KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Wednesday, September 14, 2022
10:30 a.m. – 12:00 p.m.

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person. Information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I. Call to Order — Regent Kiblinger, Chair

A. Roll Call and Introductions

Student Advisory Committee Representatives:
Ryan Stanley, Student Body President, FHSU
Khadija Ceesay, Student Body Vice President, PSU
Quinn Leffingwell, Student Body Vice President, Washburn

University CAOs:
R. Brent Thomas (Interim), ESU
Jill Arensdorf, FHSU
Chuck Taber, K-State
Barbara Bichelmeyer, KU
Robert Klein, KUMC
Howard Smith, PSU
Laura Stephenson (Interim), Washburn
Shirley Lefever, WSU

KBOR staff:
Daniel Archer, Vice President for Academic Affairs
Karla Wiscombe, Director
Sam Christy-Dangermond, Director
Crystal Puderbaugh, Director
Jennifer Armour, Associate Director
Tara Lebar, Associate Director
Sally Edigar, Operations Associate
Amy Robinson, Executive Assistant

B. Approve minutes from August 30, 2022 — p. 3

II. Consent Agenda

A. Act on Request to Approve AY 2021 Performance Reports discussed on August 30, 2022

- Emporia State University
- Kansas State University
- Wichita State University
- Cowley Community College
- Fort Scott Community College
- Highland Community College
- Labette Community College
- Neosho County Community College

III. Other Matters

A.	Transformative System Change Through Innovation and Performance Funding	Daniel Archer	p. 6
B.	Discuss 2021-2022 and 2022-2023 Academic Program Review Cycles & Reports	Daniel Archer	p. 26
C.	Open Education Resources (OER) Annual Report	Tara Lebar	
D.	Advantage Kansas Coordinating Council (AKCC) Update	Regent Kiblinger	
E.	Feedback & Update on Dual and Concurrent Enrollment Work to Increase Access for Underserved Students	Regent Lane	
F.	Educator Workforce Task Force Update	Regent Lane	
G.	Systemwide General Education Next Steps	Daniel Archer	

IV. Suggested Agenda Items for October 4th Virtual Meeting

A. Continue Review of AY21 Performance Reports
B. New Program Approvals

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 virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Cynthia Lane

Blake Benson

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2023 Meeting Schedule

***Tentative* BAASC Academic Year 2022- 2023 Meeting Dates**			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 30, 2022	Virtual Meeting	9:00 a.m.	August 9, 2022
September 14, 2022	Topeka	10:30 a.m.	August 24, 2022
October 4, 2022	Virtual Meeting	9:00 a.m.	September 13, 2022
November 1, 2022	Virtual Meeting	9:00 a.m.	October 11, 2022
November 16, 2022	Kansas State University	11:00 a.m.	October 26, 2022
November 29, 2022	Virtual Meeting	9:00 a.m.	November 8, 2022
December 14, 2022	Topeka	11:00 a.m.	November 23, 2022
January 3, 2023	Virtual Meeting	9:00 a.m.	December 13, 2022
January 18, 2023	Topeka	11:00 a.m.	December 28, 2022
January 31, 2023	Virtual Meeting	9:00 a.m.	January 10, 2023
February 15, 2023	Topeka	11:00 a.m.	January 25, 2023
February 28, 2023	Virtual Meeting	9:00 a.m.	February 7, 2023
March 22, 2023	Topeka	11:00 a.m.	March 1, 2023
April 4, 2023	Virtual Meeting	9:00 a.m.	March 14, 2023
April 19, 2023	Pittsburg State University	11:00 a.m.	March 29, 2023
May 2, 2023	Virtual Meeting	9:00 a.m.	April 11, 2023
May 17, 2023	Topeka	11:00 a.m.	April 26, 2023
May 30, 2023	Virtual Meeting	9:00 a.m.	May 9, 2023
June 14, 2023	Topeka	11:00 a.m.	May 24, 2023

*Please note virtual meeting times are 9 a.m., and Board day meetings are 11 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES

Tuesday, August 30, 2022

The August 30, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 9:00 a.m. The meeting was held through Zoom, with an in-person option at the Board office.

In Attendance:

Members:	Regent Kiblinger	Regent Mendoza	Regent Lane
	Regent Benson		
Staff:	Daniel Archer	Amy Robinson	Sam Christy-Dangermond
	Karla Wiscombe	April Henry	Julene Miller
	John Yeary	Renee Burlingham	Judd McCormack
	Cindy Farrier	Lisa Beck	Hector Martinez
	Marti Leisinger		
Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Ashlie Jack, WSU
	Chuck Taber, K-State	Deborah Phelps, Cowley CC	Elaine Simmons, Barton CC
	Howard Smith, PSU	Jason Sharp, Labette CC	Jane Holwerda, Dodge City CC
	Jean Redeker, KU	Jennifer Roberts, KU	Jill Arensdorf, FHSU
	JoLanna Kord, ESU	Linnea GlenMaye, WSU	Luke Dowell, Seward County CC
	Marc Malone, Garden City CC	Michelle Schoon, Cowley CC	Mickey McCloud, JCCC
	Monette Depew, Pratt CC	Nate Brunsell, KU	R. Brent Thomas, ESU
	Rex Cheever, Hutchinson CC	Sarah Robb, Neosho CC	Sharon Kibbe, Highland CC
	Shirley Lefever, WSU	Tanya Gonzales, K-State	Tricia Paramour, Hutchinson CC
	Tom Nevill, Butler CC	Dana Lattin, KU	Deborah Fox, Highland CC

Roll call was taken for members and presenters.

Approval of Minutes
Members agreed by consensus to approve the minutes from June 15, 2022.

KU Transition to Postsecondary Education Program
Dana Lattin, Research Project Director at KUs Transition to Postsecondary Education (TPE) program, provided the presentation. Information on the program can be found at http://tpe.ku.edu/. Dana also provided the following article on the program, https://kansasalumnimagazine.org/magazine-article/determination-to-thrive/. The program ensures that students with intellectual disabilities (ID) have opportunities for inclusive postsecondary education at KU. Dana provided the following highlights of the program.

- KU TPE is a 2-year/4 semester program where students work towards a KU undergraduate certificate
- The program focuses on career development, student life, and academic preparation
- KU TPE is financial aid eligible for students that qualify
- There is an additional $12,000 fee per year for each student, and KU is working with Kansas Rehab Services to reduce this cost for students
- KU students volunteer to help facilitate social capital for the TPE students
- The goal is competitive integrative employment, where students work at least part-time, are paid at least minimum wage, and work alongside others who do not have intellectual disabilities
- Outcome data shows these students have an 81% completion rate, and 80% have a job after graduation

- 12% of students continue education after graduation, and many go into community colleges
- There is potential to work with Kansas institutions to create a 4-year program with community college involvement

AY 2021 Performance Reports

Sam Christy-Dangermond presented the AY 2021 Performance Reports for review, provided information on the performance funding process, and answered questions. Performance Agreement information can be found at https://www.kansasregents.org/academic_affairs/performance-agreements.

Committee members received performance reports from the following eight institutions, each being recommended to receive 100% of any new legislative funding in July 2023 for which they are eligible based on achieving at least four out of six indicators:

- Emporia State University
- Kansas State University
- Wichita State University
- Cowley Community College
- Fort Scott Community College
- Highland Community College
- Labette Community College
- Neosho County Community College

Institutional representatives provided a summary of their reports, and the Regents asked follow-up questions.

Members agreed by consensus to postpone an official vote until after the new Regents on BAASC have been confirmed by the Kansas Legislature.

Adjournment

The next BAASC meeting is scheduled for September 14, 2022, at 11:00 a.m. With no further discussion, the meeting adjourned by consensus at 10:30 a.m.

