KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, June 4, 2024
9:00 a.m. – 11:00 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas 66612.

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:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2024 Meeting Schedule

BAASC Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	3:00 p.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024
June 18, 2024	Virtual Meeting	10:30 a.m.	May 29, 2024

Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES
Wednesday, May 15, 2024

The May 15, 2024, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 10:30 a.m. The meeting was held in person at the Board office, with a virtual option available.

In Attendance:
Members: Regent Lane   Regent Ice   Regent Johnston   Regent Mendoza

Approval of Minutes
Regent Ice moved to approve the April 30, 2024, meeting minutes; Regent Mendoza seconded, and the motion passed.

Program Review Reports
Regent Lane began by acknowledging Provost Howard Smith's retirement and thanked him for his contributions and service. She then provided a recap of the program review process, the expectations, and explained that recommendations for next steps will be discussed at the June 4 in person meeting.

Provost Brent Thomas, Emporia State University, introduced Dr. Bekah Selby, who presented a summary of the institution's on-campus academic review process. Provost Thomas then provided a summary of the actions taken in the last two years as a result of the institution's on-campus review process, which included phasing out or merging 20.8% of the programs (including certificates) offered by the university. Provost Thomas provided a summary of the review of the BSE in Business Education and the resulting recommendation to phase out the program. He also provided a summary of the review of the BA in Theatre Arts and the resulting recommended action plan. He also announced David Sharlow would be the new Dean of Visual and Performing Arts and introduced Aubrey Wilson who would be the new Director of Theatre.

Provost Shirley Lefever, Wichita State University, provided a summary of the institution's on-campus academic review process and the results of this process over the last two years which included phasing out six programs and merging two others (including certificates and minors.) Provost Lefever explained the review and resulting merge recommendation for the BA in Women's Studies. Provost Lefever also provided a summary of the reviews and resulting action plans for the remaining programs, which included BA in Philosophy, BA/BS in Geology, BA/BS in Physics, and the BS in Forensic Sciences

Provost Jill Arensdorf, Fort Hays State University, summarized the institution's on-campus academic review process and the resulting discontinuation of three programs over the last two years. She also explained the differences between the institution's on-campus review process and the process used for the AY24 KBOR Program Review. Provost Arensdorf provided a summary of the reviews and resulting action plans for the programs BM (Music Education), BA in Foreign Language (Spanish), BA/BS in Physics, and the BA in Music. Provost Arensdorf then covered the review of the BA in Philosophy, which FHSU proposes merging with other existing BA programs as a concentration.

Board Consent Agenda Items
The SARA Report was postponed until the next meeting.

Adjournment
The next BAASC meeting will be held in person on June 4, 2024.

The meeting was adjourned at 12:02 p.m.

State Authorization Reciprocity Agreement (SARA)

Update Summary

> *SARA allows accredited degree-granting institutions to offer distance education in other member states without having to seek individual authorization from those states. This report provides an update on the status of SARA in Kansas and nationwide.*
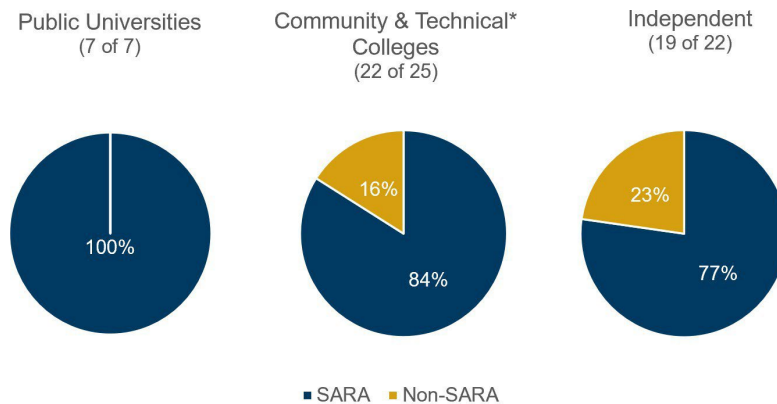>
> *April 30, 2024*

Background

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

Membership and Participation

There are over 2,400 participating institutions in SARA, representing 52 member states and territories. In the Fall of 2022, over four million students were enrolled exclusively in distance education, with one and a half million administered through SARA. These enrollments are relatively stable from the previous year, although there was a slight decrease of less than one percent.

As of March 1, 2024, 49 Kansas institutions participate in SARA. Over the past year, KBOR has approved the participation of three additional institutions and removed one institution due to its change of home state. The charts below illustrate participation by sector.[1]

Public Universities
(7 of 7)
100%

Community & Technical*
Colleges
(22 of 25)
16%
84%

Independent
(19 of 22)
23%
77%

■ SARA ■ Non-SARA

*Washburn University Institute of Technology participates under the approval of Washburn University and is not included in this count

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[1] One participating institution is private/out-of-state postsecondary and not reflected in the charts by sector.

Enrollments and Out-of-State Learning Placements

The Fall 2022 exclusively distance education enrollments and 2022 calendar year out-of-state placements for participating Kansas institutions are provided below.

In Fall 2022, nearly 17,000 out-of-state students were enrolled in participating Kansas SARA institutions.
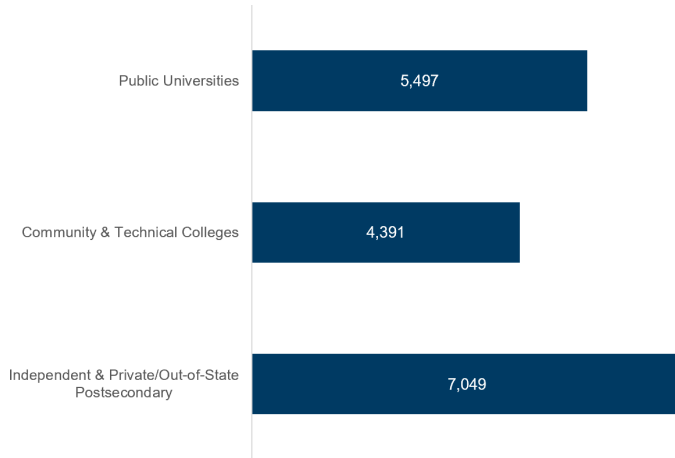
The top three locations from which Kansas institutions enroll students are Missouri, Texas, and non-SARA member states and territories.

In Fall 2022, over 14,000 Kansans were enrolled in distance education offered in another SARA member state. The top ten enrollments by state are listed below.
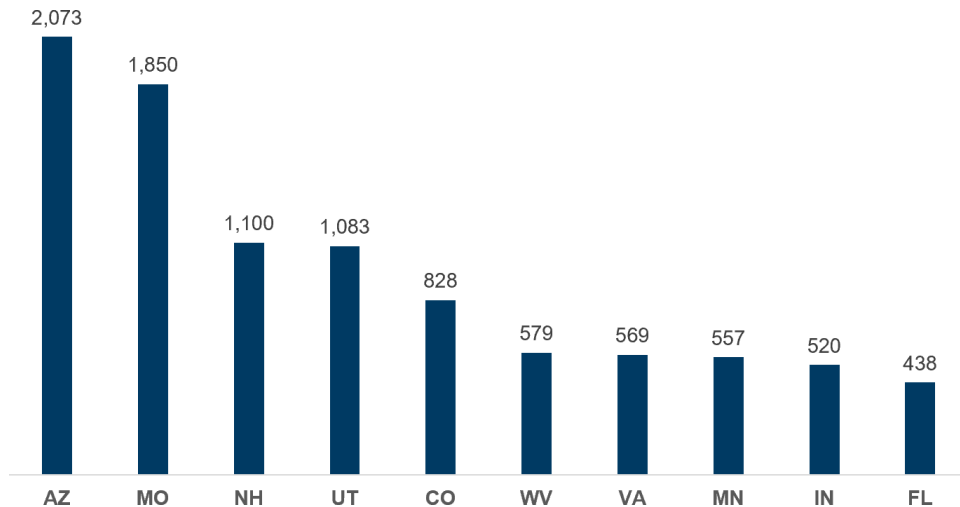
Southern New Hampshire University (New Hampshire), Western Governors University (multiple locations), and Penn Foster College (Arizona) are the top three institutions enrolling Kansans.

In the 2022 calendar year, over 3,900 out-of-state students were placed (clinical rotations, student teaching, and internships, for example) in Kansas. The following represents placements in the top five CIP codes.
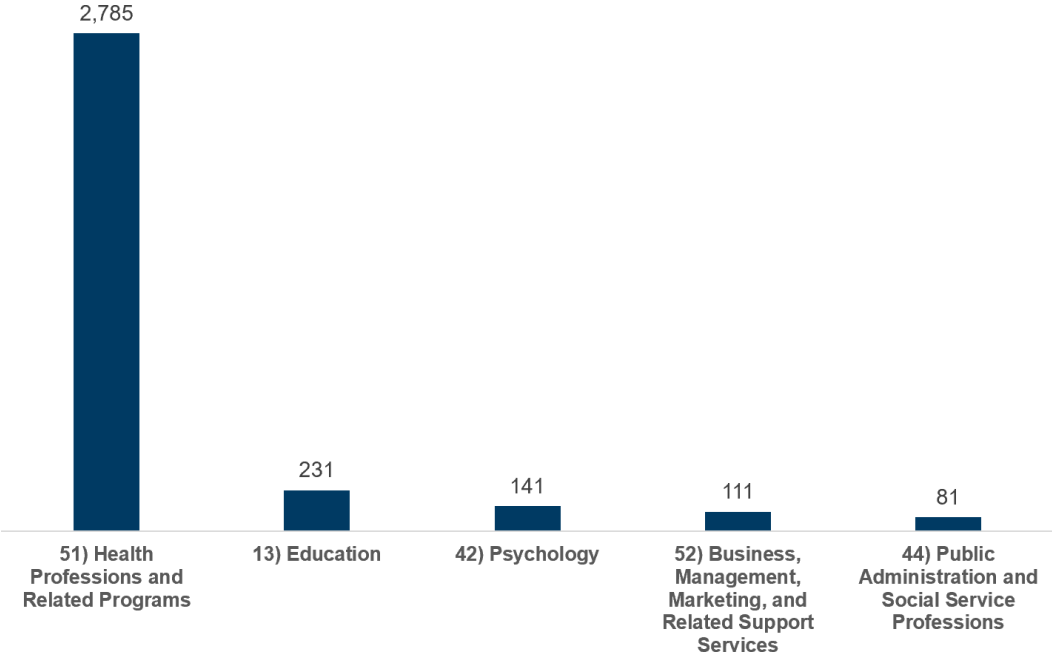
In the 2022 calendar year, Kansas institutions placed over 4,100 students out-of-state. The chart below illustrates placements in the top five CIP codes.
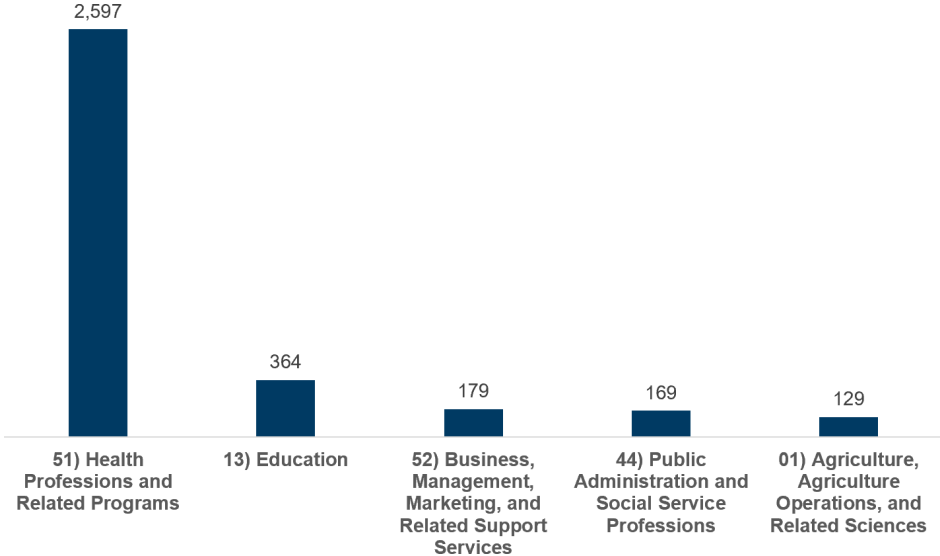
Enrollment Trend Data

NC-SARA has standardized its data collection methods in recent years, providing an opportunity to review enrollment data over time. The chart below shows the exclusively distance education enrollments in participating Kansas SARA institutions (incoming) as well as the enrollments of Kansans in other SARA states (outgoing) over the last five years.
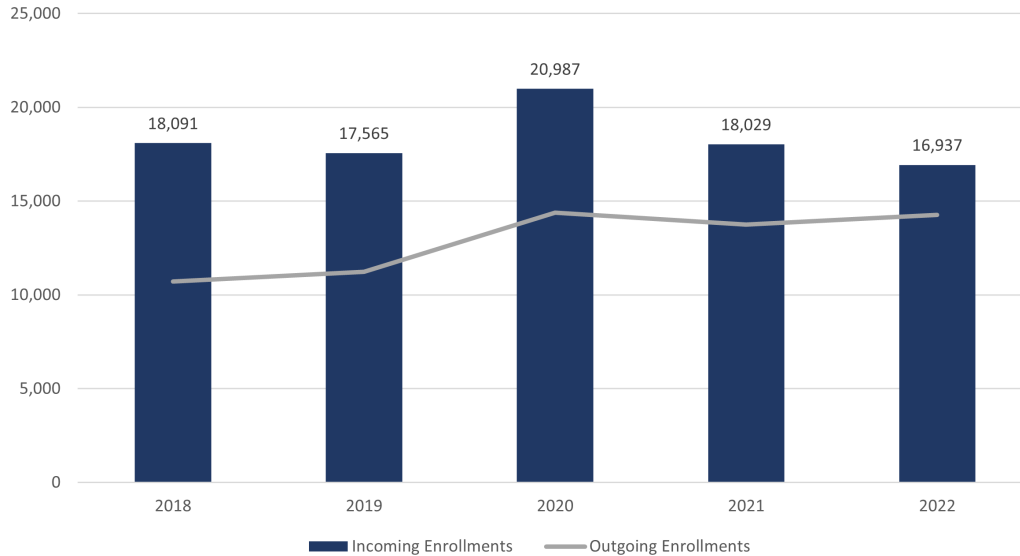
We anticipate a decrease in incoming enrollment for 2023 due to the change of ownership of Grantham University, which previously was domiciled in Kansas. Over the last five years, Grantham has averaged incoming enrollments of over 5,000 students.

Policy Modification Process

In October 2023, NC-SARA completed its first cycle of a new policy modification process. This process, approved by the NC-SARA Board in June 2022, was developed by the regional compacts and their respective SARA regional steering committees to encourage transparency, increase collaboration, maintain consistency, and open communication. The most significant development of this new process required that each of the four regional compacts approve a proposed policy modification before consideration by the NC-SARA Board. Over 60 proposals were received from various constituencies, including the steering committees of the regional compacts, the State Authorization Network (SAN), consumer advocacy groups, and institutions. At the Fall 2023 NC-SARA Board Meeting, the Board reviewed six proposals, five of which were approved.

The 2024 policy modification process is currently underway. Most of the proposals intend to clarify current policy, standardize the application of policies across member states, and strengthen consumer protections. Some proposals, if approved, could require states to implement policies that were previously optional. For example, approving an institution in a provisional status due to being on notice or warning with their accreditor is currently not required due to the use of "may" in the current policy language. Changes like these may require the Board to complete a more intensive review of participating institutions. Over the past ten years, the State

Portal Entity review has changed from reviewing the attestation of an institution to comply with SARA policy, to a review and confirmation of compliance.

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

Negotiated Rulemaking

Also on the horizon are new U.S. Department of Education (Department) rules that regulate out-of-state online colleges. The Department wants to give states more authority to enforce their own laws and regulations than what reciprocity agreements currently allow. The efforts of negotiators to reach consensus with the Department failed, and the administration can now write the rules as it sees fit. The process is in a public comment period, but the final rules must be published by October 31, 2024 in order to be effective July 1, 2024.

The data provided in this report is available in interactive dashboards at https://nc-sara.org/data-dashboards. This and previous SARA reports are available at http://kansasregents.org/academic_affairs/sara.

WHY DEVELOP SYSTEMS AND PROCESSES TO ALLOW **COMPETENCY-BASED EDUCATION** AT KU?

OPPORTUNITY

How can KU harness its research expertise to revolutionize higher education by making it more accessible and affordable, without sacrificing quality or integrity?

BASIC DEFINITIONS

Competency-based education has many descriptions, but common to most of them are that (1) curricula are designed around specific competencies, (2) advancement focuses on a competency, and (3) the time and processes students follow to [master and] demonstrate a competency can vary (**Mason et al., 2021**).

