

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

**MEETING AGENDA  
Wednesday, May 17, 2023  
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](mailto:arobinson@ksbor.org).

- |   |                         |       |
|---|-------------------------|-------|
| <b>I. Call to Order</b>   | Regent Kiblinger, Chair |       |
| A. Roll Call and Introductions  |                         |       |
| B. Approve minutes from May 2, 2023   |                         | p. 3  |
| <br>  |                         |       |
| <b>II. Discussion Agenda</b>  |                         |       |
| A. Concurrent/Dual Enrollment Report  | Karla Wiscombe          | p. 5  |
| B. Performance Funding and Math Reform  | Daniel Archer           | p. 6  |
| <br>  |                         |       |
| <b>III. Other Matters</b>   |                         |       |
| A. Kansas Free Application Week Discussion                                    | Tara Lebar              |       |
| B. Proposed Criteria for Program Review Process Draft Recommendations         | Daniel Archer           | p. 18 |
| C. Concurrent/Dual Task Force Draft Recommendations                           | Regent Lane             |       |
| D. Systemwide Gen Ed Package Update   | Daniel Archer           |       |
| E. Educator Work Force Taskforce  | Regent Lane             |       |
| <br>  |                         |       |
| <b>IV. Suggested Agenda Items for the May 30<sup>th</sup> Virtual Meeting</b> |                         |       |
| A. New Program Approvals  |                         |       |
| B. Potential Updates  |                         |       |
| <br>  |                         |       |
| <b>V. Adjournment</b>   |                         |       |

Date Reminder:

- June 1, 2023, institutions to SUBMIT a [GE Master Course List](#)

**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**

<i><b>BAASC Academic Year 2022- 2023 Meeting Dates</b></i>			
<b>Meeting Dates</b>	<b>Location</b>	<b>Time</b>	<b>Agenda Materials Due</b>
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	10:30 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	10:30 a.m.	January 25, 2023
February 28, 2023	Virtual Meeting	9:00 a.m.	February 7, 2023
March 22, 2023	Topeka	10:30 a.m.	March 1, 2023
April 4, 2023	Virtual Meeting	9:00 a.m.	March 14, 2023
April 19, 2023	Pittsburg State University	10:30 a.m.	March 29, 2023
May 2, 2023	Virtual Meeting	9:00 a.m.	April 11, 2023
May 17, 2023	Topeka	10:30 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, May 2, 2023**

The May 2, 2023, 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 Benson	Regent Lane
Staff:	Amy Robinson Sam Christy-Dangermond Gage Rohlf John Yeary	Daniel Archer Tara Lebar Julene Miller	Karla Wiscombe Charmine Chambers Cindy Farrier
Others:	Andy Howe, ESU Barbara Bichelmeyer, KU Heather Morgan, KACCT Jean Redeker, KU Laura Stephenson, Washburn Brent Thomas, ESU Tara Lindahl, Washburn Tech Tanya Gonzalez, K-State	Aron Potter, Coffeyville CC Chuck Taber, K-State Howard Smith, PSU Jill Arensdorf, FHSU Linnea GlenMaye, WSU Sharon Kibbe, Highland CC Jen Roberts, KU Jennifer Callis, SATC	Ashlie Jack, WSU Elaine Simmons, Barton CC Jason Sharp, Labette CC Karen Johnson, PSU Mark Watkins, Shirley Lefever, WSU Tricia Paramore, Hutchinson CC Taylor Crawshaw, Independence CC Amber Knoettgen, Cloud County CC

Roll call was taken for members and presenters.

**Approval of Minutes**

Regent Benson moved to approve April 19, 2023, meeting minutes, and Regent Lane seconded the motion. With no corrections, the motion passed.

**Other Matters**

- Tara Lebar presented the Credit for Prior Learning (CPL) report, found at [https://www.kansasregents.org/resources/CPL\\_Report\\_AY\\_2022.pdf](https://www.kansasregents.org/resources/CPL_Report_AY_2022.pdf). The AY 2021-22 report includes 15 types of credit for prior learning, which KBOR collects data on annually. The top five sources of CPL represent almost 87% of the total CPL credits awarded. The top source for public universities is Advanced Placement exams; for community colleges, it is military credit; and for technical colleges, it is institutional exams. While we continue to see the total credits awarded from the top five sources of CPL declining, the average credit hours awarded per student of 12.3 hours is only slightly down from last year's average of 12.8 hours. Over the past five years, credit hours awarded per student have been increasing, so this is a good metric to watch if our total credit hours continue to decline.
- On April 19<sup>th</sup>, university provosts presented to BAASC the proposed criteria for a new program review process. The next steps of this process will be to build upon what was presented and align it with Board's Strategic Plan. Daniel will prepare a written draft for the next BAASC meeting on May 17<sup>th</sup>, which will contain specific metrics and a timeline. After feedback is obtained at this meeting, the goal is to bring it to the Board for approval in June.