Transformative System Change Through Innovation and Performance Funding

Daniel Archer
VP, Academic Affairs

Summary

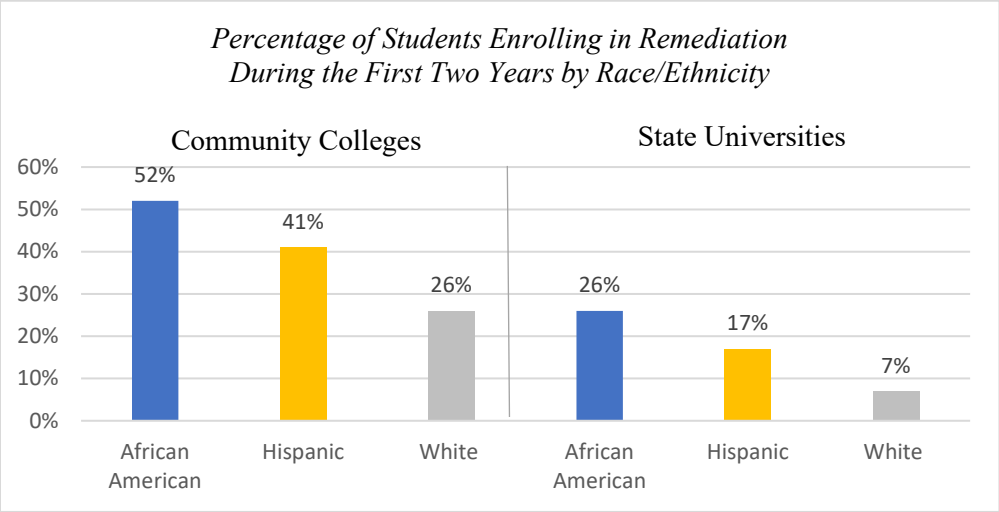
Performance funding in Kansas has largely been ineffective in stimulating innovation and building meaningful systemwide change. Knowing that there is a goal to make performance funding more impactful and a need for systemwide improvement in multiple areas, a proposal to change to a project-based performance funding system is included herein. The project-based system will be contingent upon institutions scaling corequisite remediation, math pathways, systemwide course placement standards, and academic advising best practices. This will help drive innovation, reduce achievement gaps, and enhance student success and completion for all students. *September 14, 2022*

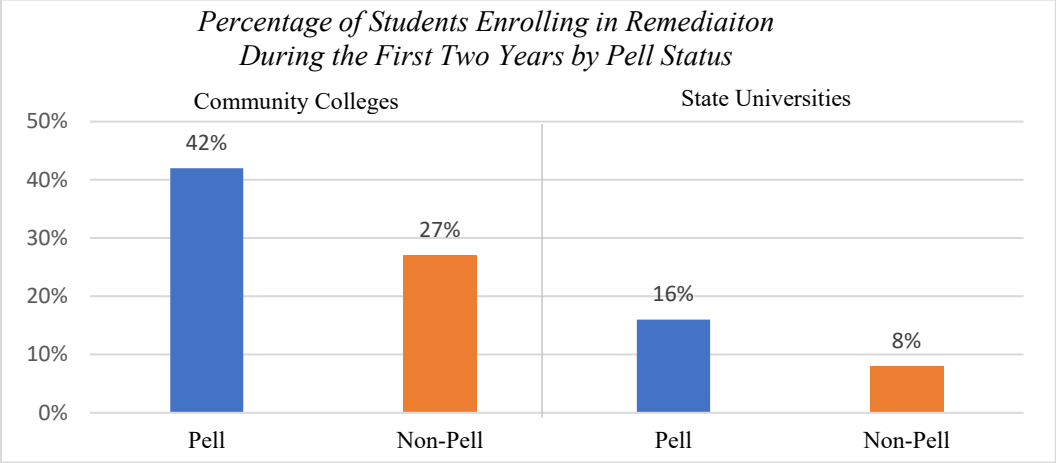
Remediation

Each year, many students begin college in traditional remediation – non-credit prerequisite coursework. These courses do not count toward a degree and add time and cost to the degree completion pathway. Equally important, traditional remediation is largely ineffective and is not built upon evidence-based best practices that are linked to academic success. In Kansas, 2020 data shows that of the students who enrolled in a remedial math course at a community college within one year of high school graduation, just 22% completed a remedial math course and a general education math course within a two-year period. This is a significant data point because the completion of a general education math course by the end of the first year has shown to be a powerful early predictor of long-term performance.[i] The lack of completion in this instance is particularly important to recognize because students who do not complete a general education math course in the first year are far less likely to complete a degree.

> *Traditional remediation is "**broken"** and has become higher education's "**bridge to nowhere.**"*
> *-Complete College America.*

Data also shows that of the Fall 2015 cohort students who enrolled in a remedial course at a state university in the year after high school graduation exhibited a 35% six-year graduation rate – compared to a 60% graduation rate for all university students. It is also important to point out that the Board's Strategic Plan, *Building a Future*, places a significant emphasis on addressing student achievement gaps. The populations in which achievement gaps exist – and the Board has committed to closing – are far more likely to enroll in traditional remedial education. While multiple factors are likely linked to these achievement gaps, given that traditional remediation, particularly math, has often proven to be a "bridge to nowhere" for many students, it should be recognized that this type of remediation likely plays a factor in shaping these disparities.

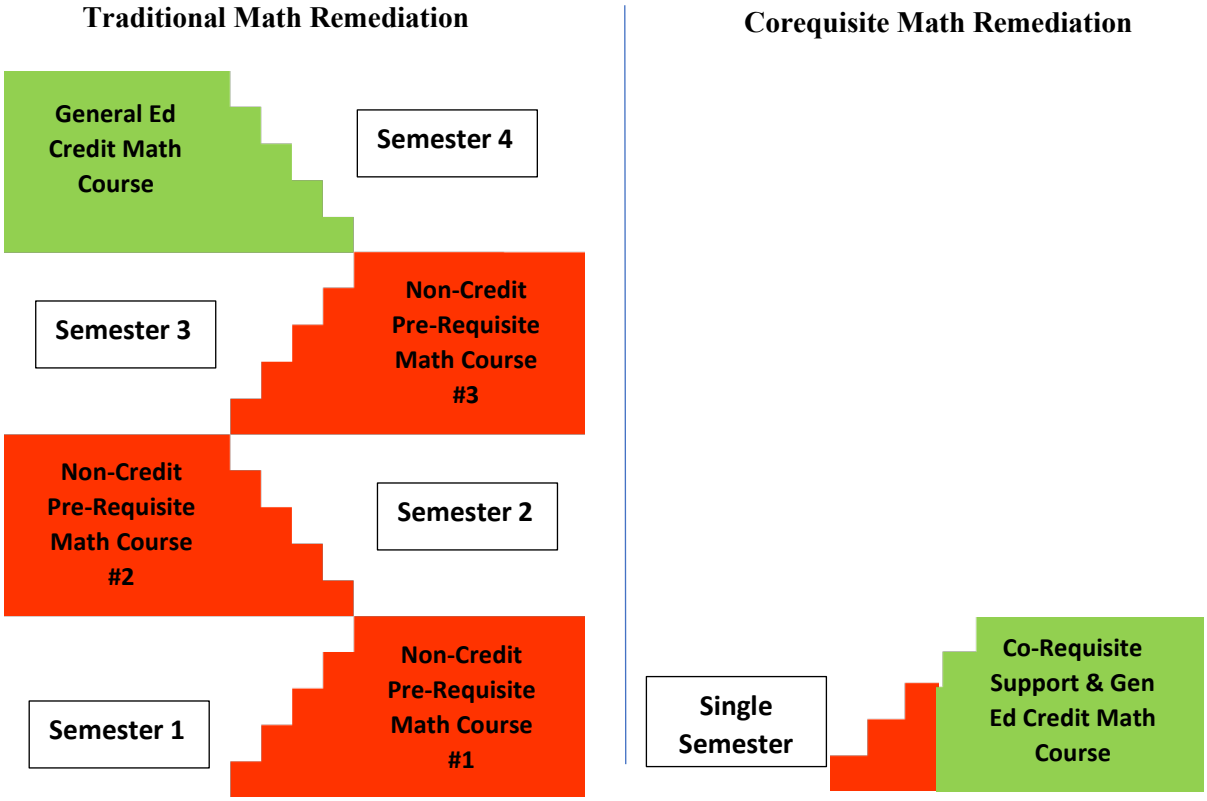




How Can we Come Together as a System to Address this?

Corequisite remediation is a proven strategy to address these challenges. This framework allows students who need additional support in college-level math or English to enroll in credit-bearing courses and receive extra support.[ii] In this remediation model, students take an additional support course that is paired with the traditional college course or attend supplemental lab sessions and complete the general education math course in one semester. Thus, in contrast to a long sequence of prerequisite, non-credit courses that are associated with a traditional remediation model, under corequisite remediation, students get up to speed while concurrently taking a general education credit course that applies toward their degree.

The graphic below details the structure and timeframe associated with a three-semester traditional math remediation model versus the corequisite remediation model. Very few students who start at the most rudimentary traditional remedial math course complete the math general education course and of the few that do, it will often take them four semesters – 20 to 24 months without summer classes – to ultimately complete the general education math course requirement. Conversely, a corequisite model allows a student to remediate and complete the general education math course in a single semester.



