS requires a thesis and a thesis defense examination, while the ME substitutes coursework credit hours for thesis credit hours.

For many interested in a career in industry, the time required to write and defend a thesis are barriers to obtaining a Master's degree, making the ME an attractive option for some professionals.

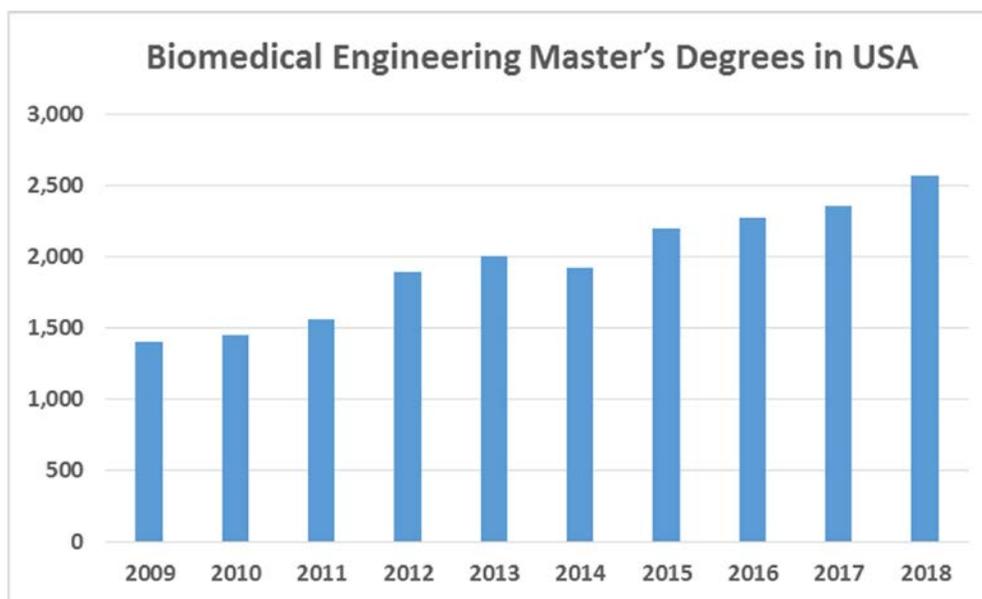
The proposed ME degree is in response to the expanding Kansas City region biosciences community. The degree is designed to be more accessible and appealing to regional professionals whose focus is on working in industry and who are looking to further their education and improve their skills. To that end the ME in Bioengineering, like the MS, has the following six tracks available: Computational Bioengineering; Biomechanics & Neural Engineering; Biomedical Product Design & Development; Biomaterials & Tissue Engineering; Biomolecular Engineering; and Bioimaging.

Also, because KU does not offer an undergraduate Bioengineering/Biomedical Engineering degree, the ME in Bioengineering will be attractive to current undergraduates who are interested in the biomedical industry. The addition of the ME degree will provide another option that is more appealing to some students, and should increase KU's overall Master's applications for Bioengineering.

IV. Program Demand: Market Analysis

The national demand for biomedical engineering degrees in general and Master's degrees in Biomedical Engineering continues to grow by about 7% per year (Figure 1). The proposed degree targets science and engineering bachelor's degree holders who seek a career at the interface between science, medicine and engineering. Similar programs are in place at top academic institutions around the country (e.g. Johns Hopkins, Georgia Tech, Duke, etc.). While WSU also offers an MS in Bioengineering, there are currently no programs that offer a professional coursework-only ME Degree in Bioengineering or Biomedical Engineering at any academic institution in the state of Kansas, only two in the Big 12, and only three regionally.

Figure 1. BME Master's Degrees Data from the American Society of Engineering Education July 2019 report for the 2017-2018 Academic Year.



KU has had strong demand for graduate degrees in Bioengineering, and applications for fall semester of 2020 hit an all-time high. Thus, the demand for Bioengineering/Biomedical engineering remains strong and growing. Enrollments in the past few years have been between 50 and 60 graduate students; about half of those are typically MS students. Nationally, the number of Master's degrees awarded in Biomedical Engineering has nearly doubled

in the last 10 years, and we project that this expansion and growth will continue for the foreseeable future. The rate of increase is among the very fastest-growing interdisciplinary degree programs in the USA. Many potential graduate students do not seek the advanced degree because of the time required for research and writing of a Master's thesis. This ME degree will capture students focused on industrial positions and who are not seeking to complete a thesis. The degree could be completed within one year of fulltime coursework.

V. Projected Enrollment for the Initial Three Years of the Program

| Year | Headcount Per Year | | Sem Credit Hrs Per Year | |
|----------------|--------------------|------------|-------------------------|------------|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 3 | 1 | 90 | 6 |
| Year 2 | 4 | 2 | 120 | 18 |
| Year 3 | 4 | 2 | 120 | 30 |

VI. Employment

KU's Bioengineering Graduate Program currently has a placement rate of over 95%. And even with the effects of the novel coronavirus, the job outlook is good. According to the US Bureau of Labor Statistics, the median salary of a bioengineer in 2019 was \$91,410 per year (though the data does not account for level of degree).

Thus, Bioengineering is an appealing degree for the interesting area of work, the strong job market and the competitive compensation. According to the Wichita State University Center for Economic Development and Business Research employment forecast from October 2019, Kansas employment grew by only 0.5 percent in 2019, adding approximately 8,000 new jobs to the state economy, but is projected to contract due to novel coronavirus in 2020. The Bureau of Labor Statistics (BLS) still projects the job outlook for biomedical engineers to grow nationally by about the national average of 4% from 2018 to 2028 (OOH-BME, 2020), providing job opportunities for graduates.

Additionally, we expect many professional students in this program to be currently employed. These students will either work on their degree part-time or will take a leave of absence to complete the degree in one year on a full-time basis, and will have almost certain employment (and new internal and/or external opportunities) upon degree completion.

VII. Admission and Curriculum

A. Admission Criteria

Applicants will apply to the ME in Engineering and will include a personal statement detailing how this program will support the candidate's career goal(s), resume, and three letters of recommendation. In addition, the student must meet the requirements below.

- Overall undergraduate GPA: greater than 3.0 (out of 4.0)
- Complete a KU Graduate Application and submit official transcripts from each institution attended
- Bachelor's degree in engineering, the biological sciences, physical sciences, or a related field from an accredited post-secondary institution
- Have completed the following coursework (*typically completed as part of an undergraduate degree*):
 - Mathematics through differential equations and linear algebra (MATH 220 and MATH 290; or equivalents)
 - One year of calculus-based physics (through PHSX 212, or the equivalent)
 - One course in general chemistry (CHEM 150 or 130, or the equivalent)
 - One course in molecular/cell/human biology (BIOL 100 or BIOL 150, or the equivalent)

- Additional coursework required for admission vary by program track and will be the same as the track admission requirements for the existing MS degree program. (Please see Attachment 1 for track-specific admission requirements.)
- International students must also meet KU’s English proficiency, visa/I20, and financial support requirements.

B. Curriculum

Students select one of the six tracks for their primary exposure to bioengineering concepts. All the tracks have the same required core courses (total 6 credit hours): C&PE 756 Introduction to Biomedical Engineering, BIOE 800 Colloquium, and BIOE 801 Responsible Conduct of Research in Engineering. The course C&PE 756 Introduction to Biomedical Engineering, permits them to delve into the subject area of their track, but also allows the student to sample the breadth of bioengineering topics across all of the tracks. BIOE 800 Colloquium provides some professional development as well as additional exposure to the breadth of applications in bioengineering. While BIOE 801 Responsible Conduct of Research in Engineering, might seem less relevant for a professional coursework-only Master of Engineering degree, the focus on professional engineering ethics is quite applicable and important for individuals in industry, as well.

ME students work with an advisor familiar with their selected track area to develop a formal plan of study; each track has a track director and affiliated faculty. The student selects from among track courses to construct a comprehensive educational program that (a) takes advantage of the student’s background, (b) builds and demonstrates academic skills, and (c) capitalizes on the strengths of the affiliated faculty. This approach follows a structure common to many of the top Bioengineering/ Biomedical Engineering graduate programs nationally.

Beyond the core courses, each track has 9 credit hours of required depth courses focused on the track, and an additional 15 credit hours of breadth courses. However, because of the varied nature of the tracks there are minor variations in core, depth, and breadth requirements between the tracks. (Please see Attachment 2 for track-specific requirements, and Attachment 3 for the master breadth course list)

Year 1: Fall

SCH = Semester Credit Hours

| Course # | Course Name | SCH.... |
|----------|--|---------|
| C&PE 756 | Introduction to Biomedical Engineering | 3 |
| BIOE 800 | Bioengineering Colloquium | 1 |
| BIOE 801 | Responsible Conduct of Research in Engineering | 1 |
| | Track Depth Course | 3 |
| | Track Breadth Course | 3 |
| | Track Breadth Course | 3 |

Year 1: Spring

| Course # | Course Name | SCH.... |
|----------|---------------------------|---------|
| BIOE 800 | Bioengineering Colloquium | 1 |
| | Track Depth Course | 3 |
| | Track Depth Course | 3 |
| | Track Breadth Course | 3 |
| | Track Breadth Course | 3 |

Year 1: Summer

| Course # | Course Name | SCH.... |
|----------|----------------------|---------|
| | Track Breadth Course | 3 |

Total Number of Semester Credit Hours 30

VIII. Core Faculty (defined by the program based on level of service and activity in the program)

Note: * Next to Faculty Name Denotes Director of the Program, if applicable.

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Program administration will be the responsibility of KU’s current Bioengineering Graduate Program. The MS and PhD degrees in Bioengineering and the proposed ME degree encompass courses and faculty from departments throughout the School of Engineering, the School of Pharmacy, the College of Liberal Arts and Sciences, and the KU Medical Center. No Bioengineering faculty affiliate has a primary appointment in Bioengineering, but each is affiliated with the Bioengineering Graduate Program based on their research areas, their desire to assist in program administration, and their desire to advise Bioengineering graduate students. Service to the Bioengineering program is considered to also be service to the primary department. Thus, the Bioengineering Program pays no salary to affiliated faculty. Administrative salary support is provided for the Bioengineering Director and the Graduate Studies Director, and full salary is provided for the Bioengineering student program coordinator (staff position) by the School of Engineering.

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|--------------------|---------------------|----------------|------------------|------------------------------------|-------------------------|
| Berkland, Cory | Full Professor | PhD | Y | Chemical & Petroleum Engr Dept | 0 |
| Brumberg, Jonathan | Associate Professor | PhD | Y | Speech-Language-Hearing Dept | 0 |
| DeKosky, Brandon | Assistant Professor | PhD | Y | Chemical & Petroleum Engr Dept | 0 |
| Dhar, Prajna | Associate Professor | PhD | Y | Chemical & Petroleum Engr Dept | 0 |
| Fischer, Ken* | Full Professor | PhD | Y | Mechanical Engineering Department | 12.8% |
| Forrest, Laird | Full Professor | PhD | Y | Pharmaceutical Chemistry | 0 |
| Friis, Elizabeth | Full Professor | PhD | Y | Mechanical Engineering Department | 0 |
| Gehrke, Stevin | Full Professor | PhD | Y | Chemical & Petroleum Engr Dept | 7.7% |
| Hutchison, Justin | Assistant Professor | PhD | Y | Civil, Environmental & Arch Engr | 0 |
| Luchies, Carl | Associate Professor | PhD | Y | Mechanical Engineering Department | 0 |
| Maletsky, Lorin | Full Professor | PhD | Y | Mechanical Engineering Department | 0 |
| McIff, Terence | Full Professor | PhD | Y | Orthopedics & Sports Medicine | 0 |
| Nudo, Randy | Full Professor | PhD | Y | Rehabilitation Medicine Department | 0 |
| Robinson, Jenny | Assistant Professor | PhD | Y | Chemical & Petroleum Engr Dept | 0 |
| Shontz, Suzanne | Associate Professor | PhD | Y | Electrical Engr & Computer Science | 0 |
| Soper, Steven | Full Professor | PhD | Y | Chemistry Department | 0 |
| Spencer, Paulette | Full Professor | PhD | Y | Mechanical Engineering Department | 0 |
| Candan Tamerler | Full Professor | PhD | Y | Mechanical Engineering Department | 0 |
| Wilson, Sara | Associate Professor | PhD | Y | Mechanical Engineering Department | 0 |
| Yang, Xinmai | Associate Professor | PhD | Y | Mechanical Engineering Department | 0 |

Number of graduate assistants assigned to this program **0**

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

| A. EXPENDITURES | First FY | Second FY | Third FY |
|--|----------|-----------|----------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty | 0 | 0 | 0 |
| Administrators (other than instruction time) | 8,348 | 8,348 | 8,348 |
| Graduate Assistants | 0 | 0 | 0 |
| Support Staff for Administration (e.g., secretarial) | 12,417 | 12,417 | 12,417 |
| Fringe Benefits (total for all groups) | 6,230 | 6,230 | 6,230 |

| | | | | |
|---|---------|-------------------|--------------------|-------------------|
| Other Personnel Costs | | 0 | 0 | 0 |
| Total Existing Personnel Costs – Reassigned or Existing | | 26,995 | 26,995 | 26,995 |
| Personnel – New Positions | | | | |
| Faculty | | 0 | 0 | 0 |
| Administrators (<i>other than instruction time</i>) | | 0 | 0 | 0 |
| Graduate Assistants | | 0 | 0 | 0 |
| Support Staff for Administration (<i>e.g., secretarial</i>) | | 0 | 0 | 0 |
| Fringe Benefits (<i>total for all groups</i>) | | 0 | 0 | 0 |
| Other Personnel Costs | | 0 | 0 | 0 |
| Total Personnel Costs – New Positions | | 0 | 0 | 0 |
| Start-up Costs - One-Time Expenses | | | | |
| Library/learning resources | | 0 | 0 | 0 |
| Equipment/Technology | | 0 | 0 | 0 |
| Physical Facilities: Construction or Renovation | | 0 | 0 | 0 |
| Other | | 0 | 0 | 0 |
| Total Start-up Costs | | 0 | 0 | 0 |
| Operating Costs – Recurring Expenses | | | | |
| Supplies/Expenses | | 0 | 0 | 0 |
| Library/learning resources | | 0 | 0 | 0 |
| Equipment/Technology | | 0 | 0 | 0 |
| Travel | | 0 | 0 | 0 |
| Other | | 0 | 0 | 0 |
| Total Operating Costs | | 0 | 0 | 0 |
| GRAND TOTAL COSTS | | 26,995 | 26,995 | 26,995 |
| B. FUNDING SOURCES (<i>projected as appropriate</i>) | Current | First FY (New) | Second FY (New) | Third FY (New) |
| Tuition / State Funds | | 39,955 | 57,436 | 62,430 |
| Student Fees | | 2,626 | 3,774 | 4,103 |
| Other Sources | | 0 | 0 | 0 |
| GRAND TOTAL FUNDING | | 42,581 | 61,210 | 66,533 |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | | 15,586 | 34,215 | 39,538 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

No new resources are required for instruction or to administer this degree program. The current Bioengineering Graduate Program Director, Graduate Studies Director and student program coordinator will administer this degree program, along with the existing Master of Science and Doctoral degree programs in Bioengineering. As such 1/3rd of their salary for Bioengineering administration as described in the “Core Faculty” section of the proposal is assigned to the ME program. All courses are already/currently being offered as part of the existing degree programs.

Personnel – New Positions

No new positions are required for instruction or to administer this degree program.

Start-up Costs – One-Time Expenses

No new resources are required to initiate this degree program.

Operating Costs – Recurring Expenses

No new resources are required for operating costs of this degree program.

B. Revenue: Funding Sources

Funding for the program will be through tuition and student fees (with typically 50% of total student credit hours in Engineering, course fees \$54.70 credit hour). We expect primarily Kansas residents and those qualifying for in-state tuition (\$416.20/credit hour) will be interested in the program. We have conservatively estimated the number of students interested in the program and expect the program to meet KBOR minima requirements for enrollments and graduates within five years of inception.

C. Projected Surplus/Deficit

Our budget estimate indicates the degree program will run a surplus beginning in Year 1.

XI. References

American Society of Engineering Education July 2019 report for the 2017-2018 Academic Year,

<https://www.asee.org/documents/papers-and-publications/publications/college-profiles/2018-Engineering-by-Numbers-Engineering-Statistics-UPDATED-15-July-2019.pdf>.

Occupational Outlook Handbook: Biomedical Engineers (OOH-BME, 2020),

<https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>

Center for Economic Development and Business Research, Kansas Employment Forecast,

<https://www.cedbr.org/forecast-blog/forecasts-kansas/1696-economic-outlook-kansas-2020-may-revision>

Detailed Admissions Requirements

The application process is similar to many department degrees. Students will apply to the BIOE program for the Master of Engineering degree. The application will include a personal statement, resume, transcripts, and letters of recommendation. The Admissions Committee (five total members and chaired by the Program Director) reviews the applications. Because of the number of applications, not every Admissions Committee member will review all applicant files as a primary reviewer. Each application received primary review by no fewer than 3 members, and in some cases 4 or all 5 members. The Admission Committee members rate the application in several categories and provide comments that provide rationale for the rankings. After they have submitted their ratings and evaluations, they are allowed to see the ratings/evaluations of the other committee members. After reviews are all complete, the committee meets to discuss each application, and even members who are not primary reviewers provide input to the decision for admission or denial. Decisions are then communicated to the students.

Students accepted into the program must fulfill the standard admission requirements of the University of Kansas Graduate School. In addition, the student must meet the requirements below.

- Overall undergraduate GPA: greater than 3.00 (out of 4.0)
- Personal statement detailing how this program will support the candidate's career goal(s)
- Bachelor's Degree from an accredited post-secondary institution
- Applicants for the Master of Engineering degree. should have a baccalaureate degree in engineering, the biological sciences, physical sciences, or a related field.

In addition, the student must meet the requirements below.

- *General Coursework:*
 - ∞ Mathematics through differential equations and linear algebra (MATH 220 and MATH 290; or equivalents)
 - ∞ One year of calculus-based physics (through PHSX 212, or the equivalent)
 - ∞ One course in general chemistry (CHEM 150 or 184, or the equivalent)
 - ∞ One course in molecular/cell/human biology (BIOL 100 or BIOL 150, or the equivalent)
- Three letters of recommendation
- For applicants with degrees from non-USA institutions:
 - TOEFL – Scores commensurate with Graduate School requirements, or
 - IELTS – Scores commensurate with Graduate School requirements

In addition the following tracks have additional track-specific minimum undergraduate preparation (entrance) requirements.

Biomaterials & Tissue Engineering Track

One of the following three options:

1. Science of Materials: ME 306 or equivalent or ME 765 (as part of the graduate program)
2. Organic Chemistry or Biochemistry: CHEM 310/330, or equivalent (5)*.
3. Cell Biology: BIOL 150 or equivalent*

*BIOL 807 (as part of the graduate program) can satisfy both criterion 2 & criterion 3

Biomechanics & Neural Engineering Track

1. Statistics: MATH 365/465 (or equivalent) (3)
2. All of the following a-c or d:
 - a. Statics: ME 211 (or equivalent)
 - b. Dynamics: ME 320 (or equivalent)
 - c. Mechanics of Materials: ME 311/CE 310 (or equivalent) (3)
 - d. or ME 633 Basic Biomechanics (as part of the graduate program)
3. Science of Materials: ME 306 (or equivalent) (3);
or ME 765 Biomaterials (can be as part of the graduate program) (3)
4. Computer Programming: ME 208/EECS 138/CPE 121 (or equivalent) (3).
5. Circuits/Electronics: EECS 316 & EECS 318 (or equivalent) (3)
or Instrumentation: ME 455 (or equivalent) (3)

Biomedical Product Design & Development Track

1. Science of Materials: ME 306 (or equivalent) (3);
or ME 765 Biomaterials (can be as part of the graduate program) (3).
2. Computer Programming: ME 208/EECS 138/CPE 121 (or equivalent) (3).
3. Engineering Design: ME 501, CPE 613, EECS 501 (or equivalent) (3).
4. One of the following three options:
 - Statics, Dynamics and Mechanics of Materials: ME 211, CE 201, ME 320, ME 311,
CE 310 (or equiv.) or ME 633 (as part of grad program)
 - Circuits/Electronics Lab: EECS 316, EECS 318 or equiv. (3)
 - Fluids: ME 510, CPE 511, or equiv. (3) OR ME 756 (as part of grad program)

Computational Bioengineering Track

1. Programming Language: EECS 268 or equivalent (3)
2. One of the following four options:
 - a. Data Structures: EECS 560 or equivalent (3)
 - b. Statistics: MATH 65 or equivalent (3)
 - c. Numerical Methods/Scientific Computing: MATH 581, EECS 639 or equivalent (3)
 - d. Applied PDEs: MATH 647 or equivalent (3)

**KU BIOENGINEERING
GRADUATE PROGRAM**
The University of Kansas

**Master of Engineering in Bioengineering
Track: Bioimaging**

Proposed for students entering Fall 2021 and beyond

Track Director: Xinmai Yang, Ph.D. (xmyang@ku.edu)

| | |
|-------------|-------------------------|
| CORE | 6 hours required |
|-------------|-------------------------|

| | |
|----------|--|
| CPE 756 | Intro to Bioengineering (3) |
| BIOE 800 | Bioengineering Colloquium (.5) (2 total hours req) |
| BIOE 801 | Responsible Conduct of Research in Engineering (1) |

| | |
|--------------|------------------------|
| DEPTH | 9 hours minimum |
|--------------|------------------------|

| | |
|------------|---|
| PHSL 801-8 | Anatomy and Physiology (1-4) |
| PHSL 848 | Fundamentals of Biomedical Imaging (3) |
| ME 752 | Acoustics |
| ME 754 | Biomedical Optics |
| ME 758 | Physiological Systems |
| EECS 639 | Introduction to Scientific Computing (3) |
| EECS 721 | RF Engineering/Antennas (3) |
| EECS 731 | Introduction to Data Science (3) |
| EECS 739 | Parallel Scientific Computing (3) |
| EECS 740 | Digital Image Processing (3) |
| EECS 644 | Intro to Digital Signal Processing (3) |
| EECS 744 | Digital Signal Processing (3) |
| EECS 781 | Numerical Analysis I (3) |
| EECS 782 | Numerical Analysis II (3) |
| EECS 868 | Mathematical Optimization with Applications (3) |
| EECS 869 | Information Theory and Coding (3) |
| CPE 778 | Applied Optimization Techniques (3) |
| BIOL 943 | Multivariate Data Analysis (3) |

| | |
|----------------|-------------------------|
| BREADTH | 15 hours minimum |
|----------------|-------------------------|

Choose appropriate courses from the Master Breadth Course List.