Competencies are "statements of required knowledge, skills, abilities, and behaviors that include application standards and clearly state what is required for demonstration of competency" (**CBEN, 2017**).

Backward design is used to create programs, under the oversight of program faculty, using shared expertise of specialized faculty: The Competencies (program faculty) → Demonstration of Mastery (assessment experts) → Instructional Design (learning scientists and instructional designers). Individual faculty members could fill more than one role if they possess and want to apply additional areas of expertise.

KEY BENEFITS

FOR STUDENTS

Equity and Accessibility
Flexibility to learn anywhere, anytime, and on any timeline, no matter personal circumstances.

Affordability
Earn credits for experiences that came from military service, civilian workplaces, hobbies, or self-study, allowing them to save time and money.

Higher quality
Quality of degree guaranteed and shown by collected artifacts from demonstrations of mastery.

KU AND INTERNAL CONSTITUENCIES

Revenue
Increase university revenue by tapping into new groups of hitherto underserved students to allow greater investment in faculty and research.

Opportunity
Share enhanced revenue with those departments and faculty who choose to participate.

Advance Equity
Enhance our reputation as the only relatively open access AAU institution of higher education.

FOR EXTERNAL CONSTITUENCIES

Better communicate the value of a KU degree
Employers can better understand what students know, and students what organizations need, providing students with more control over their economic futures and employers with greater surety to guide their investment in human capital.

9

Modality
All CBE programs will be direct assessment, online & asynchronous.

Academic Calendar
CBE Programs will leverage a subscription-based calendar with **16-week terms**. There will be one week in between terms and an additional one week break in December.

Financial Aid
Financial Aid will be available to all qualifying students in the CBE programs.

Tuition Pricing
Students pay a subscription rate at the start of each 16-week term. There will be **two rate options** available:

- **Full time**: Students can enroll in and complete unlimited competencies within the subscription term.
- **Part time**: Students can enroll in and complete a limited number of competencies within the subscription term.

Transcription
Students will receive both a competency-based transcript (reflecting competencies mastered) and a traditional transcript (competencies translated into course equivalencies).

Faculty Model
CBE students will be highly supported by a collaborative team that includes university faculty and staff. This will include instructors, developers, assessors, and a success coach.

Academic decision-making for the content of programs and any individual courses within those programs is shared across the program's faculty, rather than individual faculty members having broad and deep decision making for the content of individual courses.

Regulatory Compliance
The U.S. Department of Education requires approval from the Higher Learning Commission (HLC) as part of its application, a process that can take anywhere from **4-12 months for review** and approval by each entity. HLC requires approval from the Kansas Board of Regents (KBOR) as part of its application; thus, **the approval path is first KBOR, then HLC, and then the U.S. Department of Education** to be able to offer Title IV Federal Financial Aid. If a program leads to licensure, the program must be submitted to the Kansas State Department of Education (KSDE) as well. Timelines and processes vary for such approval.

Information Technology
CBE programs will be supported by KU's information technology infrastructure, with Canvas as the Learning Management System and tools that support students' ability to learn anytime, anywhere, on any timeline.

Student Support Model
KU will provide a personalized support experience, tailored to ensure student success in a CBE program. Students will have access to a broad range of support services to ensure holistic student success. These services will include (but are not limited to): **a personalized success coach** who will advise, mentor, and assist students throughout the program; access to **student financial aid**; and intentional **academic and student development supports**.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Please note this program will be delivered in two ways: 1) as a course-based hybrid program; and 2) as a competency-based online program.

June 4, 2024

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level:	Master's
Program Title:	Human and Organization Performance Effectiveness
Degree to be Offered:	Master of Science
Responsible Department or Unit:	School of Professional Studies
CIP Code:	52.1001
Modality:	Course-Based Hybrid
	Competency-Based Online
Proposed Implementation Date:	Spring 2025 (Course-Based Hybrid)
	Fall 2025 (Competency-Based Online)

Total Number of Semester Credit Hours for the Degree: 30 (Course-Based Hybrid)
Total Number of Competencies for the Degree: 10 (Competency-Based Online)

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

III. Justification

The School of Professional Studies proposes to create two paths to pursue a Master of Science in Human and Organization Performance Effectiveness degree to meet the growing demands of working professionals in the Metro Kansas City area and beyond:

1. Course-based degree program (hybrid format, based out of the KU Edwards Campus)
2. Competency-based degree program (online, asynchronous)

The MS degree in Human and Organization Performance Effectiveness (HOPE) seeks to provide career advancement pathways for those in a variety of professions that are responsible for improving the performance of organizations and individuals in organizations. This program is ideal for profit, nonprofit, and military sectors, and is particularly relevant for functional areas in training and development, industrial relations, human resource management, entrepreneurial leadership, and executive coaching.

This program provides students with a broad foundation of theory in critical thinking, communication, leadership, and ethics while incorporating coursework focused on aligning the professional development needs

of employees with the broader goals of their respective organizations. Graduates of the program will be prepared to better meet the present and future demands of the workplace and workforce.

Students will gain a foundational understanding of human and organization performance effectiveness using an applied and theoretical approach. The program will explore topics including training and development, industrial relations, human resource management, entrepreneurial leadership, technical writing, instructional design, user centered design, organizational analysis, task analysis, and human motivation. Students will utilize case studies to explore industry best practices and explore the alignment between the professional development needs of employees with the broader goals of their respective organizations.

This program is offered through the School of Professional Studies. The course-based path for this program will include a combination of online and in-person courses. The in-person courses will be offered at the KU Edwards Campus in Overland Park. The competency-based program will be 100% online and asynchronous. The program is offered in two different formats (course-based and competency-based) to allow students the flexibility to choose the path that best fits their needs. Ideally, students will stay enrolled in the same format throughout the degree program; however, it will be possible to change from one format to the other, if needed. This program caters to working professionals and allows them to incorporate their work experience into the classroom as well as providing them new expertise that can be applied in the workplace.

IV. Program Demand:

Market Analysis

Student Demand
Based on national Google search trends, SPS anticipates that the MS in HOPE would see strong enrollment and meet the demands of working professionals in the metro Kansas City area and nationally. On average each month, there are more than 10,000 searches for master's degree programs that fit the scope of this degree.

From 2012 to 2020, there was a 61.9 % increase in students completing online or hybrid Human Resource graduate degrees or an overall 23.6% increase in students completing any Human Resources related degrees, according to Lightcast Economic Modeling.

KU regularly receives student inquiries for a Human and Organization Performance Effectiveness or Human Resource Management degree that is available in a hybrid format. This program would address that need. Also, KU has seen strong current student enrollment in courses such as human resource management, managing people, and organizational communication.

The School of Professional Studies has received feedback from students in a variety of SPS programs that demonstrates demand for highly flexible program offerings. The HOPE program seeks to meet that demand in two ways: 1) deliver the program in two distinct formats (course-based/hybrid and competency-based/online) and 2) develop curriculum to appeal to a wide range of businesses, nonprofit organizations, and military service operations regionally and nationally.

Comparative/Locational Advantage
In the greater Kansas City region, this would be the first MS in Human and Organization Performance Effectiveness degree to be offered in the hybrid or competency-based format and there are currently a limited number of similar or related degree offerings in the area. Currently, Park University offers a graduate certificate in Human Resource Management and a MA in Industrial and Organizational Psychology. Kansas State University offers a Masters in Adult Learning and Leadership and Avila University (located in Kansas City, MO) offers a MS in Organizational Development.

The only public graduate level program in Kansas with the same CIP code is the Master of Human Resource Management at Wichita State University. Online options are available across the nation, for example Villanova University's Masters in Human Resource Development, Purdue's MS in Human Resource Management, Penn State's Masters in Organizational Development and Change, and Arizona State University's Masters of Human Resources and Employment Law. This would be the first competency-based degree in the area of Human and Organization Performance Effectiveness to be delivered by a Research I institution.

All students will explore topics including training and development, industrial relations, human resource management, entrepreneurial leadership, executive coaching, human motivation, user centered design, instructional design, and task analysis. In the course-based/hybrid format, students will also have the option to complete a certificate in performance management or tailor their academic training to include a social welfare perspective.

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

Course Based Degree				
Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	10	90	90
Year 2	15	20	270	180
Year 3	20	30	360	270

Competency Based Degree	
Year	Total Enroll Per Year
Implementation	0
Year 2	40
Year 3	80

VI. Employment

The Society for Human Resource Management highlighted that in 2023, there are more than 300,000 human resource professionals impacting more than 115 million employees worldwide and growing each year. Nationally, human resource management or related roles have grown 8.1% in the past three years, with 96,306 job openings annually. Some of the particularly high growth areas include human resource specialists (18.44%), managers - all other (12.76%), training and development specialists (10.43%), administrative services managers (7.87%), and facilities managers (7.73%) according to Lightcast.

According to the Bureau of Labor Statistics (BLS), employment of HR managers and related roles is projected to grow 7% from 2019 to 2029, which is faster than the average for all occupations. This is largely due to additional complexities in the workplace, competition for the recruitment, retention and development, and companies looking to strategically improve their performance effectiveness. The Society for Human Resource Management (SHRM) found that 90% of organizations believe that HR is becoming more important and strategic to their success and 75% of organizations reported having difficulty finding qualified HR candidates to fill open positions.

Additionally, the Mid-America Regional Council, in their August 2022 workforce indicators data, shows that Kansas City continues to see an upward trend in employment and added 5,800 new jobs since the previous month. The workforce indicators additional found that "the seasonally adjusted unemployment rate declined to 2.7%, and Kansas City has now recovered 87% of the 129,300 jobs lost from the COVID-19 recession." With employment continuing to grow in KC, additional employees, with a strong inter-disciplinary degree, will need

to fill these roles. This is evidenced by the Kansas Department of Labor Statistics projections which indicates a 3.8% percent growth in Human Resource Managers from 2022 to 2024 in counties in the Kansas City region.

VII. Admission and Curriculum

A. Admission Criteria
Students must apply to KU and be admitted by the School of Professional Studies. The following materials are required to be considered for admission:
- A completed online application form
- Completion of a bachelor's degree from an accredited college or university
- Official transcript(s) bearing the official seal from each college or university in which course work had been taken.
- TOEFL or IELTS test results (if applicable).

For admission into the MS in HOPE program, the applicant must have a cumulative undergraduate GPA of 3.0 or better, from an accredited institution, for regular admission status. An applicant with an undergraduate GPA not meeting the minimum requirements may be admitted under provisional status.

B. Curriculum
This section outlines the course-based curriculum and then the competency-based curriculum. Both support the same program outcomes. The competency-based description incorporates a focus on what the learner learns and centers on performance-based, observable outcomes.

1. Course-Based Curriculum:

Required (18 credits):
- HUOP 840 Foundations of Human and Organization Performance Effectiveness
- HUOP 841 Organizational Analysis or PUAD 845 Managing Public Organizations
- HUOP 842 Theories of Human Motivation
- HUOP 843 Training and Instructional Design
- HUOP 844 Theories of Organizational Change or PUAD 854 Innovation and Organizational Change
- HUOP 896 Capstone Project in Human and Organization Performance Effectiveness

Electives (12 credits): Choose 4 of the following courses in consultation with an advisor.
- HUOP 854 Task Analysis
- HUOP 855 Instructional Design
- HUOP 856 Strategic Planning and Implementation
- HUOP 857 Learning and Development in Organizations
- PFS 801 Interpersonal and Persuasive Communication Skills for Managers
- PFS 804 Project Management for Professionals
- PFS 821 Employee Onboarding and Role Development
- PUAD 857 Performance Management and Governance
- PUAD 858 Performance Audit
- SW 840 Multi-System Community-Engaged Program Design
- SW 842 Agency-Based Evaluation
- SW 843 Leadership and Supervision in Program Management

Plan of Study
Courses will be taught in Fall, Spring, and Summer semesters as shown on the plan of study below:

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

Course #	Course Name	SCH 12
HUOP 840	Foundations of Human and Organization Performance Effectiveness	3
HUOP 841 or PUAD 845	Organizational Analysis or Managing Public Organizations	3
HUOP 843	Corporate Training and Instructional Design	3
Elective	Choose from list	3

Year 1: Spring

Course #	Course Name	SCH 12
HUOP 842	Theories of Human Motivation	3
HUOP 844 or PUAD 854	Theories of Organizational Change or Innovation and Organizational Change	3
Elective	Choose from list	3
Elective	Choose from list	3

Year 1: Summer

Course #	Course Name	SCH 6
Elective	Choose from list	3
HUOP 896	Capstone Project in Human and Organization Performance Effectiveness	3

Total Number of Semester Credit Hours..30

2. **Competency-Based Curriculum:** The following competencies support the same degree outcomes as the course-based curriculum sited above. The competency-based model will be structured so that students can progress through modules at their own speed. As such, a standard Plan of Study is not listed for the competency-based curriculum. Students will work closely with an advisor to create a plan that uniquely fits his or her needs.

- **Foundations of Human and Organization Performance Effectiveness**: Analyze, synthesize, and implement theories of Human and Organization Performance Effectiveness to optimize workplace outcomes.
- **Designing Education and Training Programs**: Design, execute, and evaluate comprehensive training based on organizational development needs.
- **Theories of Motivation**: Analyze and synthesize theories of human motivation; apply those theories to organizational processes of employee autonomy, mastery of work responsibilities and alignment between organizational/individual purpose.
- **Organizational Analysis and Systems**: Analyze and synthesize organizational culture theories; apply those theories to a particular organization to describe the organizational culture and analyze the gap between an existing organizational culture and a desired culture.
- **Organizational Change Theory and Process**: Analyze, synthesize, and implement theories of organizational change and deploy organizational change tools to plan and implement change processes.
- **Interpersonal and Persuasive Communication**: Analyze and synthesize theories of organizational communication; apply those theories to the design of organizational communications for specific purposes. Demonstrate the ability to effectively communicate ideas using a variety media and writing formats with an intentional focus on audiences.
- **Employee Selection and Onboarding**: Track, understand and use human resources best practices to attract and select personnel for the organization that matches organizational need.
- **Performance Management Theory and Process**: Analyze and synthesize tools of performance management; apply those tools to a specific organizational mission and goals. Develop, implement, and

evaluate performance metrics as part of a performance management system, design metric collection and analysis systems for ongoing organizational analysis.

- **Strategic Doing**: Planning and Implementation: Design and lead organizational strategic planning processes with best practice tools; align plans with performance management systems.
- **Project Management**: Understand and deploy project management tools to initiate, plan, implement, manage, and evaluate projects to meet organizational goals.

Total Number of Competencies **10**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
New Hire, Yr. 1*	Program Director & Assistant or Associate Professor of the Practice	PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0
New Hire, Yr. 1	Assistant or Associate Professor of the Practice	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0
In Gu Kang	Assistant Teaching Professor	PhD	N	Human and Organization Performance Effectiveness	0.25
Amy Neufeld	Assistant Dean	PhD	N	Education	0.13
Jordan Atkinson	Associate Professor of Practice	PhD	N	Communication Studies	0.13
Replacement Hire	Assistant Professor of the Practice	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	0.25
Marilu Goodyear	Associate Professor	PhD	Y	Organizational Change	.05
Nicole Humphrey	Assistant Professor	PhD	Y	Public Management and DEI	.05
New Hire, Yr. 3	Lecturer/Adjunct	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$50,427	$51,525	$52,650
Administrators *(other than instruction time)*	$10,000	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(academic advisor/coach)*	$26,000	$52,000	$52,000
Fringe Benefits *(total for all groups)*	$27,657	$33,128	$33,488
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$114,084	$136,653	$138,138
Personnel – New Positions			
Faculty	$200,000	$205,000	$300,125
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$64,000	$65,600	$96,040
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$264,000	$270,600	$396,165
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$45,000	$15,000	$0
Total Start-up Costs	$45,000	$15,000	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$1,000	$1,000	$1,000
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$1,000	$1,000	$1,000
Other	$15,300	$15,300	$16,700
Total Operating Costs	$17,300	$17,300	$18,700
GRAND TOTAL COSTS	$ 440,384	$ 439,553	$553,003

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$ 96,300	$ 800,750	$1,457,050
Student Fees		$0	$0	0

Other Sources (JCERT)		$344,084	$0	$0
GRAND TOTAL FUNDING		$440,384	$ 800,750	$ 1,457,050
A. Projected Surplus/Deficit (+/-) (Grand Total Funding _minus_ Grand Total Costs)		$0	$ 361,197	$ 904,047

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Course Based Expenditures: The MS in HOPE program will utilize some existing courses that are currently offered at KU as part of the School of Professional Studies core course and the Organizational Communication program as well as existing courses in Public Administration and Social Welfare. Costs of instruction is already covered by these existing programs and these courses have additional enrollment capacity to support the program. Additional funds have been allocated in the second and third years to fund additional sections as needed.