**Adjournment**

The next BAASC meeting is scheduled for May 17, 2023, at 10:30 a.m.

Regent Lane moved to adjourn the meeting, and Regent Benson seconded. With no further discussion, the meeting adjourned at 9:33 a.m.

**1. Receive Kansas High School Student Enrollments in Public Postsecondary Institutions Report**

➤ *Affordability – On-Time Graduation*

**Karla Wiscombe,  
Director, Academic Affairs**

**Summary and Staff Recommendation**

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

**Background**

Kansas postsecondary institutions provide multiple opportunities for students to take college courses while in high school. Over 33,000 Kansas high school students enrolled in a concurrent, dual, or Excel in CTE course from a public postsecondary institution during the 2021-22 academic year.

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

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

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

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

**Summary**

*Kansas Statute 74-3202d established performance-based funding for technical colleges, community colleges, state universities, and Washburn University. Performance funding was intended to be utilized as an incentive to stimulate growth and change in areas in which improvement is needed. While this is the case, in recent years, it has been continually noted that performance funding has largely been ineffective in stimulating such change and building meaningful systemwide reform. Knowing that there is a goal to make performance funding more impactful and a need for systemwide improvement in multiple areas, a plan to shift to a project-based performance funding system that is based on implementing proven best practices is detailed herein. The project-based system will be contingent upon institutions scaling corequisite remediation, math pathways, systemwide course placement standards, and academic degree maps. This will help drive innovation, reduce achievement gaps, and enhance student success and completion for all students. Over the last few months, Board staff worked with the Dana Center at the University of Texas at Austin and the math task force on establishing a math reform implementation timeline for performance funding that is included herein. To support these changes, build needed system infrastructure and align Kansas practices with many leading states, and maximize opportunities for long-term student success, policy amendments are necessary. As such, amendments to the existing Developmental Education policy, which will be retitled the Gateway Course Placement and Developmental Education policy are also included herein. Board staff recommend approval.*

May 17, 2023

- *Affordability – On Time Graduation*
- *Success – Degrees and Certificates Earned*
- *Access – Enrollment Equity Gaps*

**Performance Funding**

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.

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

Over the last several years, the Board of Academic Affairs Standing Committee (BAASC) and the Board have expressed multiple limitations with the existing performance funding framework. These limitations include:

- 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;
- 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 in pursuit of collective success and completion goals.

*Proposed Changes to the Performance Funding Framework*

The proposed new performance funding is based upon an institution employing four proven practices that will position the system to move the needle on the Board’s Building a Future strategic plan. These include:

- corequisite support developmental education;
- math pathways;
- systemwide course placement measures; and
- academic degree maps.

These will trigger necessary actions that will help drive innovation, reduce achievement gaps, and enhance student success and completion for all students. The proposed project-based performance funding structure is detailed below.

*Proposed Project-Based Performance Funding Structure*

<b>Proposed Project-Based Performance Funding</b>					
<b>Project</b>	Math Pathways in Accordance with Amended Chapter III.A.14.	Corequisite Math Support Developmental Education in Accordance with Amended Chapter III.A.14.	Corequisite English Support Developmental Education in Accordance with Amended Chapter III.A.14.	Systemwide Course Placement Measures in Accordance with Amended Chapter III.A.14.	Academic Degree Maps in Accordance with the <a href="#">Basic Standards</a>
<b>Percentage of Funding Each Year</b>	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

<u>First Funding Tier: Institution Receives 100% New Funding Available</u>					
Institution Meets 5 out of 5 Indicators	1	2	3	4	5
<u>Second Funding Tier: Institution Receives 80% New Funding Available</u>					
Institution Meets 4 out of 5 Indicators	1	2	3	4	5
<u>Third Funding Tier: Institution Receives 60% New Funding Available</u>					
Institution Meets 3 out of 5 Indicators	1	2	3	4	5
<u>Fourth Funding Tier: Institution Receives 40% New Funding Available</u>					
Institution Meets 2 out of 5 Indicators	1	2	3	4	5
<u>Fifth Funding Tier: Institution Receives 20% New Funding Available</u>					
Institution Meets 1 out of 5 Indicators	1	2	3	4	5
<u>Sixth Funding Tier: Institution Receives 0% New Funding Available</u>					
Institution Meets 0 out of 5 Indicators	1	2	3	4	5