MINIMUM HOURS REQUIRED FOR DEGREE: 30

No more than 3 classes may be taken at the 500-600 level and counted towards the graduate degree.

Master of Engineering in Bioengineering
Track: Biomaterials & Tissue Engineering

Proposed for students entering Fall 2021 and beyond

Track Director: Candan Tamerler, Ph.D. (ctamerler@ku.edu)

| CORE | 6 hours required |
|---|--|
| CPE 756 | Intro to Bioengineering (3) |
| BIOE 800 | Bioengineering Colloquium (.5) (2 total hours req) |
| BIOE 801 | Responsible Conduct of Research in Engineering (1) |
| DEPTH | 9 hours required |
| 1. Advanced Engineering (2 course min) | |
| ME 765 | Biomaterials (3) |
| ME 767 | Molecular Biomimetics (3) |
| ME 854 | Continuum Mechanics of Soft Tissues (3) |
| ME 990 | Advanced Biomaterials (3) |
| CPE 715 | Drug Delivery (3) |
| CPE 715 | Polymer Science & Technology (3) |
| CPE 751 | Basic Rheology (3) |
| CPE 752 | Tissue Engineering (3) |
| ME 790 | Biomedical Microdevices (3) |
| 2. Advanced Biological Sciences (1 course max) | |
| ANAT 845 / BIOL 560 | Histology (3) |
| MICR 808 / BIOL 503 | Immunology (3) |
| MICR 825 / BIOL 512 | Virology (3) |
| BIOL 612 | Fundamentals of Microbiology (3) |
| BIOL 546 | Mammalian Physiology (4) |
| BIOL 752 | Cell Biology (3) |
| PHCH 860 | Principles & Practice of Chemical Biology (3) |
| BREADTH | 15 hours minimum |
| 1. Math; Statistics; Numerical Methods (1 course min) | |
| 2. Sciences (1 course min) | |
| 3. Advanced Engineering (1 course min) | |

MINIMUM HOURS REQUIRED FOR DEGREE: 30

No more than 3 classes may be taken at the 500-600 level and counted towards the graduate degree.

KU BIOENGINEERING GRADUATE PROGRAM

The University of Kansas

Master of Engineering in Bioengineering Track: Biomechanics & Neural Engineering

Proposed for students entering Fall 2021 and beyond

Track Director: Terence McIff, Ph.D. (tmciff@kumc.edu)

| CORE | 6 hours required |
|----------|--|
| CPE 756 | Intro to Bioengineering (3) |
| BIOE 800 | Bioengineering Colloquium (.5) (2 total hours req) |
| BIOE 801 | Responsible Conduct of Research in Engineering (1) |

| DEPTH | 9 hours required |
|-------|------------------|
|-------|------------------|

1. Mechanics (2 course min)

| | |
|---------|---|
| ME 633 | Basic Biomechanics (3) |
| ME 722 | Modeling Dynamics of Mechanical Systems (3) |
| ME 750 | Biomechanics of Human Motion (3) |
| ME 751 | Exp. Methods in Biomechanics (3) |
| ME 753 | Bone Biomechanics (3) |
| ME 755 | Computer Simulation in Biomechanics |
| ME 757 | Biomechanical Systems (3) |
| ME 760 | Biomedical Product Design (3) |
| ME 765 | Biomaterials (3) |
| ME 854 | Continuum Mechanics for Soft Tissues (3) |
| CPE 751 | Basic Rheology (3) |

2. Physiology/Computing/Signal Processing (1 course max)

| | |
|-------------------|---|
| ME 758 | Physiological System Dynamics (3) |
| HSES 810 | Advanced Exercise Physiology (3) |
| PHSL 800 or above | |
| EECS 639 | Introduction to Scientific Computing (3) |
| EECS 739 | Parallel Scientific Computing (3) |
| EECS 868 | Mathematical Optimization with Applications (3) |
| EECS 644 | Intro to Digital Signal Processing (3) |
| EECS 744 | Digital Signal Processing (3) |
| EECS 861 | Random Signals & Noise (3) |

| BREADTH | 15 hours minimum |
|---------|------------------|
|---------|------------------|

Choose appropriate courses from the Master Breadth Course List.

1. Advanced Engineering (700 or above) (1 course minimum)
2. Life Sciences (1 course minimum)
3. Math, Statistics, Numerical Methods (1 course minimum)

MINIMUM HOURS REQUIRED FOR DEGREE: 30

No more than 3 classes may be taken at the 500-600 level
and counted towards the graduate degree.

Master of Engineering in Bioengineering

Track: Biomedical Product Design and Development

Proposed for students entering Fall 2021 and beyond

Track Co-Directors: Lisa Friis, Ph.D. (lfriis@ku.edu) and Sara Wilson, Ph.D. (sewilson@ku.edu)

| | |
|-------------|-------------------------|
| CORE | 3 hours required |
|-------------|-------------------------|

| | |
|----------|--|
| CPE 756 | Intro to Bioengineering - replaced with breadth course |
| BIOE 800 | Bioengineering Colloquium (.5) (2 total hours req) |
| BIOE 801 | Responsible Conduct of Research in Engineering (1) |

| | |
|--------------|-------------------------|
| DEPTH | 9 hours required |
|--------------|-------------------------|

1. Fundamental Courses (6 credits)

ME 765 Biomaterials (3)

AND

ME 760 Biomedical Product Design (3)

3. Design (3 credits)

ME 696 Design for Manufacturability (3)

ME 767 Molecular Biomimetics (3)

ME 790 Bioadditive Manufacturing (3)

ME 790 Biomedical Microdevices (3)

CPE 715 Drug Delivery (3)

CPE 715 Polymer Science & Technology (3)

AE 709 Structural Composites (3)

CE 710 Structural Mechanics (3)

EECS 644 Intro to Digital Signal Processing (3)

EECS 721 Antennas (3)

EECS 728 Fiber-Optic Measurement & Sensors (3)

EECS 739 Parallel Scientific Computing (3)

EECS 741 Computer Vision (3)

or other Design course(s) as approved by committee

| | |
|----------------|-------------------------|
| BREADTH | 18 hours minimum |
|----------------|-------------------------|

Choose appropriate courses from the Master Breadth Course List.

1. Math, Statistics, Numerical Methods (1 course minimum)
2. Advanced Engineering (700 or above) (1 course minimum)
3. Sciences (1 course minimum)
4. Management & Business (0 required, 1 course max)

MINIMUM HOURS REQUIRED FOR DEGREE: 30

No more than 3 classes may be taken at the 500-600 level and counted towards the graduate degree.

KU BIOENGINEERING
GRADUATE PROGRAM
The University of Kansas

Master of Engineering in Bioengineering
Track: Biomolecular Engineering

Proposed for students entering Fall 2021 and beyond

Track Director: Prajna Dhar, Ph.D. (prajnadhar@ku.edu)

| CORE | 6 hours required |
|---|--|
| CPE 756 | Intro to Bioengineering (3) |
| BIOE 800 | Bioengineering Colloquium (.5) (2 total hours req) |
| BIOE 801 | Responsible Conduct of Research in Engineering (1) |
| DEPTH | 6 hours required |
| 1. Advanced Engineering / Pharmaceuticals (1 courses min) | |
| CPE 701 | Numerical Methods (3) |
| CPE 715 | Drug Delivery (3) |
| CPE 715 | Polymer Science & Technology (3) |
| CPE 731 | Transport Phenomenon (3) |
| CPE 732 | Advanced Transport Phenomena (3) |
| CPE 751 | Basic Rheology (3) |
| ME 767 | Molecular Biomimetics (3) |
| ME 790 | Biomedical Microdevices (3) |
| PHCH 730/731 | Biopharmaceuticals & Pharmacokinetics (3) |
| PHCH 862/863 | Pharmaceutical Equilibrium (3) |
| PHCH 870 | Advanced Pharmaceutical Biotechnology (4) |
| 2. Advanced Biological Sciences | |
| PHCH 860 | Principles & Practice of Chemical Biology (3) |
| CHEM 760 | Intro to Chemistry in Biology (3) |
| MDCM 701 | Biomedical Chemistry (3) |
| ANAT 845 / BIOL 560 | Histology (3) |
| MICR 808 / BIOL 503 | Immunology (3) |
| MICR 825 / BIOL 512 | Virology (3) |
| BIOL 752 | Cell Biology (3) |
| BREADTH | 18 hours minimum |

Choose appropriate courses with advisor from master list in the following categories:

1. Statistics (1 course min)
2. Sciences (1 course min)
3. Advanced Engineering (1 course min)

MINIMUM HOURS REQUIRED FOR DEGREE: 30

No more than 3 classes may be taken at the 500-600 level and counted towards the graduate degree.

Master of Engineering in Bioengineering
Track: Computational Bioengineering

Proposed for students entering Fall 2021 and beyond

Track Director: Suzanne Shontz, Ph.D. (shontz@ku.edu)

| CORE | 6 hours required |
|--|---|
| CPE 756 | Intro to Bioengineering (3) |
| BIOE 800 | Bioengineering Colloquium (.5) (2 total hours req) |
| BIOE 801 | Responsible Conduct of Research in Engineering (1) |
| DEPTH | 9 hours required |
| 1. FUNDAMENTALS COURSE (1 course minimum) | |
| EECS 639 | Introduction to Scientific Computing (3) |
| EECS 730 | Introduction to Bioinformatics (3) |
| EECS 731 | Introduction to Data Science (3) |
| BINF 701 | Computational Biology I (5) - cannot take w/ EECS 730 |
| 2. ELECTIVE COURSES (1 course minimum) | |
| BINF 702 | Computational Biology II (5) |
| EECS 660 | Fundamentals of Computer Algorithms (3) |
| EECS 738 | Machine Learning (3) |
| EECS 739 | Parallel Scientific Computing (3) |
| EECS 740 | Digital Image Processing (3) |
| EECS 837 | Data Mining (3) |
| EECS 839 | Mining Special Data (3) |
| ME 751 | Experimental Methods in Biomechanics (3) |
| ME 755 | Computer Simulation in Biomechanics (3) |
| ME 854 | Continuum Mechanics for Soft Tissues (3) |
| ME 861 | Theory of the Finite Element Method (3) |
| EECS 868 or CPE 778 | Math Opt w/ Applications or Applied Opt. Methods (3) |
| CE 861 | Finite Element Methods for Solid Mechanics (3) |
| AE 746 | Computational Fluid Dynamics (3) |
| BIOL 952 | Introduction to Molecular Modeling (3) |
| PRVM 868 | Bioinformatics Driven Clinical Research (3) |
| BIOS/STAT 730 | Applied Linear Regression (3) |
| BIOS/STAT 799 | Introduction to Statistical Genomics (3) |
| BIOS/STAT 823 | Introduction to Programming & Applied Stats in R (3) |
| BREADTH | 9 hours required |

Choose appropriate courses from the Master Breadth Course List.

1. Math, Statistics, Numerical Methods (1 course minimum)
2. Life Sciences (1 course minimum)
3. Advanced Engineering (700 or above) (1 course minimum)

MINIMUM HOURS REQUIRED FOR DEGREE: 30

No more than 3 classes may be taken at the 500-600 level and counted towards the graduate degree.

MATH, STATISTICS & NUMERICAL METHODS

Math

| | |
|----------|---|
| MATH 590 | Linear Algebra (3) |
| MATH 596 | Math in Biomedical Research (3) \diamond |
| MATH 611 | Fourier Analysis of Time Series (3) S* |
| MATH 646 | Complex Variable and Applications (3) |
| MATH 647 | Applied PDEs (3) |
| MATH 648 | Calculus of Variations (3) S |
| MATH 724 | Combinatorial Mathematics (3) F* |
| MATH 725 | Graph Theory (3) S* |
| MATH 750 | Stochastic Adaptive Control (3) S* |
| MATH 765 | Mathematical Analysis (3) F |
| MATH 766 | Mathematical Analysis II (3) S |
| MATH 790 | Linear Algebra II (3) F |
| MATH 791 | Modern Algebra I (3) S |
| MATH 865 | Stochastic Processes I (3) S |
| PHSX 718 | Mathematical Methods of Physical Sci (3) F |
| PHSX 721 | Chaotic Dynamics (3) ***F |

Statistics

| | |
|----------|---|
| BIOL 570 | Intro to Biostatistics (3) F |
| BIOL 841 | Biometry I (5) F |
| BIOL 943 | Multivariate Data Analysis (3) F* |
| BIOS 714 | Biostatistics - Fund Biostatics I (3) F |
| BIOS 717 | Biostatistics - Fund Biostatics II (3) S |
| BIOS 720 | Biostatistics - Analysis of Variance (3) F |
| BIOS 730 | Biostatistics - Appld Linear Regression (3) F |
| BIOS 740 | Biostatistics - Applied Multivariate Mthds (3) S |
| BIOS 810 | Biostatistics - Clinical Trials (3) S |
| BIOS 835 | Biostatistics - Categorical Data Analysis (3) F |
| BIOS 840 | Biostatistics - Linear Regression (3) F |
| BIOS 871 | Biostatistics - Mathematical Statistics (3) F |
| BIOS 830 | Biostatistics - Experimental Design (3) S |
| ESPY 710 | Introduction to Statistical Analysis (3) F |
| ESPY 711 | Lab for Introduction to Stats Analysis (1) F |
| MATH 605 | Applied Regression Analysis (3) F* |
| MATH 627 | Probability (3) F |
| MATH 628 | Mathematical Theory of Statistics (3) S |
| MATH 727 | Probability Theory (3) F |
| MATH 728 | Statistical Theory (3) S |

Numerical Methods

| | |
|----------|---|
| AE 725 | Optimization and Structural Design (3) \diamond |
| AE 746 | Computational Fluid Dynamics (3) S |
| BINF 701 | Bioinformatics I (5) F |
| BINF 702 | Bioinformatics II (5) S |
| CE 861 | Finite Element Mthds- Solid Mechanics (3) S |
| CPE 701 | Methods of Chem and Petro Calculations (3) F |
| CPE 778 | Optimization of Engineering Systems (3) S |
| EECS 639 | Introduction to Scientific Computing (3) F |
| EECS 739 | Parallel Scientific Computing (3) S |
| EECS 781 | Numerical Analysis I (3) F |

| | |
|----------|--|
| EECS 782 | Numerical Analysis II (3) S |
| EECS 868 | Math, Optimization with Applications (3) F\diamond |
| MATH 591 | Applied Numerical Linear Algebra (3) S* |
| MATH 780 | Numerical Analysis of Linear Systems (3) |
| MATH 783 | Applied Numerical Analysis of PDEs (3) S |
| MATH 881 | Adv. Numerical Linear Algebra (3) F |
| MATH 882 | Adv. Numerical Differential Equations (3) S* |
| ME 702 | Mechanical Engineering Analysis (3) F |
| ME 788 | Optimal Estimation (3) F\diamond |
| ME 860 | Adv. Mechanical Engr. Problems |
| ME 861 | Theory of the Finite Element Method (3) F |
| ME 862 | Finite Element Mthd -Transient Analysis (3) S* |
| ME 961 | FEM for Nonlinear Probs in Solid Mech (3) *** |

ENGINEERING

All 700 + Engr courses count. Suggested courses include:

| | |
|----------|--|
| AE 709 | Structural Composites (3) F* |
| AE 781 | Introduction Adaptive Aerostructures (3) S |
| CE 710 | Structural Mechanics (3) F* |
| CE 767 | Intro to Fracture Mechanics (3) S* |
| CPE 715 | Polymer Science and Technology (3) |
| CPE 715 | Drug Delivery (3) S |
| CPE 732 | Advanced Transport Phenomena II (3) S |
| CPE 751 | Basic Rheology (3) ***S |
| CPE 752 | Tissue Engineering (3) |
| CPE 778 | Applied Optimization Techniques (3) S* |
| EECS 644 | Intro Digital Signal Processing (3) F |
| EECS 730 | Intro to Bioinformatics (3) |
| EECS 731 | Introduction to Data Science (3) F\diamond |
| EECS 738 | Machine Learning (3) |
| EECS 739 | Parallel Scientific Computing (3) |
| EECS 740 | Digital Image Processing (3) |
| EECS 744 | Digital Signal Processing (3) S* |
| EECS 837 | Data Mining (3) |
| EECS 861 | Random Signals & Noise (3) F |
| ME 722 | Modeling Dynamics of Mech. Sys. (3) S* |
| ME 750 | Human Motion Biomechanics (3) F* |
| ME 751 | Experimental Biomechanics (3) ***F |
| ME 752 | Acoustics (3) S* |
| ME 753 | Bone Biomechanics (3) ***S |
| ME 754 | Biomedical Optics (3) S |
| ME 755 | Computer Simulation Biomechanics (3) F* |
| ME 757 | Biomechanical Systems (3) S* |
| ME 758 | Physiological Systems (3) S* |
| ME 760 | Biomedical Product Design (3) S |
| ME 765 | Biomaterials (3) F |
| ME 767 | Molecular Biomimetics (3) |
| ME 790 | Biomedical Microdevices (3) \diamond |
| ME 854 | Continuum Mechanics for Soft Tissues (3) S |
| ME 890 | Research Methods (3) S |
| ME 990 | Advanced Biomaterials (3) F |

BIOLOGICAL SCIENCES

| | |
|----------|--|
| ANAT 832 | Electron Micro Tec (3) |
| ANAT 845 | Histology (2) |
| BIOL 503 | Immunology (3) F |
| BIOL 560 | Histology (3) S |
| BIOL 600 | Intro to Biochemistry (3) |
| BIOL 636 | Biochemistry I (3) F |
| BIOL 637 | Intro Biochemistry Laboratory (2) F |
| BIOL 638 | Biochemistry II (3) S |
| BIOL 639 | Advanced Biochemistry Laboratory (2) S |
| BIOL 644 | Comparative Animal Physiology (3) F* |
| BIOL 546 | Mammalian Physiology (4) |
| BIOL 650 | Advanced Neurobiology (3) S |
| BIOL 768 | Plant Molecular Biology (3) |
| BIOL 673 | Cell and Mol Neurobiology (3) F* |
| BIOL 688 | Molecular Biology of Cancer (3) F |
| BIOL 750 | Advanced Biochemistry (3) ***S |
| BIOL 752 | Cell Biology (3) F |
| BIOL 754 | Brain Diseases & Neurological Disorders (3) |
| BIOL 755 | Mechanisms of Development (3) ◊ |
| BIOL 757 | Carcinogenesis & Cancer Biology (3) ◊ |
| BIOL 772 | Gene Expression (3) S |
| BIOL 775 | Chemistry of the Nervous System (3) S* |
| BIOL 841 | Biometry I (3) F |
| BIOL 895 | Human Genetics (3) F |
| BIOL 918 | Modern Biochemical and Biophysical Mthds (4) S |
| BIOL 943 | Multivariate Data Analysis (3) F* |
| BIOL 952 | Intro. Molecular Modeling (3) S* |
| MICR 808 | Immunology (3) S |
| MICR 812 | Molecular Virology & Pathogenesis (2) F |
| MICR 820 | Bact Genes & Pathogens (3) S |
| MICR 825 | Virology (3) S |
| NURO 710 | Advanced Neurobiology (3)*** |

CHEMISTRY (BIOCHEM, PHARM CHEM, MED CHEM)

| | |
|----------|---|
| CHEM 510 | Biological Physical Chemistry (3) F* |
| CHEM 635 | Instrumental Mthds of Analysis (2) S |
| CHEM 718 | Mathematical Mthds in Physical Sciences (3) F |
| CHEM 720 | Fundamentals & Mthds Analyt. Chem (3) F |
| CHEM 740 | Principles of Organic Reactions (3) F |
| CHEM 742 | Spectroscopic Ident of Organic Comp (3) SU |
| CHEM 750 | Intro to Quantum Mechanics (3) F |
| CHEM 760 | Intro to Chemistry in Biology (3) F |
| CHEM 820 | Analytical Separations (3) F |
| CHEM 824 | Spectrochemical Mthds of Analysis (3)*** |
| CHEM 828 | Bioanalysis (3) F |
| CHEM 840 | Physical Organic Chemistry (3) S |
| CHEM 852 | Statistical Thermodynamics (3) S |
| CHEM 856 | Molecular Spectroscopy (3)*** |
| MDCM 701 | Biomedical Chemistry (3) F |
| MDCM 703 | Advanced Biomedical Chemistry (3) S |
| MDCM 790 | Principles of Drug Design (3) S |
| MDCM 791 | Principles of Drug Disposition (1) S |
| PHCH 718 | Physcl-Chem Prin Solution Dsg Frm (3) S |
| PHCH 730 | Biopharmaceutics & Pharmacokinetics (3) F |

| | |
|----------|---|
| PHCH 775 | Chemistry of the Nervous System (3) S |
| PHCH 850 | Solid State Stability and Formation (3) ◊ |
| PHCH 860 | Principles & Practice in Chem Biol (3) F |
| PHCH 862 | Pharmaceutical Equilibrium (3) F |
| PHCH 870 | Advanced Pharm Biotechnology (4) S* |
| PHCH 920 | Chemical Kinetics (2) S |
| PHCH 972 | Drug Stability (2-4) S |
| PHCH 974 | Adv Topic: FTIR |
| PHCH 974 | Adv Topic: Vaccines |
| PHCH 976 | Adv Topic: Biopharmct & Pharmacokin I (3) |

LIFE SCIENCES

| | |
|----------|---|
| GSMC 840 | Clinical Observation for Bioengineers (3) |
| HSES 670 | Intro to Biomechanics (3) S |
| HSES 672 | Exercise Physiology (3) |
| HSES 805 | Exp and Analysis – Exercise Phys (3) F* |
| HSES 810 | Advanced Exercise Physiology (3) F* |
| HSES 825 | Skeletal Muscle Physiology (3) S* |
| HSES 872 | Exercise & the Cardiovascular System (3) S* |
| HSES 910 | Biochemistry of Exercise (3) S |
| PHSL 835 | Integrative Physiology of Exercise (3) S* |
| PHSL 838 | Advanced Topics – Fundamentals of Imaging |
| PHSL 844 | Neurophysiology (3) S* |
| PHSL 846 | Advanced Neuroscience (5) SU |
| PHSL 847 | Developmental Neurobiology (2) |
| PHSL 848 | Mol Mechanisms Neurological Disord (3) F* |
| REHS 862 | Cell & Molecular Basis of Rehab (2) F |
| REHS 884 | Motor Control & Learning (3) F ◊ |
| REHS 887 | Neurorehabilitation (3) S |
| REHS 970 | Instrumental Analysis of Human Function (3) F |

GRADUATE WRITING / ELECTIVE COURSES

| | |
|----------|--|
| SPLH 861 | Applications in MATLAB Programming SU |
| ME 790 | Graduate Writing (3) SU |
| PHCH 705 | Writing & Communicating Science (3) S |
| PTRS 889 | Grant Writing (3) S |
| PRVM 868 | Biomed Informatics Driven Clinical Resch S |
| ENR 701 | Entrepreneurship (3) |
| ENR 702 | Financing Your Own Business (3) |
| ENR 703 | Marketing Your Own Business (3) |
| ENR 704 | Launching Your Own Business (3) |
| ENR 850 | Advanced Entrepreneurship (4) |

KEY:

| | |
|----------------------|---------------------------|
| S: Spring | * : biannually |
| F: Fall | *** : Infrequently |
| SU: Summer | Blue: KUMC Campus |
| ◊: New course | |

Please note these are all subject to change without notice.