Competency Based Expenditures: All of the competency based curriculum must be developed and ready for enrollment before the first student begins the program. Due to this, the curriculum development will take place in year 1 and the program will be available for student enrollment in year 2.

Shared Expenditures: These programs are budgeted to have an existing administrator oversee the development of the two programs during year 1 while we begin developing the curriculum and start a search for a program director. To maximize efficiencies in curriculum development, courses will be developed for both the course-based and competency-based programs concurrently. Faculty in the School of Professional Studies (those teaching above listed courses with a HUOP and PFS department indicator) will provide instruction in both programs and the academic advisor/coach will support both programs. It is expected that the advisor will have 50% of their load dedicated to HOPE in year 1 and 100% of their load dedicated to HOPE in years 2-3. The HOPE program will fund salary and fringe accordingly to student load. In addition to advising newly admitted and current students, the academic success coach will also work with prospective students who have indicated an interest in one of the paths to complete a master's degree in Human and Organization Performance Effectiveness.

Personnel – New Positions

Shared Expenditures: The HOPE program will hire two new faculty members with an emphasis in Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or a related field in the first year. The cost of the program director will split their time between instruction and administration at 80% teaching and 20% administration. The second faculty member will have 100% of their load dedicated to teaching in the program. These faculty members will be responsible for developing the new HOPE and Professional Studies courses needed for the program. Additional funding has been allocated in year three to support hiring a third faculty position to support growing student enrollment with 100% of their load dedicated to teaching in the program.

Start-up Costs – One-Time Expenses
To ensure a successful launch of the two paths (course-based/hybrid and competency-based/online) to earn a

MS in Human and Organization Performance Effectiveness, we have designated $60,000 for course development during the first two years, with the bulk of the resources allocated in year 1 because the entire competency-based/online curriculum needs to be developed and ready for students to access as soon as the first term begins. These funds will provide faculty with additional resources to develop the courses needed for the program.

Operating Costs – Recurring Expenses
The program budgets $1,000/year for supplies to support the staffing of the program, learning resources and associated technological equipment have been accounted for in the existing services provided to KU Edwards Faculty and Students and no additional cost will be associated with the program in those areas. The School of Professional Studies is allocating $1,000 each year for travel expenses associated with trip from the Edwards Campus to Lawrence campus for committee and other intercampus work. Other operating expenses include $2,500 each year for recruitment efforts, and $10,000 each year for marketing efforts and $1,400 per new program dedicated faculty member each year for professional development.

B. Revenue: Funding Sources
The MS in Human and Organization Performance Effectiveness program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year, the program is expected to be sustainable on tuition funds alone as soon as year 2. The tuition structure for the two paths varies as follows:

> **Course Based Tuition Structure:** This delivery format includes an all-inclusive tuition rate of $535 per credit hour to ensure that the program is affordable and accessible to all students given the hybrid nature of the program.
> **Competency Based Tuition Structure:** This delivery format includes a subscription rate model, where students pay a flat rate for a period of time and advance through as many program competencies as possible. The subscription rate for a full-time student on this path is projected to be $14,000/year.

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

C. Projected Surplus/Deficit
Given the anticipated costs and revenue, the program is expected to run a deficit for the first year and expects to see a surplus in years two and three. JCERT funds will be used to help fund the program during the implementation until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding.

XI. References

August data shows new employment in the Kansas City Region, though still at a slow rate: Marc. MARC News. (2022, October 10). Retrieved January 25, 2023, from https://www.marc.org/news/economy/august-data-shows-new-employment-kansas-city-region-though-still-slow-rate

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University of Kansas MS in Human & Organization Performance Effectiveness (HOPE)

1. Market-Share Figures

Number of Human Resources Management & Services[1] Master's Degree Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage						
Institution	2019	2020	2021	2022	Total	4-Yr MS
Ottawa University - Online	1	1	4	5	11	13.8%
Ottawa University - Kansas City	6	9	4	1	20	25.0%
Rasmussen University	0	0	2	0	2	2.5%
Wichita State University	N/A	N/A	18	29	47	58.8%

[1]Description for CIP 52.1001 (KU's Proposed program is named "Human & Organization Performance Effectiveness")

2. Regional Employment

There are 10 occupations as identified by Lightcast for this program of study
- Administrative Services Managers
- Facilities Managers
- Human Resources Managers
- Managers, All Other
- Compliance Officers
- Human Resources Specialists
- Human Resources Assistants (Except Payroll & Timekeeping)
- Labor Relations Specialists
- Compensation, Benefits, and Job Analysis Specialists
- Training and Development Specialists

Regional Employment Is Lower Than the National Average

An average area of this size typically has 30,768' jobs, while there are 24,973 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
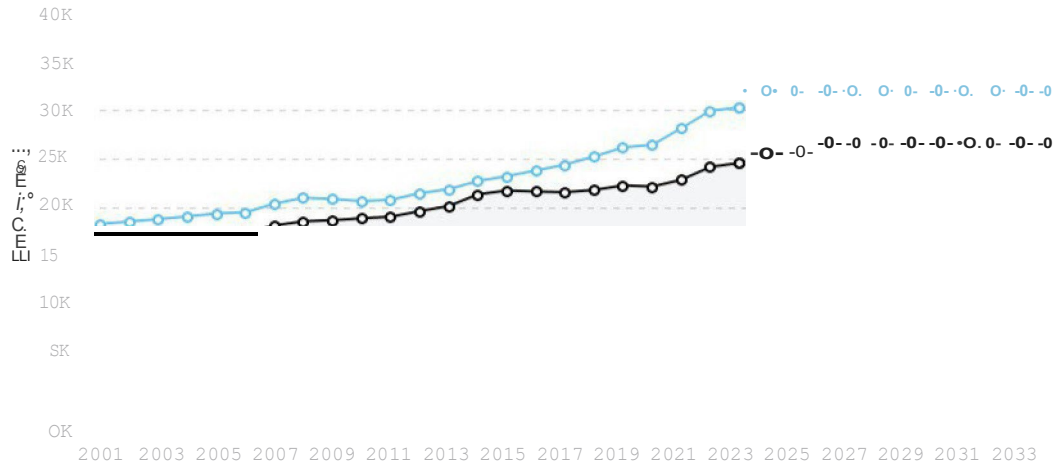
Region	2024 Jobs	2026 Jobs	Change	% Change
● Kansas	24,973	25,619	645	2.6%
● National Average	30,768	31,458	690	2.2%

'National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

Regional Breakdown

MSA	2024 Jobs
Kansas City, MO-KS	21,111
Wichita, KS	4,588
Topeka, KS	2,169
Manhattan, KS	1,918
Lawrence, KS	887
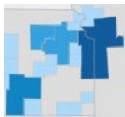
Regional Compensation Is 15% Lower Than National Compensation

For your occupations, the 2022 median wage in Kansas is $68,334, while the national median wage is $80,576.

3. **Minimum Education for Posted Jobs**

March 2023 – March 2024 (Below data is from actual job postings for this time period.)

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	2,536	0	18%
Associate degree	686	292	5%
Bachelor's degree	5,987	1,179	44%
Master's degree	236	1,278	2%
Ph.D. or professional degree	67	346	0%

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Please note this is a direct-assessment competency-based online program.

June 4, 2024

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level: Master's
Program Title: Secondary STEM Education
Degree to be Offered: Master of Science in Education in Secondary STEM Education
Responsible Department or Unit: School of Education and Human Sciences
CIP Code: 13.1205
Modality: Direct Assessment: Competency-Based Online
Proposed Implementation Date:

 Total Number of Competencies for the Degree: 24 (Competency-Based Online)

II. Clinical Sites: Does this program require the use of Clinical Sites?   Yes

School partnerships are an essential aspect of educator preparation at the University of Kansas. We have created mutually beneficial relationships with school districts in Kansas that include placing teacher candidates in PK-12 classrooms for field experiences and student teaching/internship experiences. The Secondary STEM Education program will utilize existing agreements with school districts in Kansas and establish new agreements with school districts across the United States for online students who are living and working outside of Kansas. The Secondary STEM program leads to Kansas teacher licensure following two pathways; 1) initial teaching license and 2) restricted teaching license. Students in the program, referred to throughout as teacher candidates, pursuing an initial teaching license will be placed in a school district in their region of Kansas for early program field experiences that are aligned with program competencies and for their final student teaching/practicum experience. Teacher candidates enrolled in the program with a restricted teaching license will be employed by a Kansas school district while completing the program. The Kansas school district that employees the Secondary STEM program teacher candidate will serve as the placement site for both early field experiences and the supervised final teaching practicum. It is expected that in year 1 of implementation, the Secondary STEM program will utilize 15-20 school districts for clinical site placements. In year 2 of implementation, it is anticipated that the program will utilize 25-30 school districts for clinical site placements. The Deans of public universities in Kansas meet quarterly and discuss clinical site placements in Kansas school districts. They cooperate on sharing access to Kansas school districts for those placements.

III. Justification

The School of Education and Human Sciences proposes a new Master of Science in Education to provide an alternative pathway to secondary STEM teacher licensure in Kansas. The proposed program is designed for working professionals in STEM industries or in STEM education-related fields to change careers with the

purpose of meeting the growing demand for licensed secondary STEM teachers in Kansas and beyond.

KU offers STEM teacher education programs at the undergraduate level, but not at the graduate level. The MSE degree in Secondary STEM Education is a new KU STEM teacher education degree at the graduate level. The MSE in Secondary STEM Education seeks to provide individuals who hold a Bachelor's degree in a STEM field an alternative pathway to teacher licensure based on the individual demonstrating competency of the knowledge and skills necessary to be a highly qualified teacher in one or more STEM fields. The program is aligned with the Kansas State Department of Education professional education standards and leads to licensure in biology grades 6-12, chemistry grades 6-12, earth and space science grades 6-12, physics grades 6-12, and mathematics grades 6-12.

The Secondary STEM Education program provides teacher candidates with a broad foundation of education theory and practice. The curriculum incorporates thematic problems of teaching practice. As teacher candidates progress through the program, solution requirements for problems of teaching practice increase in authenticity and complexity. Throughout the program, teacher candidates justify their choice of instructional, student assessment, and classroom strategies using the science of learning.

This competency-based program will be 100% online, asynchronous, with opportunities for synchronous support. The proposed program is particularly innovative in that teacher candidates make progress based on their demonstration of competencies, at their own pace, that they apply in secondary STEM classrooms. Faculty and staff will mentor students as they progress through self-paced learning and assessments of learning. Teacher candidates can build on their prior experiences in STEM fields to transition to careers in teaching.

IV. Program Demand

Market Analysis

Science and mathematics are among the top five areas in Kansas with vacancies in teaching assignment (Kansas State Department of Education [KSDE], 2022). The STEM teacher shortage is a national issue and it disproportionately affects students in low-income urban and rural communities (Moritz and Weiss, 2018). Across the country, the number of STEM teachers teaching on emergency permits and waivers has increased over the last decade (Fuller, 2023, Heubeck, 2022, Zalaznick, 2023).

In the state of the Kansas, this program will be the first competency-based STEM teacher education degree program to be offered. The competency-based approach allows teacher candidates to demonstrate mastery of competencies and progress through the program when they are ready to be assessed rather than on a traditional semester timeframe.

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

Competency Based Degree	
Year	Total Enroll Per Year
Implementation	10
Year 2	15
Year 3	25

VI. Employment

According to a Lightcast report (2024), openings in the six-state region of Kansas, Illinois, Ohio, Michigan, Missouri and Minnesota are plentiful. Top cities with openings are Chicago, Kansas City, Minneapolis, and Indianapolis. For the most recent one-year period, there were more than 5,000 unique openings for math

teachers and more than 2,000 unique openings for science teachers.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply to KU and be admitted by the School of Education and Human Sciences. The following are admission criteria for the program:

1. A bachelor's degree in a subject area in STEM, a related interdisciplinary field, and/or have extensive working experience in STEM areas.
2. A minimum GPA of 2.5 in the content area.
3. A passing score for the Praxis II content exam in the content area for admission.
4. One official transcript of all college records with at least a cumulative 3.0 GPA on a 4.0 basis.

B. Curriculum

Total Number of Competencies...24

The following competencies of the Secondary STEM Education program focus on learning outcomes that teacher candidates enrolled in the program learn. Assessment of the learning outcomes centers on performance-based, observable outcomes.

Productive Instructional Strategies: Apply research-based instructional approaches in light of your specific learners' experiences, goals, and contexts.

Supportive Environments: Apply research-based approaches that develop conditions that provide learners a sense of safety and belonging and that foster trust and strong relationships.

Social and Emotional Learning: Apply research-based approaches that develop and support the social-emotional skills, habits, and mindsets that lead to confident, independent learners.

Multi-tiered Systems of Support: Apply research-based approaches that leverage the multi-disciplinary resources, support teams, and personnel within and beyond the formal learning environment in order to meet the needs of learners and address learning barriers.

Research-informed Practices: Identify and evaluate research on evidence-based instructional practices.

Defining Outcomes for Assessment: Articulate learning outcomes informed by your content knowledge, your values, external educational standards, and your understanding of student needs.

Assessing for Learning: Document your students' progress over time in ways that are relevant, actionable, and transparent.

Assessment of Learning: Analyze student assessment data to identify student strengths and areas for growth to inform future instruction to meet the learning needs of the student group as a whole.

Designing Outcomes-Driven Learning Experiences: Design learning experiences that are purpose-driven and practicable—that invite students to travel paths they can follow toward goals worth reaching.

Designing Systems for Learning: Create and maintain classroom environments that maximize opportunities for learning.

Designing for Disciplinary Learning: Create and maintain classroom environments that maximize opportunities for learning.

Relating to Students: Learn about and interact with your students in ways that enable you to respond to the unique genius, needs, and motivations of individual students.

Individualizing Learning: Develop strategies to build skills, understandings, and dispositions that enable a diverse range of students to engage deeply with the subject matter.

Individualizing Learning: Students with Special Needs: Work with special needs students in ways that comply with relevant regulations, and work with all your students in ways that enable them to engage with the most important aspects of the learning experience.

Individualizing Learning: Multilingual Learners: Apply research-informed linguistic strategies to facilitate linguistic skill development of multilingual learners so they can engage deeply with the subject matter.

Building a Community of Trust: Build safe, supportive, stable learning communities where every student knows they will be respected and valued.

Leading Collaborative Learning: Enable your students—through preparation in advance and facilitation in the moment—to learn with and from each other.

Partnering with Caregivers: Partner with people who play significant roles in the lives of your students to ensure that students flourish inside and outside of school.

Collaborating for Change: Create a strong professional network with colleagues to benefit both your peers and yourself, as well as the learners in the schools.

Thinking Like a Designer: Make deliberate, human-centered, design choices through an iterative process to solve the range of challenges you face.

Learning to Improve: Engage in intentional and iterative cycle where you seek new information, utilizing feedback, engaging in critical reflection. out new ideas from a range of sources and use them to better your students' learning.

Understanding Historical Context of Inequity in STEM: Identify ways that STEM disciplines throughout history have facilitated the creation of system of oppression and inequity.

Culturally Affirming Curriculum Analysis: Analyze whether a curriculum is culturally sustaining and affirming.

Disrupting Inequity in your classroom: Implement classroom practices & policies that disrupt, rather than reinforce, inequitable societal patterns.

VIII. Core Faculty

        Note: * Next to Faculty Name Denotes Director of the Program, if applicable
        FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Imogen Herrick	Assistant Professor	PhD	Y	Science, Technology, Engineering, and Mathematics	.25
Connie Chow	Associate Research Senior	PhD	N	Science	.05
Douglas Huffman	Professor	PhD	Y	Science	.05
Carrie LaVoy	Teaching Professor	PhD	N	Mathematics	.25
Laurie Cleavinger	Teaching Professor	PhD	N	Science	.25
Massa Mafi	Postdoctoral Researcher	PhD	N	Science	.10

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

IX. Expenditure and Funding Sources *[List amounts in dollars. Provide explanations as necessary. Please double-check the math.]*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$65,000	$66,950	$68, 958
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits *(total for all groups)*	$19,500	$20, 085	$20,687
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
Faculty	$0	$0	$0
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits *(total for all groups)*	$0	$0	$0
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0

	First FY	Second FY	Third FY
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$40,000	$0	$0
Total Start-up Costs	$40,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$0	$0	$0
Other	$0	$0	$0
Total Operating Costs	$0	$0	$0
GRAND TOTAL COSTS	$124,500	$87,035	$89,645

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$140,000	$350,000	$560,000
Student Fees		$0	$0	$0
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$140,000	$350,000	$560,000
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$15,500	$262,965	$470,355

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

This program will be developed and be delivered by personnel in existing positions. Faculty in the School of Education and Human Sciences will provide instruction in the program. If student enrollment in the program grows beyond the workload capacity of existing personnel, new instructional faculty will be hired based on need and program revenue.

Personnel – New Positions
No new positions are anticipated during the first three years.