Corequisite Remediation

Success in Systems

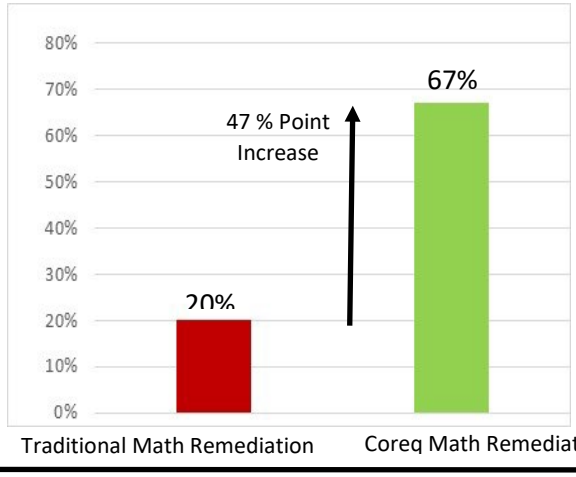
Corequisite remediation is a proven strategy to improve remedial outcomes at the system level. The University System of Georgia and the College System of Tennessee are two of the leading systems to implement this initiative. Information regarding outcomes is detailed below.[iii] [iv] [v]

University System of GA

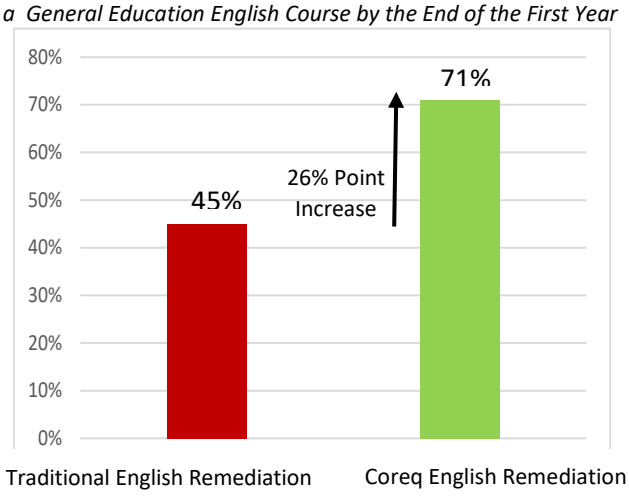
The University System of Georgia (UGS), which includes large research universities, regional universities, and two-year colleges, phased out traditional remediation and implemented full-scale corequisite remediation in math and English in 2018. The UGS data showed that the percentage of non-college ready students who completed a general education math course in the first year grew from 20% under traditional remediation to 67% under corequisite remediation. Perhaps most notably, African American students who participated in corequisite math exhibited a 44-percentage point gain in general math course completion over their peers in traditional

Lastly, when looking at non-college ready student success by ACT math levels, the students at the lowest levels exhibited significant gains in general education math course completion under corequisite remediation. When looking at students who earned a 14 on the math ACT (which is well below the college level), 51% completed a general education math course under corequisite remediation while only 7% completed a general education math course under the traditional remediation model.

Percentage of Non-College-Ready Math Students Who Completed a General Education Math Course by the End of the First Year



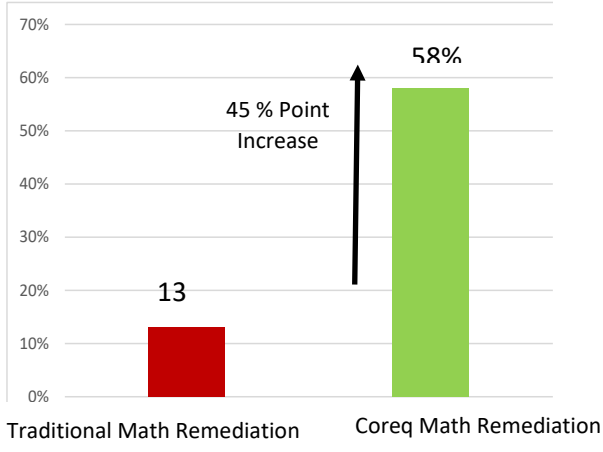
Percentage of Non-College-Ready English Students Who Completed a General Education English Course by the End of the First Year



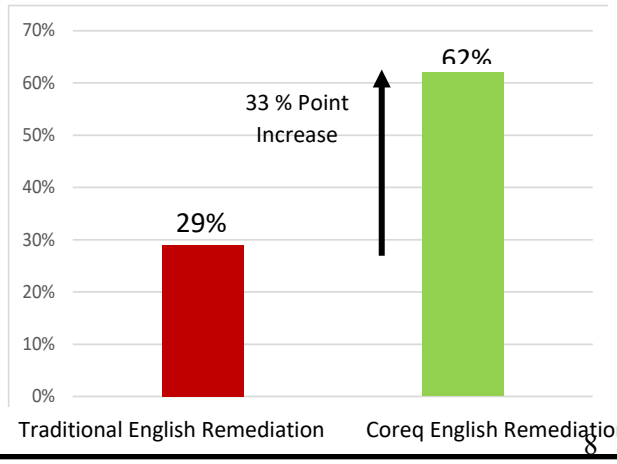
The College System of Tennessee – which includes the state's 40 community and technical colleges – phased out traditional remediation and implemented full-scale corequisite remediation in 2015. Like UGS, this system experienced significant increases in the percentage of non-college ready students who completed a general education math or English course by the end of the first year through using corequisite remediation.

College System of TN

Percentage of Non-College-Ready Math Students Who Completed a General Education Math Course by the End of the First Year

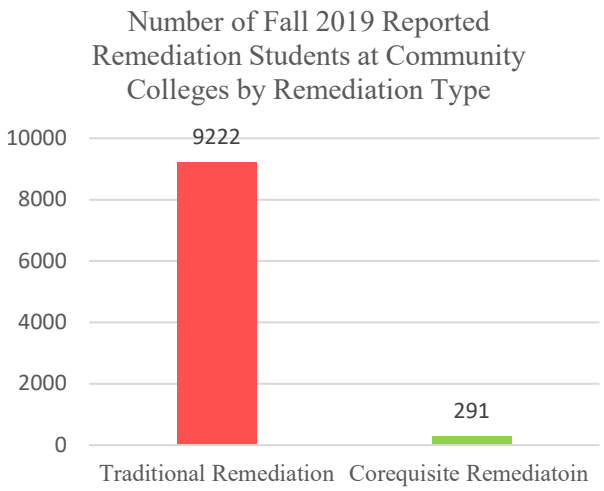


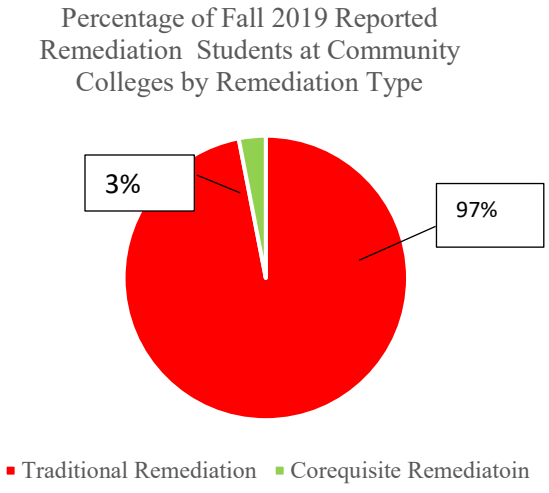
Percentage of Non-College-Ready English Students Who Completed a General Education English Course by the End of the First Year



Corequisite Math Remediation: Community Colleges

A survey to gauge corequisite remediation activity showed that over half of the community colleges (10 out of 19) did not offer any form of corequisite math remediation during the fall 2019 semester. The total number and percentage of students reported to be enrolled in traditional remediation versus corequisite remediation at community colleges in Fall 2019 are detailed below. Lastly, three technical colleges submitted responses to the Fall 2019 corequisite survey and none reported offering corequisite remediation general education math courses.