Some courses outside of engineering may require a permission number from the course department. Contact the professor or the program assistant of that department for a permission number.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

November 3, 2020

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Bachelor's
Program Title: Health Sciences
Degree to be Offered: Bachelor of Health Sciences
Responsible Department or Unit: School of Professional Studies
CIP Code: 51.0000
Modality: Online
Proposed Implementation Date: Spring 2021

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

The School of Professional Studies at the KU Edwards Campus in Overland Park, in collaboration with KU Medical Center (KUMC) and Johnson County Community College (JCCC), proposes to create a new online undergraduate degree, the Bachelor of Health Sciences (BHS). The program is designed for undergraduate students with a strong interest in a career in health sciences who have already earned an associate's degree or equivalent hours and are looking to complete the last two years necessary for a bachelor's degree.

The BHS degree will be a Johnson County Education Research Triangle (JCERT) funded, 100% online completion degree for students transferring to KU Edwards. The BHS program will provide students with the opportunity to demonstrate their ability to succeed in courses with content relevant to their anticipated healthcare profession and elective courses will afford students the ability to concentrate in the following areas: Nutrition, Public and Population Health, and Health Management and Policy. The School of Professional Studies has specifically collaborated with the School of Medicine and the School of Health Professions at KUMC in developing an undergraduate health sciences degree that appropriately prepares students to enter the Masters of Public Health (MPH), Master of Science in Clinical Research (MSCR), or Masters in Health Service Administration (MHSA) programs in the Department of Population Health, and the Masters of Science in Dietetics and Nutrition in the Department of Dietetics and Nutrition.

With the KU Edwards campus offering baccalaureate degree completion programs, we anticipate students interested in pursuing the BHS to come primarily from community college partners in the KC metro area, including JCCC and Kansas City Kansas Community College, and the Metropolitan Community College in

Missouri. As KU-Edwards does not offer lower-division undergraduate (freshman-sophomore) courses, KU Edwards staff and faculty have worked with staff and faculty at metro area 2-year colleges - primarily JCCC - to align course offering and content with KU requirements and needs for seamless transfer of credit and progression from JCCC to Edwards.

Over the past three years, KU Edwards, in collaboration with the dean and faculty of the Division of Healthcare/Public Safety & Wellness at JCCC, and the Executive Director of the Masters in Public Health Program at KUMC have worked to identify and develop public health and health professional degree pathways beginning at the 2-year college level, continuing through the baccalaureate level, and leading to graduate level. Concurrently, JCCC has been developing a concept for a focus on public health at the associate's levels and KUMC have well-established and respected graduate programs. The newly developed BHS will allow a student to move seamlessly from the public health focus at the 2-year college level to a public health-oriented degree at the baccalaureate level that will in turn prepare the student for a variety of graduate education options as mentioned above. This BHS proposal is in part a product of those three-way discussions between these institutions.

IV. Program Demand: Market Analysis option selected.

A. Market Analysis

The Bureau of Labor Statistics reports that employment of healthcare occupations is projected to grow 19% from 2014 to 2024, much faster than the average for all occupations with the addition of 2.3 million new jobs. Employment related to healthcare will account for almost one-third of all new jobs in the nation between 2012 and 2022 according to the U.S. Department of Labor. This sector of the economy is anticipated to show the most robust growth across the US job market.

Within the Kansas City metro area, the Mid-America Regional Council (MARC) reported year over year employment change (January 2019-January 2020) for the Health Services sector of +0.6% with the addition of over 1,000 new jobs. (MARC, 2020). Additionally, MARC reported medical and health services managers was the top occupation sought with 1,458 positions listed during the last 90 day hiring trend based on January 2020 data.

The KU Edwards campus commissioned a market survey and analysis from WhiteSpace Consulting, a Kansas City-based firm, to assess the potential for a Bachelor of Health Sciences degree in the Kansas City metro area. WhiteSpace assessed the market for healthcare occupations, conducted roundtable discussions with potential students, and interviewed the program director of a BHS program in a comparable-sized metro area (the BHS program at Cleveland State University, Cleveland, Ohio, with ~1400 students enrolled in a BHS baccalaureate). Findings from the WhiteSpace market survey indicate that based on national data, student insights and a comparable university's enrollment experience, there is demand for a BHS program in the Kansas City region. The BHS Program Director at Cleveland State University considers relationships with pipeline/articulation agreement partners as critical success factors in developing and continuing enrollment demand. KU Edwards has taken these findings into account in the development, targeting, and curriculum of the proposed online BHS program (see also previous notes on the KUEC-JCCC collaboration, above).

In the Kansas City region, there are limited Bachelor of Health Sciences degree offerings including programs at University of Missouri-Kansas City, Northwest Missouri State University, and University of Missouri-Columbia. The curriculum for KU's BHS differs from these programs by giving students the opportunity to focus coursework on Nutrition, Public and Population Health, and Health Management and Policy. In-state options for undergraduate health science degrees include an on-campus program at Wichita State and an online program at Washburn University.

The KUEC program is distinguished by its close connections with JCCC (to minimize transfer chokepoints and

issues), and by the collaboration with relevant KUMC programs (ensuring that the BHS provides graduates with the courses and skills necessary to advance to a graduate program). This bachelor’s program was designed explicitly from the start with attention to the transfer students entering the program and the preparation of students to enter specific graduate programs. The degree will leverage strong multi-campus connections to academic and professional programs at KUMC and KU Lawrence to ensure the delivery of a high-quality online degree completion program.

V. Projected Enrollment for the Initial Three Years of the Program

| Year | Headcount Per Year | | Sem Credit Hrs Per Year | |
|----------------|--------------------|------------|-------------------------|------------|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 10 | 0 | 300 | 0 |
| Year 2 | 10 | 10 | 600 | 150 |
| Year 3 | 10 | 15 | 900 | 375 |

VI. Employment

National Perspective: The Bureau of Labor Statistics (BLS) reports that employment of healthcare occupations is projected to grow 19% from 2014 to 2024, much faster than the average for all occupations with the addition of 2.3 million new jobs. Employment related to healthcare will account for almost one-third of all new jobs in the nation between 2012 and 2022. This sector of the economy is anticipated to show the most robust growth across the US job market. Health science degrees can prepare graduates to take advantage of these expanding opportunities in many different health-related professions. The Department of Labor lists a total of 112 careers under its Health Sciences classification. Of these 112 careers, 88% are classified as “Bright Outlook,” designating careers for which the Department of Labor projects 10% or greater employment increase between 2016 and 2026 or 100,000 or more job openings. BLS furthermore projects that nationwide, employment of medical and health services managers is projected to grow 18% from 2018 to 2028, much faster than the average for all occupations.

Regional Perspective: Within the Kansas City region the biomedical life sciences, including degrees in health administration and health related professions, is identified as one of five key industries and sectors by the Mid-America Regional Council (MARC) using employment and other economic data. Their 2019 Education Asset Inventory indicates talent must be developed for this sector to grow, and in some occupations the number of degrees awarded in the region does not meet demand. Jobs EQ notes total demand (replacement and growth) in this industry is expected to add 12,348 jobs in the Kansas City region over the next five years. Medical and Health Services Managers (BLS Code 11-9111), in particular, are projected for strong growth in Kansas (11% growth 2016-2026, 340 projected openings, with a mean annual salary of \$108,000).

VII. Admission and Curriculum

A. Admission Criteria

Students must apply to KU Edwards and be admitted by the School of Professional Studies. Prior to entering the program, students must complete two (2) years of undergraduate college course work with a total of 60 semester credit hours and a cumulative GPA of 2.0.

B. Curriculum

The proposed Bachelor of Health Sciences program is unique because it draws upon coursework from multiple programs and disciplines. The flexible curriculum of this science program allows students to create an academic experience consistent with their healthcare career goals.

The proposed Bachelor of Health Sciences degree is comprised of six parts:

- KU Core Requirements: 24 credit hours
- Foundational Science Courses: 19 credit hours
 - BIOL 150 Principles of Molecular and Cellular Biology
 - BIOL 152 Principles of Organismal Biology
 - CHEM 130 General Chemistry I
 - MATH 101 College Algebra
 - MATH 365 Elementary Statistics
- Health Sciences Core Courses: 32 credit hours
 - BIOL 240 Fundamentals of Human Anatomy
 - BIOL 246 Principles of Human Physiology
 - BTEC 310 Scientific Communications or HMGMT 310 Health Communication
 - BTEC 501 Biotechnology Ethics and Responsible Conduct of Research or HSCI 488 Ethics in Health Professions
 - HSES 371 Medical Terminology for Health Professionals
 - HSCI 336 Microbiology in the Health Sciences
 - HSCI 340 Introduction to Public Health
 - HMGMT 300 Introduction to Healthcare Management
 - HMGMT 305 Health Policy & Healthcare Systems
 - HMGMT 350 Professional Development in the Health Sciences
 - LA&S 172 Exploring Health Professions
- Health Science Elective Courses: 24 credit hours of the courses below
 - BIOS 704 Principles of Statistics in Public Health
 - EVRN 543 Natural Hazards and Environmental Risks
 - HSCI 320 Principles of Nutrition
 - HSCI 420 Nutrition through the Life Cycle
 - HSCI 421 Public Health Nutrition
 - HSCI 422 Nutrition Assessment
 - HSCI 440 Introduction to Epidemiology
 - HSCI 441 Population Health
 - HSCI 445 Introduction to Environmental Health
 - HSES 308 Drugs and Diseases in Society
 - HSES 310 Research and Data Analysis in Health, Sport, and Exercise Sciences
 - HSES 331 Sport and Exercise Nutrition
 - HSES 489 Health and Human Sexuality
 - SOC 424 Sociology of Health and Medicine
 - SOC 425 Sociology of Global Health
- Upper-Division General Electives or Minor
 - Eighteen (18) credit hours of upper-division courses (300+ level or above) are allocated for electives or for a minor
- Capstone
 - HSCI 599: Health Science Capstone (3 credit hours)

As noted earlier, since KU Edwards does not offer freshman-sophomore level courses the BHS is designed as an online degree completion program. Students are expected to complete the first two years at another campus, whether that be at one of our metro partners or elsewhere. Courses for Year 1 and 2 listed below are KU courses for which students will transfer in equivalent courses.

Year 1: Fall**SCH = Semester Credit Hours**

| Course # | Course Name | SCH: 15 |
|-----------------|--|----------------|
| CHEM 130 | Foundations of Chemistry I (KU Core 3N) | 5 |
| MATH 101 | College Algebra (KU Core 1.2) | 3 |
| BIOL 150 | Principles of Molecular and Cellular Biology | 4 |
| ENGL 101 | Composition (KU Core 2.1) | 3 |

Year 1: Spring

| Course # | Course Name | SCH: 16 |
|-----------------|--|----------------|
| COMS 130 | Speaker-Audience Com (KU Core 2.2) | 3 |
| Core 3H | Arts and Humanities Course | 3 |
| BIOL 152 | Principles of Organismal Biology (KU Core 3.2) | 4 |
| ENGL 102 | Critical Reading and Writing (KU Core 2.1) | 3 |
| Core 1.1 | Critical Thinking Course | 3 |

Year 2: Fall

| Course # | Course Name | SCH: 15 |
|-----------------|-------------------------------------|----------------|
| BIOL 240 | Fundamentals of Human Anatomy | 3 |
| SOC 104 | Elements of Sociology (KU Core 4.1) | 3 |
| Core 3S | Social Science Course | 3 |
| | Elective/ Minor Course | 3 |
| | Elective/ Minor Course | 3 |

Year 2: Spring

| Course # | Course Name | SCH: 15 |
|-----------------|---------------------------------------|----------------|
| LA&S 172 | Exploring Health Professions | 3 |
| MATH 365 | Statistics | 3 |
| BIOL 246 | Principles of Human Physiology | 3 |
| Core 4.2 | Culture, Diversity & Global Awareness | 3 |
| | Elective/ Minor Course | 3 |

Year 3 and 4 courses are offered online at the KU Edwards campus.

Year 3: Fall

| Course # | Course Name | SCH: 14 |
|-----------------|---|----------------|
| HSCI 340 | Introduction to Public Health | 3 |
| HMG 350 | Professional Development in the Health Sciences | 2 |
| | Health Science Elective 1 | 3 |
| BTEC 310 | Scientific Communication | 3 |
| HMG 300 | Intro to Healthcare Management | 3 |

Year 3: Spring

| Course # | Course Name | SCH: 15 |
|-----------------|--------------------|----------------|
|-----------------|--------------------|----------------|

| | | |
|----------|------------------------------------|---|
| HSCI 336 | Microbiology for Health Sciences | 3 |
| HMG 305 | Health Policy & Healthcare Systems | 3 |
| | Health Science Elective 2 | 3 |
| | Health Science Elective 3 | 3 |
| HSES 371 | Medical Terminology | 3 |

Year 4: Fall

| Course # | Course Name | SCH: 15 |
|----------|--|---------|
| | Health Science Elective 4 | 3 |
| | Health Science Elective 5 | 3 |
| | Health Science Elective 6 | 3 |
| | Elective/ Minor Course | 3 |
| HSCI 488 | Ethics in Health Professions (or BTEC 501) | 3 |

Year 4: Spring

| Course # | Course Name | SCH: 15 |
|----------|---|---------|
| | Health Science Elective 7 | 3 |
| | Health Science Elective 8 | 3 |
| | Elective/ Minor Course | 3 |
| | Elective/ Minor Course | 3 |
| HSCI 599 | Capstone, Internship, or Research Project (KU Core 6) | 3 |

Total Number of Semester Credit Hours [120]

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|----------------------|---|----------------|------------------|---|-------------------------|
| New Faculty | Program Director | Ph.D. | N | TBD | 1.0 |
| Mark Jakubauskas | Director for Research and Innovation & Lecturer | Ph.D. | N | Environmental Studies, Environmental Health | 0.25 |
| Won Choi | Vice Chair & Professor | Ph.D. | Y | Public and Population Health | 0.25 |
| Sarah Kessler | Associate Professor | Ph.D. | Y | Public and Population Health | 0.25 |
| Danielle Christifano | Research Assistant Professor | Ph.D. | Y | Dietetics and Nutrition | 0.25 |
| Heather Gibbs | Assistant Professor | Ph.D., RD | Y | Dietetics and Nutrition | 0.25 |

| | | | | | |
|-------------------|--|-------|---|---|------|
| Brendan Mattingly | Lecturer & Program Director for MCDB | Ph.D. | N | Molecular, Cellular, and Developmental Biology (MCBD) | 0.25 |
| Benford Mafuvadze | Lecturer | Ph.D. | N | Molecular Biology | 0.25 |
| Jack Trembl | Professor of Practice | Ph.D. | N | Biotechnology, Immunology | 0.25 |
| Randy Logan | Professor of Practice & Program Director for Biotechnology | Ph.D. | N | Biotechnology | 0.25 |
| Deb Sullivan | Professor & Chair, Dietetics & Nutrition | Ph.D. | Y | Dietetics and Nutrition | 0.25 |

Number of graduate assistants assigned to this program 0

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

| A. EXPENDITURES | First FY | Second FY | Third FY |
|--|-----------|-----------|-----------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty | \$30,000 | \$37,500 | \$45,000 |
| Administrators (other than instruction time) | \$27,500 | \$28,050 | \$28,611 |
| Graduate Assistants | | | |
| Support Staff for Administration (e.g., secretarial) | | | |
| Fringe Benefits (total for all groups) | \$12,557 | \$13,739 | \$14,933 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – Reassigned or Existing | \$70,057 | \$79,289 | \$88,544 |
| | | | |
| Personnel – New Positions | | | |
| Faculty | \$90,000 | \$90,000 | \$90,000 |
| Administrators (other than instruction time) | \$30,000 | \$30,000 | \$30,000 |
| Graduate Assistants | | | |
| Support Staff for Administration (e.g., secretarial) | | | |
| Fringe Benefits (total for all groups) | \$30,913 | \$30,913 | \$30,913 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – New Positions | \$150,913 | \$150,913 | \$150,913 |
| Start-up Costs - One-Time Expenses | | | |
| Library/learning resources | | | |
| Equipment/Technology | | | |
| Physical Facilities: Construction or Renovation | | | |

| | | | |
|---|-----------|-----------|-----------|
| Other- Online Course Development | \$15,000 | \$15,000 | |
| Total Start-up Costs | \$15,000 | \$15,000 | \$0 |
| | | | |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | \$2,500 | \$2,500 | \$2,500 |
| Library/learning resources | \$500 | \$500 | \$500 |
| Equipment/Technology | | | |
| Travel | | | |
| Other | \$11,400 | \$11,400 | \$11,400 |
| Total Operating Costs | \$14,400 | \$14,400 | \$14,400 |
| | | | |
| GRAND TOTAL COSTS | \$250,370 | \$259,602 | \$253,857 |

| B. FUNDING SOURCES <i>(projected as appropriate)</i> | First FY (New) | Second FY (New) | Third FY (New) |
|---|-------------------|--------------------|-------------------|
| Tuition / State Funds | \$100,920 | \$252,300 | \$428,910 |
| Student Fees | \$34,965 | \$87,413 | \$148,601 |
| Other Sources (JCERT) | \$114,485 | \$0 | \$0 |
| GRAND TOTAL FUNDING | \$250,370 | \$339,713 | \$577,511 |
| | | | |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | \$0 | \$80,111 | \$323,654 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The BHS program utilizes existing courses that are currently offered at KU Edwards, such as Biotechnology, Nutrition, Public and Population Health, Environmental Health, Medical Terminology, and Molecular Biology. Cost of instruction will be covered by the existing program until additional offerings are needed. We anticipate needing additional BHS electives in Year 3. Existing KU faculty listed above will be developing and teaching new BHS elective courses once they are needed. New course development funds have been included in the budget. A current academic success coach will be assigned to work with the BHS program. The BHS program will make up 50% of their student load and the BHS program will fund 50% of salary and fringe.

Personnel – New Positions

The BHS program will be hiring a program director in the first year that will oversee program administration and will teach in the program. The program director's salary has been split between faculty teaching and administration at a rate of .75 and .25 or \$90,000 for his or her faculty teaching responsibilities and \$30,000 for program administration.

Start-up Costs – One-Time Expenses

In order to ensure a successful launch of the online program, we have designation \$15,000 for online course development for each of the first two years. These funds will provide faculty with additional resources to development the courses needed for the program.

Operating Costs – Recurring Expenses

All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating \$500 each year for instructional resources, \$2,500 each year for recruitment efforts, and \$10,000 each year for marketing efforts. In addition, the program director will receive \$1,400 each year for professional development.

B. Revenue: Funding Sources

The BHS program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. BHS students will be charged the standard KU Undergraduate tuition and then will be charged Edwards Campus and Course fees. The standard tuition rate for AY 2020 (and proposed for AY 2021) is \$336.40 per credit hour for all Kansas residents and residents of 11 Missouri counties. Edwards Campus fee is \$76 per credit hour and the course fee is \$40.55 per credit hour. These are standard fees for all courses offered at the Edwards Campus.

* The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county's future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science and technology.

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to run a deficit in the first year of implementation. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the BHS program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding

XI. References

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Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

November 3, 2020

I. General Information

A. Institution

Kansas State University

B. Program Identification

| | |
|---------------------------------|--|
| Degree Level: | Bachelor's |
| Program Title: | Public Health |
| Degree to be Offered: | Bachelor of Science |
| Responsible Department or Unit: | College of Health and Human Sciences/Kinesiology |
| CIP Code: | 51.2299 |
| Modality: | Hybrid |
| Proposed Implementation Date: | Spring 2021 |

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? no

III. Justification

Public health promotes and protects the health of people and the communities where they live, learn, work and play. Public health-trained workers play a key role in addressing challenges facing the health of the public, such as infectious disease outbreaks, obesity and mental health issues, and drug and alcohol addictions. While a doctor treats people who are sick, public health professionals often work to prevent people from getting sick or injured in the first place, and promote wellness by encouraging a variety of healthy behaviors. Despite the increase in public health challenges there is a shortage of qualified public health workers. There are many individuals who are currently employed at local health departments or in healthcare professions who do not yet have a bachelor's degree but would benefit from a degree in public health. In local public health departments across Kansas, 49% of employees have less than a bachelor's degree. Further, a recent state-wide analysis of public health competencies found that the lowest proficiency rating across all tiers for both local health departments and the Kansas Department of Health and Environment was public health science skills, followed closely by policy development/program planning, analytical and assessment skills, and cultural competency (Kansas Public Health Workforce Development Coordinating Council, 2015).

Nationally in 2018, an economic modeling market analysis of 50 existing public health bachelor degree programs found that 70% experienced program growth, with an average growth rate of 37% (top growth was 533% at Southern New Hampshire University. Since only 22% of the 143 institutions offering undergraduate public health programs offered courses online, offering a hybrid program that includes online and in-person course offerings will increase the competitiveness of our program (Emsi, 2020).

Currently, there are limited Bachelor of Science in Public Health (BSPH) degree programs offered regionally. One Nebraska institution and four institutions in Missouri offer BSPH degrees, but there are no BSPH programs in the state of Kansas. Other Kansas institutions offer related degrees such as community health (BSE at the University of Kansas), health science (BHS at Washburn and BS degree at Wichita State University; they also have a minor in public health), or health and human performance (BS at Fort Hays State University). More recently, KU has proposed a BHS (5/28/20). Noteworthy, none of the above mentioned programs include courses that capture all key domains of undergraduate public health education (Association of Schools & Programs of Public Health, 2012). Our proposed program includes a core set of fundamental public health courses, a 3-course practicum series that provides real-world exposure to public health practice, reinforcing public health electives, and the flexibility to choose additional coursework electives. Thus, we anticipate that the BSPH at Kansas State will attract many new students with public health and other health related career interests to the university. Furthermore, as a collaborative degree with courses offered across multiple departments and colleges, the BSPH program will benefit multiple units and foster cross-campus collaborations. As well, the program has been designed to seek future accreditation by the Council on Education for Public Health.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest (Not Conducted)

B. Market Analysis

The growth outlook for public health careers is excellent. A public health major provides entrance into a public health career in two fundamental paths through direct employment into entry level public health jobs and as a pathway to graduate level training in public health and other health related fields such as medicine, hospital administration and health policy (Evashwick, Tao, & Arnold, 2014). The U.S. Bureau of Labor Statistics (2020) forecasts growth between 5-25% nationally and 10.7% in Kansas for many of the more popular public health career areas over the next 5 years. These include community health workers, health educators, occupational health and safety specialists, medical and health services managers, and fitness and wellness coordinators. Key skills in demand include public health management, operations, leadership, and coordinating customer service. Consequently, national public health workforce groups such as the National Consortium for Workforce Development and the de Beaumont Foundation (2015) have called for the development of effective and engaging public health training and academic curricular offerings to prepare public health workers with strategic skills and expertise to meet the growing public workforce demand.