Start-up Costs – One-Time Expenses
Competency Based Expenditures: All of the competency-based curriculum must be developed and ready for enrollment before the first student begins the program. Due to this, the curriculum development, including

creation of courses and competency assessments, will take place before the students begin the program. To support curriculum development, $40,000 has been designated for course and assessment development.

Operating Costs – Recurring Expenses
There are no anticipated additional operating costs associated with this program.

B. Revenue: Funding Sources
The MSE in Secondary STEM Education will be funded through tuition revenue. The tuition structure for competency-based programs is based on a subscription rate model, where students pay a flat rate for a period of time and advance through as many program competencies as possible during that period of time. The subscription rate for a full-time student on this path is projected to be $14,000/year.

C. Projected Surplus/Deficit
It is expected that the program will generate a surplus during the first year of program delivery that will increase in years two and three. With the current enrollment estimates, the program is expected to have a revenue surplus. These funds will be utilized to support new faculty hires in years four and five as the program grows as well as to improve the program and the student experience.

XI. References

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Zalaznick, M. (2023). Emergency Teaching License are Easing the Exodus, but What are the Risks? DA District Administration.

University of Kansas MSE in Secondary STEM Education

1. Market-Share Figures

Number of Secondary Ed & Teaching [1] Master's Degree Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage						
Institution	2010	2021	2022	2023	Total	4-Yr MS
Baker University	1	0	0	0	1	5.6%
University of Saint Mary	3	1	1	1	6	33.3%
Southwestern College	2	4	4	1	11	61.1%

[1]Description for CIP 13.1205 (KU's Proposed program is named "MSE in secondary STEM Education")

2. Regional Employment

There are 3 occupations as identified by Lightcast for this program of study
- Secondary School Teachers (not including Special & Career/Technical Education)
- Education Administrators, Kindergarten through Secondary
- Career/Technical Education Teachers, Secondary School

Regional Employment Is Higher Than the National Average

An average area of this size typically has 13,528* jobs, while there are 15,174 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
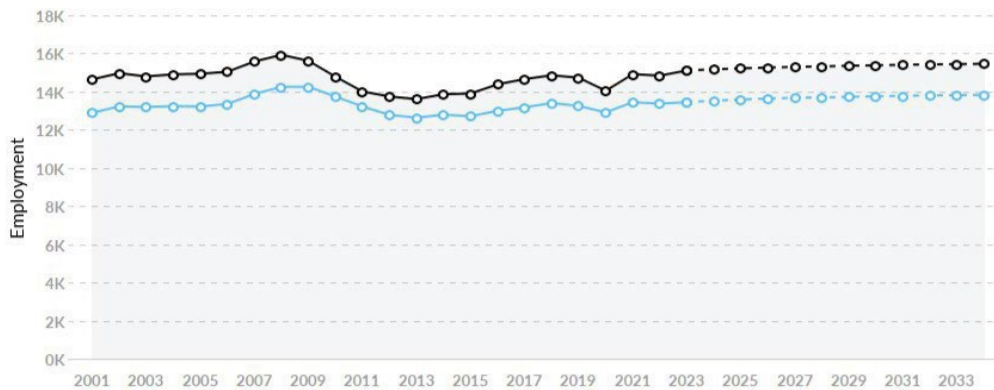
Region	2024 Jobs	2028 Jobs	Change	% Change
Kansas	15,174	15,326	152	1.0%
National Average	13,528	13,695	167	1.2%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

Regional Breakdown
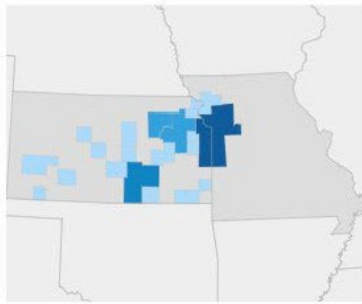
MSA	2024 Jobs
Kansas City, MO-KS	9,076
Wichita, KS	3,266
Topeka, KS	1,154
Manhattan, KS	632
Lawrence, KS	442

Regional Compensation Is 14% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is $61,053, while the national median wage is $71,212.

April 2023 – April 2024 (Below data is from actual job postings for this time period.)

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	328	0	12%
Associate degree	73	12	3%
Bachelor's degree	812	80	30%
Master's degree	303	262	11%
Ph.D. or professional degree	19	89	1%

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. The Kansas Association of Community Colleges has submitted a letter of concern and Wichita State University has responded. The letters can be found in Attachment B. Letters of support for the program are provided by business and industry in Attachment C.

June 4, 2024

I. General Information

A. Institution - Wichita State University

B. Program Identification

Degree Level:	Associate
Program Title:	Associate of Science
Degree to be offered:	Associate of Science
Responsible Department or Unit:	Fairmount College of Liberal Arts and Sciences
CIP Code:	30.1801 Natural Sciences
Modality:	Traditional Classroom Instruction
Proposed Implementation Date:	Fall 2024

Total Number of Semester Credit Hours for the Degree: 60

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

III. Justification

Wichita State University and the Fairmount College of Liberal Arts and Sciences request the approval to create the Associate of Science degree. If approved, the degree will promote improvements in retention at the university. WSU is unique in that we have had HLC approval to offer associate degrees for many years.

The Associate of Science (AS) degrees are two-year programs designed to provide skills beyond those typically acquired through secondary education. The AS emphasizes introductory and second-tier courses in Biology and Chemistry. The plan of study is rich in courses in English, Math, and Communication as these skills are essential for entry level work laboratory and scientific settings. Successful students will gain skills valuable in positions that require technical knowledge in the natural sciences, basic skills universally acknowledged as being desirable to employers, and the personal growth needed to be trainable and acquire new knowledge.

Students increasingly need ways to enhance their career prospects, but often feel unprepared for a four-year commitment to college. AS degrees at WSU are another opportunity for students to complete a degree with employment possibilities while pursuing a four-year degree. Students who earn an associate degree as part of pursuing a four-year degree will have a sense of accomplishment and this positive experience with university level course work will support retention efforts of the university. Courses taken toward an associate degree will be suitable for a wide variety of majors. The associate of sciences curriculum plan with minimal substitutions will be appropriate for several other four-year degrees including Biology, Biochemistry, Chemistry, Forensic Sciences, Pre-Med, and Physics. The proposed associate of science would allow a student to complete the first two years of

their degree and have several options that work toward degrees in the Liberal Arts and Sciences and Health Professions.

As the #1 transfer destination in Kansas, we anticipate that this option will be attractive to students who are interested in completing an associate degree after arriving at Wichita State and who can apply that toward a four-year degree.

The associate of science degree is highly compatible with the larger mission of WSU which combines a student-centered, innovation-focused, and economic driver approach to curricular offerings. We are seeking more and better opportunities to improve a student's life opportunities by providing paid applied learning experiences and opportunities to enter the job market with real-world experience and credentials that support their persistence and success. The associate of science degree offers a clear path and a market-recognized credential that can be used to obtain meaningful employment during their academic career. Perhaps more importantly, the degree offers a half-way milestone to boost confidence and commitment to successful completion of a baccalaureate degree for the student who has an interest in a scientific career.

IV. Program Demand

Associate of Arts Degrees Awarded Wichita State University FY 2020-2022
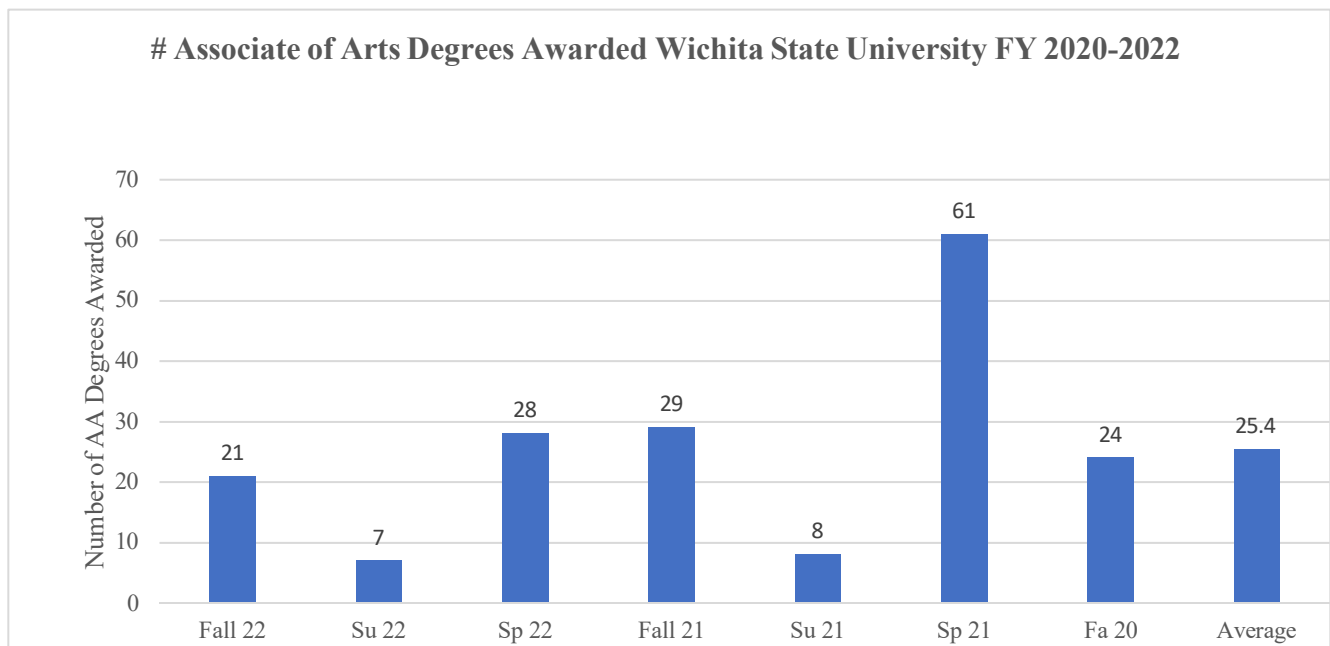
There are 30 Associate of Science degrees offered through Kansas community colleges and four year institutions (KBOR, 2023). Fort Hays State University, Kansas State University, and Washburn University all offer Associate of Science degrees; however, these are focused on business, technology, or medical areas. These degrees range from 60 to 80 hours required. Wichita State University proposes a degree requiring 60 hours to support retention of students on their way to completion of a bachelor's degree.

A. Survey of Student Interest

Though a survey was not conducted, according to the WSU Office of Planning and Analysis 2022 data, incoming undergraduates who are degree-seeking full-time first-year students with under thirty college credit hours totaled 2,198 students. This population of students are potential candidates for an AS degree.

B. Market Analysis

Career opportunities in the natural sciences continue to grow, with expansions in healthcare and associated industries. High-demand jobs in Kansas and nationally will be those supporting healthcare systems, including technical sales, laboratory technicians, and health care assistants. There are growing fields, such as laboratory technicians, environmental sciences technician, food sciences, veterinary assistants, physical therapist assistants, as well as other opportunities. Each of these potential employment options requires employees with rudimentary laboratory skills which are gained through the AS degree coursework. The following positions were taken from One Net – Data Base - O*NET (National Center for O*NET Development, 2023).

- **Laboratory Technician** - Perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease. May work under the supervision of a medical technologist. $23.08 hourly, $48,000 yearly up to $27.79 hourly, $57,800 annually 9% growth in Kansas in the next 10 years and 7% up nationally,
- **Environmental Science and Protection Technicians** check the environment and investigate sources of pollution and contamination.
- **Food Science Technician** - Work with food scientists or technologists to perform standardized qualitative and quantitative tests to decide physical or chemical properties of food or beverage products. Includes technicians who assist in research and development of production technology, quality control, packaging, processing, and use of foods. $23.43 hourly, $48,740 annual $22.40 hourly, $46,590 annual 9% Kansas growth next 10 years and 8% nationally.
- **Chemical Technicians -** Conduct chemical and physical laboratory tests to assist scientists in making qualitative and quantitative analyses of solids, liquids, and gaseous materials for research and development of new products or processes, quality control, maintenance of environmental standards, and other work involving experimental, theoretical, or practical application of chemistry and related sciences. $22.55 hourly, $46,910 annual to $23.56 hourly, $48,990 annual, 4% growth in Kansas next 10 years and 5% nationally.
- **Medical Secretaries and Administrative Assistants** - Perform secretarial duties using specific knowledge of medical terminology and hospital, clinic, or laboratory procedures. Duties may include scheduling appointments, billing patients, and compiling and recording medical charts, reports, and correspondence. $17.59 hourly, $36,590 annual to $18.01 hourly, $37,450 annual, 8% projected growth in Kansas and nationally in the next 10 years.
- **Cardiovascular Technologists and Technicians** - Conduct tests on pulmonary or cardiovascular systems of patients for diagnostic, therapeutic, or research purposes. May conduct or assist in electrocardiograms, cardiac catheterizations, pulmonary functions, lung ability, and similar tests. $28.61 hourly, $59,500 annual to $29.12 hourly, $60,570 annual, expected growth between 5 and 6% in Kansas and nationally in the next 10 years.
- **Medical and Clinical Lab Technologist** - Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff. $23.08 hourly, $48,000 annual to $27.79 hourly, $57,800 annual, growth 9% Kansas and 7% nationally.
- **Nuclear Medicine Technologists** - Prepare, administer, and measure radioactive isotopes in therapeutic, diagnostic, and tracer studies using a variety of radioisotope equipment. Prepare stock solutions of radioactive materials and calculate doses to be administered by radiologists. Subject patients to radiation. Execute blood volume, red cell survival, and fat absorption studies following standard laboratory techniques. $29.71 hourly, $61,790 annual to $37.86 hourly, $78,760 annual, projected growth 5% Kansas 2% nationally in the next 10 years.
- **Forensic Lab Technician** - Collect, identify, classify, and analyze physical evidence related to criminal investigations. Perform tests on weapons or substances, such as fiber, hair, and tissue to decide the importance to an investigation. May testify as expert witnesses on evidence or crime laboratory techniques. May serve as specialists in area of expertise, such as ballistics, fingerprinting, handwriting, or biochemistry. No Data Available for Kansas however with the ATF coming to campus this may be a good starter degree for students in the Forensic Science program who need a job for income and experience. Up to $29.78 hourly, $61,930 annual and with 11% national growth in 10 years.

- **Physical Therapist Assistants** - Assist physical therapists in providing physical therapy treatments and procedures. May, in accordance with state laws, assist in the development of treatment plans, conduct routine functions, document the progress of treatment, and change specific treatments in accordance with patient status and within the scope of treatment plans established by a physical therapist. Generally, requires formal training. $28.76 hourly, $59,820 annual to $29.42 hourly, $61,180 annual, 27% Kansas growth expected and 24% growth nationally in next 10 years.

Some agencies looking to fill vacant positions that prefer a BS degree may consider strong AS degree recipients as well. AS degrees can be designed to lead to BS degrees and the current proposal includes 2+2 options suitable for biology or chemistry. The proposed AS is also a clear pathway to college for high school students through dual and concurrent credit courses.

V. Projected Enrollment

The Initial Three Years of the Program of Wichita State University Students

Year	Headcount Per Year		Sem Credit Hours Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15	0	450	0
Year 2	30	0	900	0
Year 3	30	0	900	0

Note: The Associate of Science degree will only be offered to Bachelor's degree seeking students.

Following recent approval to automatically award the AA degree, all students pursuing a Bachelor's degree will be eligible for the AA (has been approved and offered by WSU for many years) or Associate of Science degree, if approved. We also plan to automatically award the AS degree to students who complete these requirements and are admitted to a four-year degree seeking program of study at Wichita State University.

VI. Employment

Employment opportunities for graduates of the AS degree are detailed in section IV. (B). The AS provides students with the possibility of obtaining a degree in a STEM field (Science Technology Engineering or Math). This will allow students who earn the AS to enter several areas of health care. This market is growing rapidly with needs for entry-level health care assistants and orderlies, technical and medical salespersons, and laboratory technicians. In addition, graduates can use their technical knowledge for writing careers as technical writers, copyeditors, freelance authors, or science journalists.

VII. Admission and Curriculum
WSU follows Qualified Admissions criteria set by the Kanas Board of Regents. WSU's admissions requirements can be found here.

Curriculum

The Associate of Science degree requires completion of a minimum of 60 credit hours including 15 credit hours in residency at Wichita State University and 48 of the 60 credit hours from liberal arts and sciences departments. This degree must include the 34 credit hours required in the university's general education program and students must be enrolled in a four-year program in one of the university's degree-granting colleges. An overall grade point average of 2.000 is required for both the degree and for WSU academic work.

See attachment Associate of Sciences Proposed Curriculum.