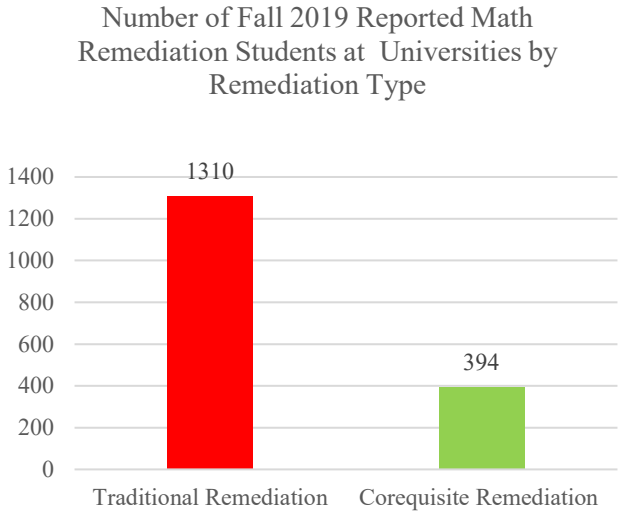


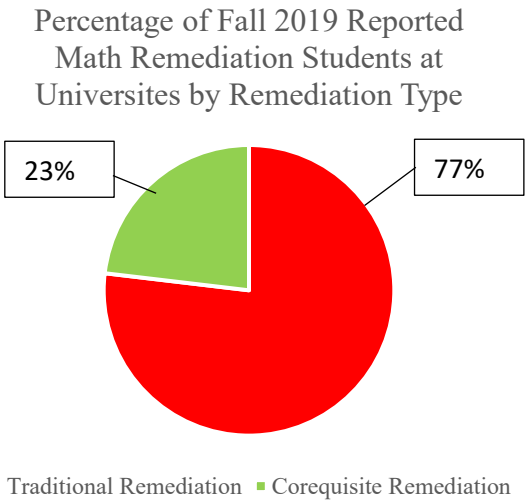


Note: The traditional remediation includes intermediate algebra because many higher education systems consider this remedial, and the content is parallel with a standard high school course. All of the public universities in Kansas consider it remedial. This course is also phased out when scaling corequisite remediation and math pathways.

Corequisite Math Remediation: Universities

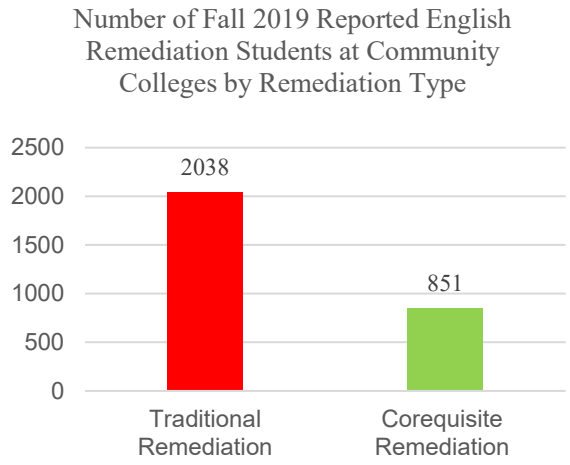
Five out of six state universities and Washburn reported offering math corequisite remediation in Fall 2019. The total number and percentage of students reported to be enrolled in traditional math remediation and corequisite math remediation at universities in Fall 2019 are detailed below.

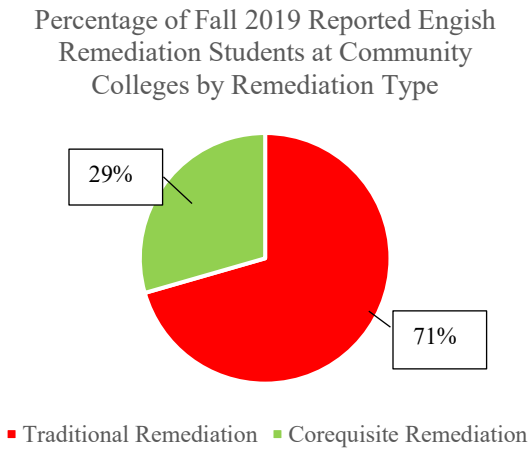




English Corequisite Remediation: Both Sectors

When looking at remedial English activity in Fall 2019, 13 out of the 19 community colleges reported offering English corequisite remediation. While there is much greater corequisite activity in English, there is a need to scale corequisite remediation to every community college and increase overall offerings. Of the three technical colleges that responded to the survey, one reported offering corequisite English.





English remediation is limited or non-existent at the universities. Four out of the seven universities reported not offering any traditional English remediation in Fall 2019. Of the three universities that offered traditional remediation, less than 200 total students were enrolled in traditional English remediation and 43 were enrolled in corequisite English remediation.

Going Forward

The corequisite remediation model is far more effective than traditional remediation. Given the achievement gaps that exist in the state along with the lower success rates in traditional remedial courses coupled with the successes exhibited by systems that have scaled corequisite remediation, it is imperative that the Kansas higher education system fully adopt and scale this initiative. This strategy aligns with the Board's strategic emphasis on increasing student success, reducing achievement gaps, and increasing affordability.

This strategy also puts the Board in a position to apply one of the recommendations made by the Kansas Future Council of Higher Education into action. This council, which convened in 2020 and included legislators and higher education board members, was formed to recommend high impact practices and strategies to improve the Kansas higher education system. Among other things, this council enthusiastically recommended that the Board develop a strategy to "implement/incentivize systemwide corequisite remediation in math and English."

> *"Giving all learners the opportunity to enroll in corequisite support is the best way for colleges and universities to address persistent institutional performance gaps that disproportionately affect these students. If you're not actively scaling and refining corequisite support strategies in your state, and more specifically at your institution, then you can't truly say 'equity' is a top priority."*
>
> *Dr. Yolanda Watson Spiva*
> *President Complete College America*

Building on this recommendation, a plan to utilize performance funding as a lever to implement corequisite remediation – through a proposed systemwide initiative titled *Corequisite Remediation: A Bridge to Completion* – is included in the performance funding section of this paper.

Math Pathways

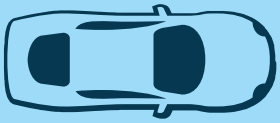
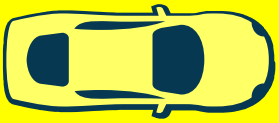
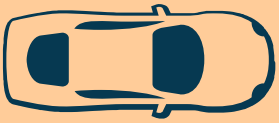
College algebra was originally designed to prepare students for calculus. Even though most majors do not need calculus, college algebra is often the default math course that students are advised to take to fulfill a general education math requirement. In AY 2021, college algebra ranked as the third highest systemwide transfer course in total enrollment but also graded out among the lowest systemwide transfer courses in student success.

16,761 students enrolled in College Algebra in AY 21 at Kansas Public Colleges & Universities.

*Nearly **1 out of 3** of these students **did not pass** the course.*

Knowing that college algebra has long been a significant challenge and is not a necessary course for most students because most majors do not require calculus, there is a strong case and pragmatic need for systemwide math reform. Math pathways is a proven strategy to address this challenge. Under this framework, students take a general education college-level mathematics course that is well-matched with their major or program of study. In a system-based math pathways structure, a common alignment between general education math course requirements and majors is used at all colleges and universities to facilitate transfer, tailor math requirements around major and career needs, and promote student success.

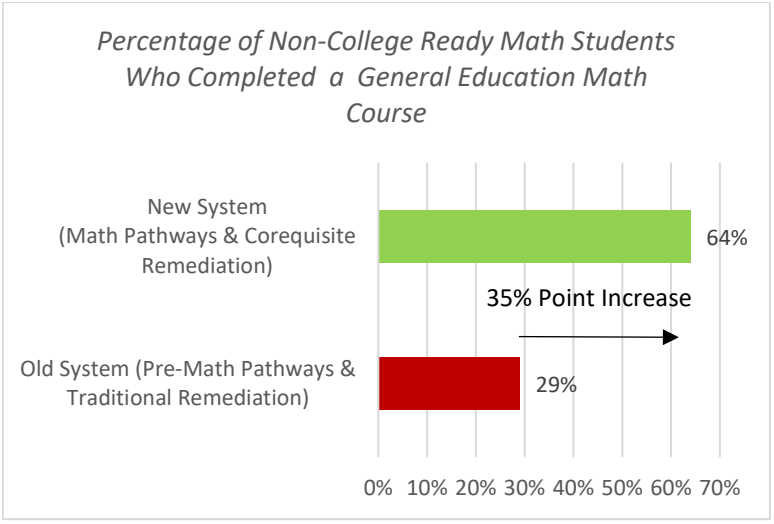
While there are different ways to structure math pathways, the systemwide alignment between courses and majors could look something like the following:

Elementary Statistics		**Majors** Social Sciences Health Technologies Social Work Public & Protective Services Library & Info Science
Quantitative Reasoning		**Majors** Arts & Humanities Applied Arts/Sciences Hospitality & Culinary English Ag & Natural Resources Journalism Communication
Algebra to Calculus		**Majors** Biology Engineering & Architecture Math Physical Sciences Business

Math Pathways Success Story: Ivy Tech Community College [vi]

Ivy Tech Community College

Ivy Tech Community College, which serves at the community college system in Indiana, implemented a quantitative reasoning pathway in conjunction with corequisite remediation. The results of these initiatives increased the percentage of non-college-ready math students who completed a math general education course in the first year from 29% to 64%. Additionally, these initiatives were also credited with nearly doubling the system's graduation rate.