To assess local need for a BSPH degree, we distributed a brief survey at two conferences: the Kansas Governor's Public Health Conference (Wichita, KS) in April 2019 and the National Health Outreach Conference (Fort Worth, TX) in May 2019. Survey respondents were primarily public health professionals in Kansas (e.g., employed at county health departments). The first survey question asked if there was a need for a BSPH program in the state of Kansas. A total of 65 responses were collected between the two locations; of these, 49 (75%) said "Yes," four (6%) said "No," and 12 (18%) were "Unsure." Respondents indicated they saw a "big need" for more trained public health professionals and that a BSPH program would be a "tremendous asset" to the state of Kansas. They also emphasized the importance of offering flexible course options (e.g., online or evening courses) to accommodate working professionals interested in obtaining the degree.

V. Projected Enrollment for the Initial Three Years of the Program

| Year | Headcount Per Year | | Sem Credit Hrs Per Year | |
|----------------|--------------------|------------|-------------------------|------------|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 20 | 0 | 680 | 0 |
| Year 2 | 30 | 0 | 1,650 | 0 |
| Year 3 | 40 | 0 | 2,845 | 0 |

VI. Employment

As mentioned above, the U.S. Bureau of Labor Statistics (2020) has documented a high demand for professionals skilled in public health. In addition, there is a large need for educated health professionals nationally and in the state of Kansas, particularly in rural areas of Kansas. The shortage of public health workers is expected to grow as many individuals in the public health field have plans to retire in the next 10 years.

The most common careers for students with a bachelor's degree in public health are research and community education. There is increasing demand both nationally and in Kansas for individuals in the following related positions (U.S. Bureau of Labor Statistics, 2020):

- Health Specialties Teachers, Postsecondary (+26% nationally, +23% in Kansas)
- Community Health Worker (+18% nationally, +10% in Kansas)
- Health Educator (+15% nationally, +10% in Kansas)
- Occupational Health and Safety Specialists (+8% nationally, +6% in Kansas)
- Fitness and Wellness Coordinators (+11% nationally, +5% in Kansas)

Public Health employment titles and median national annual wages include Health Educator: \$53,940; Environmental Scientists and Specialists: \$69,400; and Emergency Management and Preparedness Coordinator: \$72,760. Overall, the U.S. Bureau of Labor Statistics (2020) forecasts 5-25% growth in many of the more popular public health careers between 2020 and 2024.

At the state of Kansas Department of Health and Environment (KDHE), there are 36 different employment titles aligned with public health (*personal communication with KDHE human resources*). Mean annual wages for Kansas KDHE employees by section range from \$41,988 to \$57,283. Of note in 2017, 84.2% of local health department employees in Kansas and 74.6% of KDHE employees had a bachelor's degree or less (Kansas Public Health Workforce Development Coordinating Council, 2019). Thus, offering this degree increases the level of education and expertise available in Kansas as well as income potential for graduates.

VII. Admission and Curriculum

A. Admission Criteria

Admissions criteria will be the same as for the B.S. in Kinesiology and include the University Admission Requirements:

Complete the precollege curriculum with at least a 2.0 GPA (2.5 for non-residents) **AND** achieve one of the following:

- A 21 or higher composite score on the ACT assessment **OR**
- A 1060 or higher on the SAT ERW+M if taken after March 2016 **OR**
- A 980 or higher on the SAT CR + M if taken before March 2016 **OR**
- Rank in the top third of your graduating class

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

| Course # | Course Name | SCH = 17 |
|-----------|-------------------------------|----------|
| KIN 110 | Introduction to Public Health | 3 |
| BIOL 198 | Principles of Biology | 4 |
| PSYCH 110 | General Psychology | 3 |
| ENGL 100 | Expository Writing I | 3 |

| | | |
|-----------|----------------------------|-----|
| SOCIO 211 | Introduction to Sociology | 3 |
| HHS 101 | Introduction to Well-Being | 0.5 |
| HHS 201 | Community Well-Being | 0.5 |

Year 1: Spring

| Course # | Course Name | SCH = 17 |
|----------|--|----------|
| KIN 220 | Biobehavioral Bases of Physical Activity | 4 |
| ENGL 200 | Expository Writing II | 3 |
| MATH 100 | College Algebra | 3 |
| HHS 202 | Social Well-Being | 0.5 |
| HHS 203 | Financial Well-Being | 0.5 |
| ANTH 200 | (Humanities) Introduction to Cultural Anthropology | 3 |
| | (Unrestricted Elective) | 3 |

Year 2: Fall

| Course # | Course Name | SCH = 16.5 |
|----------|-------------------------------|------------|
| CHM 210 | Chemistry I | 4 |
| COMM 106 | Public Speaking 1 | 3 |
| FNDH 311 | Health Promotion and Behavior | 3 |
| HHS 204 | Physical Well-Being | 0.5 |
| FNDH 352 | Personal Wellness | 3 |
| | (Unrestricted Elective) | 3 |

Year 2: Spring

| Course # | Course Name | SCH = 15 |
|----------|---------------------------------------|----------|
| BIOL 330 | Public Health Biology | 3 |
| STAT 325 | Introduction to Statistics | 3 |
| HDFS 301 | Helping Relationships | 3 |
| KIN 312 | Methods and Analysis of Public Health | 3 |
| PLAN 315 | Intro to City Planning | 3 |

Year 3: Fall

| Course # | Course Name | SCH = 14 |
|----------|--|----------|
| KIN 360 | Anatomy and Physiology | 8 |
| DMP313 | Introduction to Epidemiology | 3 |
| KIN 418 | Social Determinants and Diversity in Public Health | 3 |
| | | |

Year 3: Spring

| Course # | Course Name | SCH = 13 |
|----------|--|----------|
| DMP 314 | Environmental and Public Health | 3 |
| ANTH 383 | Plagues: The Co-Evolutionary History of Humans and Pathogens | 3 |
| MC 451 | Health Communication | 3 |
| KIN 618 | Seminar in Public Health Practice | 1 |
| | (Unrestricted Elective) | 3 |

Year 3: Summer

| Course # | Course Name | SCH = 3 |
|----------|-------------------------|---------|
| KIN 619 | Public Health Practicum | 3 |

Year 4: Fall

| Course # | Course Name | SCH = 12.5 |
|-----------|----------------------------------|------------|
| KIN 419 | Health Policy and Administration | 3 |
| AGRON 335 | Environmental Quality | 3 |
| GEOG 302 | Cartography & Thematic Mapping | 3 |
| | (Unrestricted Elective) | 3 |
| HHS 301 | Career Well-Being | 0.5 |

Year 4: Spring

| Course # | Course Name | SCH = 12 |
|----------|-----------------------------------|----------|
| KIN 622 | Capstone Project in Public Health | 2 |
| | (Unrestricted Elective) | 3 |
| | (Unrestricted Elective) | 4 |
| | (Unrestricted Elective) | 3 |

Total Number of Semester Credit Hours 120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|--------------------------|---------------------|----------------|------------------|--|-------------------------|
| Mary McElroy | Professor | Ph.D. | Y | Social Determinants of Physical Activity | 0.20 |
| Katie Heinrich | Associate Professor | Ph.D. | Y | Public Health and Exercise Behavioral Sciences | 0.20 |
| Emily Mailey | Associate Professor | Ph.D. | Y | Health Behavior Theories and Interventions | 0.20 |
| Gina Besenyi | Assistant Professor | Ph.D./M.P.H. | Y | Health Promotion, Education, and Behavior | 0.20 |
| TBD* Program Director | Associate Professor | Ph.D./M.P.H. | Y | Public Health | 1.0 |
| TBD | Instructor | M.P.H. | N | Public Health | 1.0 |
| TBD | Instructor | M.P.H. | N | Public Health | 1.0 |

Number of graduate assistants assigned to this program **1.5**

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

| A. EXPENDITURES | First FY | Second FY | Third FY |
|--|-----------|-----------|-----------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty | \$68,585 | \$69,957 | \$71,356 |
| Administrators (<i>other than instruction time</i>) | | | |
| Graduate Assistants | \$23,000 | \$23,000 | \$23,000 |
| Support Staff for Administration (<i>e.g., secretarial</i>) | \$3,284 | \$3,284 | \$3,284 |
| Fringe Benefits (<i>total for all groups</i>) | \$28,460 | \$29,032 | \$29,613 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – Reassigned or Existing | \$123,329 | \$125,273 | \$127,253 |
| | | | |
| Personnel – – New Positions | | | |
| Faculty | | \$190,000 | \$193,800 |
| Administrators (<i>other than instruction time</i>) | | | |
| Graduate Assistants | | | |
| Support Staff for Administration (<i>e.g., secretarial</i>) | | | |
| Fringe Benefits (<i>total for all groups</i>) | | \$57,000 | \$58,140 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – New Positions | | \$247,000 | \$251,940 |
| | | | |
| Start-up Costs - - One-Time Expenses | | | |
| Library/learning resources | | | |
| Equipment/Technology | | | |
| Physical Facilities: Construction or Renovation | | | |
| Other | | | |
| Total Start-up Costs | | | |
| | | | |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | | | |
| Library/learning resources | | | |
| Equipment/Technology | \$5,000 | \$1,000 | \$1,000 |
| Travel | | | |
| Other | | | |
| Total Operating Costs | \$5,000 | \$1,000 | \$1,000 |
| | | | |
| GRAND TOTAL COSTS | \$128,329 | \$373,273 | \$380,193 |

| B. FUNDING SOURCES <i>(projected as appropriate)</i> | Current | First FY (New) | Second FY (New) | Third FY (New) |
|---|---------|-------------------|--------------------|-------------------|
| Tuition / State Funds | | \$212,840 | \$516,450 | \$890,485 |
| Student Fees | | \$6,900 | \$16,250 | \$34,500 |
| Other Sources | | | | |
| GRAND TOTAL FUNDING | | \$219,740 | \$532,700 | \$924,985 |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | | +\$91,411 | +\$159,427 | +\$544,792 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed by the Department of Kinesiology in the College of Health and Human Sciences. The percent time dedicated to the program is based on the courses taught each year. An annual cost-of-living pay increase of 2% was included. Each faculty listed has 40% FTE dedicated towards teaching. Some courses within this degree also fulfill requirements in our B.S. Kinesiology degree. The four existing faculty members who form the core for this degree teach these courses, thus only the portion of their teaching assignment relative to the Public Health program is shown above. Also, the proposed degree will include several core and upper level courses taught by faculty in other units at Kansas State University (e.g., Food, Nutrition, Dietetics, and Health; Veterinary Medicine).

Calculations

4 Faculty (YR 1): 4 FTE = \$342,925; 0.8 total FTE for degree = \$68,585
Benefits (30%) = \$20,576

Graduate Assistants: n=1 @\$15,000/yr
Benefits (30%) = \$6,900

Support Staff (10%) = \$3,284
Benefits (30%) = \$985

Total Salary = \$68,585 + \$23,000 + \$3,284 = \$ 94,869

Total Benefits = \$20,574 + \$ 6,900 + \$ 985 = \$ 28,460

Total Personal = \$123,329

Personnel – – New Positions

A Program Director and two Instructors will be hired during the first year of the program (3 FTE). The Program Director, in addition to administrative and coordination duties, will also teach and have a research component to their appointment. The instructors will teach courses that currently are not being offered at Kansas State University, but are necessary for this new major. A 2% cost of living increase in year 3 was included.

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

Operating costs for supplies and equipment/technology are based on estimates for each year to develop (YR 1) and maintain the program (YR 2,3) that will be covered by course fees based on student credit hours (see below).

B. Revenue: Funding Sources

Student Fee explanation: The College of Health and Human Sciences has a \$20 per semester credit hour on all classes in the college. Revenue from this fee is used to support student services in the program (e.g., laboratory supplies, advising, scholarships, etc.). The Department of Kinesiology has a \$15 per semester credit hour on classes in the department. Revenue from this fee is used for instructional and advising support for the department.

Calculations

Student Credit Hours

$$\text{YR1: } 20 \text{ students} \times 34 \text{ SCH} = \mathbf{680 \text{ SCH}}$$

$$\begin{aligned} \text{YR2: } 30 \text{ students} \times 34 \text{ SCH} &= 1,020 \text{ SCH} \\ 20 \text{ students} \times 31.5 \text{ SCH} &= \underline{630 \text{ SCH}} \\ &= \mathbf{1,650 \text{ SCH}} \end{aligned}$$

$$\begin{aligned} \text{YR 3: } 40 \text{ students} \times 34 \text{ SCH} &= 1,360 \text{ SCH} \\ 30 \text{ students} \times 31.5 \text{ SCH} &= 945 \text{ SCH} \\ 20 \text{ students} \times 27 \text{ SCH} &= \underline{540 \text{ SCH}} \\ &= \mathbf{2,845 \text{ SCH}} \end{aligned}$$

Tuition

$$\begin{aligned} \text{YR 1: } \$313 \times 680 \text{ SCH} &= \mathbf{\$212,840} \\ \text{YR 2: } \$313 \times 1,650 \text{ SCH} &= \mathbf{\$516,450} \\ \text{YR 3: } \$313 \times 2,845 \text{ SCH} &= \mathbf{\$890,485} \end{aligned}$$

Fees (note: \$20/SCH college fee, \$15/SCH department fee)

$$\begin{aligned} \text{YR 1: } 20 \text{ students} \times 7 \text{ SCH} \times \$35 &= \$4,900 \\ 20 \text{ students} \times 5 \text{ SCH} \times \$20 &= \underline{\$2,000} \\ &= \mathbf{\$6,900} \end{aligned}$$

$$\begin{aligned} \text{YR 2: } 30 \text{ students} \times 7 \text{ SCH} \times \$35 &= \$ 7,350 \\ 30 \text{ students} \times 5 \text{ SCH} \times \$20 &= \$ 3,000 \\ 20 \text{ students} \times 9.5 \text{ SCH} \times \$20 &= \$ 3,800 \\ 20 \text{ students} \times 3 \text{ SCH} \times \$35 &= \underline{\$ 2,100} \\ &= \mathbf{\$16,250} \end{aligned}$$

$$\begin{aligned} \text{YR 3: } 50 \text{ students} \times 7 \text{ SCH} \times \$35 &= \$12,250 \\ 50 \text{ students} \times 5 \text{ SCH} \times \$20 &= \$5,000 \\ 30 \text{ students} \times 9.5 \text{ SCH} \times \$20 &= \$5,700 \\ 30 \text{ students} \times 3 \text{ SCH} \times \$35 &= \$3,150 \\ 20 \text{ students} \times 12 \text{ SCH} \times \$35 &= \underline{\$8,400} \\ &= \mathbf{\$34,500} \end{aligned}$$

C. Projected Surplus/Deficit

Projections are that the program will generate funds the first year. The second year will have expenses of additional faculty hires, yet will continue to generate funds as the program grows. Our rationale of determining the number of students in the degree above is based on a very conservative estimate of new students to Kansas State University who would enroll in this degree. Therefore, the projected surplus (or deficit in YR 1) for this degree we believe to be a very conservative estimate. Based on similar degrees from other institutions, we anticipate that enrollment in this degree would be much higher than listed once we are able to market the degree to students interested in public health.

XI. References

- Association of Schools & Programs of Public Health. (2012). Framing the future: Recommended critical component elements of an undergraduate major in public health. https://s3.amazonaws.com/asp-ph-wp-production/app/uploads/2015/02/UGPH-FinalRptPostedforFTFLaunch_Mar2015.pdf
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- U.S. Bureau of Labor Statistics. (2020). Occupational outlook handbook. <https://www.bls.gov/ooh/>

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

November 3, 2020

I. General Information

A. Institution:

Kansas State University

B. Program Identification

| | |
|--------------------------|--|
| Degree Level: | Bachelor's |
| Program Title | Integrated Computer Science |
| Degree to be Offered: | Bachelor of Science & Bachelor of Arts in Integrated Computer Science |
| Responsible Unit: | College of Arts & Sciences |
| CIP Code: | 11.0199 |
| Modality: | Hybrid |
| Proposed Implementation: | Fall 2020 |

Total Number of Semester Credit Hours for the Degree: 120 (both BA and BS)

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

Integrated Computer Science (ICS) combines computer science with domain knowledge from some area of concentration. The degree integrates a concentration from any field of study outside of computer science with computational skills, complementary electives, and a capstone project applying those skills to the concentration area. Integrated Computer Science equips students for a wide variety of possible careers and to become academic, cultural, and industrial leaders who integrate an arts and sciences education with expertise in computer science.

With each passing year, computers play a larger role in our lives. Software shapes how we shop, communicate, vote, collaborate, and even how we think. However, the supply of software developers has not kept pace with demand, and many with computer skills lack the complementary skills that a broad education in the Arts & Sciences supplies: appreciation of aesthetics and design, understanding of our collective human history, insight into social, economic, and psychological effects of software design, and the ability to understand the dynamics of teamwork and cooperation in a software design workspace. At the same time, computational skills are increasingly important across the arts and sciences, in applications ranging from using live data streams to create cutting-edge art to computationally modeling complex biological processes. Indeed, many of our own faculty are re-skilling by learning computer coding to advance their research and creative activities.

What sets this program apart from others is a computer science track that is pragmatic rather than theoretical and based on algebra rather than calculus. This captures students who can benefit and excel within this program and encourages students to attain multi-disciplinary skill and expertise. It will be these unique and high-in-demand combinations that sets our students apart in the job marketplace and equips them to pursue their passions.

We envision graduates entering a wide range of fields, not merely as software engineers but as business leaders, scientists, artists, journalists, and scholars with the software engineering skills that are increasingly essential everywhere. We will produce artists who code, scientists leveraging algorithm-driven models, journalists who dig deep into big data, and entrepreneurs who design and prototype their ideas themselves. A combination of core competency in computer programming, database management, and algorithms along with a broad Arts and Sciences education will serve to create ethical leaders, smart citizens, and skilled employees for advancing the well-being of Kansas, the nation, and the world.

Specifically, this program will prepare students to:

- use in-demand programming languages and software design techniques to address real-world problems in a wide variety of fields;
- leverage programming and database integration skills to advance their career and contribute to their chosen field of concentration;
- consider the broader humanistic and scientific context of problems encountered in software development, and use appropriate domain knowledge to find solutions;
- enter the workforce with a solid core of in-demand computing skills, making them much more employable and effective; and
- understand and abide by the highest ethical standards of their profession and think clearly about the moral dimensions of their work.

IV. Program Demand: Market Analysis

The primary markets for this major include:

- on-campus students who wish to combine computer science with another field, as well as students who struggle with or dislike the advanced mathematics required for a pure computer science major; and
- online students pursuing a cost-effective credential, including distance and transfer students with 60+ hours of college credit as well as alumni adding an additional degree that can build on (and accept credits from) their previous degree.

On-Campus Market Analysis: At Kansas State, there has been a 137% increase in computer science majors over the past decade, despite enrollment caps due to limited seating. Online demand, where physical seating is not a restriction, will continue to grow. Furthermore, we have seen substantial growth in non-majors combining their chosen fields of study with computer science courses. Nearly 100 non-majors per year enroll in our introductory computer science course.

Across the nation from 2005 to 2015, in courses primarily intended for computer science majors, non-major enrollment grew faster than major enrollment. In introductory courses, major enrollment increased 152%, non-major enrollment by 177%. Similar trends hold for mid-level (majors: 152%; non-majors: 251%) and upper-level courses (majors: 165%; non-majors: 143%) (Computer Research Associates, 2017).

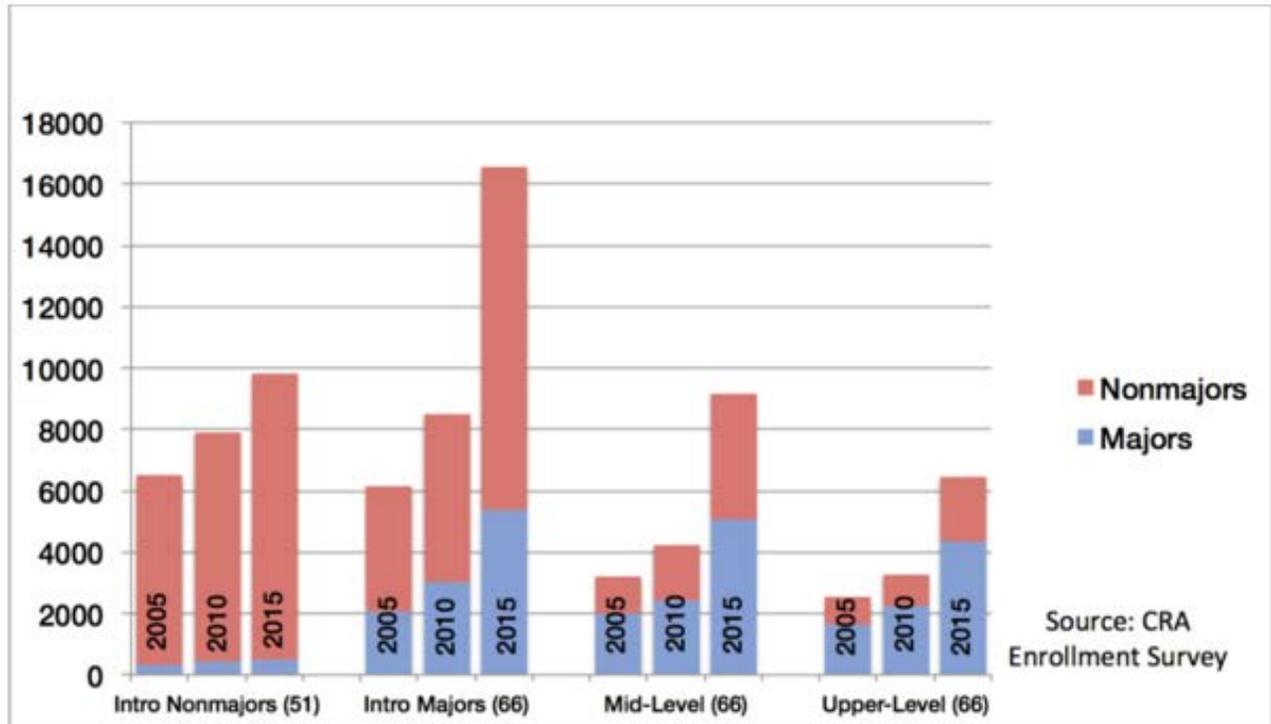


Figure 1. Cumulative nonmajor enrollment (red) and major enrollment (blue) in computing courses at doctoral- and non-doctoral granting units from 2005 to 2015.