Year 1: Fall

ENGL 101	College English 1	3
FYS	First-Year Seminar (if required or other general ed elective)	3
MATH 111 or MATH 242	College Algebra Calculus I	3-5
CHEM 211 or CHEM 103	General Chemistry I Introductory General, Organic and Biochemistry	5

Year 1: Spring

ENGL 102	College English 2	3
MATH 123 or STAT 370 or MATH 243	Trigonometry Elementary Statistics Calculus II	3 - 5
BIOL 210 or BIOL 220	General Biology I Introduction to Microbiology	4
COMM 111	Public Speaking	3
GEN ED	Fine Arts/Humanities first subject	3

Year 2: Fall

PHYS 213 or PHYS 313	General College Physics Physics for Scientist I	5
BIOL 211 or BIOL 223 or HS 290 CHEM 212 or PHYS 214	General Biology II Human Anatomy and Physiology Foundational Human Anatomy and Physiology General Chemistry II College Physics	4-5
GEN ED	Fine Arts/Humanities second subject	3
GEN ED	Social and Behavioral Science first subject	3

Year 2: Spring

GEN ED	Social and Behavioral Science second subject	3
GEN ED	Diversity Course	3
ELECTIVES	To reach 60 hours	7-11

Total hours   **60**

A. VIII. Core Faculty

The proposed AS will use existing faculty to teach the required courses. These instructors are associated with bachelor's degrees currently being offered at Wichita State University. No new faculty or additional courses are being proposed. The degree requirements exist within other degrees and curricular offerings.

IX. Expenditure and Funding Sources

A. Expenditures	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Existing Faculty Instruction (regular course load)	$0	$0	$0
Fringe Benefits (total for existing faculty)	$0	$0	$0
Fringe Benefits (total for adjuncts)	$0	$0	$0
Total Existing Personnel Costs	$0	$0	$0

Personnel – New Positions			
Administrators Advising Dual Advisor	$42,000	$42,000	$42,000
Fringe Benefits	$11,000	$11,000	$11,000
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs–New Positions	$53, 000	$53, 000	$53, 000
Start-Up Costs – One-Time Expenses			
Physical Facilities: Construction or Renovation	$0	$0	$0
Total Start-Up Costs	$0	$0	$0
			$0
Operating Costs – Recurring Expenses			$0
Supplies/Expense (Cards Letter Head Advertisement)	$2,500	$2,500	$2,500
Equipment/Technology	$0	$0	$0
Total Operating Costs	$2,500	$2,500	$2,500
Grand Total Costs	$55,500	$55,500	$55,500
FUNDING SOURCES – Through those in WSU Classes and not the SLASA program through USD 266.			
B. Tuition/State Funds ($228)	$102,600	$205,200	$205,200
$667.41per student per semester ($1,334.82 annual)	$20,022	$40,044	$40,044
Mandatory Student Fees $20.75 per credit hour	$9,338	$18,676	$18,676
LAS Student Fee $7.75 per credit hour	$3,487	$6,975	$6,975
Grand Total Funding	$135,447	$270,894	$270,894
Projected Surplus/Deficit (+/-)	**+$79,947**	**+$215,394**	**+$215,394**

X.   Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned, Existing, & New Positions

The program will be administered in the same manner as the current associate in arts (AA). The AA is currently administered and advised in the Fairmount College of Liberals Arts and Sciences advising center. No new expenditures are expected.

B. Revenue: Funding Sources

Tuition and fees will be the primary source of funding for the program. WSU anticipates 15 new students in the program for each of the first three years. A tuition rate of $228 per credit hour is used in the table above. Student fees are calculated as follows:
- $667.41 per student per semester
- $20.75 per credit hour per semester (mandatory student fee)
- $7.75 per credit hour per semester (LAS student fee)

No new funding sources are expected or needed.

C. Projected Surplus/Deficit
The proposed new AS degree program is not projected to have a budget deficit.

XI. References

Kansas Board of Regents. (2023). Kansas Public Higher Education & Training Program Search. (https://www.kansasregents.org/academic_affairs/program_search)

National Center for O*NET Development. (2023). One Net – Data Base - O*NET - https://www.onetonline.org/link/summary/31-2021.00

U.S. Bureau of Labor Statistics. (2022, May); Occupational Outlook Handbook. Retrieved from https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

Wichita State University Web Page Transfer Student Information Page, https://www.wichita.edu/admissions/undergraduate/transfertowsu/

Attachment A

Course	Title	Hours
Required Courses		
ENGL 101	College English I (SGE [010])	3
ENGL 102	College English II (SGE [010])	3
COMM 111	Public Speaking (SGE [020])	3
MATH 111	College Algebra (SGE [030])	3
or MATH 242	Calculus I (SGE [030])	
MATH 123	College Trigonometry (SGE [030])	3
or STAT 370	Elementary Statistics SGE [030])	
Select three of the following		13-15
BIOL 210	General Biology I (SGE [040])	
or BIOL 220	Introduction to Microbiology (SGE [040])	
CHEM 211	General Chemistry I (SGE [040])	
or CHEM 103	Introductory General, Organic and Biochemistry (SGE [040])	
MATH 243	Calculus II	
PHYS 213	General College Physics I ([SGE 040])	
or PHYS 313	Physics for Scientists I ([SGE 040])	
HS 400	Introduction to Pathophysiology	
Select one of the following		4-5
BIOL 211	General Biology II	
BIOL 223	Human Anatomy and Physiology (SGE [040])	
HS 290	Foundational Human Anatomy and Physiology (SGE [040])	
CHEM 212	General Chemistry II (SGE [040])	
PHYS 214	General College Physics II (SGE [040])	
Other Required Courses		

Course	Title	Hours
Fine Arts/Humanities General Education Course (SGE ^{060})		3
Fine Arts/Humanities General Education Course (SGE ^{060})		3
Social and Behavioral Science General Education Course (SGE ^{050})		3
Social and Behavioral Science General Education Course (SGE ^{050})		3
FYS if required or other General Education Course (SGE ^{070})		3
General Education Diversity Course (SGE ^{070})		3
Elective Courses		
Selected after consultation with an academic advisor.		7-11
Total Credit Hours		60

Attachment B

KANSAS ASSOCIATION OF COMMUNITY COLLEGES

February 10th, 2023

Dr. Blake Flanders
President and CEO
Kansas Board of Regents
1000 SW Jackson St Ste 520,
Topeka, KS 66612

Dear Dr. Flanders,

The 19 Kansas community colleges thank you for the opportunity to comment on the proposed Wichita State University (WSU) offering of an Associate of Arts degree. The awarding of the associate degree is the purview of Kansas community colleges and has been for decades. The four-year sector seems to be experiencing mission creep as they continue to be venturing into the two-year sector space of awarding Associate degrees. This trend seems to be devaluing the two-year sectors work in this area and flooding the market with "automatically" awarding associate degree's when 60 hours are completed. Are these 60 hours required to have fulfilled the new general education core requirement prior to the awarding of the degree? Awarding thousands more associate degree's per year may provide recognition, but as KBOR repeatedly states, these students need to persist toward a bachelor's degree. When KBOR allowed Pittsburg State to start this practice in the spring, we talked about reverse transfer and the importance of using that vehicle at the community college if the student started with us of if the student started at a state university and then came to us with already earned credits. However, there has been no evidence since that time, other than a few quick meetings, that any attempts at additional reverse transfer efforts have occurred. The workgroup on reverse transfer met once or twice with little to no systemic progress.

While we appreciate wanting to "recognize" the academic achievement of students in the pursuit of the bachelor's degree. However, current Kansas Board of Regents (KBOR) policy and nationwide best practices would direct University students who have transferred from a Kansas Community College with 15 or more hours to reverse transfer hours back to the Kansas community college for the student to achieve their associate degree from a Kansas community college. It was recently stated that a university is about to award 1,000 associate degrees. It is hard to believe that none of those students would have had 15 hours at a community college, but no additional influx of reverse transfers has been seen.

Automatic reverse transfer has been something that should have been occurring for several years. Administrative barriers were erected in registrars' offices and by using FERPA as an excuse not to have this occur. Other state systems figured this out years ago, but Kansas continues to significantly lag the nation in having students sign a release upon application to allow reverse transfer to happen seamlessly.

In closing, from a community college perspective, we believe it is important for the Universities to be transparent in articulating the purpose and intent of a student having the option to be awarded an associate degree at their

institution. While student success is often the purported reason, another reason not usually stated is that awarding a degree when a student reaches 60 credit hours at the institution creates a completer for the university in terms of IPEDS data which will make the University appear to be doing a better job even if most of that education was completed elsewhere. This new associate degree trend in Kansas, started by Pittsburg State University has now started to spread. It is not a trend being seen across the country in a widespread fashion because it infringes on the mission of the community colleges, and it strays from the University mission of conferring bachelor's degrees. WSU has been able to confer certain associate degrees for years, but now desires another type of associate degree option. When universities offer associate degrees after a student reaches 60 hours it devalues the mission and the associate degrees earned at Kansas community colleges. It also takes students who would have been a community college completer under a functional reverse transfer system and makes them a university completer which skews the data significantly about who has provided most of the education to these students towards earning their associate degree.

We had been standing ready to partner with the Kansas Board of Regents to develop a student friendly reverse transfer document and process. However, there has been no progress on this initiative, and now reverse transfer is relatively useless, since it seems that KBOR would rather allow the Universities to confer an associate degree if the student has earned as few as 15 credits at their institution. Apparently, the time to put a student friendly, functional reverse transfer system in place in Kansas has come and gone, and no process improvements were implemented to increase reverse transfer. In fact, it appears to us that the new associate degree policy adopted by KBOR further eroded the already incredibly underutilized reverse transfer processes in favor of the Universities conferring associate degrees.

Sincerely on behalf of Kansas Community College Presidents and Trustees,

Heather Morgan
Executive Director
Kansas Association of Community Colleges
785-221-2828
hmorgan@kacct.org

ACADEMIC AFFAIRS

February 28, 2024

Heather Morgan
Executive Director
Kansas Association of Community Colleges

Dr. Karla Wiscombe
Interim Vice President
Academic Affairs
Kansas Board of Regents

Dear Ms. Morgan and Dr. Wiscombe:

Wichita State University and the Fairmount College of Liberal Arts and Sciences appreciate the opportunity to respond to the letter from Heather Morgan and the Kansas Association of Community Colleges. Their letter raises a number of concerns about the proposed associate of science degree at Wichita State University which we are happy to address.

The first concern is whether or not the new general education requirements are part of the sixty credits required for the associate degree. Our answer is that the associate of science degree curriculum was developed specifically to embed the current systemwide general education requirements. Students who receive the AS degree from Wichita State University (WSU) will meet all the general education requirements for the General Education Program.

Another concern is about the threat to reverse transfer. To be clear, WSU follows all systemwide reverse transfer procedures and we are proud to say that WSU has more students who opt-in to reverse transfer than any other KBOR institution. Reverse transfer is available for any student who transfers in 45 credit hours from one or more institutions. Any student who transfers in 45 credits is provided with the reverse transfer opt-in in their first semester, as required by KBOR. These students are not included in the proactive awarding of associate degrees that were first implemented this past fall and the processing code explicitly excludes students meeting reverse transfer qualifications. WSU auto-awarded 97 Associate of Arts degrees in the fall of 2023. These students averaged fifty-three credit hours taken at WSU and had an overall average of seventy-four credit hours earned at the time of awarding. WSU has been involved in promoting reverse transfer for many years, even pre-dating the implementation of the KBOR reverse transfer initiative. We are proud of the number of students every year who are able to complete an associate degree from their transfer institution through the reverse transfer process.

In response to the concern that we may not be transparent in articulating the purpose of this associate degree, all of our undergraduate marketing is focused on the four-year degree. The purpose of this associate degree is focused on retention and student success. WSU has chosen student success and persistence for its Quality Initiative for HLC accreditation. The goal of this initiative is to increase retention and graduation rates for students and to narrow the equity gap

between the university's underserved and non-underserved student populations. Clear pathways to successful completion of a baccalaureate degree are an essential component of student retention and success. The AS degree provides a science-focused pathway for students who are interested in pursuing a science-based baccalaureate degree. And, importantly, it provides a milestone to degree completion and a credential that can be used to obtain employment and opportunities for paid applied learning experiences, which are integral to our mission as an urban-serving institution. Our students will benefit from this credential in many ways, and we believe it will provide motivation and tangible rewards to enable students to successfully complete their baccalaureate degree.

In response to the concern of mission creep through awarding associate degrees, it should be noted that Wichita State University began awarding the Associate of Arts degree in 1975. Such a degree has been part of the College of Llberal Arts and Sciences and is wholly congruent with WSU's mission to serve our unique community and the greater public good for half a century. Nonetheless, the overwhelming majority of students come to WSU to pursue a four- year degree. Because our AA degree is longstanding, we were provided an exception by KBOR to continue to provide an option for students to be admitted into the Associate of Arts degree program. However, we have very few students who come here to pursue the AA degree. For the fall 2024 semester, only seventeen students came to WSU to pursue an AA degree. This is
.2% of new applicants to the university. Coming to WSU to pursue an associate degree is clearly not a recruitment strategy. The proposed associate of science degree will <u>only</u> be available to students pursuing a four-year degree. Our intention is to auto-award this degree in the same manner that the associate of arts is now awarded.

The associate of science degree is highly compatible with the larger mission of WSU which combines a student-centered, innovation-focused, and economic driver approach to curricular offerings. We are seeking more and better opportunities to improve a student's life opportunities by providing paid applied learning experiences and opportunities to enter the job market with real-world experience and credentials that support their persistence and success. The associate of science degree offers a clear path and a market-recognized credential that can be used to obtain meaningful employment during their academic career. Perhaps more importantly, the degree offers a half-way milestone to boost confidence and commitment to successful completion of a baccalaureate degree **for** the student who has an interest in a scientific career.

Thank you for this opportunity to respond to these concerns. We have enjoyed and benefited from our close partnership with the Kansas community colleges for many decades and look forward to our future collaborations. We seek approval for this new associate of science degree in the spirit of appreciation and respect for our community college partners.

Sincerely,

Shirley Lefever, PhD
Executive Vice President & Provost

Attachment C

kmuw
WICHITA89.1

February 22, 2023

I would like to express support for the potential two-year Associate of Sciences degree proposed by Fairmount College of Liberal Arts and Sciences. Retention at WSU is certainly critical and this move seems to address the current academic and employment environment.

The study of science and technology are crucial elements in the effort to keep young talent in this community, especially including engineering, health professions, and math. Steering students into degree paths toward a bachelor's at Wichita State University will benefit a multitude of industries, including media and journalism.

KMUW would support a program that places science and technology students in local businesses to get hands on experience as interns. The media in general and KMUW need more journalists with the understanding and depth these students could bring to reporting and storytelling. In recent years, media outlets such as ours have placed a great deal of focus and resources into science and technology news coverage. The Wichita community is especially ripe with news in these fields. Participants in this program would be able to easily identify, show interest in, and provide thorough research for science and technology news reporting.
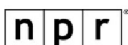
It seems this AS degree program could only strengthen the community and these industries.

Sincerely,

Debra Fraser
KMUW General Manager

K.MUW is a listener-supported public service of Wichita State University

From: Jennifer Searle <JSearle@kwch.com>
Sent: Thursday, February 8, 2024 10:26 AM
To: Bolin, Brien <brien.bolin@wichita.edu>
Subject: Re: Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

Hi Brian,

   Yes, we would have a position for someone with an AS. It would be an internship in our meteorology department.   We would be interested in someone who would later be pursuing a degree in Meteorology. The internship would be a paid position.

Jennifer Searle
Content Manager
O: (316) 831-6130
jsearle@kwch.com

KWCH® KSCW STORM TEAM 12 (circle) DECADES H&I start™ CATCH IT KANSAS

From: Richter, Sarai <SRichter@americorps.gov>
Sent: Monday, February 12, 2024 9:58 AM
To: Lacy, Katherine <KLacy@americorps.gov>; Bolin, Brien <brien.bolin@wichita.edu>
Subject: RE: [External] Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

Dr. Bolin,

Thank you for reaching out and for connecting with us at AmeriCorps! I would be happy to break this information down for you.

We provide stipend + scholarship internships for individuals 18+ years of age, with at least a high degree or GED. I see that the areas you are looking for internships in are – science, technology, engineering, and health. We have a range of opportunities with the best fit bring in your education and healthy futures initiatives. We have some of these opportunities in Wichita, Topeka, and Kansas City.

I would be happy to break down our program for you and talk about the benefits associated with a student doing an internship though our program.

At your convenience, please forward me at least three good times/days that would work for you for us to set up a virtual call.

I look forward to speaking with you!

Sarai Richter
Pronouns: They, Them, Their
Regional Member Recruiter Associate | North Central
Office of Regional Operations
AmeriCorps.gov
M: (202) 815-4248

From: Richard Dugan <Richard.Dugan@kanequip.com>
Sent: Monday, February 12, 2024 10:32 AM
To: Bolin, Brien <brien.bolin@wichita.edu>
Subject: RE: Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

Does your company have positions available for students who have an Associate of Science degree? Yes, technology.