Math General Education Landscape in Kansas

Right now, college algebra, quantitative reasoning, and elementary statistics are all systemwide transfer courses. While faculty across the system have developed a foundation to facilitate transfer, additional work is necessary to build the infrastructure needed to include and consistently apply these courses in a systemwide math pathways initiative. First, according to the current systemwide transfer inventory, KU and K-State do not offer the quantitative reasoning systemwide transfer course. The absence of this course at these institutions will prevent the system from developing a clear systemwide quantitative reasoning math pathway because the lack of continuity creates incongruous math general education requirements, mixed messaging, and uncertainties about transferability. Additionally, while the systemwide quantitative reasoning course is offered at regional universities and Washburn, there are some disparities in the alignment between majors and math general education requirements at these institutions. As an example, a criminal justice major may be required to take college algebra at one university while a second university may allow a student to take either quantitative reasoning or college algebra. Taken together, these issues make it difficult to advise students at community colleges who wish to transfer, and, in turn, have inadvertently created a system in which students who do not need calculus are routinely advised to take college algebra because it is largely viewed as the "safe" transfer option.

The second challenge revolves around having a statistics pathway. While there is great potential here for practical learning, it is important to point out that elementary statistics is rarely utilized as a math general education requirement across the system because college algebra has historically been applied as a course prerequisite to elementary statistics at many institutions. If elementary statistics is designated as a math pathway, this prerequisite trajectory will need to be restructured. While the use of college algebra as a prerequisite to statistics may have been a traditional practice, it is important to acknowledge that this practice is becoming increasingly less common across the nation. The states that have implemented a statistics course pathway within their framework have eliminated college algebra as its prerequisite course. Additionally, it is also critical to point out that the Mathematical Association of America and the American Mathematical Association of Two-Year Colleges do not recommend college algebra or intermediate algebra as a prerequisite for a collegiate-level introduction to statistics course.[vii]

Lastly, it should also be noted that to maximize the effectiveness of math pathways, it will be integral to implement it in conjunction with corequisite remediation. Further, it will be imperative to offer corequisite courses that serve non-college ready math students in each respective pathway. A potential model for how this may look is detailed on the next page.

Student	Type of Course	Quantitative Analysis Pathway	Introduction to Statistics Pathway	Algebra to Calculus Pathway
College Ready Student	Regular General Education Course	3 Credit Hour Course	3 Credit Hour Course	3 Credit Hour Course
Non-College Ready Student	Corequisite General Education Course	3 Credit Hour Course + Support	3 Credit Hour Course + Support	3 Credit Hour Course + Support

Going Forward

The Dana Center at the University of Texas at Austin has successfully helped a multitude of states and systems implement math pathways. In early September 2022, the Dana Center awarded Kansas a grant to participate in its systemwide math pathways initiative. This work will begin this Fall.

At the outset, the main charge will be to align majors with specific general education courses by June 2023. It should also be noted that the Future Council of Higher Education also recommended that the Board implement math pathways. A plan to utilize performance funding to drive this change and establish a clear path for implementation is included in the attached document.

Course Placement Standards

The ACT, SAT, and the ACCUPLACER are standardized tests that have traditionally been used to gauge college readiness in reading, writing, and math. When looking at ACT and SAT, the ACT has long been the more common test taken among Kansas high school students who are planning to pursue postsecondary education. While the SAT is offered in Kansas, many of the students who submit SAT scores are coming from states in which the SAT is more common such as Colorado, Texas, and Illinois. Lastly, the ACCUPLACER is an on-demand standardized computer test that can be taken at an institution's test center daily, which, in turn, often allows students to receive results instantly and enroll immediately thereafter.

These tests allow a higher education institution to readily identify academic strengths, pinpoint potential academic deficiencies, and ultimately place students in collegiate courses. While there is a place and continued need for these assessments, it should be noted that a course placement system that solely relies upon test scores – which assess a student's skills and abilities through one test on a single day – sometimes provides a narrow evaluation. An overreliance on standardized testing can often lead to students – who can demonstrate college readiness based on high school academic performance but are not good test takers – being unnecessarily forced to take non-credit remedial coursework.[viii] Knowing that students who have demonstrated math knowledge and skills through multiple years of high school performance are being required to take traditional remedial courses – based on a single test score – is concerning because traditional remediation directs the student down a path that is largely associated with poor short-term outcomes and low completion rates.

A more holistic approach that considers both standardized test scores and other factors – such as completing certain high school courses and achieving a requisite high school grade point average – have shown to be a better predictor of success and helped reduce the need for traditional remediation.[ix] [x] [xi] In one example, the University of Georgia System requires a student to meet either a high school performance standard OR a test standard to qualify for enrollment in a math general education course listed in the corresponding right column.

University of Georgia System Math Course Placement Standards		
High School Performance Standard	Test Standard	Eligible Math General Education Courses
1. ≥ 3.4 GPA AND Completed required high school math curriculum	1. SAT Math ≥ 510; 2. ACT Math ≥ 20; OR 3.ACCUPLACER QAS ≥ 266	1. Quantitative Reasoning; 2.Introduction to Mathematical Modeling; or 3. College Algebra

High School Performance Standard	Test Standard	Eligible General Education Courses
1. ≥ 3.2 GPA AND Completed required high school math curriculum	1. SAT Math ≥ 440 2. ACT Math ≥ 17; OR 3. ACCUPLACER QAS ≥ 258	1. Quantitative Reasoning 2. Introduction to Mathematical Modeling; or 3. College Algebra with corequisite
High School Performance Standard	Test Standard	Eligible General Education Courses
1. < 3.2 OR Did not complete required high school math curriculum	1. SAT Math < 440 2. ACT Math < 17 3. ACCUPLACER QAS < 258	1. Quantitative Reasoning with corequisite; or 2. Introduction to Mathematical Modeling with corequisite

Course Placement in Kansas

A common question that Board staff receive from high school counselors is what does a concurrent student or recent high school graduate need to qualify for a class like college algebra? Without any common course placement standards in Kansas, there are up to 33 answers for this question – one for each institution in the system. Thus, it is important to acknowledge that there are currently no clear English and math college readiness standards in Kansas. The lack of systemwide college readiness standards has created a missed opportunity to set clear expectations for high school students who are planning and preparing for postsecondary education.

Common High School Counselor Question:

What does a concurrent student or recent high school graduate need to qualify for enrollment in a class like college algebra?

Answer:

*Without any common course placement standards in Kansas, there are up to **33 answers** for this question – one for each institution in the system.*

While no systemwide course placement standards currently exist in Kansas, it is important to recognize that course placement standards in English and math – which apply to both two-year colleges and universities – have long been a practice in many states. When looking at nearby states specifically, statewide course placement standards exist in Colorado, Missouri, Oklahoma, and Arkansas. As such, this is a feasible project that can also be executed in Kansas.

Without any systemwide standards for course placement, a survey was necessary to identify institutional practices. Accordingly, in Fall 2020, a survey was conducted to gauge math course placement practices at the community colleges, technical colleges, and universities. The results of the survey are detailed below. It should be noted that using the SAT is prevalent and other measures, such as homegrown placement exams and ALEKS, a math course instrument, are also used. The information provided focuses on the most common assessments.

Technical Colleges: Course Placement Standards for College Algebra

College	ACT Math	ACCUPLACER	High School Grades/Multiple Measures
Flint Hills	21	263	3.0 in math courses
Manhattan	22	263	High school higher level/advanced math with an overall GPA of 3.0
North Central	22	263	Grade B or higher in Algebra II; 3.1 or higher HS cumulative GPA
Northwest	Did not respond	Did not respond	Did not respond
Salina	19	263	Algebra II or higher with a "B" or better.
Washburn T	N/A	263	Did not use
WSU Tech	21	Did not use	Completed Algebra II (or equivalent course) in high school, if and only if, the students' grade was an A or B in the course AND has a cumulative high school GPA of 3.0+.