(Source: Computer Research Associates, 2017)

We estimate that 150 on-campus students not majoring in Computer Science would pursue advanced courses in computer science, and that this number will increase.

Online Market Analysis:

Computer science is nationally one of the most popular areas of study for online students. According to a Babson/Learning House study of online student preferences, computer science is third among all desired undergraduate majors (Babson Survey Research Group, 2018). Business and psychology remain ahead, but their share of student interest has declined while the computer science share has increased, to 14% of the current total undergraduate online market.

The Educational Advisory Board (EAB) was tasked with finding the best opportunities for online program growth for Kansas State specifically. They identified bachelor's level Computer Science as the leading opportunity: "Prioritize the development of online bachelor's-level computer science programming. The Forum finds computer science occupations most commonly require a bachelor's degree" (EAB Global, 2018).

The online bachelor's degree market is not saturated. In 2018, IPEDS reported 27,553 completed computer science bachelor's degrees (EMSI, 2020). Only 6% of these completions were online. There are only 33 online competitors for bachelor's degrees in computer science in the nation.

Program Overview



Figure 2. EMSI Labor Analysis (EMSI, 2020)

EMSI labor analysis also indicated there are over 150,000 annual openings across the United States calling for a computer science background. This means there are *far* more new jobs each year than new degree holders to fill them.

Among the 33 online programs, IPEDS reports an average graduating cohort of 54 students. Programs most similar to ours are much larger. We expect our numbers to be in line with our peer institutions charted below (all are online programs):

| Institution | Bachelor's Degree Completions | Growth % (2017) | Market Share (2017) |
|---------------------------------------|-------------------------------|-------------------|---------------------|
| Oregon State University | 495 | 58.1% | 27.8% |
| University of Minnesota-Twin Cities | 345 | 3.0% | 19.4% |
| University of Utah | 125 | Insufficient Data | 7.0% |
| University of Illinois at Springfield | 96 | (5.0%) | 5.4% |
| Lewis University | 73 | 108.6% | 4.1% |

The example of Oregon State University is notable, as they have the highest number of degree completions, as well as the fastest growth. Their model is similar to K-State’s proposed model. They created an online “Professional Computer Science” degree, marketed to liberal arts majors who find themselves underemployed or seeking a different career. Students can complete only the core courses for the degree regardless of where they did their initial undergraduate program and can finish the program in as little as one year. Since inception in 2013, Oregon State has graduated over 900 students and shows a current growth rate of over 58%. They report nearly 1,500 students currently enrolled in the program (EMSI, 2020).

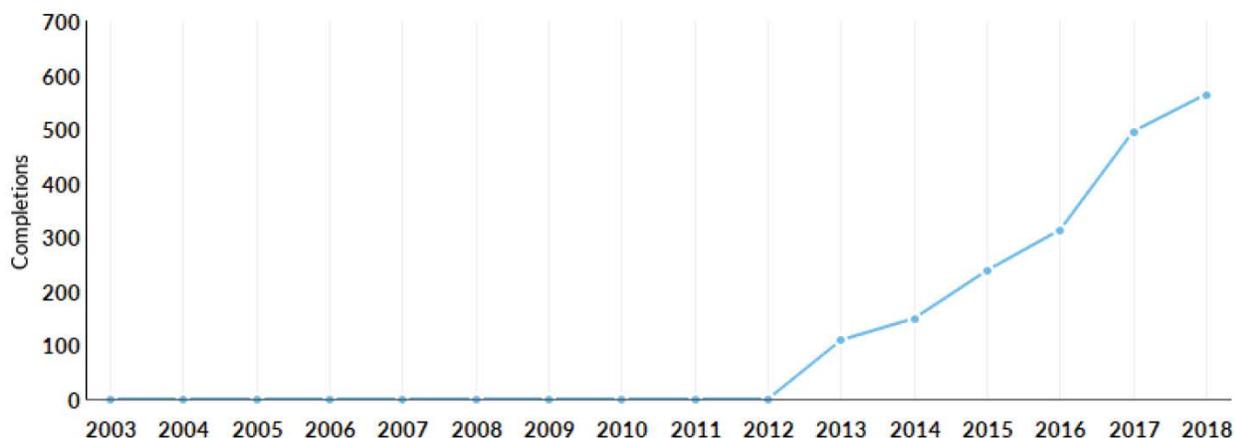


Figure 3. Oregon State University Completions in Computer Science (EMSI, 2020)

V. Projected Enrollment:

The numbers above suggest that we could have over 1,000 students enrolled in the program within four years. For this reason, we have prepared a scalable set of courses for all of our requirements that can accommodate a large influx of students as needed.

We have also performed several budget simulations based on much lower numbers to minimize our risk and examine the program viability. Our low estimates of enrollment are as follows:

| Year | Headcount Per Year | | Sem Credit Hours Per Year | |
|-----------------------|--------------------|------------|---------------------------|------------|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 20 | 4 | 520 | 48 |
| Year 2 | 30 | 6 | 1,440 | 120 |
| Year 3 | 40 | 8 | 2,610 | 216 |

We believe this is a *very* conservative estimate for the students. We have contingency plans for the number of students enrolled in the ICS program to be much greater than the estimates described above. Due to our approach of using individualized, online instruction, the program can be expanded (or shrunk) very quickly. Instructors will be hired on term appointments and GTAs (and possibly undergraduate teaching assistants) will be hired one semester at a time.

VI. Employment

A 2018 market research brief from EAB found over 90,000 regional job listings in the field of computer science (EAB Global, 2018). Yet across the entire nation, we produce less than a third of that many computer science graduates. Importantly, 70% of those jobs are outside the traditional tech sector. Our students, with an ability to apply computer science to a wide range of fields, will be well-positioned for this emerging job market.

*Table 1. Bureau of Labor Statistics for Software Developers
(U.S. Bureau of Labor Statistics, 2020)*

| | |
|--|--------------------|
| 2019 Median Pay | \$107,510 per year |
| Typical Entry-Level Education | Bachelor's degree |
| Work Experience in a Related Occupation | None |
| On-the-job Training | None |
| Number of Jobs, 2018 | 1,365,500 |
| Employment Change, 2018-28 | 284,100 |

Employers *in our region* posted **213%** more job openings for ‘computer and information research scientists’ in 2018 than in 2014. Job openings increased **65%** for ‘information security analysts’ (16,956 postings), **46%** for ‘computer systems engineers/architects’ (28,184 postings), and **45%** for ‘software developers, applications’ (104,201 postings) (U.S. Bureau of Labor Statistics, 2020).

The Bureau of Labor Statistics projects significant growth for related fields over the next eight years, as compared to a projected 7% national average for all occupations:

- **31%** for Software Developers
- **28%** for Information Security Analysts
- **19%** for Computer and Information Research Scientists
- **13%** for all computer occupations

Further, employers demonstrate high demand for related skills including Information security (20,713 job postings), Python (43,049), and Software development (75,277).

VII. Admission and Curriculum

A. Admission Criteria

Normal Kansas State University admissions criteria for incoming, transfer, and international students will apply for the proposed program. No additional criteria are included.

B. Curriculum

The curriculum consists of 29 credits in computer science, along with a 12-credit core in the College of Arts & Sciences that will introduce students to applications of computer science in the digital arts and humanities, the cultural impacts of technology, and moral reasoning and professional ethics in integrated computer science. In addition, all students must complete a concentration with at least 18 credits in a single field, or the interdisciplinary concentration. In the sample curriculum below, the concentration is in philosophy, and the degree is completed as a BS. Completion as a BA would require a foreign language requirement at the fourth level, and involve slightly different general education courses in social sciences and humanities, but would otherwise be similar.

Year 1: Fall**Semester Credit Hours**

| Course # | Course Name | SCH = 13 |
|-----------------|---------------------------------------|-----------------|
| ENGL100 | Expository Writing I | 3 |
| CC110 | Introduction to Computing | 3 |
| CC210 | Fundamental Programming Concepts | 4 |
| ANTH204 | Introduction to Cultural Anthropology | 3 |

Year 1: Spring

| Course # | Course Name | SCH = 13 |
|-----------------|---|-----------------|
| BIOL198 | Principles of Biology | 4 |
| AMETH160 | Introduction to American Ethnic Studies | 3 |
| CC310 | Data Structures and Algorithms I | 3 |
| ENGL200 | Expository Writing II | 3 |

Year 2: Fall

| Course # | Course Name | SCH = 17 |
|-----------------|---|-----------------|
| PHILO386 | Philosophy of Computer Science and Software Engineering | 3 |
| CC315 | Data Structures and Algorithms II | 3 |
| CHM110 | General Chemistry | 3 |
| COMM106 | Public Speaking I | 3 |
| BIOL201 | Organismic Biology | 5 |

Year 2: Spring

| Course # | Course Name | SCH = 16 |
|-----------------|--------------------------------|-----------------|
| PHILO305 | Reasons, Decisions and Society | 3 |
| PHILO330 | Moral Philosophy | 3 |
| CC410 | Advanced Programming | 4 |
| POLSC135 | Intro Comparative Politics | 3 |
| XXX | ELECTIVE | 3 |

Year 3: Fall

| Course # | Course Name | SCH = 15 |
|-----------------|-------------------------------------|-----------------|
| CC510 | Computer Systems Administration | 3 |
| PHILO303 | Writing Philosophy | 3 |
| PHILO320 | Symbolic Logic I | 3 |
| MATH205 | General Calculus and Linear Algebra | 3 |
| PHILO492 | Computers and Society | 3 |

Year 3: Spring

| Course # | Course Name | SCH = 14 |
|-----------------|--------------------------------------|-----------------|
| PHILO345 | Worlds, Things and Properties | 3 |
| PHILO301 | History of Philosophy | 3 |
| CC560 | Database Essentials | 3 |
| PHILO340 | Justification and Reliable Knowledge | 3 |
| XXX | ELECTIVE | 2 |

Year 4: Fall

| Course # | Course Name | SCH = 17 |
|----------|-----------------------|----------|
| CC535 | Applied Data Science | 3 |
| MUSIC250 | Music Appreciation | 3 |
| PHYS115 | Descriptive Physics | 5 |
| ENGL603 | Topics In Linguistics | 3 |
| XXX | ELECTIVE | 3 |

Year 4: Spring

| Course # | Course Name | SCH = 15 |
|----------|--|----------|
| ENGL326 | Introduction to the Digital Humanities | 3 |
| PHILO510 | Symbolic Logic II | 3 |
| HIST311 | Race and US Foreign Relations | 3 |
| CC590 | Topics in Applied Computer Science | 3 |
| XXX | ELECTIVE | 3 |

Total Number of Semester Credit Hours120

VIII. Core Faculty

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

The core faculty for the Integrated Computer Science program consists of Dr. Michael Wesch (who will also be the program administrator), core faculty from Arts & Sciences who teach the core ICS A&S courses, and five faculty from Computer Science. There will be many more faculty involved that are not included here who are already teaching other degree courses as part of existing programs. These faculty represent the core faculty who will meet regularly to guide and assess the program.

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|---------------------|------------------------------|----------------|------------------|---------------------------------|-------------------------|
| * Michael Wesch | Professor | PhD | Y | Anthropology | 0.25 |
| Graham Leach-Krouse | Associate Professor | PhD | Y | Philosophy | 0.125 |
| Mark Crosby | Associate Professor | PhD | Y | English | 0.125 |
| Ryan Klataske | Instructor | PhD | N | Anthropology | 0.125 |
| Russell Feldhausen | Instructor | MS | N | Computer Science | 0.375 |
| Emily Alfs-Votipka | Instructor | MS | N | Computer Science | 0.375 |
| Joshua Weese | Teaching Assistant Professor | PhD | N | Computer Science | 0.125 |
| Lior Shamir | Associate Professor | PhD | Y | Computer Science | 0.125 |
| Nathan Bean | Instructor | MS | N | Computer Science | 0.125 |

* Denotes Program Administrator

Number of graduate assistants assigned to this program 3 (after YR 2)

IX. Expenditure and Funding Sources

| A. EXPENDITURES | First FY | Second FY | Third FY |
|--|-----------|-----------|-----------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty | \$146,295 | \$149,221 | \$152,205 |
| Administrators (<i>other than instruction time</i>) | \$19,662 | \$20,956 | \$21,255 |
| Graduate Assistants | \$32,000 | \$40,800 | \$49,939 |
| Support Staff for Administration (<i>e.g., secretarial</i>) | \$12,000 | \$12,240 | \$12,485 |
| Fringe Benefits (<i>total for all groups</i>) | \$58,466 | \$61,229 | \$63,747 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – Reassigned or Existing | \$268,423 | \$284,446 | \$299,631 |
| Personnel – – New Positions | | | |
| Faculty | | | |
| Administrators (<i>other than instruction time</i>) | | | |
| Graduate Assistants | | | |
| Advising (.5 FTE) | \$30,000 | \$30,600 | \$31,212 |
| Fringe Benefits (<i>total for all groups</i>) | | | |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – New Positions | \$30,000 | \$30,600 | \$31,212 |
| Start-up Costs - - One-Time Expenses | | | |
| Library/learning resources | - | - | - |
| Equipment/Technology | - | - | - |
| Physical Facilities: Construction or Renovation | - | - | - |
| Total Start-up Costs | \$0 | \$0 | \$0 |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | \$6,300 | \$12,600 | \$21,000 |
| Library/learning resources | \$6,250 | \$6,250 | \$6,250 |
| Equipment/Technology | - | \$25,000 | \$25,000 |
| Travel | - | - | - |
| Codio (online learning platform) Fees | \$2,642 | \$6,528 | \$11,543 |
| Total Operating Costs | \$15,192 | \$50,378 | \$63,793 |
| GRAND TOTAL COSTS | \$313,615 | \$365,424 | \$394,636 |

| B. FUNDING SOURCES (projected as appropriate) | Current | First FY (New) | Second FY (New) | Third FY (New) |
|---|---------|-------------------|--------------------|-------------------|
| Tuition / State Funds | | \$177,812 | \$487,500 | \$883,125 |
| Student Fees | | \$46,902 | \$128,153 | \$232,287 |
| Other Sources (Global Campus) | | \$16,974 | \$46,338 | \$84,004 |
| GRAND TOTAL FUNDING | | \$241,688 | \$661,991 | \$1,199,416 |
| | | | | |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs) | | (\$71,927) | \$296,567 | \$804,780 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All core faculty are currently employed by Kansas State University in the College of Arts & Sciences or College of Engineering. All ICS faculty teach either the core computer science courses (CC 110, CC 210, CC 310, CC 315 and CC 410) or advanced courses (CC 500 and above). Computer Science faculty who teach the core courses (Feldhausen and Alfs-Votipka) teach only online computational core courses, which are used in this degree. Faculty who teach advanced computer science courses (with the exception of Feldhausen) split their teaching time between the traditional Computer Science program and the Integrated Computer Science program (at approximately 33% devoted to integrated computer science courses). All core Computer Science faculty except for Shamir and Weese are already assigned to teach the listed courses as part of their current appointments. Shamir and Weese will start teaching their new courses in year 2. Shamir is already scheduled to increase his teaching load by one course in 2021-2022 and Weese will have additional capacity due to the phasing out of an existing course. No additional faculty or instructor hires are required to initiate or maintain the new program unless program enrollment grows substantially. The percent time dedicated to the program varies by faculty member and the courses taught each year by applying a general rule of 0.125 FTE per in-person course or 0.0625 FTE per online course for 9-month faculty and 0.0417 FTE per online course. Dr. Michael Wesch will assist the Dean of the College of Arts and Sciences in administering the program. This effort is included in the faculty salary line of the budget as one summer month of pay each year. For budgeting purposes, all salaries (faculty, graduate teaching assistants, and administrative support) include a modest 2% pay increase after the first fiscal year.

Computer Science graduate teaching assistants (GTAs) will be required for all computer science courses greater than 20 students, with additional GTAs required for every additional 40 students. Computer science programs and projects are similar to English compositions and works of art in that each are unique and require a great deal of effort to understand and to provide feedback for. Computer Science GTAs are typically paid between \$650 and \$800 biweekly (depending on degree status). In addition, undergraduate teaching assistants (UTAs) are often used to work with students one-on-one during laboratory help sessions and can be used to help reduce the number of GTAs required per course. UTAs have proven to be very effective in this role as they recently were taking the same courses and struggling with the same concepts. UTAs are normally paid between \$11 and \$15 per hour.

Personnel – New Positions

The budget includes support for an advisor position in the College of Arts and Sciences at .5 FTE. This is appropriate support for an estimate of up to 100 majors in the first three years. Adjustments may be necessary to accommodate further growth.

Start-Up Costs – One-Time Expenses

There are no additional one-time startup expenses associated with the program.

Operating Costs – Recurring Expenses

The cost of the Codio (computer science specific) online learning platform is \$48 per student per semester. This cost will be covered by an existing \$19 per credit hour College of Engineering Equipment Fee that is charged to all students taking computer science courses.

B. Revenue: Funding Sources

The following revenue table assumes that approximately 76% and 24% of all semester credit hours (SCH) are generated by the College of Arts and Sciences (COAS) and the College of Engineering (COE) respectively. All courses from the COE are online and offered through K-State’s Global Campus, hence the “hybrid” modality of this proposed degree program.

This analysis assumes that all students will be on-campus students, although the program can be taken completely or partially online. Thus, it is highly likely that there will also be students who will be taking the program online, including both COAS and COE courses. These students will generate even more revenue than our analysis shows.

COAS has a general fee of \$16.70 per credit hour for on-campus courses, while the COE has a general fee of \$80 per credit hour, equipment fee of \$19 per credit hour, and distance education fee of \$190.70 per credit hour. All funds generated by fees will be retained by the generating college depending on the specialization chosen by the student, this percentage could change and may involve courses from additional KSU colleges such as the College of Agriculture, College of Architecture, Planning, and Design, College of Business, College of Veterinary Medicine, and/or Staley School of Leadership Studies. The fee structures for these schools are not factored into this budget analysis.

| Tuition & Fees | Tuition /SCH | YR 1 SCH= 568 | Sub-Totals | YR 2 SCH= 1560 | Sub-Totals | YR 3 SCH= 2826 | Sub-Totals |
|-----------------------------------|---------------------|----------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|
| In-State On-Campus Tuition | \$312.50 | 432 | \$135,000 | 1186 | \$370,625 | 2148 | \$671,250 |
| Global Campus Tuition | \$312.50 | 137 | \$42,812 | 374 | \$116,875 | 678 | \$211,875 |
| COAS Fees | \$16.70 | 432 | \$7,214 | 1186 | \$19,806 | 2148 | \$35,871 |
| COE Fees | \$99.00 | 137 | \$13,563 | 374 | \$37,026 | 678 | \$67,122 |
| COE GC Fees | \$190.70 | 137 | \$26,125 | 374 | \$71,321 | 678 | \$129,294 |

| | | | | | | | |
|---------------------------|----------|-----|-----------|-----|-----------|-----|-------------|
| Global Campus Fees | \$123.90 | 137 | \$16,974 | 374 | \$46,338 | 678 | \$84,004 |
| Total Revenue | | | \$241,688 | | \$661,991 | | \$1,199,416 |

C. Projected Surplus/Deficit

Our estimate suggests that this program will be highly profitable from the second year due to the use of existing courses and the hybrid delivery approach. Projected surpluses are also sufficient to maintain appropriate IT support infrastructure throughout the lifetime of the program at no additional cost to the university.

XI. References

Babson Survey Research Group. 2018. Online College Students: comprehensive data on demands and preferences. Download from <https://onlinelearningsurvey.com/reports/gradeincrease.pdf>. Last accessed April 23, 2020.

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EAB Global, Inc. 2018. Market Research Brief: Online Program Opportunity Analysis for Kansas State University (Analysis of Regional Employer Demand and Peer Institution Offerings).

EMSI Economic Model tool. <http://economicmodeling.com/> retrieved April 23, 2020.

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Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2019 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.
November 3, 2020

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines. The performance agreement model, which is attached, guides institutions in developing their performance agreements, in which each institution chooses six “indicators” by which their performance will be measured.

As any new funding awarded is dependent upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2019 (AY 2019). These reports will be the basis of awarding any new funds in July 2021. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2019 performance reporting, reviewing, and funding cycle is detailed below.



Per the performance agreement funding guidelines which can be found on the KBOR [website](#), institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline
2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds based on the following levels of compliance:

- 100% of New Funding Available
The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators**.
- 90% of New Funding Available
An institution will be awarded 90% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
 - The performance report includes specific plans for improvement.

- 75% of New Funding Available
An institution will be awarded 75% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
 - The performance report includes specific plans for improvement.

- No New Funding Awarded
The institution did not make a good faith effort, as defined by:
 - Lacking an approved performance agreement;
 - Failing to submit a performance report; or
 - Maintaining or improving from the baseline in only **one indicator, or none of the indicators**.

In cases where an institution qualifies for the 0%, 75%, or 90% funding tier, the institution may make a case to move to the next higher funding tier. In such cases, an institution chooses one indicator for which it did not maintain or improve from the established baseline and submits evidence to BAASC that the indicator meets one or more of the following alternative evaluation criteria:

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances beyond the control of the institution.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports and resubmitted. Consistent with the Board’s performance funding guidelines, staff recommends the schools listed below receive 100% of any new funding for which they are eligible.

| University/College | Funding Recommendation | Page |
|--|-------------------------------|-------------|
| University of Kansas | 100% funding | 57 |
| University of Kansas Medical Center | 100% funding | 60 |
| Allen Community College | 100% funding | 63 |
| Barton Community College | 100% funding | 66 |
| Butler Community College | 100% funding | 69 |
| Fort Scott Community College | 100% funding | 72 |
| Labette Community College | 100% funding | 75 |
| Pratt Community College | 100% funding | 78 |
| Flint Hills Technical College | 100% funding | 81 |
| Wichita State University Campus of Applied Sciences and Technology | 100% funding | 84 |

Performance Agreement Model

| Indicators | Sectors | | |
|--|---|--|---|
| | <i>Universities Research Universities</i> | <i>Universities Comprehensive Universities</i> | <i>Community Colleges Technical Colleges</i> |
| <i>Sector-Specific Indicators</i> | <p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Selected regional and national rankings | <p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Performance on quality measures compared to peers | <p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional quality measures¹ • Percent of students employed or transferred • Wages of students hired² • Third party technical credentials and WorkKeys, if applicable |
| <i>Institution-Specific Indicators³</i> | Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> . | Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> . | Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population. |

¹ e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

² As provided by the Kansas Department of Labor.