If yes what is the position these students would qualify for at KanEquip Inc.? Precision Ag positions

And are these paid positions or internships? Paid internships.

Thanks, Richard Dugan

From: Liz Upshaw <lupshaw@devaughnjames.com>
Sent: Thursday, February 15, 2024 1:57 PM
To: Bolin, Brien <brien.bolin@wichita.edu>
Subject: RE: Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

Hi Brien,

Great to see you today at the job fair! Glad we were able to connect (and exchange pens!)

Yes – we hire students with 2-year degrees.

They are full-time career positions with our firm. While these start as entry-level positions, they involve a full benefit package, and have room to grow both experience and income. This could be anything from Legal Assistants, Marketing Specialist, Legal Intake Specialists, Accounting Specialists etc.… Of course, most tech and math professions are not intending to work in the legal industry, we do have some degrees of science, and health profession degrees – people who maybe intended to work in the medical field but decided it wasn't for them.

We do not currently have internships, and most of our positions are better for students who have completed schooling (because they are full-time) or for students who are online.

I am excited to begin sharing our job posts with you when they become available. We have a few upcoming job posts in the next few weeks that I will forward your way. Thank you!

ELIZABETH (LIZ) UPSHAW
HUMAN RESOURCES DIRECTOR
MAILING: 3241 N. TOBEN STREET, WICHITA, KS 67226
WEST WICHITA: 7940 W KELLOGG DR, WICHITA, KS 67209
TOPEKA: 1064 SW WANAMAKER RD, TOPEKA, KS 66604
[P] (316)(785)(620)888.8888
[F] 316.425.0414

MISSOURI: 10450 HOLMES RD, SUITE 110, KANSAS CITY, MO 64131
[P] (913)(816)999.9999
WWW.DEVAUGHNJAMES.COM

February 28, 2024

Dear Members of the Kansas Board of Regents,

I am writing this letter in support of Wichita State University's request to grant an Associate of Science degree. As you know WSU Tech partners with the university for students to begin their coursework towards their Associate of Arts degree for completion and that has been a very strong collaborative program for students.

WSU Tech is supportive of this new Associate of Science degree and believes this will add another important educational/career pathway in collaboration with the university providing students another option not currently available to them in Sedgwick County.

Respectfully Submitted,

Dr. Sheree Utash
President, WSU Tech
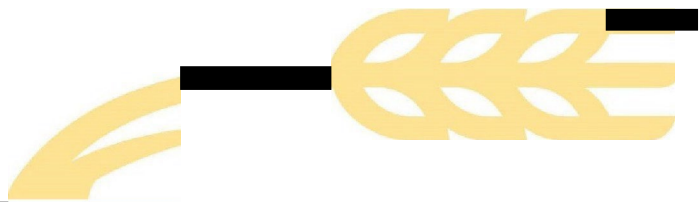
Summary

Board policy requires that "in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution." (Policy and Procedures Manual, Chapter II., A.5). In June of 2023, the Board approved changes to the KBOR program review process, requiring each university to review undergraduate programs not meeting two or more of the four approved criteria. This paper reflects those changes and includes additional information provided by the universities after their initial reports.

June 4, 2024

Background and History

Per Board policy, Ch. II Section A.5.a.,

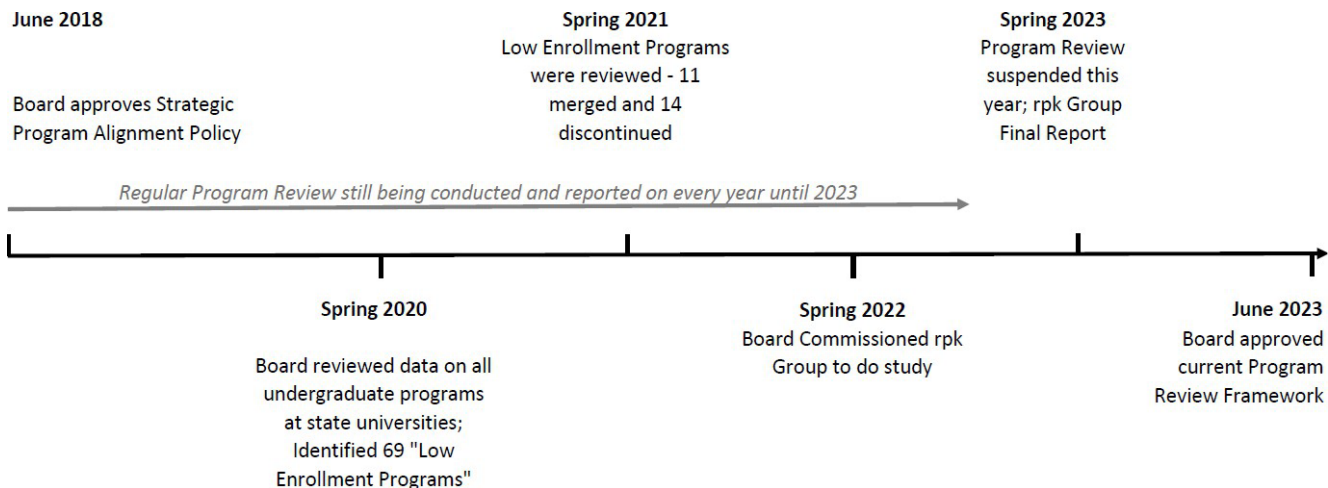> *In cooperation with the state universities, the Board will maintain a regular program review cycle and process that will allow the universities to demonstrate on an ongoing basis that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution. The Vice President for Academic Affairs shall provide guidelines for Program Review and, as part of the review of institutional reports, will include consideration of the Board-approved minima tables.*

In 1997 the Board required state universities to review programs at least once every eight years. As appropriate, universities established their review schedules, typically on an eight-year review cycle and generally aligned with the institutions' accreditation reporting requirements and site visits. Within the last six years, the Board has made revisions to both the program review policy and process.

In June 2018, the Board approved the addition of a Strategic Program Alignment process to the Program Review Policy, whereby the Board may direct state universities to conduct a strategic program alignment review. Additionally, the policy allows the Board to direct state universities to evaluate select academic programs outside of the eight-year program review cycle. Between 2018 and 2020, in addition to conducting regular program review, the Board asked the six state universities to conduct a strategic program alignment review, which resulted in specific programs the Board identified for further review. In the spring of 2020, the universities identified eight programs for discontinuance in the system.

Also in the spring of 2020, the Board requested enrollment data on all undergraduate programs at the six state universities. Sixty-nine programs not meeting the minimum enrollment of 25 students were identified for the universities to review further. In 2021, in addition to conducting the regular program review, universities reported on these "low-enrollment" programs. Of the 69 programs evaluated during this process, 11 programs were identified to merge and 14 were discontinued.

In February of 2022, the Board commissioned the rpk Group to do an academic portfolio review and an academic resource utilization study. In September of 2022, the Board Academic Affairs Standing Committee (BAASC) agreed to temporarily suspend regular program review for reporting year 2023, as rpk Group would be presenting its findings along that same timeline. The final rpk Group report was submitted to the Board in January of 2023, and provided some of the foundation for the current program review framework. Additionally, the university provosts provided suggestions for changes to the program review process in April of 2023. In June of 2023, the Board approved the current program review framework. The timeline is included below.

June 2018

Board approves Strategic
Program Alignment Policy

Spring 2021
Low Enrollment Programs
were reviewed - 11
merged and 14
discontinued

Spring 2023
Program Review
suspended this
year; rpk Group
Final Report

Regular Program Review still being conducted and reported on every year until 2023

Spring 2020

Board reviewed data on all
undergraduate programs
at state universities;
Identified 69 "Low
Enrollment Programs"

Spring 2022
Board Commissioned rpk
Group to do study

June 2023
Board approved
current Program
Review Framework

The KBOR Academic Program Review Framework and Process

A. Preliminary Analysis
  1. In Summer 2023, Board staff identified all undergraduate programs that were more than five-years old that did not meet the threshold on two or more of the metrics below:
     a) Student Demand: 25 or more junior and senior majors (four-year average);
     b) Degree Production: 10 or more graduates (four-year average);
     c) Talent Pipeline: 51 percent or more of graduates working in the region after graduation (four- year average); and
     d) Student Return on Investment: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280 percent or more of 2022 poverty level).
  2. For any program that did not meet at least two of the four metrics, Board staff provided market-share data from Kansas public and private universities to assess program duplication.

B. Identifying the Undergraduate Programs for Review
  1. At the October 18, 2023, (BAASC) meeting, BAASC:
     a) reviewed the list of undergraduate programs and the corresponding data identified in the preliminary analysis and reviewed associated market share data when program duplication was identified; and
     b) officially codified the list of undergraduate programs to be reviewed by each state university in AY 24.

C. Reviewing the Undergraduate Programs on Campus and Issuing a Recommendation
  1. For each undergraduate program on the academic program review list codified by BAASC, each state university submitted a written recommendation to Board staff by April 19, 2024, to:
     a) phase out the undergraduate program and detail a plan to reinvest the resources from the phased-out program into other academic programs and/or services (phase-out plan);
     b) merge the undergraduate program in a manner that generates substantive cost savings (merger plan); or
     c) place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

D. Reviewing the Recommendation and Making a Final Decision
  1. BAASC shall review each recommendation to place an undergraduate program on a phase-out plan, a merger plan, or an action plan. The BAASC will advise the Board on potential actions regarding each recommendation

a) Pittsburg State University, the University of Kansas, and Kansas State University presented their recommendations at the April 30, 2024, meeting;
b) Emporia State University, Wichita State University, and Fort Hays State University presented their recommendations at the May 15, 2024, meeting;
c) BAASC will hear any additional information provided by the universities at the June 4, 2024, meeting before deciding on recommendations to the Board;
d) the Board shall make the final determination on whether the undergraduate program is placed on a phase-out plan, a merger plan, or an action plan at the June 20, 2024, meeting.

Program Review Processes on Campuses

Prior to this year, the Board required universities to review all programs at least once during an eight-year cycle. Most institutions reviewed programs more often than this. This year, KBOR's Data, Research, & Planning Unit provided data on headcount, degree completion, employment in the region, and median salaries for all undergraduate programs. Universities were required to review any program missing the minimum mark on at least two of the four criteria. Each university provided this data to the academic departments housing these programs to conduct a self-study, resulting in a report that would typically be reviewed at the school/college level and, ultimately, a committee at the provost and/or university level before being utilized for a final report for the Board. Other things also considered at many universities for inclusion in the internal reports are the curriculum and its effectiveness; data from exit surveys of students; faculty productivity and achievements; program accreditation reports; relevance of the program to the institution's mission; alignment with the institution's strategic plan; and the service and benefit the unit provides to the institution, the community, and the state. Each university focuses on continuous improvement of academic programs through its internal program review process.

Summary of Institutional Recommendations

Per the process of identifying the 31 programs for review,

- Pittsburg State University reviewed six programs; five are recommended for an action plan, and one is recommended for phase out;
- The University of Kansas reviewed 11 programs; ten are recommended for an action plan, and one is recommended to merge with another program;
- Kansas State University reviewed two programs; both are recommended for an action plan;
- Emporia State University reviewed two programs; one is recommended for an action plan and one is recommended for phase out;
- Wichita State University reviewed five programs; four are recommended for an action plan and one is recommended to merge; and
- Fort Hays State University reviewed five programs; four are recommended for an action plan and one is recommended to merge.

FHSU Addendum

Additional Information Added on 5/16/24 based on questions from BAASC members

	Last FHSU Full Program Review Cycle and Result/Recommendations	**KBOR Strategic Program Alignment (2020-21) and Result**
BM in Music Education	2019 - Continue	Not reviewed through this process
BA in Philosophy	2019 – Additional Review/Curriculum Changes and Recruitment Plan Recommended	Reviewed and recommended continuing program with changes to curriculum (senior capstone)
BA in Foreign Language	2019 – Additional Review/Curriculum Changes Recommended	Reviewed and recommended continuing program with emerging curricular changes
BS in Physics	2018 - Continue	Reviewed and recommended continuing program
BA in Music	2019 – Additional Review/Curriculum Changes and Recruitment Plan Recommended	Reviewed and recommended continuing program and reviewing after recent program changes had been made (2019)

Kansas State University

<mark>Highlighted text below is new information</mark>

1.   Geography (Bachelor of Arts/Science in Geography)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
22.5 Majors (4-Year Average)	7.25 Degrees (4-Year Average)	68.57% Employed in Region Within 1 Year After Graduation (4-Year Average)	$57,280 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
3: FHSU, KU, & PSU	N/A	41.58%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production,

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The Geography program shows increased SCH and has strong research profile of faculty with external funding over $15M since AY2019-2020. While it produced below-expected degree numbers, its graduates are successful, and the program has 41% market share in Kansas.

Geography is critical to our Next Gen K-State Strategic Plan and K-State 105 initiatives in water resources, sustainability, and digital agriculture, with contributions in physical geography, human-environment interactions, GIS, and remote sensing. The academic program is also one of four majors across two colleges contributing to a successful new undergraduate program, Environmental Science, which now has 72 majors.

Action Plan: K-State's 2-year action plan for Geography relates to a larger strategic plan to create more interdisciplinary and sustainable organization of several academic units, including Geography. This will facilitate more multi- and interdisciplinary program reconceptualization, which will in turn result in cost savings to the college and university through administrative and teaching savings. <mark>We will measure</mark>

<mark>success of this action plan through the establishment of interdisciplinary programming with a goal of 30 junior/senior students and increased SCH production.</mark>

2024-2025 Restructure: The College of Arts & Sciences with faculty in earth/air science and human/environment interactions, to allow greater interaction and ability to work towards critical University strategic interdisciplinary initiatives such digital agriculture, the Water Resources Institute, and sustainability.

2025-2026 Curricular Redesign: Reshape the Geography program as part of a series of multi-disciplinary programs modeled after the success of Environmental Science student demand and aligned with K-State's research initiatives and Kansas and industry needs.

Fall 2026—Revitalized Curricula in Effect

2.   Music (Bachelor Arts in Music /Bachelor of Music)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓	✓		
44.5 Majors (4-Year Average)	13 Degrees (4-Year Average)	34.21% Employed in Region Within 1 Year After Graduation (4-Year Average)	$33,938 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, KU, PSU, WSU, & WU	12	11.52%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan
(Type recommendation in box above)

Required additional information – Please insert below this box
• If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.   • If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).   • If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production,

Action plan: Continue infusing professional development and curricular opportunities to improve career readiness through an accelerated MBA/BA Music Degree, Internships, and Microcredentials. <mark>Success will</mark>

==be established when a greater percentage of our graduate attain employment and we see our median salaries grow. at a salary greater than $34,000.==

Accelerated MBA/BA Music Degree: Since Fall 2022, the Music Program has been working on curricular innovations and adjustments to improve business skills of music graduates. They now offer Kansas' first 4+1 Accelerated MBA/BA Music degree. Since announcing the new degree plan last May (effective this semester), we have already seen a 50% increase in BA Music majors compared to Spring 2023. They expect this accelerated track to be one Music's most popular degrees, second only to their Bachelor of Music Education (BME) program, which has maintained a 100% job placement rate for the past 15 years.

Internships: The music program will increase collaborations with area industry and non-profits to produce internships and learning opportunities that will improve students' career readiness and keep more graduates in-state and contributing to local economy. Students will work in internships for two semesters alongside a music business entity, with fifth-year students being paired with professional production companies, non-profit art centers, media companies, entities like the T-Mobile Center, Kauffman Center, Wareham Hall, and even on-campus entities like the McCain Series to manage special projects of the student's research goals. While these internships are available to all music students, they will serve as their capstone for the MBA, overseen by a panel of professors to ensure professional standards.

Microcredentials: Plans are underway for microcredentials to align with the internship program opportunities.

University of Kansas

The following is provided in response to Regent Lane's request for additional information about the direct impact of faculty research in humanities programs on undergraduate education.

1. African & African American Studies

AAAS is a robust research unit whose faculty work in diverse areas of regional studies and intellectual thought and praxis – research concentrations that not only augment their teaching, but also have propelled KU, and the Department, to a leading position in the field of Africana Studies. It is the only department of its kind at a public or private university in Kansas and one of the few in the Big XII. AAAS faculty are highly visible and lending important scholarly expertise and, in some cases, personal experience to research the complex challenges that face our communities, our country, and the world. The research conducted by AAAS faculty benefits undergraduate students in numerous ways, not least of which is financially. Over the past decade, AAAS faculty have received more than six million dollars (more than two million of that coming in the last two years), which directly supported faculty and student research, language-learning, study abroad, conferences, and programming, among others.