It should be noted that when new legislative dollars are allocated to higher education, an institution will receive a full performance funding allocation by simply participating and meeting basic conditions in the five aforementioned projects. Thus, the proposed system provides a vehicle to recognize and reward institutions for doing their part to drive needed systemwide change. In the end, this will also create a more stable model because it moves away from a higher-stakes framework that has sometimes penalized institutions for not meeting student achievement outcomes that may slightly fluctuate from year to year or be impacted by sharp enrollment increases or decreases.

*Timing Issues*

The Board and the institutions are locked into the current performance agreements this year and next year, meaning that any performance funding awarded in July 2023 and July 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:

- Last Fall, AY 21 performance data (which includes Summer 20, Fall 20, and Spring 21 semesters) was 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 for the 2024-2025 year (FY 25). A timeline for the proposed project-based performance funding system is detailed below.

The project-based performance funding will be based on rewarding institutions for planning and implementation each year rather than a system that relies upon comparing lagging data to three-year averages.



*Proposed Funding Timeline*

Wrapping Up Current Performance Funding System			
Time Period of Courses	Report to Board Staff	Review by BASAC and Board	Funding Award (only applies if new money is available)
AY 21	July 1, 2022	AY 23	July 2023
AY 22	July 1, 2023	AY 24	July 2024
Proposed Project-Based Performance Funding System			
Time Period of Courses	Report to Board Staff	Reviewed by BASAC and Board	Funding Award (only applies if new money is available)
AY 25	July 1, 2024	AY 25	July 2025
AY 26	July 1, 2025	AY 26	July 2026
AY 27	July 1, 2026	AY 27	July 2027

**Proposed Timeline**

Year One: Starting the Foundation		
Fall 2022 Semester	Spring 2023 Semester	Summer 2023 Semester
Acceptance into Dana Center's Launch Year's Initiative	Establish timeline	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)
Math task force attends the Dana Center's <a href="#">Launch Year's Initiative in November 2022.</a>	<a href="#">Develop Charge Document</a>	
<a href="#">Develop Charge Document</a>	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)	
Performance Funding Implications		
N/A existing system still in place		

**Year Two: Continue Building the Foundation**

Fall 2023 Semester	Spring 2024 Semester	Summer 2024 Semester
Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines). Upon completion of this work, revise Board policy to include math pathway options with a Fall 2026 implementation date.	Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this).	Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this).
Establish systemwide math course placement measures (Once it is understood what gateway math courses will be used for math pathways, this work will begin). Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this.	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).
Contemporary Math course outcomes and Elementary Statistics course outcomes might be revised at the Fall 2023 Kansas Core Outcomes Group Meeting.		Establish math pathways advising one-pager to outline what, when, and the alignment between majors and math pathway courses.
Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	
<b>Performance Funding Implications</b>		
N/A existing system still in place		

**Year Three: Professional Development and Preparation**

Fall 2024 Semester	Spring 2025 Semester	Summer 2025 Semester
Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	
Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	
English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	
<b>KBOR Professional Development</b> <ul style="list-style-type: none"> <li>• Corequisite Support Developmental Education                             <ul style="list-style-type: none"> <li>○ Instruction: English and Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> </ul> </li> <li>• Math Pathways                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> </ul> </li> <li>• Course Placement Measures                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> <li>○ Assessment: Testing Center Personnel</li> </ul> </li> </ul>	<b>KBOR Professional Development</b> <ul style="list-style-type: none"> <li>• Corequisite Support Developmental Education                             <ul style="list-style-type: none"> <li>○ Instruction: English and Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> </ul> </li> <li>• Math Pathways                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> </ul> </li> <li>• Course Placement Measures                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> <li>○ Assessment: Testing Center Personnel</li> </ul> </li> </ul>	Some of the professional development may also be conducted in Summer 2025.
Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	
<b>Performance Funding Implications (AY 25 Funding Cycle)</b>		
By July 1, 2024, each institution submits:		
1. A commitment to implementing math pathways, which will include detailing <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
2. A commitment to implementing corequisite math support developmental education, which will include detailing <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
3. A commitment to implementing corequisite English support developmental education, which will include detailing (its understood that many are currently doing corequisite English) <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include: <ul style="list-style-type: none"> <li>• the list of the individuals that will participate in professional development; and</li> <li>• a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.).</li> </ul>		1 Point
5. A link to all its <a href="#">academic degree maps</a> for students starting in Fall 2024 or Spring 2025.		1 Point