³ For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

| University of Kansas Performance Report AY 2019 | | | | | | | AY 2019 FTE: 22,409 | |
|--|-----------------|---|---|---------|---|---------|---|---------|
| Contact Person: Barbara Bichelmeyer | | Phone and email: 785-864-4904/ bichelmeyer@ku.edu | | | | | Date: 6/23/2020 | |
| University of Kansas | Foresight Goals | 3yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1. Increase Number of Certificates and Degrees Awarded | 1 | *AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777 | 5,909 | ↑ | 6,037 | ↑ | 6,093 | ↑ |
| 2. Increase First to Second Year Retention Rates | 1 | AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743) | 83.0% (3,491/4,204) | ↑ | 83.7% (3,456/4,129) | ↑ | 86.1% (3,551/4,126) | ↑ |
| 3. Increase Percent of Certificates and Degrees Awarded in STEM Fields | 2 | *AY2013 29.9% (1,789/5,974) AY2014 29.0% (1,675/5,771) AY2015 29.6% (1,654/5,587) Baseline: 29.5% (5,118/17,332) | 29.9% (1,765/5,909) | ↑ | 29.9% (1,807/6,037) | ↑ | 30.4% (1,853/6,093) | ↑ |
| **4. Total Research & Development Expenditures Rankings among Regents Approved Peers | 3 | FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th | | | 9th | ↔ | 9th | ↔ |
| **5. U.S. News & World Report Graduate Programs in Top 25 of Rankings | 3 | Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23 | | | 45 | ↑ | 43 | ↑ |
| 6. Increase Level of Philanthropic Support | 3 | FY 2013 \$169 M FY 2014 \$162 M FY 2015 \$220 M Baseline: \$183.7 M | \$171.7 M | ↓ | \$185.8 M | ↑ | \$257.9 M | ↑ |

*Updated 6/27/2018

**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.

University of Kansas Performance Report AY 2019

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- This indicator records the number of degrees that are conferred.
- The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
- By improving the student experience, we hope to improve our retention rate and ultimately the number of degrees awarded.

Outcome/Results:

KU has awarded a steadily increasing number of certificates and degrees in recent years. New programs initiated since 2016 have contributed, in part, to this success. Those programs include establishment of an undergraduate advising executive committee that developed a set of core advising principles to establish consistent advising practices across campus, a policy audit, and advising metrics. KU also created an exploratory pathways program that assists students in finding their academic path and helps them explore the opportunities of the university without losing progression towards a timely graduation.

Indicator 2: First to Second Year Retention Rates

Description:

- This indicator records the percent of first-time, full-time freshmen who are retained after one year.
- Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.

Outcome/Results:

KU has significantly increased the first-year retention rate recently with an especially large increase in 2019. This increase can likely be attributed to the increase in admission standards, as well as KU's continued focus on activities linked to retention such as academic advisors' use of a new online technology, Jayhawk GPS, for online appointment scheduling, shared advising notes, and communication with students regarding their academic progress. Jayhawk GPS is easily navigated and accessible to students, allowing them to engage with their academic advisor in real-time. Another example is the consolidation of all applications of emergency funds available from a variety of offices, units, departments, and schools into one application that serves the campus so that students have one-stop shopping for all emergency needs.

Indicator 3: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- This indicator records the percent of students who earned degrees in science, technology, engineering, or mathematics fields.
- STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
- KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative.
- Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Outcome/Results:

The percent of certificates and degrees KU awards is steadily increasing. KU's efforts to redesign basic science and mathematics courses as well as the additional resources devoted to Engineering have been instrumental in this increase. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we have added faculty to maintain a desirable student/faculty ratio, added support staff to lead expansion of student recruitment, retention, and support activities, and added facilities that address high-tech research, classroom, and office space necessary for successful expansion. We have also added a new undergraduate degree in Ecology, Evolution and Organismal Biology as well as one in Molecular, Cellular and Developmental Biology.

Indicator 4: Total Research & Development Expenditures Rankings among Regents Approved Peers

Description:

- This is our ranking of the amount of total research and development expenditures we receive compared with our Regents approved peers based on the NSF Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development survey.

Outcome/Results:

KU's total research and development expenditures ranking has held steady for another year. We continue to work to highlight the important research done at KU and to raise our national reputation. We are also pursuing and securing research funds from sources beyond federal research funding to help mitigate future uncertainty of this major source of funding.

Indicator 5: U.S. News & World Report Graduate Programs in Top 25 of Rankings

Description:

- This indicator records the number of KU graduate programs ranked in U.S. News & World Report's Top 25 each year compared to other public institutions.
- U.S. News weighs factors such as faculty resources, employment rates, student selectivity, reputation, research activity, and peer assessment to rank the top graduate programs in Education, Engineering, and Business. All other graduate programs are based upon peer assessment.
- These rankings are widely used by prospective students and faculty as an indicator of the quality and reputation of the programs offered by KU compared to other public institutions throughout the country.
- This goal will be achieved through continued focus on elevating graduate education, maintaining top quality faculty and a strong foundation in research.

Outcome/Results:

The number of graduate programs ranked in U.S. News & World Report's Top 25 varies annually. The number of KU's top ranked programs reflects our ongoing focus on elevating graduate education, maintaining top quality faculty and building on a strong foundation in research.

Indicator 6: Philanthropic Support

Description:

- This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
- Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
- KU Endowment's *Far Above: The Campaign for Kansas* from April 2012 through June 2016, was a \$1.2 billion comprehensive fundraising campaign which seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future.

Outcome/Results:

The survey is now compiled by the Council for Advancement and Support of Education (CASE) instead of the Council for Aid to Education. The level of philanthropic support increased significantly in 2019 to a new high because several generous donors gave over \$10,000,000 each, totaling more than \$77M. KU also had a successful *One Day. One KU. Campaign in 2019*. For this second annual campaign KU friends and alumni donated \$1,084,062 with 2,635 gifts in 24 hours to support the university. The Feb. 20 day of giving topped last year's totals: 1,898 gifts that raised \$734,621 in donations.

| University of Kansas Medical Center Performance Report AY 2019 | | | | | | | AY 2019 FTE: 2,904 | |
|---|-----------------|--|--|---------|--|---------|--|---------|
| Contact Person: Robert Klein | | Phone and email: 913-588-1258; rklein@kumc.edu | | | | | Date: 7/8/2020 | |
| University of Kansas Medical Center | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1. Increase Number of Certificates and Degrees Awarded | 1 | AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698 | 738 | ↑ | 772 | ↑ | 829 | ↑ |
| 2. Increase Percent of Certificates and Degrees Awarded in STEM Fields | 2 | AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6% (1,875/2,093) | 90.2% (666/738) | ↑ | 90.3% (697/772) | ↑ | 91.0% (754/829) | ↑ |
| 3. Increase Number of Departments and Programs Achieving Selected National Rankings | 3 | CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26 | 21 | ↓ | 21 | ↓ | 20 | ↓ |
| 4. Increase Number of Medical School Graduates (MDs) | 2 | AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179 | 198 | ↑ | 209 | ↑ | 203 | ↑ |
| 5. Increase Percent of Practicing Physicians in Kansas trained at KUMC | 2 | CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572) | 51.7% (3,236/6,264) | ↑ | 47.0% (3,335/7,098) | ↓ | 47.0%** (3,335/7,098) | ↓ |
| 6. Increase Number of Students Participating in Interprofessional Education Opportunities | 1 | AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237 | 3,175 | ↑ | 3,705 | ↑ | 3,773 | ↑ |

*January 2019 – BAASC approved the removal of commercialization and entrepreneurship indicator.

**BAASC approval is requested to repeat data value – see Narrative

University of Kansas Medical Center Performance Report AY 2019

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).
- Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow.

Outcome/Results: Over 50% of our degrees came from programs in which strong and innovative commitments have been made to alleviate health care professional shortages. We had 203 students conferred with their medical degree (MD), 58 graduates from our Doctor of Physical Therapy program, and 194 undergraduate students who earned their Bachelor of Science in Nursing (BSN) degree. These are some of the highest totals historically for these programs.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields. STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Outcome/Results: From our biomedical, clinical research and biostatistician training programs and our applied statistics and analytics program, we graduated 49 students in AY 2019, the largest figure historically at KUMC. These newly trained scientists, data analysts and statisticians are critical to support clinical trial, biotechnology, pharmaceutical, and environmental science industries along with public policy, marketing, IT, and business needs in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings

Description:

- The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria: KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding; KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings; The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings.

Outcome/Results: We fell 6 short of our baseline goal during 2019. The University of Kansas Medical Center has increased their level of NIH funding over the last 5 years and maintains 6 departments in the top 25 of public medical schools. When setting the baseline, the University of Kansas Hospital experienced well-earned recognition with multiple years of 12 specialties receiving a top 50 *U.S. News* ranking nationally. Last year, we had 8 specialties ranked in the top 50 with 3 others in the high performing category. With the #1 ranked hospital in Kansas and the Kansas City metropolitan area, the University of Kansas Health System continues to achieve excellence in patient outcomes and satisfaction. Academically, our School of Health Professions maintained 5 programs ranked in the top 25

of public universities. The promotion of our academically-strong programs nationally and a renewed focus on increasing federally-funded research are part of KUMC's strategic plan.

Indicator 4: Number of Medical School Graduates (MDs)

Description:

- The indicator is the number of graduates from the MD program. The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

Outcome/Results: Graduating 203 medical students is the second highest mark for an academic year in the history of the KU School of Medicine. Over 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, 50% selected residencies in primary care (e.g. family medicine, internal medicine, pediatrics) in which to further their training, prior to entering practice.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC

Description:

- This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC. Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Outcome/Results: We are repeating the data value from AY 2018 of 47.0%. The calculation of the indicator was dependent on receiving social security numbers (SSNs) from the Kansas State Board of Healing Arts (KSBHA) License database, which were used to match student records at KUMC. Submission of SSNs was ended by KSBHA during the last year of reporting for this performance agreement.

Indicator 6: Number of Students Participating in Interprofessional Education Opportunities

Description:

- This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

Outcome/Results: Approximately 3,773 student enrollments in IPE Opportunities were documented in AY 2019 (69% above the baseline). We note that this figure is comparable to the prior year, which may indicate that IPE is reaching a more mature state. New programs continued to be offered, including collaboration between the School of Nursing and the School of Social Work (KU-Lawrence) regarding multigenerational care, and an optimization program involving the health information program at KUMC and The University of Kansas Health System.

| Allen Community College Performance Report AY 2019 | | | | | | | AY 2019 FTE: 1,498 | |
|--|-----------------|--|---|---------|--|---------|--|---------|
| Contact Person: Deanna Carpenter | | | Phone and email: 620-901-6338; carpenter@allenc.edu | | | | Date: 7/2/2020 | |
| Allen Community College | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Increase graduation rate of first-time, full-time, degree-seeking, college ready freshmen | 1 | Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93) Baseline: 18.1% (62/343) | 23.20% (19/82) | ↑ | 27.4% (20/73) | ↑ | 50.0% (44/88) | ↑ |
| 2 Increase the total number of certificates and degrees awarded | 1 | 2013 = 604 2014 = 432 2015 = 425 Baseline: 487 | 438 | ↓ | 417 | ↓ | 511 | ↑ |
| 3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system | 2 | 2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7% (1,015/1,499) | 65.3% (264/404) | ↓ | 71.8% (301/419) | ↑ | 67.6% (269/398) | ↔ |
| 4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better | 1 | 2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404) | 66.2% (219/331) | ↑ | 65.7% (205/312) | ↑ | 63.5% (169/266) | ↑ |
| 5 Increase the Success Index Rate for student completion and retention | 2 | 2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649) | 49.7% (360/724)** | ↑ | 51.5% (266/517) | ↓ | 55.6% (281/505) | ↑ |
| 6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better | 1 | 2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline: 77.4% (2044/2639) | 81% (600/741) | ↑ | 79.6% (541/680) | ↑ | 82.8% (599/723) | ↑ |
| *updated 7/12/2018 | | | **updated 6/14/2019 | | | | | |

Allen Community College Performance Report AY 2019

Indicator 1: Increase graduation rate of first-time, full-time, degree-seeking, college ready freshmen

Description: Using the Kansas Higher Education Data System report, three-year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate. Allen has also begun an Auto Grad process wherein students' transcripts are evaluated and if they have the necessary credits for graduation, they are notified that unless they opt out, they will receive the appropriate Associate's Degree.

Outcome/Results: When this indicator was selected in AY 2016, we initiated the Auto Grad evaluation process which, in concert with increased efforts in reverse transfer and improvement to our advising processes, has provided dramatic improvement to our graduation rate. AY 2019 is the first year that the Auto Grad students were reported in KSPSD, which caused the significant increase from the previous report. We will continue to evaluate potential graduates annually to transcript successful completion of programs when appropriate.

Indicator 2: Increase the number of certificates and degrees awarded

Description: Using the Kansas Higher Education Data System report, the total number of certificates and degrees awarded each year will be reported. Allen has focused the past several years on aligning its certificates with its associate's degree programs. In concert with indicator 1, this should produce additional completers. Increased certificates and degrees are part of the KBOR goals for increasing higher education attainment.

Outcome/Results: As discussed in the Outcomes/Results section in Indicator 1, the inclusion of students who the Auto Grad evaluation found to be eligible for a degree in our AY 2019 KSPSD data significantly impacted this outcome. This evaluation has proven very effective in identifying and reporting student degree completion and better reflects the success of our students.

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR

Description: Using data from the KBOR KHEDS, percentages of Allen students who are employed in Kansas after graduation or completion of a certificate or who transfer to a KBOR institution will be reported. Since many of our students are interested in immediate employment, this is an important indicator. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

Outcome/Results: This metric has stayed relatively similar to the baseline data. In AY2019, Allen fell below the baseline data by 0.1%. The College has concerns about continued use of this metric in the future in light of the unemployment rates caused by the COVID-19 pandemic.

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better

Description: The Allen Information Technology Department and Director of Institutional Research and Reporting will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Intermediate Algebra is the biggest "gateway" (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate's degree – College

Algebra. A recently instituted Mathematics Center, with a full-time Coordinator, Individualized tutoring, a new Pearson developed online course, providing NeTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Outcome/Results: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen’s math faculty and math tutoring center, including online tutoring services, have had a positive impact on student success. Subsequent evaluation of students enrolled in College Algebra show that Allen students who successfully complete Intermediate Algebra have a higher retention and success rate in College Algebra than post-secondary students who place directly into College Algebra. The goal of removing the “gateway” (barrier to completion) for non-college ready students has proven successful.

Indicator 5: Increase the Success Index Rate for student completion and retention

Description: Using data provided through the KBOR KHEDS, cohorts will be tracked for 3 years and reported into a success index that measures completion of a certificate or degree for each student or if they have not received a certificate or degree, if they have been retained in higher education. Students who have completed a certificate or degree or are still retained in higher education are counted in the success rate. Since the majority of students at Allen have at least a bachelor’s degree as a goal, this indicator should reflect success in both those who obtain an associate’s degree as well as students who leave Allen and move on to a university before graduating. The 2+2 agreements and transfer agreements with universities will contribute to the success of Allen students. The Jenzabar degree check now available in each student’s portal should also help students move seamlessly to degree completion.

Outcome/Results: Allen has steadily increased its Success Rate Index since AY2017 when it fell below the baseline. Successful advising for completion at Allen and/or subsequent transfer to a university, as well as reverse transfer and the Auto Grad evaluation process have been key in this effort.

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better

Description: The Allen Information Technology Department and Director of Institutional Research and Reporting will provide data on the total number of students who complete the initial college level writing course, COL 101 English Composition, with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Writing skills are essential to college and career success. Allen has developed a writing center for both on ground and online students. A newly revised online course shell has been developed by one of our award winning instructors for the English Composition course. These both should positively influence student success.

Outcome/Results: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen’s English faculty and writing tutoring center, including online tutoring services, have a positive impact on student success. Allen English faculty review benchmarking data for English Composition I and are consistently above average among national and peer group comparisons.

| Barton Community College Performance Reports AY 2019 | | | | | | | AY 2019 FTE: 3,767 | |
|--|-----------------|--|---|---------|---|---------|---|---------|
| Contact Person: Elaine Simmons | | Phone and email: 620-792-9214; simmonse@bartonccc.edu | | | | | Date: 8/25/2020 | |
| Barton Community College | Foresight Goals | 3yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Increase the number of Barton degrees and certificates awarded. | 1 | 2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946 | 869 | ↓ | 902 | ↓ | 914 | ↓ |
| 2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY) | 2 | 2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%) | 88.5% (895/1011) | ↑ | 84.1% (849/1010) | ↔ | 85.5% (1127/1318) | ↑ |
| 3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY. | 2 | 2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%) | 88.6% (233/263) | ↑ | 88.1% (258/293) | ↑ | 85.5% (219/256) | ↑ |
| 4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses. | 2 | 2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%) | 51.4% (142/276) | ↓ | **51.9% (126/243) | ↔ | 51.9% (124/239) | ↔ |
| *5 Increase three-year graduation rate. | 2 | Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280) | 27.6% (125/453) | ↓ | 31.6% (155/490) | ↑ | 25.0% (119/476) | ↓ |
| 6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY). | 2 | 2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%) | 51.7% (881/1704) | ↑ | 49.9% (407/816) | ↑ | 46.7% (287/615) | ↑ |

*Updated 7/19/18

**Updated 09/05/2019

Barton Community College Performance Report AY 2019

Indicator 1: Increase the number of degrees and certificates awarded.

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. For Barton, there were 556 completers in 2010 and by 2015 there were 830. If Barton can continue to grow, we believe we can impact and support KBOR’s desire to increase higher education attainment of Kansans to 60% by 2020.

Outcome/Results: Barton was not able to sustain previous year’s growth rates. However, we are showing directional improvement. We have a baseline of 946, AY2017 869, AY2018 902, and AY2019 914.

Indicator 2: Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses.

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of correct answers on the associated competency questions, divided by the total number possible answers pooled in the multiple sections of each of the five courses indicated below, resulting in the percentage of successful responses. Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications; BSTC 1685 - Spreadsheet Applications; ECON 1615 - Personal Finance; MATH 1819 - Business Math; MATH 1806 - Technical Math

Outcome/Results: Barton exceeded baseline. We credit our faculty for their continued effort and support in improving student learning in this area.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. The College’s Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency Medical Services (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam. Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

Outcome/Results: Barton exceeded baseline. Barton faculty focused on retention, remediation and student focused learning to help students be more successful on certification and licensure exams. Continued focus is planned to maintain and even increase Certification and Licensure pass rates in the future.

Indicator 4: Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations. Barton’s goal is to increase the retention of low- performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful “milestones” within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid- term during the first semester, and for the subsequent semester. The chart indicates the “low performing students” retained as the numerator, and all “low performing students” in the denominator.

Outcome/Results: Barton was able to move this indicator in a positive direction reaching 51.9% which is maintaining the baseline of 51.9%. The personalized approach for addressing the academic and affective needs of low-performing students in developmental courses has shown to be effective in increasing pass rates and retention. The faculty and advisors working with the low-performing students provide support, guidance, and maintain constant communication with the students.

Indicator 5: Increase three-year graduation rate.

Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton’s standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Outcome/Results: Barton fell short of baseline, however Barton continues to review data and look for avenues of improvement. Specifically numerous degree seeking student enrollment reports with demographic data have been created to assist leadership in determine where gaps are and begin conversations on how to fill the gaps.

Indicator 6: Increase the percentage of student performing at the “Proficiency” level on a mandatory competency within written communication assessments of gen ed.

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations; and as an ‘Institution Specific’ indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, ‘Proficient’, is counted from both courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of “proficient” to indicate successful completion of this indicator. The reported data is reflective as follows: the numerator identifies the number of students performing at the “Proficiency” level, and the denominator reflects the total number of students in the courses being assessed.

Outcome/Results: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers processed. Barton exceeded baseline. We credit our faculty for their continued effort and support in improving student learning in this area.

| Butler Community College Performance Report AY 2019 | | | | | | | AY 2019 FTE: 5,483 | |
|--|-----------------|---|--|---------|---|---------|---|---------|
| Contact Person: Lori Winningham | | | Phone and email: 316.322.3110; lwinning@butlercc.edu | | | | Date: 7/8/2020 | |
| Butler Community College | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Number of certificates and degrees awarded annually | 1 | AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463 | 1,436 | ↓ | 1,496 | ↑ | 1,513 | ↑ |
| 2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students) | 1 | Fall 12 Cohort = 63.5% (464/731) Fall 13 Cohort = 61.5% (450/732) Fall 14 Cohort = 62.2% (530/852) Baseline: 62.4% (1,444/2,315) | 62.9% (624/992) | ↑ | 65.4% (519/793) | ↑ | 65.1% 486/746 | ↑ |
| 3 Award of third party technical credentials | 2 | AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012 | 969 | ↓ | 1121 | ↑ | 1072 | ↑ |
| 4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term | 1 | AY2014 = 65% (41/63-spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404) | 60.6% (237/391) | ↓ | 58.2% 170/292 | ↓ | 53.5% (108/202) | ↓ |
| 5 Increase in number of STEM technical certificates and degrees | 2 | AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302 | 298 | ↓ | 294 | ↓ | 296 | ↓ |
| 6 Directional Improvement in College Algebra Pass Rates | 1 | AY2014 = 67.24% (1,248/1,856) AY2015 = 63.60% (1,092/1,717) AY2016 = 64.68% (1,174/1,815) Baseline: 65.2% (3,514/5,388) | 67.0 % (1310/1955) | ↑ | 69.8 % (1382/1980) | ↑ | 72.7 % (1665/2290) | ↑ |

Butler Community College Performance Report AY 2019

Indicator 1: Number of certificates and degrees awarded annually

Description: Using the Kansas Higher Education Data System, Butler will report the total number of certificates and degrees awarded each academic year. Our Student Success strategic priority is the center of our ongoing strategic plan, as reflected in our goal to ensure "Students Finish What They Start." Over the last three years Butler started several student success initiatives aimed at improving teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.

Outcome/Results:

Butler continues to deliver on its promise of student success by providing students with the instruction, support, and tools to take the next step in their post-secondary journey by completing the requirements of a degree or certificate. We are proud of our continued improvement over the baseline. With 1 % increase from the previous year in the number of degrees and certificates awarded—that too in the context of falling enrollment—the institution is constantly reviewing best practices to keep this momentum going and growing.

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)

Description: This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. In the last three years, Butler has developed a more effective, strategic approach to enrollment management. We have developed the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Over the next three years, faculty will implement retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.