Community Colleges: Course Placement Standards for College Algebra

College	ACT Math	ACCUPLACER	High School Grades/Multiple Measures
Allen	20	263	≥ 3.0 CUM + ≥ 3.0 in Subject OR ≥ 3.25 CUM
Barton	23	263	Noncognitive questions [including last high school math course student passed] are added to the start of the Accuplacer test. Each answer choice is weighted and the total score of the noncognitive questions is added to the Accuplacer score.
Butler	Did not respond	Did not respond	Did not respond
Cloud	22	263	3.0
Coffeyville	20	263	Did not use
Colby	22	263	High school math sequence with 3.0
Cowley	21	263	Clg Alg-completion of Algebra 2 with at least a B (college alg)
Dodge	22	263	High School Unweighted GPA (within last 4 years): 3.0 High School Math Course Above Algebra 2 (within last 4 years): B
Fort Scott	21	263	> 3.0 CUM+ > in Subject
Garden City	22	263	≥3.0 CUM + ≥ 3.0 in Subject or ≥3.25 CUM
Highland	22	263	CUM GPA + Algebra II completion with a "B" or higher
Hutchinson	21	263	High School GPA 3.5 or above
Independence	23	263	Did not use
Johnson	22	263	Did not use
KS City	21	263	High School GPA of 3.5 with a grade of C or higher in Algebra 2 within two years
Labette	20	263	≥3.0 Cum GPA+ ≥ 2.0 Content GPA
Neosho	22	263	≥3.0 CUM + ≥3.0 in Subject OR ≥3.25 CUM
Pratt	23	263	Did not use
Seward	20	263	A in Algebra III OR B in Algebra II in Algebra II in OR C in Pre-Calculus

Universities: Course Placement Standards for College Algebra

University	ACT Math	ACCUPLACER	High School Grades/Multiple Measures
ESU	22	Did not use	Did not use
FHSU	Math + Sci > 40 with no score < 18	Did not use	Did not use
K-State	23	Did not use	HS Transcripts can be used by advisors.
KU	22	Did not use	Math ACT score of 20+ and a high school GPA of at least 3.75 are eligible to enroll in College Algebra
PSU	19-25 depending on HS courses	Did not use	Uses ACT and high school courses
WSU	20	Did not use	Did not use
WU	22	Did not use	Did not use

Outside of the ACCUPLACER, the results of this survey demonstrate that there are a wide range of math course placement standards for college algebra. The Math ACT score to qualify for college algebra, as an example, ranges from 18-23. High school GPA or multiple measures were not used by nearly one third of the institutions that reported (9 of 31). Of the ones that use GPA or multiple measures, some use very different criteria. For example, to enroll in college algebra, one institution required a 3.0 high school GPA while another required a 3.75 high school GPA with a 20 ACT. Keep in mind, this is for the same course – which is a systemwide transfer course that is based on the same student learning outcomes and transfers to every college and university within the system. While it is positive that a systemwide transfer course foundation exists, the transformation from looking at this as a single course to a true math pathway will require systemwide continuity from start to finish – one in which the entry point is based on the same criteria and the course consistently applies to fulfill degree requirements in comparable majors throughout the system.

Going Forward

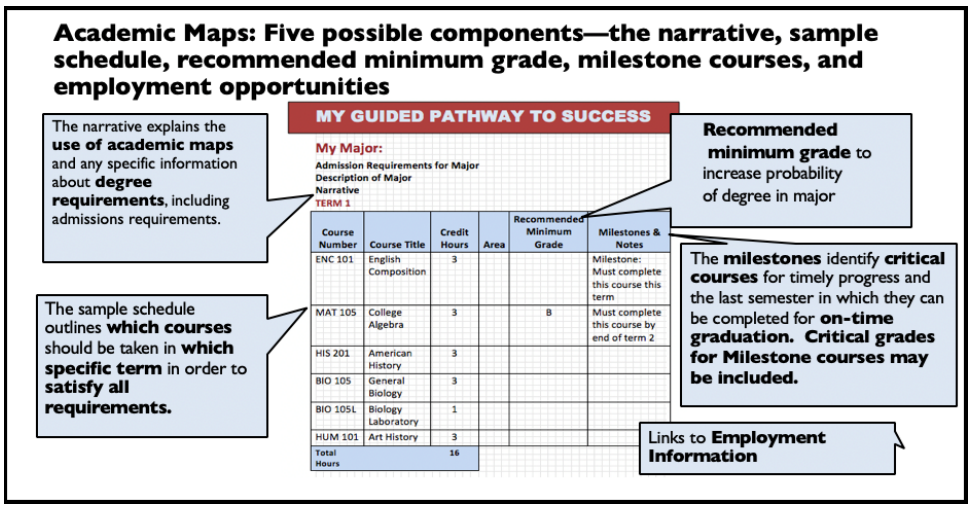
If the system plans to move forward with implementing corequisite remediation and math pathways, it will be imperative to establish common course placement standards in math to build the core foundation needed to support these initiatives. English course placement standards will also be needed. These standards will define the criteria that students need to qualify for enrollment in English Composition I and general education math courses. Thus, this will establish the first common English and math college readiness standards that are used for enrollment in state history. Having systemwide college readiness standards that are consistently defined and applied will improve messaging and establish clear collegiate preparation expectations in every school district throughout the state. Additionally, creating systemwide college readiness standards will help enhance the Individual Plan of Study (IPS), which is an individualized plan that each high school student is required to develop for postsecondary and/or career planning.

In the future, it is recommended that systemwide ACT and SAT course placement standards are identified and employed on all campuses. Additionally, data regarding high school grades and GPAs in relation to college math and English performance should also be analyzed and assessed to formulate system-based high school performance course placement standards. A proposed plan to integrate this into a performance funding project titled *33 to 1: Simplifying Course Placement* is detailed in the proposed performance funding plan in this report.

Advising

In Fall 2021 and Spring 2022, the six state universities and Cowley College participated in a review conducted by the National Institute for Student Success (NISS). This project has involved an in-depth, team-based diagnostic process including surveys, data inquiries, and interviews between NISS specialists and institutional representatives. The end work product, a customized playbook for each institution, identified gaps and highlights strategies and practices that can be employed to facilitate student success.

Many of the recommendations centered around creating more consistency and continuity with advising services on campus. One recommendation was for each institution to develop degree maps for all its programs. These are term-by-term sample course schedules that detail milestones, courses, and special requirements that are necessary to guide students toward on-time degree completion. This is a pragmatic tool that increases transparency, helps support advisors, builds consistent messaging and expectations, and simplifies processes for both current and prospective students. Five possible key components of a degree map are detailed in the graphic below.[xii]



A degree map also provides an opportunity to clearly and consistently document an expectation to take 15 credit hours a semester – which is a critical element in fostering early success, retention, and completion and ultimately promoting affordability. At the University of Hawaii, all students who averaged 15 or more credits exhibited a first-to-second-year retention rate that was nine percentage points higher than students who took 12-14 hours.[xiii]. In Kentucky, university students who completed 15 credit hours their first semester exhibited a four-year degree completion rate that was 17 percentage points higher than their peers who completed between 12 and 14 credit hours their first semester.[xiv] It is also important to note the link between a 15 credit-hour load in the first semester and graduation outcomes at two-year colleges. A national dataset revealed that two-year college students who took a 15-credit hour load in the first semester exhibited a graduation rate that was nine percentage points higher than students who took 12-credit hours.[xv]

Going Forward

A plan to implement the NISS recommendation to establish degree maps for all programs is outlined in the proposed performance funding document. Given the degree plans will have to be reworked to account for the new systemwide general education, the degree maps will need to reflect the updated requirements.

Additionally, the system should highly consider joining Complete College America (CCA), which works with states, systems, institutions, and partners to scale highly effective structural reforms and promote policies that

improve student success. This organization places a laser focus on how systems can increase completion and close equity gaps.

CCA is funded through several large foundations. As a result, membership is free for states and the best practices, support services, and networking that come with the free membership are extremely valuable. Today, 41 out of the 50 states, including Colorado, Missouri, Oklahoma, Arkansas, Illinois, and Indiana, are CCA members. If Kansas joins, CCA can assist with examining additional needs, opportunities, and areas of improvement relating to academic advising. Its robust experience working with systems will be particularly beneficial in identifying scalable projects that will advance board goals and fit institutions with different functions and student populations.