**Year Four: Soft Launch**

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

**Year Five: Full Implementation**

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

## **14. GATEWAY COURSE PLACEMENT AND DEVELOPMENTAL EDUCATION**

Higher education institutions have often relied upon standardized testing to place students into gateway English and math courses. While there is a place and continued need for these assessments, a course placement system that relies solely upon test scores – which assess a student’s skills and abilities through one assessment on a single day –provides a narrow evaluation. An overreliance on standardized testing can often lead to unnecessarily forcing students into a developmental education course. Many of these students can demonstrate college readiness based on academic performance but are not good test takers or may have scored below their ability during the performance snapshot. A more holistic approach considers multiple measures for course placement – such as ACT/SAT subject scores, completing certain high school courses, or achieving a requisite high school grade point average. Multiple measures have proven to be a better predictor of success and help reduce unnecessary developmental education placements. In addition to an overreliance on standardized assessment, Kansas colleges and universities have traditionally operated under a system in which each state university or coordinated institution independently determines if a student is eligible to enroll in a gateway math or English course. As such, with no congruity, there can be up to 32 different standards – one for each higher education institution in the system – to determine if a student qualifies for enrollment in a gateway English or math course. The lack of systemwide college math and English readiness standards has created a missed opportunity to communicate clear expectations to high school teachers and counselors and their students who are planning and preparing for higher education.

When a student is deemed underprepared in math or English, prerequisite developmental education courses have been used as the primary remediation strategy. These courses do not provide credit toward a degree and add time and cost to the degree completion pathway. Equally important, students in prerequisite developmental education have consistently exhibited poor completion outcomes and this model is not aligned with evidence-based best practices that are linked to academic success. In Kansas, data has consistently shown that students who are placed into a prerequisite developmental education course(s) often fail to complete the gateway course in the corresponding subject area. By contrast, large-scale datasets from multiple states have shown that students who participate in corequisite developmental education are far more likely to complete a gateway general education course in the corresponding subject area.

There are many limitations with relying on standardized testing for course placement, using a patchwork course placement system that sends mixed messages to K-12 systems and prospective students, and primarily employing prerequisite developmental education for those students who do not meet college-readiness standards. As such, systemwide course placement measures, which include both common high school performance standards and requisite exam scores, and corequisite developmental education are critical strategies to increase clarity, affordability, and success for Kansans.

## **a. Application and Effective Date**

All state universities are required, and Washburn University and all coordinated institutions are strongly encouraged, to implement the course placement for developmental education and gateway education policies set out below in Chapter III.A.14.c. Notwithstanding Chapter III.A.6, no course credit hours for gateway math and English courses or for developmental education courses shall be deemed approved by the Board of Regents for the purposes of determining the amount of an institution's state aid for non-tiered course credit hours, unless the institution delivering the course credit hours abides by all of the conditions detailed within this policy. The gateway and developmental course placement guidance, corequisite support section framework, and funding elements detailed in this policy shall take effect during the Fall 2026 semester and continually apply thereafter.

## **b. Definitions**

For the purposes of this policy:

"Coordinated institution" means each community college, each technical college, and Washburn Institute of Technology.

"Corequisite support developmental education" is a support section taken at the same time (co-requisitely) – or in the same semester – as the gateway English or math course to give students extra support and increase the likelihood they will pass the gateway course. Corequisite support developmental education includes a "boot camp section," "compressed course section," "mandatory tutoring section," or "supplemental course section," as further defined in Chapter III.A.14.d.i.(1-4).

"Gateway English course" is the first college-level English course a student enrolls in to meet an English general education requirement.

"Gateway math course" is the first college-level math course a student enrolls in that is aligned to the math pathway general education requirement of the student's declared or intended program of study. In accordance with the Kansas Core Outcomes Group course classification, Intermediate Algebra (Systemwide Transfer Code MAT0990) is a developmental course based on content and rigor and cannot be used to satisfy a general education gateway math course requirement.

"Institutionally designated course placement measure" is any course placement measure that is not included in the systemwide course placement measures and is used to determine eligibility to enroll in a gateway English or math course. These measures could include, but are not limited to, vendor-based assessments, homegrown assessments, or an evaluation of non-cognitive factors such as motivation and workplace experiences. These measures are approved at the institutional level and only apply in cases in which the student did not meet any of the applicable systemwide course placement measures.