Outcome/Results:

Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from first to second semesters and to see them eventually matriculate with the credentials they need. Continuous investment in strategic positioning, hands on advising, reformatted developmental-to-college math sequencing, and Business Intelligence availability at the departmental and advising levels in contributing to our success in this endeavor.

Indicator 3: Award of third party technical credentials

Description: A top-notch vocational education combined with the appropriate professional credential is a key competitive advantage for individuals entering the workforce or starting new careers. Working through its professional and industry network, and leveraging the capacity built through the federal Perkins IV program, Butler has identified appropriate industry credentials for its different technical programs. Faculty and staff provide the information to program students, who are instructed according to the specifics of these credentials. Program faculty also facilitate the necessary testing and implement a systematic process to track the attainment of credentials. For this indicator Butler tracks credentials awarded to students in Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Welding (American Welding Society), Networking Technology (Microsoft and other industry credentials), Culinary Arts (Serve Safe certificate) and Automotive Technology (Automotive Service Excellence certificates).

Outcome/Results:

Working together across several divisions and units by establishing streamlined processes for recording the credentials, Butler is proud of its success in outperforming the baseline for this indicator. With an even greater focus on aligning such credentialing with program outcomes through our Guided Pathways approach, we remain confident of continuing our robust performance in this indicator in the years ahead.

Indicator 4: Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term

Description: The Accelerated Learning Program (ALP) allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. The program is rigorous, the courses are integrated by design, and trained instructors use cognitive and non-cognitive techniques. ALP decreases the attrition between the developmental and college level courses in the traditional sequence and increases the number of

students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw before the end of the term. Prior to spring 2016, Butler ALP courses were taught at two levels, EG 052/060 and EG 060/101 and separate results were calculated for each level. In spring 2016, the two levels were combined into one, EG 060/101 only. Fall 2016 brought two more major changes: all students who placed in developmental English and were not referred to Adult Education were required to enroll in ALP, and students who placed in RD 011 (developmental reading) were allowed to enroll in ALP for the first time.

Outcome/Results:

With the great success of ALP in its initial stages, we expanded access to the program to include more low level readers (about 50% of them pass ALP); simultaneously, to provide faster and more cost-effective tracks to completion, a multiple measures approach has been deployed to assist students who would have been otherwise placed in ALP and performed well. Taken together, these two initiatives have lowered the quantitative success rate of ALP compared to the previous years.

Indicator 5: Increase in the number of STEM technical certificates and degrees

Description: Butler will help students develop applied STEM skills that will enable completers to attain jobs in occupations critical to the future of south-central Kansas. This indicator focuses on two core job clusters – Information Technology and Healthcare. The college has built a sustainable infrastructure to provide pathways to occupations in these areas. The college established early college academies for high school students interested in IT and Healthcare. Programs included in this indicator are Database Administration, Windows, Software Development, Engineering Graphics Technology, Engineering Technician, Cybersecurity, Interactive 3D, Internetworking/CISCO, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NURS.)

Outcome/Results:

We barely missed the baseline again, coming closer than 98 % in meeting it. This was largely due to the continuing trend of stagnant enrollment. Nonetheless we are proud of our continuing and successful efforts at preparing STEM ready graduates for the workforce. With an even greater focus on aligning outcomes of such programs with industry. It is important to note that during the AY 2019, an additional 86 Associate of Science (A.S.) were also awarded by Butler with concentrations in closely related fields like Physics, Pre-Medicine, Pre-Healthcare, Agriculture, Mathematics, Biotechnology, Pre-Compute Science, Pre-Engineering, and Biological Sciences, signifying the institution's robust commitment to narrow the STEM skills gap in the state.

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Nationally, failure to get a passing grade the first time around is an obstacle to completion for about 60% of college students who quit before earning a credential. Students who don't pass College Algebra often leave school in their first year. For AY2018, Butler implemented a complete math redesign from the lowest developmental course through College Algebra. The project divided seven existing courses (four three-credit hour courses and three one-credit hour courses) into twelve one-credit modules that would enable students to develop the skills they need to be successful in College Algebra. While we still offer College Algebra (MA135) in the traditional format, we have received approval at the state level for the following equivalency: College Algebra 1,2 and 3 (MA132, MA133 and MA134) = College Algebra (MA135). These modules include in-class learning support and tutoring, and help with study skills and other non-cognitive skills. The intent of the redesign is to lessen the time students take to move through the sequence and to increase the number of students that successfully complete College Algebra. The success rate for AY2017 is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends. Moving forward, AY2018 and AY2019, the success rate will be calculated by dividing the number of College Algebra or College Algebra 1, 2, and 3 students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends.

Outcome/Results:

The modular sequencing of developmental mathematics and College Algebra has had a direct impact on our continuing success in this area which we are proud to build upon further in the coming years so that college is more affordable and completion more attainable for the diverse communities of students we serve.

| Fort Scott Community College Performance Report AY 2019 | | | | | | | AY 2019 FTE: 1,292 | |
|--|---------------------------------|---|--|---------|---|---------|---|---------|
| Contact Person: Adam Borth | | | Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu | | | | Date: 6/29/2020 | |
| Fort Scott Community College | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Increase the percent of first to second year retention rates of college ready cohort | 1 | Fall 12 Cohort - 92/158 (58.2%) Fall 13 Cohort - 110/204 (53.9%) Fall 14 Cohort - 86/182 (47.3%) Baseline: 52.9% (288/544) | 54.7% (76/139) | ↑ | 62.0% (98/158) | ↑ | 57.7% (90/156) | ↑ |
| 2 Increase the three-year graduation rates of college ready cohort | 1 | Fall 10 Cohort - 96/252 (38.1%) Fall 11 Cohort - 62/177 (35.0%) Fall 12 Cohort - 58/162 (35.8%) Baseline: 36.5% (216/591) | 28.6% (52/182) | ↓ | 29.7% (49/165) | ↓ | 35.3% (49/139) | ↓ |
| 3 Increase the percent of students earning job-ready certifications | 2 | AY13 - 532/851 (62.5%) AY14 - 522/890 (58.7%) AY15 - 442/678 (65.0%) Baseline: 61.8% (1496/2,419) | 66.4% (503/757) | ↑ | 63.1% (502/795) | ↑ | 62.3% (451/724) | ↑ |
| 4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing. | Institutional non-college ready | *AY13 - 77/115 (67.0%) AY14 - 86/108 (79.6%) **AY15 - 60/82 (73.2%) **Baseline: 223/305 (73.1%) | 71.6% (48/67) | ↓ | 82.7% (81/98) | ↑ | 85.5% (71/83) | ↑ |
| 5 Increase the success rate of students completing online course(s) with a grade of "C" or better | Institutional | AY13 - 562/723 (77.7%) AY14 - 551/706 (78.0%) AY15 - 602/772 (77.9%) Baseline: 77.9% (1,715/2,201) | 80.7% (654/810) | ↑ | 85.3% (775/909) | ↑ | 85.4% (794/930) | ↑ |
| 6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year. | Institutional | F13SP14 - 223/324 (68.8%) F14SP15 - 247/329 (75.1%) F15SP16 - 267/365 (73.1%) Baseline: 72.3% (737/1,018) | 96.75% (268/277) | ↑ | 90.5% (268/296) | ↑ | 93.1% (269/289) | ↑ |
| *Updated 7/16/2018 | | **Updated 7/16/2019 | | | | | | |

Fort Scott Community College Performance Report AY 2019

Indicator 1: Increase the percent of first-to-second year retention rates of the college-ready cohort.

Description: Looking at the first-to-second year retention rates of our college-ready cohorts, our numbers have steadily been increasing. Over the past three years, we have seen a gradual increase in the first two years and then a sharp decrease in AY15, which is mostly in part to decreased enrollment numbers. As an improvement strategy, we will promote the importance of degree completion in our new Freshman Orientation course and encourage students to enroll early for the next semester. We are utilizing the Early Alert system coupled with a Retention Specialist and the preliminary numbers look promising for the upcoming year. This data represents all first-time, full-time students who then enroll in the following semester.

Outcome/Results:

FSCC continues to utilize the Early Alert system to identify students needing additional support. A retention committee meets monthly to review data from a variety of sources and provide recommendations. The advising office continues to focus on retention and uses text messaging to communicate frequently with students.

Indicator 2: Increase the three-year graduation rates of the college-ready cohort.

Description: Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS. The graduation rates look at first-time, full-time, degree-seeking, college-ready students who complete their degree at our institution within three years. We believe the percentage of students completing a degree within three years can be improved with a combination of advising, retention, Early Alert systems, and communicating to students the advantages of degree completion. In addition, we are developing a student centered schedule that will ensure a student can obtain all classes needed for the degree within a two year period.

Outcome/Results:

FSCC did not meet Indicator 2 for the AY2019 reporting year. However, the college has evidenced continued improvement in the graduation rate for Indicator 2 throughout the duration of this Performance Agreement. The baseline percentage was established during times of high enrollment, and with decreasing student enrollment and a high percentage of transfer students, the percentage can be skewed at times. During AY2019, the institution needed two more graduates and this indicator would have been met. The substantial improvement creates optimism that the college continues to improve graduation rates.

Indicator 3: Increase the percent of students earning job-ready certifications.

Description: Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. FSCC will be addressing the demands of a trained workforce and employability through job-ready certifications. Within this data set the numerator represents all students earning industry recognizes credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. We included the data from the 12 CTE programs that we currently have in place. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average. Close collaboration with business and industry will help us develop program-specific strategies to aid our students' completion of credentials.

Outcome/Results:

FSCC is very proud of the work the institution does with CTE programs in developing a workforce for southeast Kansas and the surrounding region. For the AY2019 reporting year, 451 students earned an industry recognized credential, while 724 students were seeking the credentials. FSCC continues to put a strong emphasis on technical education and encourages students to obtain a third party industry recognized credential. The institution has also begun embedding general education skills (such as writing and mathematics) into technical education to assist with a well-rounded education for CTE students entering the workforce.

Indicator 4: Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.

Description: This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a “C” or better; the denominator represents all non-college ready students completing English 101 with a letter grade. Students withdrawing from English 101 courses are excluded from the denominator. Data is collected through our administrative database system (POISE). We will measure the success by the percent of students completing the course with a “C” or better.

Outcome/Results:

Students identified as non-college ready in writing, and successfully completing English 101, exceed the baseline in AY2019. The college once again has evidenced improvement from the prior year percentage within this indicator. The Accelerated Learning Program (ALP), which students take English 101 and an English Enrichment course as corequisites has shown very promising results and is being completely rolled out in AY2020. This model has shown a high level of success and FSCC looks to continue supporting student success in English 101 courses.

Indicator 5: Increase the success rate of students completing online course(s) with a grade of "C" or better”.

Description: The percentage of students completing the course with a “C” or better was determined by dividing the number of students with a “C” or better by the total of students enrolled in online courses. The numerator represents students completing an online course with a “C” or better (enrollment as of the last day of class) and the denominator represents all students enrolled in online courses. In this third year, with a renewed focus on the promotion of online courses, we also saw a large increase in the number of students taking online classes. Our data was obtained through the POISE system which is our administrative database.

Outcome/Results:

FSCC has continued to see increases in students taking online courses. The college librarian provides support for students having technical issues, and that model has proved to be successful. For the AY2019 reporting year, 794 students successfully completed their online course with a C or higher, with a total of 930 students taking online classes, the highest numerator and denominator throughout the entirety of the performance indicator. Retirements have created some instructor turnover, which provided the opportunity for job searches to include online teaching experience. FSCC expects the number of online students to continue to increase.

Indicator 6: Increase the percentage of students completing English 101 and 102 with a “C” or better in the same academic year.

Description: FSCC analyzed our data collected through our POISE system, and found many times students were not taking the next level of English in the next semester; many were taking a semester off. The data represents students who successfully completed English 101 and 102 with a “C” or better divided by all part time and full time students completing English 101 and 102 within the same academic year. We plan to utilize our Advising Office to ensure that students get enrolled in the next level of the required English course in the following semester.

Outcome/Results:

Students successfully completing English 101 and 102 in the same academic year continues to be higher than the baseline. For the AY2019 reporting year, 269 students completed both English 101 and 102 with a C or higher, out of the 289 students enrolling in both courses. The advising office assists with contributing to keeping the success rates high in those courses, by ensuring students enroll in English 101 during the fall and English 102 during the spring.

| Lafayette Community College Performance Report AY 2019 | | | | | | AY 2019 FTE: 1,160 | | |
|---|-----------------|---|---|---------|---|--------------------|---|---------|
| Contact Person: Jason Sharp | | | Phone and email: 620-820-1255; jasons@lafayette.edu | | | Date: 7/7/2020 | | |
| Lafayette Community College | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen | 1 | Fall 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 67.6% Baseline 212/343 61.8% | 51.2% (64/125) | ↓ | 72.9% (70/96) | ↑ | 59.6% (65/109) | ↓ |
| 2 Increase the number of certificates and degrees awarded | 1 | AY2013 425 AY2014 435 AY2015 391 Baseline 417 | 338 | ↓ | 356 | ↓ | 391 | ↓ |
| *3 Increase the % of students successfully completing English Composition I. | 2 | AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1% | 78.7% (384/488) | ↑ | 71.7% (365/509) | ↑ | 71.0% (340/479) | ↔ |
| 4 Increase retention rate of academically unprepared students who participate in our Student Support Services program | 1 | AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2% | 70.5% (124/176) | ↑ | 75.8% (122/161) | ↑ | 77.2% (139/180) | ↑ |
| 5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program | 2 | AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86.4% Baseline 249/280 88.9% | 95.8% (68/71) | ↑ | 98.5% (67/68) | ↑ | 100% (71/71) | ↑ |
| 6 Increase three year graduation rates of college ready cohort. | 1 | Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6% | 39.0% (41/105) | ↑ | 21.6% (22/102) | ↓ | 32.0% (40/125) | ↑ |

*May 2018 – BAASC approved change to indicator 3

Labette Community College Performance Report AY 2019

Indicator 1: Increase the first to second year retention rates of first-time, full-time college-ready freshmen

Description: This indicator specifically addresses the retention efforts made to meet the portion of our mission statement regarding "... providing a supportive environment for success...." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Outcome/Results: We did not show directional improvement for this indicator. We were successful in improving our retention rate in the previous year through the remediation efforts within our health career programs, specifically, if a student did not pass an exam, the student was required to complete remediation before the next exam could be taken. LCC's Early Alert Program was fully implemented (AY19), with faculty being able to reach out to the Vice President of Student Affairs and other staff to address academic concerns early in the semester. We will continue to promote early alert with faculty in an effort to identify those at risk students early in the semester. Our Student Affairs Office is creating a strategic enrollment management plan that we anticipate will provide strength in the retention of students.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator helps to ensure that we keep our focus on increasing the number of completers. We plan to accomplish this indicator by having our advisors increase efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree, giving students a sense of accomplishment as they complete their stackable credentials. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received, rather than waiting for the student to complete a Degree Check Request form. Students and advisors have the ability to determine exactly how close the student is to completing their degree or certificate. This knowledge should help retain students who are nearing completion, to complete their goal.

Outcome/Results: Although the number is below our baseline, the number of certificates and degrees increased from the previous year(s), which is a positive trend in our eyes as we move forward. As we experience a declining head count, the number of students eligible for graduation has also decreased. We have increased communication with students about the opportunities to complete their degree, especially with our high school seniors who are taking courses concurrently; however, we are also seeing a decline in the number of students (size of class) in 5-8th grade compared to the number of students (size of class) in high school and over all county/city population decline. One trend standing out that we are assessing, also cited in *The Condition of Education 2020* (National Center for Education Statistics, p.120) is that of recent high school completers, 44% immediately enroll in 4-year institutions and 26% immediately enroll in 2-year level institutions.

Indicator 3: Increase the % of students successfully completing English Composition I

Description: We chose this indicator because it relates to the portion of our mission statement "...preparing students for success in a changing world". It allows us to focus on LCC student improvement in writing. Students who dropped the course prior to the last day to enroll (approximately 2 weeks after the course began) *were not* included in these numbers. Students who withdrew from the course after this date and prior to the end of the course *were* included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Outcome/Results: Directional movement for this baseline was maintained and has been consistent with the majority of AY used for the baseline. English instructors spent more time on the writing component of the class and less time on discussing the assigned professional essays in the Reader. Students did more of their writing in the computer labs during class time so that instructors could guide and inform students during the writing process instead of instructors just seeing and critiquing the products of student writing. More emphasis was also placed on outlining so that students better understood the organizational process than they have in the past. Finally, the Accelerated Learning Program (ALP) is also having a positive effect. In the spring semester, all ALP students who

passed the developmental writing course also passed the English Composition I course. (The courses are taken simultaneously as part of ALP). We are mentoring our concurrent English instructors to have a consistent process for all students in English courses.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program

Description: We chose this indicator due to the large number of underprepared students at LCC. The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education. Each participant must also demonstrate a need for academic support. Those who meet minimum eligibility requirements are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model tailored for each participant's academic needs and goals. The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

Outcome/Results: Directional improvement from the baseline was demonstrated. Through the application of intensive, intrusive advising services, Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. The Student Support Services works diligently with students to prepare and provide interventions for academic success.

Indicator 5: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any of our Health Career Programs

Description: We chose to continue this indicator because of the great reputation of our Health Career Programs. When we initially compiled information for this indicator, students graduating from our six Health Career Programs represented 80% of the graduates from all of our Career Technical Education (CTE) programs combined. This percentage has remained consistent (80% or more) year to year. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites utilized. Data are provided by Program Directors to their respective accrediting agencies.

Outcome/Results: Directional improvement from the baseline was demonstrated. All of LCC Health Career Programs reported 100% employment of our graduates in a related field or continuing their education. This is demonstrated by great collaboration and support of health care & educational providers in our area.

Indicator 6: Increase three year graduation rates of college ready cohort

Description: We chose to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Outcome/Results: Directional improvement from the baseline was demonstrated. The Retention Committee is developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, as mentioned in Indicator 1 our Student Affairs Office is developing a strategic enrollment management plan which should help increase three year graduation rates for the college ready cohort.

| Pratt Community College Performance Report AY 2019 | | | | | | | AY 2019 FTE: 895 | |
|---|-----------------|--|---|---------|---|---------|---|---------|
| Contact Person: Monette DePew | | | Phone and email: monetted@prattcc.edu | | | | Date: 7/24/2020 | |
| Pratt Community College | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.) | 1 | Fall 12 Cohort: 62/102 = 60.8% Fall 13 Cohort: 109/173 = 63.0% Fall 14 Cohort: 68/125 = 54.4% Baseline: 239/400 = 59.7% | 55.0% (83/151) | ↓ | 50.7% (70/138) | ↓ | 65.4% (89/136) | ↑ |
| 2 Increase third year Student Success Index | 1 | AY 2010 Cohort: 286/451 = 63.4% AY 2011 Cohort: 469/684 = 68.6% AY 2012 Cohort: 446/657 = 67.9% Baseline: 1,201/1,792 = 67.0% | 65.3% (395/605)** | ↓ | 63.3% (353/558) | ↓ | 59.9% (257/429) | ↓ |
| *3 Increase number of certificates and degrees awarded. | 2 | AY 2013: 637 AY 2014: 474 AY 2015: 483 Baseline: 531 | 305 | ↓ | 379 | ↓ | 331 | ↓ |
| 4 Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math) | 1 | *Fall 2012: 106/141 75.2% Fall 2013: 110/139 79.1% Fall 2014: 142/181 78.5% Baseline: 357/461 77.4% | 78.3% (141/180) | ↑ | 79.1% (121/153) | ↑ | 79.5% (101/127) | ↑ |
| 5 Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort) | 1 | Fall 2010: 191/299 63.9% Fall 2011: 147/243 60.5% Fall 2012: 159/230 69.1% Baseline: 497/772 64.4% | 60% (181/302) | ↓ | 60.7% (167/275) | ↓ | 65.7% (205/312) | ↑ |
| 6 Increase success of developmental students in corresponding college-level class. | 2 | Fall 2012: 44/56 78.6% Fall 2013: 36/61 59.0% *Fall 2014: 50/62 80.6% Baseline: 130/179 72.6% | 66.2% (47/71) | ↓ | 64.2% (52/81) | ↓ | 77.6% 45/58 | ↑ |
| *Updated 7/20/2018 | | | **Updated 9/26/2018 | | | | | |

Pratt Community College Performance Report AY 2019

Indicator 1: Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes)

Description: The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree. Students enrolled in a developmental course in the fall term are excluded from this population.

Outcome/Results: Data for the AY 2019 show an overall increase when compared to the previous 3-year trend in data; this is true for both the trending data as well as the baseline of 59.7%. Electrical Power Technology (EPT) students in the cohort group as well as transfer bound students contributed to the upward trend in retention.

Indicator 2: Increase third year Student Success Index

Description: The data for this outcome will be provided by KBOR. The cohort will include all students who are new to Pratt Community College during the academic year. The Index is a summation of students who were retained in higher education, or who completed a program. This approach encompasses the entire success of a community college by tracking students after they leave the college.

Outcome/Results: While PCC's student success rate has fallen 7.1% when compared to the baseline, According to the Community College Data Book published by KBOR in January 2020, PCC continues to exceed the Kansas Community College average in third year student success and currently ranks in the top 6 for all community colleges in Kansas. We are working on a strategy to send e-blasts to students who have not earned an award and who do not return to PCC. We want to encourage them to return to PCC or continue their education elsewhere in order to earn a certificate or degree within the three-year time frame. Information about the reverse transfer process will be included in the e-blast. We will also continue to publish reverse transfer information on our website.

Indicator 3: Increase the number of certificates and degrees awarded

Description: The number of certificates and degrees awarded will include all degrees and certificates to include successfully completed Stand Alone Parent Programs (SAPPs), and awarded certificates and degrees will include duplication based on student attainment. The data used for reporting will be obtained through reports already being collected through KBOR in the KHEDS system and will include Nursing Aide, Medication Aide, and Home Health Aide. PCC acknowledges that the overall number of certificates and degrees will decrease over the baseline data due to the reduction in nursing program structure and capacity.

Outcome/Results: The data for AY 2019 shows PCC issued 200 fewer awards as compared to the baseline. The average award count for nursing-related awards during the years included in the baseline was 192. The AY 2019 nursing-related award count is 34. Since the years that are included in the baseline, PCC has restructured the nursing program to include a reduction in program capacity. Capacity size reductions in the nursing program are the primary contributing factor to the difference between the baseline and the most recent data. Another area seeing a decrease is SAPP. This includes Nursing Aide, Medication Aide, and Home Health Aide. The average award count for SAPPs during the years included in the baseline was 181. The AY 2019 SAPP award count is 126.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)

Description: These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term.