AAAS faculty, like all faculty at KU and other universities, particularly at a Research One, Association of American Universities (AAU) institution, engage in research as part of their mission around learning and discovery. Through this, they contribute directly and indirectly to their primary mission of teaching. Faculty of AAAS bring their research into the classroom and use it to inform their teaching, a process that directly benefits the students. Faculty use the classroom experience to train their students in skills required for graduate study and research careers. Moreover, this use of research inquiry in the classroom helps students develop critical thinking and problem-solving skills that will serve them well in any career path they undertake. Entrenched in our curriculum is the mandatory course, "AAAS 690: Investigation and Conference." An individualized course, it enables each student in the major to gain practical research training and experience by working one-on-one with a faculty of choice, with the student directly benefiting from the guidance and research experience of the faculty. Furthermore, research has found that students who have experienced some variation of research-based inclusion in the classroom have reported greater overall satisfaction with their undergraduate experience. Such students have positively perceived that their education has enhanced their "ability to develop intellectual curiosity, acquire information independently, understand scientific findings, analyze literature critically, speak effectively, act as a leader, and possess clear career goals."[1]

There are more examples of how faculty research provides direct benefits to undergraduate students. Faculty in AAAS mentor and collaborate in research with undergraduate students outside the formal classroom setting through independent studies and/or through coordination with KU's office of Undergraduate Research's Emerging Scholar Program. AAAS faculty have joined this program to work closely with incoming freshman class on research projects the faculty are engaged in during any given year. These include faculty working on social psychology projects that research and engage communities in Ghana and the United States, others who do more historical work on social movements that engage the activities of the National Association for the Advancement of Colored People (NAACP), those who have studied with their students chronic health conditions throughout the Diaspora, or scholars who research and work with African immigrant communities in Kansas in areas such as Emporia, Garden City, or, more recently, Lawrence. All these research projects have directly benefited undergraduate students,

not only via a work study program that yields some monetary benefit, but also by immediately engaging first-year students in the practice of research. Working with students on developing those critical skills from the moment they walk on KU's campus is healthy to the academic future of students and to KU as a Research One institution. Moreover, the program develops a working relationship between the student and faculty member in the student's first days on campus, creating a bond that will last their entire time at KU and increases retention rates not only among majors and minors of the Department, but also at the University as a whole.

Another way AAAS faculty's research directly benefits undergraduates is through various research grants that our faculty have received. Such grants always have elements that incorporate students in the research or offer some assistance to students in other ways. The Department reiterates that in the past years, AAAS faculty have received over six million dollars, about two million of that coming in the last two years, and that these grants directly benefit faculty and student research. These figures are calculated from major external grants, not small research funds, or internal research awards, which could also benefit undergraduates in a variety of ways.

When AAAS established the Kansas African Studies Center (KASC), it was from its vision of a center that would, among other things, become a hub for faculty research activity through external grants. This vision has materialized as KASC has become one of only thirteen federally-funded National Resource Centers in the United States. This success has facilitated faculty research and curricular development built around "foreign language and area studies" (FLAS). Not only do students benefit directly by learning these languages and affiliated cultures, some have built their future careers on this foundation. This aside, undergraduate students receive fellowships and scholarships as a direct benefit from such grants. These students are also funded through the research grants to study abroad, thus expanding their knowledge of a wider world that they aspire to lead and interact with in future years. For the students on campus who are unable to study abroad, research funds obtained by faculty make it possible for AAAS and KASC to sponsor workshops, conferences, lecture series, and other activities on campus that bring in established and reputed scholars from around the world to present their work and interact intellectually with students, faculty, and staff. Such intellectual engagement and enrichment contribute to the sound education that our undergraduate students receive. That is part of the foundational stuff of a Research One institution, and we are happy to be able to contribute to that at KU. AAAS has Study Abroad programs in Africa and the Diaspora, with linkages and associations in countries such as Brazil, Cuba, Egypt, Ghana, Haiti, Kenya, Morocco, Nigeria, Senegal, South Africa, Tanzania, and Uganda.

Recently, faculty have taken undergraduate students to Tanzania to participate in an AAAS-initiated research workshop, "Chronic Conditions: Childhood and Social Suffering in Global Africa," under the auspices of The Global Humanities Institute of the Andrew W. Mellon Foundation. This is a collaboration by KU with universities in Tanzania, Senegal, and Brazil. Another example of such opportunities developed out of research agendas of AAAS faculty is the ColLAB program, a humanities-based "lab" that comprises Africanist faculty and students studying Kiswahili. The program, entitled "Bridging East Africa's Digital Health Divides," is a three-year research collaborative in which research and study abroad to Tanzania are merged. There is also the "Increase and Diversify Education Abroad for US Students (IDEAS)"—an ongoing research program funded by the US State Department. It is a hybrid study abroad program about race, history and health that focuses on Brazil, Cuba, and West Africa. Students

and faculty are collaborating on research that focuses on the connections between West Africans, Afro-Cubans, and Afro-Brazilians. It is important to also point out that for the past ten years, AAAS has had at least one student accepted into the Fulbright-Hays program to study Kiswahili in Kenya or Tanzania. This is an incredible feat and one that demonstrates the unique support and training that our students receive from faculty that have the research expertise in the language study and the history and culture of East Africa.

The success of such research training made available to students by our research faculty has been noticed at KU in the past when our major, Maria Begg, won the first place award at the annual KU Undergraduate Research Competition. We have also extended this research expertise beyond our Department. Our faculty served as faculty editor and advisor to the undergraduate research journal, *Zenith!* AAAS faculty continues to serve on the selection committee for Rhodes, Marshal, Mitchel, and Churchill fellowship research competitions at the KU Office of Fellowships and Undergraduate Research, where the faculty provide much-needed critical research guidance to the benefit of the students who are selected to represent KU at these highest national and international research competitions.

2. American Studies

Most generally, by maintaining a faculty of world-class scholars who are actively shaping fields of study, the University of Kansas provides students with a gateway to access the most cutting-edge scholarship in those fields, and personal contact with professionals who can guide them into that world of knowledge. All American Studies faculty bring their research expertise into the undergraduate classroom.

In American Studies, our Foundation Distinguished Professor David Roediger recently received a Lifetime Achievement Award for Distinguished Contribution to Ethnic Studies from the Society for the Study of the Multi-ethnic Literature of the United States (MELUS). This most recent award attests to the impact of his many books that have substantially shaped the way that historical experiences of race and ethnicity have been understood. Despite his extraordinary research accomplishments, Professor Roediger regularly teaches AMS 110 to first-year students. From the very beginning of their KU career, these undergraduates get to learn from the expert who has written the textbooks and whose work is cited by textbooks.

Our Hall Distinguished Professor Robert Warrior is a globally recognized expert in Indigenous literature, social movements, and theology. He has been invited by Harvard Divinity School to advise them on program development. This means that KU students already have access to expertise possessed by Prof. Warrior, that Harvard hopes to develop. Prof. Warrior has also made his research available to the broader public, for example by publishing a long form review of the film *Killers of the Flower Moon,* giving context and assessment of how Martin Scorsese's film represents the history and reality of the Osage people. The knowledge that Prof. Warrior has amassed in these areas means that his students do not have to settle for Hollywood representations as all they will know about American history. They not only stand to learn from Prof. Warrior about what facts may have been tweaked or left out in the interest of a commercial narrative, but they learn how to view cultural products like a film critically themselves.

As a result of her accumulated record of international, cultural research, Professor Araceli Masterson-Algar has been named the director of the Tepotzlan Institute, a highly prestigious and selective meeting of international scholars that takes place in Mexico every summer. Undergraduates are not generally accepted to attend, partly because of the multilingual skills required to participate, but as director, Prof. Masterson-Algar is able to invite two students to accompany her as assistants. These undergraduates will travel to participate in a high-level discussion of hemispheric social and cultural dynamics that professors compete to join.

Professor Sherrie Tucker's recent research has focused on the Adapative Use Musical Instrument (AUMI), which uses computer hardware to detect an adjustable range of physical movement so that people with different abilities can control musical synthesizers. Prof. Tucker, along with her colleagues Vice Provost and Professor Nicole Hodges-Persley and Professor Ray Pence, all contributed to a recent groundbreaking volume of scholarship on this technology. Prof. Tucker also brings the instrument to the larger community via an AUMI ensemble that meets and improvises music together at the public library. Prof. Tucker's students can learn about this and take part in the actual practice, not just theorizing, of making music with a group of people with mixed abilities. Because of Prof. Tucker's long record of research into the history of improvised music and how social identities and barriers have determined who is able to take part in it, she is uniquely equipped to help students understand how institutions, technology, and prejudice can affect who has access to processes of creativity and collaboration in music.

Finally, our Teaching Professor Ray Pence maintains a program of research despite the fact that almost all of his contracted time is taken up with teaching. But his ongoing scholarly activity not only maintains his subject-area expertise, but also provides opportunities to put students directly in touch with the material they are studying. As one example, for years Prof. Pence conducted oral history interviews with veterans of the Vietnam war as part of his research in social history and disability studies. During that project, he would invite his interviewees to visit the classroom and present their experiences directly to students.

3. Jewish Studies

Students gain experience in working with faculty on research projects and conferences.

Example 1: "Jews in the Americas" conference and "Kansas Jews". In the spring of 2024, the faculty of the Jewish Studies Program and the Center for Global and International Studies organized the hybrid conference: "Jews in the Americas." This event, featuring over 55 speakers worldwide, was a unique opportunity for our undergraduate students. As part of their work with the academic committee, two students not only assisted in the preparation and execution of the event but also had the privilege of engaging in discussions with scholars in the field. This hands-on experience in running an academic event was invaluable and will undoubtedly shape their future academic pursuits.

In the next step, we aim to extend a small project we started for the conference, which produced an exhibit titled" Homemaking: Building the Jewish Community of Kansas." The Jewish Studies faculty and one graduate student from Museum Studies led the exhibit, and we are in the process of applying for a grant that will include the involvement of undergraduate students to support the research component of the project focusing on "Kansas Jews."

Example 2: Druze Studies Project and Journal. Undergraduate students have been involved in the Druze Studies research project since its beginning in 2020. Three students received research scholarships ($250 each in Spring 2021, Fall 2021, and Spring 2022). Two students received the KU Undergraduate Research Award in the summer of 2022 ($1,000 each), and one was the finalist for the Courtwright Award. Two undergraduate students co-authored journal articles that are under review. One of the undergraduate students co-authored a peer-reviewed journal article on the topic, published in 2021: Zeedan, R., & Luce, M. (2021). Druze women and gender in Druze Society: A systematic literature review. *Religions*, 12(12), 1111.

The "Druze Studies" hybrid symposium in the Fall of 2023, which included 25 international scholars, was another significant milestone for our undergraduate students. Two of them played pivotal roles in the planning, preparation, and execution of this event. One of these students is currently in the process of writing a research article as a follow-up to this event, a testament to the lasting impact of their involvement. This experience has also opened doors for him in the academic publishing landscape, as he was recently hired as the assistant to the editor of the new Druze Studies Journal.

Faculty research provides a model for students to share research projects outside of the classroom

Example 1: Digital Humanities project on the War of 1948. In the course "Israel/Palestine- the War of 1948" (JWSH 414), students are encouraged to take their research projects beyond the classroom. One such initiative is the digital humanities project on the consequences of the War of 1948, based on Google Earth Pro. The excellent outcomes from this project are published as a service to the public and are a testament to our student's commitment to sharing their research with a wider audience. These examples are published on our website (the format of the website is under construction, and new content from spring 2024 will be added later in summer 2024): https://war1948.ku.edu/projectoutcome . As of May 2024, 13 students have contributed their research projects on the topic, showcasing their dedication and passion for research.

Example 2: Podcasts based on research about Israeli Society. In the course "Israel from Idea to State" (JWSH 410), students develop a research project that is transformed into a podcast episode. Excellent project outcomes are published as a service to the public. These podcast episodes are part of the series "Israel's Divides Explained." https://israel.ku.edu/podcast-episodes-israels-divides-explained. As of May 2024, 10 students have contributed their projects.

Example 3: Presenting projects at events and receiving awards. We encourage our students to work on research in their classes and present it outside the classroom. Many of these students present their research projects at the semi-annual KU Undergraduate Symposium / Research Showcase. Others receive awards for their excellence in conducting their research projects.

4. Religious Studies

The Department of Religious Studies Religion in Kansas Project was awarded a Humanities Kansas grant in 2020-2021 for the project "Faith in the Free State Podcast: Exploring the History and Future of Black Churches in Lawrence, Kansas." Two undergraduate students were hired to help with research and with the podcasts for this project.

In addition, faculty member Sam Brody received the Katz Center Fellowship, which allowed him to do the necessary research to develop his undergraduate course "Prophets and Profits."

University of Kansas Research Dollars by Program (Since 2019)

1. African and African-American Studies

Project Details

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- Each Project Number and Project Description are clickable link
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Parent Sponsor Type	Immediate Sponsor Name
Federal	NATIONAL SECURITY AGENCY
Nonprofit	DOUGLAS COUNTY COMMUNITY FOUNDATION
Institutional	RACIAL EQUITY FUND
Federal	NATIONAL SECURITY AGENCY

Award Contact PI Academic Affiliation vs Administering Unit

Right-click any column header to view sorting options, include additional columns, or exclude shown columns.

Primary/School	Research Center	Academic Affiliation	Administering Unit
COLLEGE OF LIB ARTS AND SCIENCES		$202,547	$11,470
OFFICE OF RESEARCH	HALL CENTER FOR THE HUMANITIES		$191,076
SCHOOL OF EDUCATION AND HUMAN SCIENCES		$436	$436
Grand Total		$202,983	$202,983

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2. American Studies

Award Contact PI Academic Affiliation vs Administering Unit

Right-click any column header to view sorting options, include additional columns, or exclude shown columns.

Primary/School	Research Center	Academic Affiliation	Administering Unit
COLLEGE OF LIB ARTS AND SCIENCES		$162,557	$71,993
OFFICE OF RESEARCH	HALL CENTER FOR THE HUMANITIES		$1,048
	KS BIOLOGICAL SURVEY		$89,515
Grand Total		**$162,557**	**$162,557**

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Parent Sponsor Type	Immediate Sponsor Name
Federal	NATIONAL PARK SERVICE
Federal	NATIONAL PARK SERVICE
Nonprofit	AMERICAN COUNCIL LEARNED SOCIETIES
Nonprofit	HUNTINGTON LIBRARY, ART COLLECTION & BOTANICAL GARDENS
Federal	NATIONAL ENDOWMENT FOR THE ARTS

3. Jewish Studies

Project Details

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- Each Project Number and Project Description are clickable links that drill through to another page whe
- This table has locked headers. Depending on how many columns and rows are included, you may need
it is recommended to narrow the criteria if applicable, or to export the table.

Parent Sponsor Type	Immediate Sponsor Name	▲▼ Research Center
Foundation	THE U.S. RUSSIA FOUNDATION	
Federal	INSTITUTE OF INTERNATIONAL EDUCATION	
Federal	US DEPARTMENT OF STATE	HALL CENTER FOR THE HUMANITIES
Federal	US DEPARTMENT OF EDUCATION	

Refresh - Export

Award Contact PI Academic Affiliation vs Administering Unit

Right-click any column header to view sorting options, include additional columns, or exclude shown columns.

Primary/School	Research Center	Academic Affiliation	Administering Unit
COLLEGE OF LIB ARTS AND SCIENCES		$140,599	$140,599
INTERNATIONAL AFFAIRS		$181,763	$181,763
JOURNALISM/MASS COMMUNICATIONS		$38,893	
OFFICE OF RESEARCH	HALL CENTER FOR THE HUMANITIES		$38,893
Grand Total		**$361,254**	**$361,254**

Refresh - Export

4. **Religious Studies**

Award Contact PI Academic Affiliation vs Administering Unit

Right-click any column header to view sorting options, include additional columns, or exclude shown columns.

Primary/School	Research Center	Academic Affiliation	Administering Unit
COLLEGE OF LIB ARTS AND SCIENCES		$9,265	$9,265
Grand Total		$9,265	$9,265

Refresh - Export

Award Contact PI Academic Affiliation vs Administering Unit

Right-click any column header to view sorting options, include additional columns, or exclude shown columns.

Primary/School	Research Center	Academic Affiliation	Administering Unit
COLLEGE OF LIB ARTS AND SCIENCES		$9,265	$9,265
Grand Total		$9,265	$9,265

Refresh - Export

ALL ▾

- ● Median
- ● Articles
- ● Awards
- ● Citations
- ● Federal Grants

The following "spider charts" demonstrate the research impact of faculty in relation to regional peers. The median productivity measures for the region are in gray.