Performance Funding

Current System

The current performance funding system is based on six metrics. Each university selects three indicators from a pre-determined list and defines three of its own indicators. The funding structure is detailed below.

Over the last two years, BAASC and the Board have expressed multiple limitations with the existing performance funding framework.

These limitations include:

Current Performance Funding Structure		
First Funding Tier: Institution Receives 100% New Funding Available		
Institution Maintains or Exceeds the Baseline (3-Year Average of Past Performance) on 6 of 6 indicators, 5 of 6 indicators, or 4 of 6 indicators.	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6	
Third Funding Tier: Institution Receives 90% New Funding Available		
Institution Maintains or Exceeds the Baseline (3-Year Average of Past Performance) on 3 of 6 indicators.	1 2 3 4 5 6	
Fourth Funding Tier: Institution Receives 75% New Funding Available		
Institution Maintains or Exceeds the Baseline (3-Year Average of Past Performance) on 2 of 6 indicators.	1 2 3 4 5 6	
Fifth Funding Tier: Institution Receives 0% New Funding Available		
Institution Maintains or Exceeds the Baseline (3-Year Average of Past Performance) on 1 of 6 indicators or 0 of 6 indicators.	1 2 3 4 5 6 1 2 3 4 5 6	

- Some indicators are selected that fall outside the scope of the strategic plan;
- Some indicators are selected because an institution believes it will naturally meet the indicators based on trends and patterns rather than focusing on areas in which need improvement;
- Some selected indicators that are heavily influenced by sharp enrollment declines and increases;
- Many indicators are not based on KBOR data and are defined by the institution, which could trigger questions about accountability because there are no checks and balances with these types of indicators;
- The expectation is too low as meeting the baseline on four out of six indicators (67%) equates to a 100% funding award. Additionally, institutions that do not qualify for 100% funding have an option

to make a case to qualify for a higher funding tier. As a result, there have been multiple cases of institutions elevating a funding tier after only exceeding or maintaining the baseline on three of out of six indicators, and, in turn, qualifying for 100% funding.
    - In other words, an "F" grade in the academic world has translated to an "A+" in the performance funding world.
- There is a considerable amount of time devoted to performance funding by Board staff and institutions because the indicators are not standardized. Five to six BAASC meetings a year are primarily devoted to performance funding because of the wide spectrum of indicators that are utilized and unique elements that exist in each individual performance funding agreement.
    - Many current and former Board members have expressed that this is not an effective use of time of or a system that stimulates meaningful change.
    - Comparatively, most other established performance funding reporting systems in the country require little to no institutional or Board staff time and typically only a small portion of one Board-related meeting a year is devoted to performance funding because the systems are based on using standardized data and collective success and completion goals.

The Board and the institutions are locked into the current performance agreements for two more years, meaning that any performance funding awarded in 2023 and 2024 will be based on the existing system. This has also been a system in which the performance funding that is awarded in a specific year is based on performance from two years earlier. To provide clarity:

- This Fall, AY 21 performance data (which includes Summer 20, Fall 20, and Spring 21 semesters) will be reviewed and any new funds would be dispersed in July 2023; and
- Next Fall, AY 22 performance data (which includes Summer 21, Fall 21, and Spring 22 semesters) will be reviewed and any new funds would be dispersed in July 2024.

Given these timing issues, the soonest date in which new performance funding could apply would be two years from now, which would begin in Summer 24. Given that math pathways work will begin this Fall and will require a lot of preliminary work coupled with the new general education requirements that will take effect Fall 24, the timing to integrate projects into a performance funding system that would kick in two years from now actually works well. A timeline and structure for the proposed project-based performance funding system is detailed below and on the subsequent page.

Proposed Funding Timeline

Wrapping Up Current Performance Funding System		
Time Period Measured	Reviewed by BASAC and Board	Funding Awarded (only applies if new money is available)
AY 21 Data	AY 23	July 2023
AY 22 Data	AY 24	July 2024
Proposed Project-Based Performance Funding System		
Time Period Measured	Reviewed by BASAC and Board	Funding Awarded (only applies if new money is available)
No data. This is a transitional year. Performance funding will be based on developing and submitting plans.	AY 25	July 2025
AY 25 Data	AY 26	July 2026
AY 26 Data	AY 27	July 2027

Proposed Project-Based Performance Funding Structure

Proposed Project-Based Performance Funding				
Project	Corequisite Remediation: A Bridge to Completion	Math Pathways. Three Paths – One Goal	33 to 1: Simplifying Course Placement	Advising
Percentage of Funding Each Year	25% Funding	25% Funding	25% Funding	25% Funding

First Funding Tier: Institution Receives 100% New Funding Available	
Institution Meets 4 out of 4 Indicators	1 2 3 4
Second Funding Tier: Institution Receives 75% New Funding Available	
Institution Meets 3 out of 4 Indicators	1 2 3 4
Third Funding Tier: Institution Receives 50% New Funding Available	
Institution Meets 2 out of 4 Indicators	1 2 3 4
Fourth Funding Tier: Institution Receives 25% New Funding Available	
Institution Meets 1 out of 4 Indicators	1 2 3 4
Fifth Funding Tier: Institution Receives 0% New Funding Available	
Institution Meets 0 out of 4 Indicators	1 2 3 4

Projects

A detailed description of the requirements associated with each project is detailed on the next four pages.

Corequisite Remediation: A Bridge to Completion

Project Actions: 1) Phase out most or all traditional remediation and 2) scale corequisite remediation.

System Goal: Reduce the percentage of first-time students in remediation and increase the percentage of first-time non-college-ready math or English students who complete a general education math or English course by the end of the first year.

AY 2025

Performance Funding Award is Based on Developing an Implementation Plan[1] [2]	**Institutional Expectations for AY 25 Course Offerings[1] [2]**
1. By July 1, 2024 submit: a. a plan to reduce traditional developmental math and English courses, as needed, to meet systemwide traditional developmental education caps in AY 25, AY 26, and AY 27 and future years; and b. a plan to begin, or increase, offering corequisite math courses for each general education math pathway and corequisite English composition I.	1. Develop internal system to structure, code, and report traditional and corequisite remediation data and make every effort to ensure that the system is in accordance with systemwide policy. 2. Reduce traditional remediation, as needed, to ensure that the institution: a. does not exceed the systemwide year-one cap on the percentage of non-college-ready math students enrolled in traditional math remediation each semester; and b. does not exceed the systemwide year-one cap on the percentage of non-college-ready English students enrolled in traditional English remediation each semester.

AY 2026

Performance Funding Award is Based on Previous Year	**Operationalization[1] [2]**	**Institutional Expectations for AY 26 Course Offerings[1] [2]**
1. To meet this indicator, the institution must meet the "Institutional Expectations for AY 25 Course Offerings" outlined above. a. Reviewed by Board in early Spring 2026 and any new funding is awarded in July 2026.	Numerator: Number of students from the denominator that enrolled in a traditional remediation math (or English) course. X100 Denominator: Number of students enrolled in a traditional remediation math (or English) course and corequisite math remediation course in a specified semester in AY 25.	1. Report traditional and corequisite remediation data that is accurate and in accordance with systemwide policy; and 2. Reduce remediation, as needed, to ensure that the institution: a. does not exceed the systemwide year-two cap on the percentage of non-college-ready math students enrolled in traditional math remediation each semester; and b. does not exceed the systemwide year-two cap on the percentage of non-college-ready English students enrolled in traditional English remediation each semester.

AY 2027

Performance Funding Award is Based on Previous Year	**Operationalization**	**Institutional Expectations for Course Offerings in AY 27 and Future Years [1] [2]**
1. To meet this indicator, the institution must meet the "Institutional Expectations for AY 26 Course Offerings" outlined above. a. Reviewed by Board in early Spring 2027 and any new funding is awarded in July 2027.	Same as above but for AY26.	1. Corequisite remediation is full-scale. Either no traditional remediation will be allowable, or a very small percentage of non-college ready students will be eligible for traditional remediation; and 2. Report corequisite (and traditional, if it is determined) remediation data that is accurate and in accordance with systemwide policy.

Math Pathways. Three Paths – One Goal.

Project Actions: 1) Decrease college algebra offerings, 2) diversify math general education offerings and 3) align math general education courses with meta majors.

System Goal: Increase the percentage of first-time students who have successfully completed a general education math course by the end of the first year.