Outcome/Results: PCC's emphasis on holistic instructional practices includes a connection to standardized processes that supports PCC's mission. In addition to instructional processes and practices, PCC utilizes case management through our Student Success Center as well as assuring student connections with the college administration through monthly meetings with the President and monthly student leadership luncheons with President's Cabinet. Faculty and staff support and peer tutoring also contribute to retaining students. Through these endeavors, PCC has been able to stabilize the retention of developmental students and retain them in higher education as evidenced by the stabilized data set over the 3 previous academic years of 79.5%.

Indicator 5: Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)

Description: These data will be self-reported. The denominator is all first-time, full-time, degree-seeking students who enter in the fall term. Students are tracked for three years and are deemed successful (numerator) if they either graduate with a certificate or associate diploma or transfer to an institution to continue their education.

Outcome/Results: PCC has expended effort and resources to increase student awareness of the benefits of graduation and/or transfer. In discussions centering around institutional KPIs which target increased graduation and transfer rates, faculty and staff have become more cognizant of graduation and transfer rates. Those discussions provide more graduation and transfer information which can be shared with students to encourage them to remain on track for graduation and/or to select an appropriate transfer institution. By facilitating student conversations, faculty, staff, and others have worked together on this indicator. Based on this effort, current data reflect a 5% increase in graduation and transfer rates across the institution. The upward trend shows a sustained graduation and transfer rate for college athletes and an increase in the sub-group of non-athletes of 9% over the prior academic year.

Indicator 6: Increase Success of developmental students in corresponding college-level class

Description: These data will be self-reported. The measure will evaluate the successful transition of developmental students into corresponding college-level courses. The specific transitions being monitored are Basic Writing (ENG098) to Composition I (ENG176); and Beginning Algebra (MTH076) to Intermediate Algebra (MTH 130) or Technical Mathematics (MTH126) or College Mathematics (MTH176). The denominator will be students that successfully (completed with an A, B, C or P grade) Basic Writing and/or Beginning Algebra in a fall term and enrolled in the college-level course by the following fall. The numerator will be those who successfully completed the corresponding college-level course.

Composition I is applicable to any degree at Pratt CC. The college-level math coursework is applicable to technical credentials (Associate in Applied Science and technical certificates). If a student seeks a general transfer credential, higher coursework in mathematics is necessary. Pratt CC recognizes that this indicator evaluates a small portion of its FTE. The institution also recognizes that transitioning students out of remediation is a problem that will not improve in the foreseeable future. Students are increasingly entering college with a need for remediation, while the Kansas economy continues to require work-ready credentialed employees. This indicator will prime Pratt CC's institutional processes to be better prepared to tackle both needs. In order to meet this indicator, the institution will utilize new and existing initiatives to provide support to this student population.

Outcome/Results:

PCC, through instructional processes and case management, demonstrated a combined increase of 13.4% over the previous academic year in both English and math. Similar to the results in Indicator 4, a combination of faculty and staff engagement as well as student success support have contributed to this increase.

| Flint Hills Technical College Performance Report AY 2019 | | | | | | AY 2019 FTE: 614 | | |
|--|-----------------|---|--|---------|--|------------------|--|---------|
| Contact Person: Lisa Kirmer | | | Phone and email: 620-341-1325, lkirmer@fhct.edu | | | Date: 7/8/2020 | | |
| Flint Hills Technical College | Foresight Goals | 3yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| *1. Increase first to second year retention rates of college ready cohort | 1 | Fall 12 Cohort: 77/125=61.6% Fall 13 Cohort: 113/143=79% Fall 14 Cohort: 65/91=71.4% Baseline: 255/359=71% | 79.1% (68/86) | ↑ | 72.0% (54/75) | ↑ | 84.1% (69/82) | ↑ |
| 2. Increase the number of certificates and degrees awarded | 1 | AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 487 | 435 | ↓ | 376 | ↓ | 403 | ↓ |
| 3. Increase the wages of students hired | 2 | AY 2012: \$26,128 AY 2013: \$25,006 *AY 2014: \$29,370 *Baseline: \$26,835 | \$29,362 | ↑ | \$29,693 | ↑ | \$34,386 | ↑ |
| 4. Increase the number of students who successfully complete a 100 level math course | 1 | AY 2013: 113 AY 2014: 144 AY 2015: 194 Baseline: 150 | 120 | ↓ | 97 | ↓ | 76 | ↓ |
| 5. Increase the number of high school students completing a course with a grade of C or better | 2 | AY 2013: 225 AY 2014: 272 AY 2015: 343 Baseline: 280 | 777 | ↑ | 922 | ↑ | 1,142 | ↑ |
| 6. Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree | 1 | AY 2013: 133/204 65% AY 2014: 152/221 69% AY 2015: 148/244 61% Baseline: 433/669=65% | 72% 101/140 | ↑ | 68% 124/182 | ↑ | 67.6% 98/145 | ↑ |

*Updated 7/10/2018

Flint Hills Technical College Performance Report AY 2019

Indicator 1: Increase first to second year retention rates of college ready cohort

Description: Retention is critical to the success of students and the programs of study at FHTC. Faculty and staff have implemented several strategies to assist in the retention process including an early intervention plan for faculty to visit with and assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and an orientation course covering a variety of methods for college success. A new Academic Advisor/Counselor position was created during 2016 to assist students.

Outcome/Results: Increase from the baseline – 84.1%

FHTC continues to work closely with students on academic advising and early intervention when students are struggling. The college has also implemented a year-round enrollment strategy in which students are enrolled in classes for an academic year instead of semester by semester. The strategy helps motivate students by enrolling students in future courses, giving them a goal to work toward.

Indicator 2: Increase the number of certificates and degrees awarded

Description: FHTC has had a decline in post-secondary students pursuing a certificate or AAS degree. This is due to the low unemployment rate and the fact that many adults are not in need of training or re-training, struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Conversely, high school students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased.

Outcome/Results: Decrease from the baseline – 403

Although enrollment at FHTC has been strong, the college is enrolling fewer degree and certificate seeking students. The college continues to implement enhanced recruiting and marketing strategies to increase the number of post-secondary degree and certificate seeking students.

Indicator 3: Increase the wages of students hired

Description: Many FHTC graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. Some FHTC graduates, especially in the power plant technology, computerized machine tool engineering, industrial engineering technology and dental hygiene areas, can earn \$40,000 - \$60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit.

Outcome/Results: Increase from the baseline - \$34,386

Faculty continue to help place students in high-pay, high-demand positions throughout the state. The college continues to offer a career fair for students along with workshops to provide career services information.

Indicator 4: Increase the number of students who successfully complete a 100 level math course

Description: Math is one of the most difficult subjects for students at Flint Hills Technical College. 100-level math courses include Technical Math and College Algebra and a student must complete a 100-level math course in order to attain an Associate of Applied Science Degree. In order to better place students in the appropriate level of math, a testing scale was developed in conjunction with COMPASS and ACT recommendations and remedial math courses were developed and aligned. Free math tutors are made available to help students prepare for and successfully complete the 100-level math courses. Math instructors are encouraged to work together to reinforce similar concepts to students and identify teaching strategies which may help students succeed.

Outcome/Results: Decrease from the baseline – 76

FHTC continues to struggle with this indicator. The college did not even have 150 students enrolled in 100 level math courses during the 2018-2019 academic year. Many students enter FHTC with their math requirements completed.

Indicator 5: Increase the number of high school students completing a course with a grade of C or better

Description: FHTC offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The college continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit.

Outcome/Results: Increase from the baseline - 1142

FHTC has made many connections and articulation agreements with high schools throughout the area and our dual credit enrollment at high schools and with students attending on campus in one of our programs of study continues to increase.

Indicator 6: Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree

Description: The Hispanic population at FHTC has continued to increase throughout the last several years. In many cases, Hispanic students are coming to FHTC with a GED and/or some level of a language barrier. Hispanic students are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Outcome/Results: Increase from the baseline – 67.6%

As FHTC continues to see an increase in high school dual credit, many high school students are taking advantage of earning high school and college credit while completing certifications such as Certified Nurse Aid and OSHA. Tutoring at both the main campus and through the Adult Education Center also helps ESL students successfully complete courses, technical certificates and AAS degrees.

| Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2019 | | | | | | | AY 2019 FTE: 3,425 | |
|---|---|--|--|---------|---|---------|---|---------|
| Contact Person: Scott Lucas/ Pam Doyle | | | Phone and email: 316-677-9535; slucas@wsutech.edu / pdoyle@wsutech.edu | | | | Date: 8/6/2020 | |
| WSU Tech | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 | Increase number of certificates/degrees award earned. | 2013: 869 2014: 1,085 2015: 1,153 Baseline: 1,036 | 1,408 | ↑ | 1,657 | ↑ | 2,027 | ↑ |
| 2 | Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred. | 2013: 2.53 - 2,199/869 2014: 1.98 - 2,152/1,085 2015: 2.12 - 2,441/1,153 *Baseline: 2.21 – 6,792/3,107 | 2.10 (2,959/1,408) (Decrease is a positive) | ↑ * | 2.25 (3,734/1,657) (Increase is a negative) | ↓ | 2.16 (4,382/2,027) (Decrease is a positive) | ↑ |
| 3 | Increase number of third party technical credentials earned. | 2013: 827 2014: 857 2015: 880 Baseline: 855 | 923 | ↑ | 902 | ↑ | 880 | ↑ |
| 4 | Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher. | 2013: 64.3% - 646/1,004 2014: 64.7% - 731/1,130 2015: 55.6% - 340/612 Baseline: 62.5% - 1,717/2,746 | 67.4% (294/436) | ↑ | 67.6% (261/386) | ↑ | 61.5% (268/436) | ↓ |
| 5 | Increase number of Hispanic/Latino students enrolled in post-secondary education. | 2013: 432 2014: 548 2015: 577 Baseline: 519 | 964 | ↑ | 1,148 | ↑ | 1,417 | ↑ |
| 6 | Increase percent of high school students successfully completing courses. | *2013: 90.6% - 601/663 2014: 89.7% - 1,456/1,624 2015: 91.8% - 1,988/2,166 *Baseline: 90.8% - 4,045/4,453 | 92.7% (2,451/2,642) | ↑ | 95.7% (2,688/2,810) | ↑ | 92.1% (3,259/3,539) | ↑ |
| *Updated 7/2019 | | | | | | | | |

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2019

Indicator 1: Number of certificates/degrees award

Description: WSU Tech will increase the number of students earning a certificate or an associate degree award.

Outcome/Results: WSU Tech surpassed 2,000 total completions in AY 2019 for a total of 2,027. As the college continues to grow, the number of completers is keeping pace. The AY 2019 total was nine shy of surpassing the baseline by 1,000 finishing with 991 more than the three-year history. Significant increases occurred in Technical Certificate A (programs less than 30 credit hours)-Manufacturing and Aviation programs-Welding, Process Mechanic, Composite Fabrication Technician, Manual Machining, and Aviation Sheetmetal Assembly. In addition, Technical Certificate B programs in Aviation Maintenance and IT programs saw an increase in completions. In AY 2019, AAS degrees were similar (185) to AY 2018 totals (191), same with 45+ credit hour Technical Certificate C programs (216 to 219) as well as SAPP-COC short-term health care awards (664 compared to 677).

Indicator 2: Ratio of award-seeking students to credentials conferred.

Description: WSU Tech will decrease the ratio of award-seeking students to the number of certificates/degrees conferred. The ideal ratio is 1 to 1, i.e., each student receives an award. The current baseline of 2.21 to 1 means that for every 2.21 students, only one award is given, leaving 1.21 students without an award.

Outcome/Results: For AY 2019, WSU Tech was able to decrease the ratio of declared majors to completions. The ratio for 2019 was 2.16 or 4,382 declared students of which 2,027 received an award. The ratio decreased from the baseline of 2.21 and decreased from the AY 2018 ratio of 2.25. The increased number of 370 completers added to a lower ratio in AY 2019 primarily in aviation and manufacturing programs. The overall increase of completers and decrease in ratio is a direct reflection of a good economic market, specifically in aviation and manufacturing, in south central Kansas. The short-term technical certificate aerospace and manufacturing programs such as Process Mechanic, Composite Fabrication, and Assembly Mechanic had their ratios decrease with more majors attaining their certificates. Support specifically for these student groups took place in college-driven initiatives such as Wichita Promise, a scholarship program specifically to provide tuition and fee free programing to boost the local job need and Wichita Promise Move, an initiative funded by the Greater-Wichita Partnership that recruited, paid, and supported students to move from their local area (primarily out-of-state) to Wichita to go to school and then stay and work. All but one student who successfully completed their program earned a job and remained in Wichita.

Indicator 3: Number of third party technical credentials

Description: WSU Tech will increase the number of students successfully earning one or more third-party technical credentials.

Outcome/Results: WSU Tech continues to lead the nation and find appropriate and relevant third-party technical credentialing opportunities to provide to students. In AY 2019, the number of credentials were 880, 25 over the baseline. Although the overall number decreased by 22 from the previous year, WSU Tech continued to provide opportunities in Automotive, Climate and Energy. Welding, IT, Health occupations, and Aviation Maintenance. An example of WSU Tech increasing the opportunities for students to earn third-party industry, verified credentials is via the National Coalition of Certification Centers (NC3). Through NC3, WSU Tech partners with recognized industry leaders such as Snap-on, Trane, Starrett, Daniels, ATI, Sioux, and FIAT-Chrysler to offer students the opportunity to earn third-party credentials in the proper usage on industry specific tools and equipment. In calendar year 2019, WSU Tech students earned over 3,500 credentials via NC3, the most of any single college in the country for the third year in a row. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned over 4,700 credentials in CY 2019.

Indicator 4: Percent of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.

Description: WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.

Outcome/Results: For the first time since AY 2015, WSU Tech’s percentage of students successfully completing a developmental education course with a “C” or higher declined. In AY 2019, 268 students out of 436 (61.5%) successfully completed a Reading, English, or Math developmental education course with a grade of “C” or higher. This is one percent below the three-year average of 62.5%. In terms of actual students, an increase of five students would have slightly surpassed the three-year average. In terms of change, both developmental English courses and the lower level Math Fundamentals course had fewer students successfully complete. Upper level developmental Math courses did not have significant change but still had below baseline percentages. During AY 2019, WSU Tech adjusted math developmental education, utilizing the NROC EdReady Math program to assist with Math Fundamentals. Although the program would not impact the indicator measurements, it has been successful in updating and assisting short-term program students successfully meet the math test out requirements preparing them in career programs. For AY 2020, WSU Tech began the planning stage for a complete redesign of math developmental education. For English related developmental courses, following the drop of success rates, WSU Tech reworked options for students including new curriculum designs. A one-hour bridge course to assist students from developmental English to Composition One was created and in response, a lab class specific to developmental education for English that had previously been created changed from 1 credit hour to 3 credit hours. This was done to provide better instruction for students to ultimately be successful in the Composition one course. Like Math, English also began a study on redesigning entry-level developmental education options and instruction.

Indicator 5: Number of Hispanic/Latino students enrolled in post-secondary education

Description: WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech.

Outcome/Results: For the seventh consecutive year, WSU Tech has increased the total number of Hispanic/Latino students. In AY 2019, the number increased to 1,417, an increase of 269 over AY 2018 and 898 more than the baseline. In addition, the increase in growth also impacted the total percentage of Hispanic/Latino students attending WSU Tech. Growth occurred primarily in two distinct areas. As with all students and completers, there was an increase of Hispanic/Latino students enrolling and completing short-term technical certificate aerospace and manufacturing programs. Compared to CY2018, Aviation Sheetmetal Assembly and Aerospace Painters and Process Mechanics had a growth of over 60 adult students. The other area of growth occurred in dual credit, short-term health programs. Thirty-four more high school, Hispanic/Latino students enrolled in CNA, CMA, or HHA via the Excel in CTE initiative partnerships with local high schools.

Indicator 6: Percent of high school students successfully completing courses.

Description: WSU Tech will increase the percent of high school students successfully completing courses.

Outcome/Results: More high school students successfully completed their courses in AY 2019 than the three-year average baseline. 3,259 of the 3,539 (92.1%) high school students who attended WSU Tech for college credit passed all of their courses. Not only did the percent of students being successful increase, the total number of successful high school students increased by 571 students from 2,688 in AY 2018. This growth and success have been a key focus on the growth of high school students, courses, and school district partners. WSU Tech continued to build relationships and offer support to high school concurrent enrollment instructors as well as continued to provide advising and assistance to high school students enrolled in classes on WSU Tech’s campus.

Consider Additions to Board Policy Concerning the State Authorization Reciprocity Agreement (SARA)

Summary

SARA allows accredited degree-granting institutions to offer distance education in other member states without having to seek individual authorization from those states. The Board, serving as the State Portal Entity for Kansas, is responsible for maintaining consumer protections concerning SARA activities as well as determining institutional eligibility and compliance with SARA policies. Board staff drafted proposed revisions to the Board Policy Manual that are required for Kansas to maintain its SARA membership. The proposed revisions are detailed in the attachment. Board staff recommends that BAASC approves these proposed revisions.

November 3, 2020

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 interstate offering of postsecondary distance education courses and programs. Since 2014, Kansas has been approved as a member state of the National Council for State Authorization Reciprocity Agreements (NC-SARA) with the Kansas Board of Regents serving as the State Portal Entity (SPE) for all institutions domiciled in Kansas.

Since its inception, NC-SARA has required member states to demonstrate they have a process for consumer protection as it relates to SARA activities. At the time of our initial application in 2014, a SARA student complaint process was created and remains in place today to satisfy this requirement. Most recently, NC-SARA policies were updated to require member states to develop and implement a process to accept and resolve appeals from institutions for which initial approval of participation or renewal of participation has been denied. This process must be implemented by January 1, 2021.

Institutions are reviewed at the time of initial application and during the annual renewal process to determine if they meet the SARA eligibility requirements outlined in the SARA Manual. If they do not meet these requirements, an institution is either denied or removed from participation. An institution may also be removed from participation at any time for noncompliance with SARA policies.

On September 9, 2020, the Board Academic Affairs Standing Committee (BAASC) recommended that the current SARA student complaint process and the institutional appeal process be drafted for placement in the Board Policy Manual. In the instance of the institutional appeal, it was also recommended to delegate the Board's authority to the President and CEO to make the final determination.

Staff Recommendation

Board staff recommends approval of the following draft policy for SARA institutional appeals and student complaints for inclusion in the Board Policy Manual. Upon approval, these proposed policy additions will be reviewed by the Board.

CHAPTER I: BOARD OF REGENTS MEMBERS, OPERATIONS AND STAFF

...
B. BOARD OFFICE AND OFFICE OPERATIONS
...

6 PROCEDURES RELATING TO INSTITUTIONAL APPEALS UNDER THE STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA)

a The Board of Regents, as the State Portal Entity, is authorized to exercise all powers, duties and responsibilities associated with and required under the terms of the state authorization reciprocity agreement (SARA) for any postsecondary educational institution that has a physical presence in the state and has voluntarily submitted to the jurisdiction of the Board of Regents to the extent required to enable the postsecondary educational institution to participate in SARA. (K.S.A. 74-32,194). SARA Manual Version 20.2 (June 2020) requires that the State Portal Entity develop and implement a means to hear and internally resolve appeals from institutions for which the State Portal Entity denies initial participation or renewal of participation in SARA. The State Portal Entity is also required to have an appeal process for institutions removed for violation of, or noncompliance with, SARA policies.

b Grounds for appeal. Institutions can appeal the denial of initial participation or renewal of participation on two grounds: (1) the State Portal Entity did not follow initial application or renewal processes as outlined in the SARA Manual; and/or (2) the State Portal Entity erroneously determined that the institution is not eligible to participate or renew its participation in SARA. An institution can appeal its removal for violation of, or noncompliance with, SARA policies by showing it complied with all SARA policies.

c Appeal Procedure

i Timeline

(1) Notice of Intent to Appeal. Appealing institutions must submit a notice of intent to appeal in writing to the State Portal Entity within 7 days after receiving notice of the adverse decision.

(2) Appeal. Appealing institutions must submit a letter identifying the grounds for the appeal and all supporting documentation to the State Portal entity within 7 days after submitting the notice of intent to appeal.

ii Appeal Content. The appeal must consist of a letter stating the grounds for the appeal and include the supporting documentation demonstrating that the SARA procedures were followed, the institution meets the eligibility criteria, and/or the institution complied with all SARA policies.

iii Decision by the State Portal Entity. The Board President and Chief Executive Officer, on behalf of the Board, shall provide a written decision on the appeal within 14 days

of the appeal's receipt. If the appeal is denied, the Board President and Chief Executive Officer, or designee, will immediately notify the SARA Regional Compact of the decision.

iv Further Appeal Rights. The institution may appeal the denial of initial participation or renewal participation within 30 days to the Regional Compact to ensure SARA policies were upheld during the State Portal Entity's review process. If an institution is removed for violation of, or noncompliance with, SARA policies, the institution can ask the Regional Compact to determine if the Home State continues to meet SARA requirements, but the Regional Compact cannot direct the State Portal Entity to make a different determination regarding the specific case.

d Institutional Status During Appeal. During any appeal, the Institution's status as a SARA participating or non-participating Institution remains unchanged. If an institution's SARA participation expires during the appeal process, the institution will remain a participating institution until such time as the appeal process is resolved.

CHAPTER III: COORDINATION⁴ - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A ACADEMIC AFFAIRS

...

17 STUDENT COMPLAINT POLICY FOR STATE AUTHORIZATION RECIPROCITY AGREEMENT (SARA) PARTICIPATING INSTITUTIONS

- A The Board of Regents, as the State Portal Entity, is authorized to investigate certain complaints received from out-of-state students enrolled in programs offered by Kansas based SARA participating institutions.**
- B Before a complaint can be filed with the State Portal Entity, a student must go through the institution's own procedures for grievance resolution.**
- C If the student is not satisfied with the outcome of the institutional process for handling complaints, qualifying complaints may be appealed within two years of the incident about which the complaint is made. The Board of Regents SARA Complaint Form must be used.**
- D Complaints about grades or student conduct violations may not be appealed. Examples of issues that may be raised include, but are not limited to:**
- i Veracity of recruitment and marketing materials;**
 - ii accuracy of job placement data;**
 - iii accuracy of information about tuition, fees and financial aid;**

⁴ See Chapter I., Section A.3 for definition of Coordination.

- iv complete and accurate admission requirements for courses and programs;
- v accuracy of information about the institution's accreditation and/or any programmatic/specialized accreditation held by the institution's programs;
- vi accuracy of information about whether course work meets any relevant professional licensing requirements or the requirements of specialized accrediting agencies;
- vii accuracy of information about whether the institution's course work will transfer to other institutions; and
- viii operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or the C-RAC Guidelines for Distance Education.