"Prerequisite developmental education" is a prerequisite course to a gateway English or math course. These courses are not college-level, do not apply toward certificate or degree requirements, are not structured to allow the student to remediate and complete the gateway course within the same

academic semester, and usually delay graduation. Credit awarded for prerequisite developmental education courses shall not be used to fulfill requirements for associate or baccalaureate degrees.

“Systemwide course placement measure” is a high school performance grade standard, requisite ACT/SAT score, or other common assessment mechanism that is recognized by all coordinated and state university institutions to determine if a student is eligible to enroll in a gateway English or math course. These measures are informed by recommendations from the Systemwide Course Placement Math and English Committees and will require approval from the Board of Academic Affairs Standing Committee.

Developmental education includes courses in all fields of study that are designed to increase the likelihood of student success at the entry level of a certificate or degree program. Developmental education programs include activities that address subject matter remediation, development of competencies, and change of attitudes toward learning. The content of developmental education courses is at a level below that normally included in the first and second year college-level curricula.

Developmental education programs include interdependent activities and special types of educational experiences that are designed to meet academic and personal needs of students. Developmental education intervention strategies take into consideration the needs of the individual student and are least intrusive for the student.

### **c. Course Placement for Developmental Education and Gateway Courses**

#### **i. Gateway English**

(1) Each student who meets either a systemwide English course placement measure or an institutionally designated English course placement measure at a state university or coordinated institution shall be eligible to enroll in a gateway English course without developmental education.

(2) State universities and coordinated institutions shall place each student who meets neither a systemwide English course placement measure nor an institutionally designated English course placement measure into a gateway English course section and a corequisite English support developmental education section as detailed in Chapter III.A.14.d.i.(1-4).

#### **ii. Gateway Math**

(1) Each state university and coordinated institution student who meets either a systemwide math course placement measure or an institutionally designated math course placement measure that is required for enrollment in the gateway math course associated with the student’s major shall be eligible to enroll in the gateway math course without developmental education.

(2) State universities and coordinated institutions shall place each student who meets neither a systemwide math course placement measure nor an institutionally designated math course placement measure that is required for enrollment in the gateway math course associated with the student’s major into the gateway math course and an applicable corequisite math support developmental education section as detailed in Chapter III.A.14.d.i.(1-4).

(3) Each student who demonstrates proficiency at a higher level than the gateway math course for the student's major may be placed, as determined by the state university or coordinated institution, in a course that is more advanced than the gateway math course if that course fulfills the math requirement for general education and the student's major.

#### **d. Corequisite Support Developmental Education**

i. Corequisite support developmental education sections may be tailored for specific student groups and offered for different amounts of credit (up to three semester credit hours), and tuition and fees may be charged as otherwise authorized for each institution's credit-bearing courses. Credit awarded in corequisite developmental education sections shall not be used to fulfill requirements for associate or baccalaureate degrees. Corequisite support developmental education shall be delivered through one of the following sections:

##### (1) Supplemental course section

(a) A student in a supplemental course section attends a corequisite support developmental education section model in which there are structured courses that run before, after, or on opposite days to the gateway course. The gateway course and the concurrent supplemental course are completed in the same semester.

##### (2) Mandatory tutoring section

(a) A student in a mandatory tutoring section attends a corequisite support developmental education section model in which mandatory tutoring in a lab is required for a specified number of hours per week. The gateway course and concurrent mandatory tutoring are completed in the same semester.

##### (3) Boot camp section

(a) A student in a boot camp section attends a corequisite support developmental education section model in which the first three to five weeks of the semester are typically developmental content, followed by the college-level content. Classes meet extra hours each week throughout the semester to equal the two classes or class plus lab. The boot camp and gateway course are completed in the same semester.

##### (4) Compressed course section

(a) A student in a compressed course section attends a corequisite support developmental education section model in which a developmental class is typically compressed into eight weeks, and then the college-level gateway course is typically compressed into eight weeks, so that both classes are completed in the same semester. Classes meet extra hours each week throughout the semester to deliver the applicable credit hours of instruction for both the corequisite section and the gateway course within the compressed timeframes.



**e. Additional Guidelines are:**

**ai.** ~~Except as otherwise provided by this Chapter III.A.14, To~~ to meet the developmental needs of students, Kansas public postsecondary educational institutions may offer courses in developmental reading, mathematics, English, and other content areas. ~~Beginning August 15, 2015, e~~Except as provided in K.S.A. 2012 Supp. 76-7,151, as amended, no funds appropriated from the state general fund for any state university shall be expended for the purposes of providing developmental courses in the areas of mathematics or language arts.