AY 2025

Performance Funding Award is Based on Developing an Implementation Plan[3]	**Institutional Expectations for AY 25 Course Offerings[3]**
1. By July 1, 2024, submit a plan to implement *Math Pathways: Three Paths – One Goal.* Restructure math general education course offerings to align majors with the appropriate math pathway course. Identify the number of students and course sections that are estimated to be taught in each respective math pathway course per year when this initiative is fully scaled.	1. Develop internal system to structure, code, and report general education math pathway course data and make every effort to ensure that the system is in accordance with systemwide policy; and 2. Each campus begins offering each respective general education math pathway course that applies on its campus. Reduce college algebra offerings, as needed, to ensure that the institution: a. does not exceed the first-year cap on the percentage of first-time students in general education math pathway courses who are enrolled in college algebra.

AY 2026

Performance Funding Award is Based on Previous Year	**Operationalization[3]**	**Institutional Expectations for AY 26 Course Offerings[3]**
1. To meet this indicator, the institution must meet the "Institutional Expectations for AY 25 Course Offerings" outlined above. a. Reviewed by Board in early Spring 2026 and any new funding is awarded in July 2026.	Numerator: Number of students from the denominator that enrolled in a college algebra course. X100 Denominator: Number of students enrolled in each general education math pathway course in AY 25.	1. Report general education math pathway course data that is accurate and in accordance with systemwide policy; and 2. Reduce college algebra offerings, as needed, to ensure that the institution: a. does not exceed the second-year cap on the percentage of first-time students in general education math pathway courses who are enrolled in college algebra.

AY 2027

Performance Funding Award is Based on Previous Year	**Operationalization**	**Institutional Expectations for Course Offerings in AY 27 and Future Years[3]**
1. To meet this indicator, the institution must meet the "Institutional Expectations for AY 26 Course Offerings" outlined above. a. Reviewed by Board in early Spring 2027 and any new funding is awarded in July 2027.	Same as above but for AY26.	1. Math pathways is full scale on each campus. All students enrolling in general education math courses are taking the math pathway course that aligns with their major; and 2. Report math pathway general education course data that is accurate and in accordance with systemwide policy.

[1] It is anticipated that systemwide traditional and corequisite remediation definitions and traditional remediation caps will be defined by June 2023.
[2] Intermediate Algebra is considered traditional remediation.
[3] The alignment of general education math pathway courses and meta majors and the college algebra caps will be defined by June 2023.

33 to 1: Simplifying Course Placement

Project Actions: Create standardized ACT/SAT and high school transcript placement standards for 1) each general education math pathway course and 2) English composition I.

System Goal: Reduce the percentage of first-time students in remediation and increase the percentage of first-year students who have completed a general education English and math course by the end of the first year.

AY 2025		
Performance Funding Award is Based on Developing an Implementation Plan[4]		**Institutional Expectations for Classes Offered in AY 25[4]**
1. By July 1, 2024 submit the institutional policy demonstrating compliance with the systemwide course placement standards along with any additional course placement instruments that the institution will use (ALEKS, ACCUPLACER, homegrown math assessment, writing exercise assessment, etc.).		1. Develop internal system to structure, code, and report Math and English course placement standards and make every effort to ensure that the system is in accordance with systemwide policy; and 2. Adopt the new systemwide course placement standards.
AY 2026		
Performance Funding Award is Based on Previous Year	**Operationalization**	**Institutional Expectations for Classes Offered in AY 26[4]**
1. To meet this indicator, the institution must meet the "Institutional Expectations for AY 25 Course Offerings" outlined above. a. Reviewed by Board in early Spring 2026 and any new funding is awarded in June 2026.	N/A	1. Report course placement data that is accurate and in accordance with systemwide policy.
AY 2027		
Performance Funding Award is Based on Previous Year	**Operationalization**	**Institutional Expectations for Classes Offered in AY 27 and Future Years[4]**
1. To meet this indicator, the institution must meet the "Institutional Expectations for AY 26 Course Offerings" outlined above. a. Reviewed by Board in early Spring 2027 and any new funding is awarded in July 2027.	N/A	1. Continue reporting course placement data that is accurate and in accordance with systemwide policy.

[4] It is anticipated that systemwide course placement standards will be developed by December 2023.

Advising		
AY 2025		
Performance Funding Award is Based on Submitting Degree Maps	**Institutional Expectations During AY 25**	**Additional Notes**
1. By July 1, 2024 submit: a. academic maps for all programs offered.	TBD	It is recommended to Join Complete College America and seek guidance on an additional systemwide advising project that can be scaled among diverse institutions. A systemwide meta-majors project for AY 26 and subsequent implementation on campuses in AY 27 might be one option.
AY 2026		
Performance Funding Award is Based on Previous Year	**Institutional Expectations During AY 26**	**Additional Notes**
TBD.	TBD	TBD.
AY 2027		
Performance Funding Award is Based on Previous Year	**Institutional Expectations During AY 27**	**Additional Notes**
TBD.	TBD	TBD.

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Discuss 2021-2022 and 2022-2023 Academic Program Review Cycles & Reports **Daniel Archer**
VP Academic Affairs

Summary

It is recommended to suspend the 2021-2022 and 2022-2023 program review cycles based on the rpk review and upcoming changes that will be made to the systemwide academic program review criteria. If this is approved, state universities would begin utilizing the new systemwide academic program review criteria next fall (2023-2024), and the first academic program review report, including the updated program review criteria, would be presented to the Board of Academic Affairs Standing Committee (BAASC) and the Board in Spring 2025.

September 14, 2022

Background

State universities are required to review academic programs at least once every eight years under a systemwide process. It is important to note universities are not required to review academic programs every year of the eight-year cycle, but the institutions must review all academic programs within that timeframe. As appropriate, universities establish their review schedules, and those generally align with accreditation reporting requirements and site visits.

Each AY, academic programs are reviewed on each campus and reported to the Board of Academic Affairs Standing Committee (BAASC) and the Board the subsequent year. The eight-year review cycle, which breaks down the time academic programs are reviewed on campus and the time in which such academic programs are subsequently reported to BAASC and the Board, is detailed below.

Program Review Cycle Year (Time University Reviews Programs)	Program Review Report Presented to BAASC and the Board
2014-2015	Spring 2016
2015-2016	Spring 2017
2016-2017	Spring 2018
2017-2018	Spring 2019
2018-2019	Spring 2020
2019-2020	Spring 2021
2020-2021	Spring 2022
2021-2022	Spring 2023

On February 16, 2022, the Board approved a plan for rpk GROUP to conduct a system-level program analysis. This plan included:

1. A Current Program Evaluation:
    a. Establish framework for evaluation of current academic programs within the KBOR portfolio;
2. A Gap Analysis:
    a. Identify gaps in the current KBOR academic portfolio relative to Kansas and national labor market demand; and
3. Recommendations:
    b. Recommend an ideal portfolio that meets the needs of Kansas students and employers.

The data collection for the rpk project began in late Spring 2022 and a final report will be presented to the Board in December 2022. The data collection required institutional research departments at the six state universities to deviate from institutional practices and report data under new standardized parameters. Knowing that this required a lot of institutional bandwidth coupled with the fact the rpk academic program report will be a significant focus

for the Board this year, Board leadership concluded at the July 2022 Board Retreat that the systemwide AY 2021-2022 program review cycle report that is scheduled to be presented to BAASC and the board in Spring 2023 would be suspended. This will need to be formally approved by BAASC to become official.

Additionally, it is also important to note that the rpk academic program review will result in new criteria being implemented into the systemwide academic program review. Given that the rpk program review will not be completed until December 2022 – which is in the middle of this year's systemwide academic program review cycle – there will not be ample time to implement the new criteria and conduct a high-quality academic program review in 2022-2023. Thus, it is also recommended to suspend the systemwide 2022-2023 academic program review cycle.

If approved, institutions would begin reviewing programs under the new systemwide academic program review criteria next fall (2023-2024). Building on this proposed timeline, the 2023-2024 academic program review cycle report – which would be the first report with the new criteria – would be presented to BAASC and the Board in Spring 2025. A timeline of the years in which the systemwide program review and report would be suspended and the years in which the systemwide academic program review would resume under the new criteria and be reported is detailed below.

Systemwide Program Review Suspension	
Review Cycle Year	Program Review Report Would Have Been Presented to BAASC and the Board
2021-2022	Spring 2023
2022-2023	Spring 2024
Systemwide Program Review Resumes with New Criteria	
Review Cycle Year	Program Review Report Will Be Reported to BAASC and the Board
2023-2024	Spring 2025