**b.ii.** ~~The definitions of prerequisite developmental education and corequisite developmental education, including the developmental education sections detailed in Chapter III.A.14.d.i.(1-4), in this policy will be used when reporting information; and gathering data, or structuring learning activities for developmental education.~~

**c.** ~~Developmental education course credits may not be used to fulfill graduation requirements for any degree.~~

**iii.** Procedures for implementation of this policy are the responsibility of the Board President and Chief Executive Officer.

## 1. Kansas Free Application Week October 16-20, 2023

- Access – Enrollment Equity Gap
- Access – College Going Rate

Tara Lebar,  
Associate Director,  
Academic Affairs

### Summary and Staff Recommendation

*Create Kansas Free Application Week during the month of October. For one week, October 16-20, 2023, Kansas residents regardless of age or income could apply to any baccalaureate, associate or certificate program at any of our Kansas universities or community colleges for free and we would see if the technical colleges or private universities want to join the campaign. These dates coincide with the Apply Kansas Application month and occur before many of the scholarship priority deadlines for public universities. It would remove the cost barrier for high school seniors and adult Kansas residents who could be thinking about pursuing an undergraduate level certificate, associate degree or baccalaureate degree. With a marketing campaign, this could encourage Kansans to invest in their future through pursuing postsecondary education.*

### Background

Five years ago, Colorado started an Apply Free day for all residents. It was one day in October and by utilizing cable marketing spots in both English and Spanish they advertised out to all the residents the opportunity to apply free to all undergraduate programs at all state public and some private Colorado colleges and universities. In 2020 their third year, they saw a one-day total of 56,896 applications, a 28% increase over the first year, 44% of those applications were submitted by students of color, 28% submitted by first-generation students and almost 2,000 transfer applications. With the growth they had seen in the program and the madness of processing that many applications in one 24-hour period, Colorado changed to a 3-day window in 2021 and saw an increase in each category over the prior years.

### Staff Recommendation

In conjunction with the Apply Kansas efforts, staff recommends creating Kansas Free Application Week this fall on October 16-20, 2023. All residents of Kansas who are applying for undergraduate programs at state public universities and community colleges would be eligible to submit their admission applications for free starting Monday, October 16, 2023, through Friday, October 20, 2023. Undergraduate programs include undergraduate level certificates, associate, and baccalaureate degrees. This means all of the following applicants are eligible: First-time Freshmen, Transfer Students, Returning Students, and Applicants seeking a second bachelor's degree. (Applicants for graduate-level programs are not eligible).

The actual admission application must be submitted through midnight on Friday, Oct 20 to be eligible to have the application fee waived. However, applicants can and are encouraged to begin filling out the application before this time. The application just needs to be submitted during this five-day period. (All colleges and universities have application fee waivers for financial hardship during the entire year. As such, students with financial need may continue to submit fee waivers with their application before or after the Free Application week.)

As the state continues to look for ways to increase the college-going rate and FAFSA completion, initiatives like this could inspire Kansans, of all ages, who have been thinking about continuing their education to take that first step. While this will benefit Kansans of all ages, Colorado's data has shown that the biggest benefit will be seen from students of color, first-generation and transfer students. By removing barriers for students to pursue a credential, Kansas can create opportunities to increase the number of students who complete their programs and enter the workforce with a degree or competitive skills.

(Model based on [Colorado Free Application Days](#))

## **Student Advisory Committee Feedback**

In March 2023 this proposal was shared with the Student Advisory Committee members soliciting their feedback. Staff received responses both via email and verbally at their meeting on March 22, 2023. Several members shared the proposal with their University President prior to the March 22, meeting. The overwhelming comments were positive regarding an initiative that encourages more access to higher education. The following comment was shared via email,

“My youngest brother, who wasn’t sure what he wanted to do after high school, filled out his first college application when FHSU hosted a free application day. He is now a Tiger, happy with his decision. I also trust the argument that this initiative will benefit students of color and first-generation college students, for which FHSU is home to many. This week would increase accessibility to higher education for Kansans, which I see as a benefit to both the students and the universities.”

While the conversation was mostly positive, the student representatives voiced some challenges their institutions had about lost revenue from these free application days. Would it be possible to replace this lost revenue? Would it be better to start with three days rather than a full week might be a better way to start the program. They encouraged staff to carry the program forward for further consideration.