African & African American Studies

ALL ▾
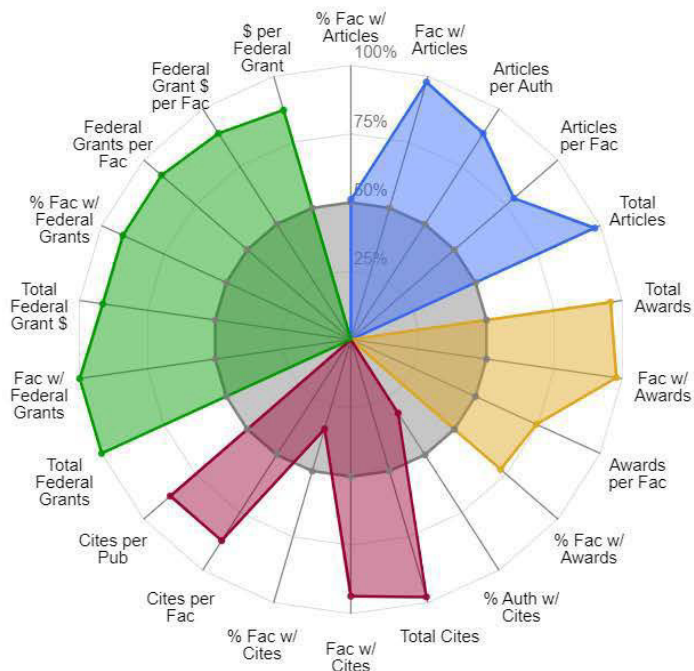
- ● Median
- ● Articles
- ● Awards
- ● Books
- ● Chapters
- ● Citations

American Studies

ALL ▾
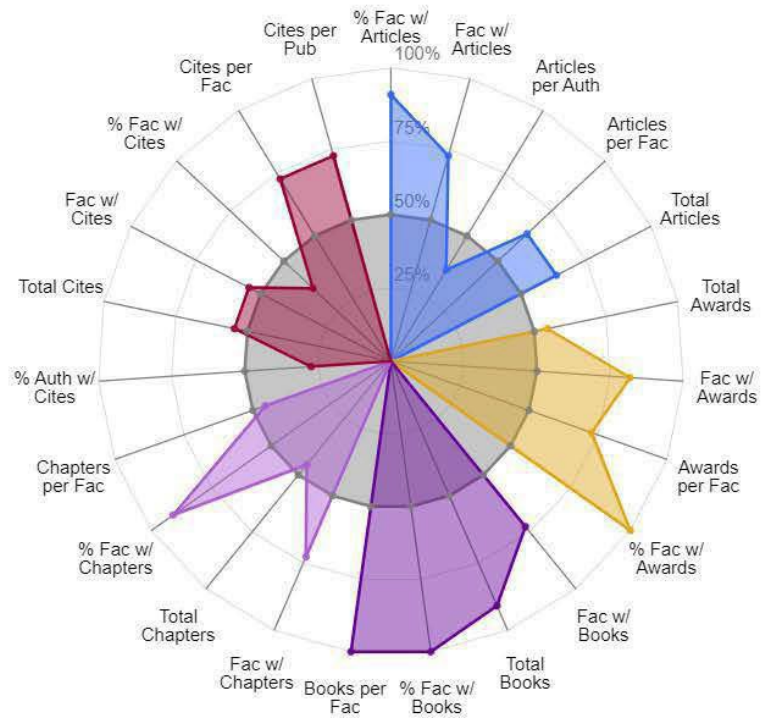
- ● Median
- ● Articles
- ● Awards
- ● Citations
- ● Federal Grants

Jewish Studies

ALL ▾
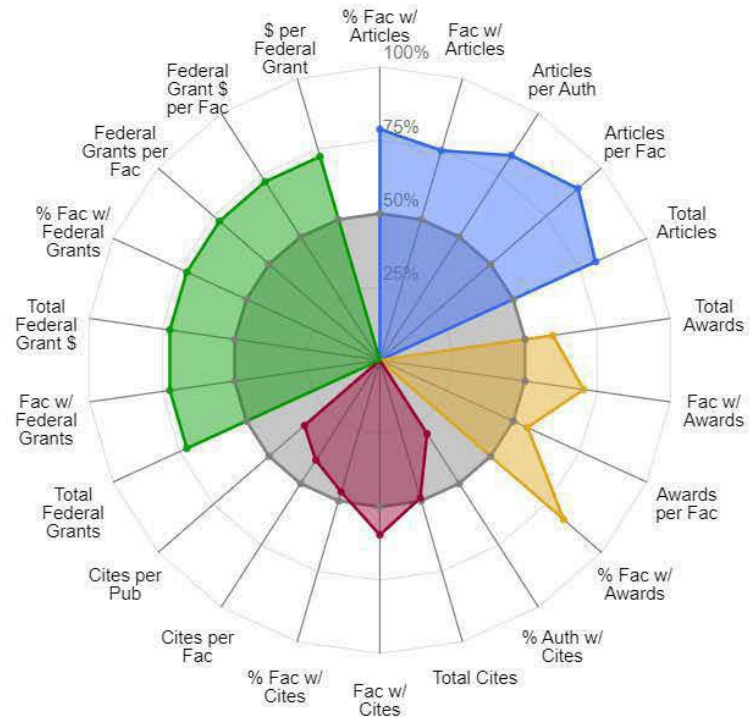
- ● Median
- ● Articles
- ● Awards
- ● Books
- ● Chapters
- ● Citations

Religious Studies
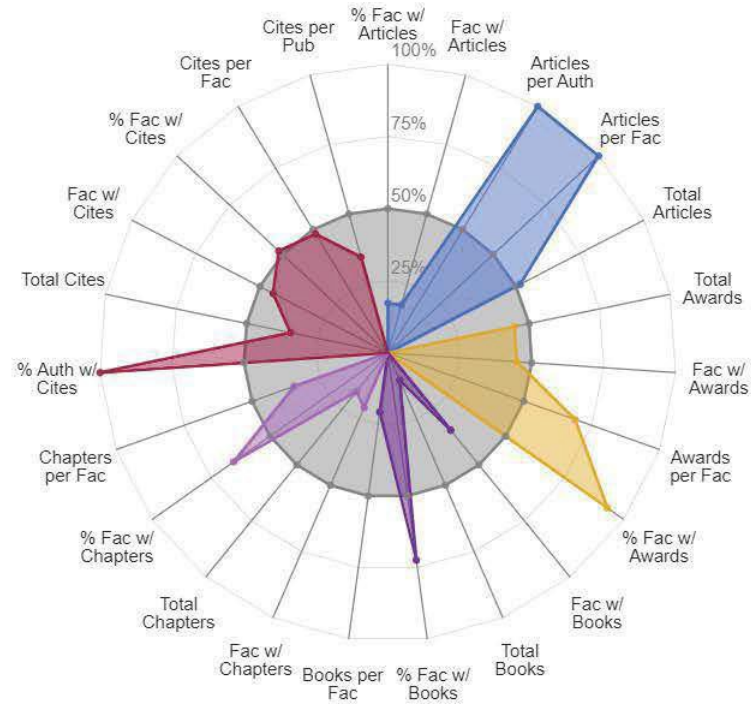
PSU ADDENDUM

The following chart illustrates the changes over the last five years in filled Tenure Earning/Tenure Positions. In most cases, the resources from unfilled positions were used to fill gaps in the overall budget due to enrollment declines.

Resources gained from Program Review decisions are often used for these purposes rather than for reinvestment in a new program.

FILLED Tenure Earning/Tenured Positions (FTE)

|	FY20	FY21	FY22	FY23	FY24	Loss/Gain
Academic Affairs - College of Arts & Sciences	98	91.5	88.75	91	82	(16)
Art	3	1	1	2	1	(2)
Biology	11	11.5	10.5	10.5	10	(1)
Chemistry	*9*	*9*	*8.5*	*8.5*	*6*	*(3)*
Communication	6	7	6	7	6	0
English and Modern Languages	16	16	16	16	13.5	(3)
History, Philosophy and Social Sciences, School of	*21*	*18.25*	*16.25*	*16*	*15*	*(6)*
Mathematics and Physics	*9*	*9.5*	*9.5*	*9.5*	*8.5*	*(1)*
Music	*11*	*10*	*10*	*10.5*	*10*	*(1)*
Nursing, Irene Ransom Bradley School of	12	9.25	11	11	12	0
Academic Affairs - College of Business	21	19	16.5	21.17	19	(2)
Business, Kelce College of				1	1	1
Business, Kelce Graduate School of				1	1	1
Business, Kelce Undergraduate School of	21	19	16.5	19.17	17	(4)
Academic Affairs - College of Education	36	37	37	41	39	3
Health, Human Performance, Recreation	9	9	10	10	10	1
Psychology and Counseling	9	9	9	9	8	(1)
Teaching and Leadership	18	19	18	22	21	3
Academic Affairs - College of Technology	55.5	55	52.5	52.25	49.5	(6)
Automotive and Engineering Technology, School of	23	23.5	21.5	19.25	19	(4)
Construction, School of	14.5	13.5	13	13.5	12	(3)
Technology and Workforce Learning, School of	18	18	18	18.5	17.5	(1)
Technology, College of				1	1	1

Academic Affairs - Library Services	8	8	8	8	7	(1)
Library Services	8	8	8	8	7	(1)
Grand Total	218.5	210.5	202.75	213.42	196.5	(22)

Pittsburg State University also utilizes Return on Investment (ROI) metrics to help guide staffing decisions and to assist in the assessment of the overall health of a program.

Below is a seven-year ROI analysis of the programs recommended for Action Plan.

Return on Investment (ROI)

TOTAL REVENUE	2016	2017	2018	2019	2020	2021	2022
Chemistry Department	2,653,988	2,728,249	2,772,319	2,671,288	2,753,848	2,532,280	2,608,676
History, Philosophy, & Social Sciences	8,267,878	8,181,338	7,966,692	7,689,226	7,185,179	6,405,316	5,454,358
Mathematics Department	3,210,667	3,263,376	3,074,921	3,086,979	2,815,603	2,608,376	2,796,250
Music Department	1,979,203	1,724,138	1,834,054	1,746,901	1,861,315	1,894,555	1,835,800
Physics Department	1,620,889	1,756,646	1,605,250	1,539,223	1,642,158	1,429,414	1,249,750

TOTAL EXPENSES	2016	2017	2018	2019	2020	2021	2022
Chemistry Department	(2,559,850)	(2,681,506)	(2,624,676)	(2,602,549)	(2,494,262)	(2,790,372)	(2,387,999)
History, Philosophy, & Social Sciences	(7,072,562)	(7,073,885)	(6,698,198)	(6,438,572)	(6,073,554)	(5,238,961)	(5,036,006)
Mathematics Department	(3,064,582)	(3,084,936)	(2,869,925)	(2,957,140)	(2,710,195)	(2,461,731)	(2,687,911)
Music Department	(2,900,310)	(2,618,571)	(2,661,621)	(2,640,348)	(2,766,218)	(2,467,764)	(2,473,205)
Physics Department	(1,562,461)	(1,635,698)	(1,353,453)	(1,323,608)	(1,272,263)	(1,108,720)	(1,094,946)

TOTAL NET REVENUE	2016	2017	2018	2019	2020	2021	2022
Chemistry Department	94,139	46,743	147,643	68,739	259,586	(258,091)	220,677
History, Philosophy, & Social Sciences	1,195,316	1,107,453	1,268,495	1,250,654	1,111,626	1,166,355	418,351
Mathematics Department	146,085	178,441	204,996	129,839	105,408	146,645	108,340
Music Department	(921,107)	(894,433)	(827,567)	(893,447)	(904,903)	(573,208)	(637,405)
Physics Department	58,428	120,948	251,797	215,615	369,895	320,694	154,804

The following tables provide additional detail on the metrics that were not met for Polymer Chemistry and Physics . Both programs have developed action plans to begin Fall 2024. The targets identified are for Fall and AY 2027. The original tables in the following report have been replaced by the tables below.

Polymer Chemistry									
Student Demand (Total Fall Headcount)									
19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	24/WF	25/WF	26/WF	**27/WF**
12	11	5	7	7	9	Execute Action Plan	11	13	**15**
Degree Production									
AY19	AY20	AY21	AY22	AY23	AY24	24/WF	AY25	AY26	**AY27**
1	3	5	1	3	3	Execute Action Plan	3	4	**5**
Talent Pipeline									
Threshold met									
Student ROI									
AY 2027 Target = $38,050 (KBOR Minimum)									

Physics									
Student Demand (Total Fall Headcount)									
19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	24/WF	25/WF	26/WF	**27/WF**
13	12	9	13	10	11	Execute Action Plan	12	13	**15**
Degree Production									
AY19	AY20	AY21	AY22	AY23	AY24	24/WF	AY25	AY26	**AY27**
1	4	5	1	0	1	Execute Action Plan	2	3	**5**
Talent Pipeline									
Threshold met									
Student ROI									
AY 2027 Target = $38,050 (KBOR Minimum)									

The remaining tables provide additional detail for the programs that executed action plans in AY 2021. These programs are recommended to continue as improvements have been made. The original tables in the following report have been replaced.

Math								
Student Demand (Total Fall Headcount)								
19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	25/WF	26/WF	**27/WF**
14	17	18	25	26	26	26	26	**26**
Degree Production								
AY19	AY20	AY21	AY22	AY23	AY24	AY25	AY26	**AY27**
6	2	3	4	5	6	7	8	**10 (KBOR Minimum)**
Talent Pipeline								
Threshold met								
Student ROI								
AY 2027 Target = $38,050 (KBOR Minimum)								

History								
Student Demand (Total Fall Headcount) – **Threshold met**								
19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	25/WF	26/WF	**27/WF**
-	-	15	48	71	71	71	71	**71**
Degree Production								
AY19	AY20	AY21	AY22	AY23	AY24	AY25	AY26	**AY27**
-	-	4	5	9	10	10	10	**10 (KBOR Minimum)**
Talent Pipeline								
Threshold met								
Student ROI								
AY 2027 Target = $38,050 (KBOR Minimum)								

Music

Student Demand (Total Fall Headcount)

19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	25/WF	26/WF	**27/WF**
18	12	13	41	55	55	55	55	**55**

Degree Production

AY19	AY20	AY21	AY22	AY23	AY24	AY25	AY26	**AY27**
1	4	2	2	3	5	7	9	**10 (KBOR Minimum)**

Talent Pipeline

AY 2027 Target = 51% (KBOR Minimum)

Student ROI

Threshold met

Wichita State University Academic Program Review

Additional information

May, 23, 2024

The information provided below supplements the information provided in the KBOR Academic Program Review document submitted for KBOR review. Specifically, information provided includes:

- summary recommendations from internal program review processes
- impact on research productivity,
- impact of departmental structures on program efficiency
- impact of the Double Majors Across College program on program enrollment and efficiency
- impact/role of specialty accreditation

Previous University Self-Studies:

In order to ensure a culture of continuous improvement, every four years, each program at WSU undergoes a self-study which then informs the KBOR program review cycle that occurs every 8 years. The table below summarizes recommendations generated from the most recent program review process for each of the programs identified for KBOR review.

A university self-study can result in a recommendation of Continue, Maintain (with additional internal reports, follow-up on action plan), Monitor for Improvement (yearly reviews), Discontinue).

Program	Recommendation	Additional Information from Previous Self-studies
WEIS	Merger	AY22, Maintain Program with 2-year follow-up, implement action plan with restructure of department and focus on recruitment & retention of students
Philosophy	Action Plan	AY22, Continue Program, large number of SCH for other programs/majors (important for university growth), high acceptance of program graduates to graduate and law school, encouraged to consider high school course to recruit new students
Geology	Action Plan	AY23, Continue Program, Highly valuable program with positive impact on industry,
Physics	Action Plan	AY 23, Continue program, Highly valuable program to the

		university and to the external community. The program clearly demonstrates importance based on employer need, student demand and the national job outlook.
Forensic Science	Action Plan	AY22, Continue Program, program is growing; graduation rate has doubled, clearly connected to university mission, high employer demand for program.

Research:

To accomplish our goals of achieving an R1 status and meeting our 3 priorities of access, talent development and economic prosperity, it is imperative we attract top notch researchers to WSU. One indicator researchers look for when selecting an institution is the level of the university commitment toward the discipline, such as having a major in the discipline. There are several reasons for this. One is the ability to attract doctoral students to work in the labs and on research studies. Given WSU is just shy of reaching R1 due to the need to build the number of PhD graduates, not having a major in Physics would heighten this challenge. Specifically, the Physics program has high research productivity reaching over $1million dollars in the last 3 years and has enrolled a number of graduate students who are working in labs and teaching courses.

Departmental Organization:

Program efficiency is maximized via housing multiple programs within one department. This enables departments to spread administrative and instructional costs across multiple programs. Specific efficiencies are described for each program in the table below.

Program	Department
WEIS	1 department with 1 professor/department chair and 1 additional professor along with a number of lecturers. This program and 2 full-time faculty members will be merged into an existing Fairmount College of Liberal Arts and Sciences department and offered as a field major, area of emphasis in the Bachelor of General Studies degree, or area of concentration (minor) in degrees across the university. **This change will increase efficiency by decreasing administrative and instructional costs.**
Philosophy	Department: **Fairmount College of Liberal Arts and Sciences; Philosophy** Philosophy is housed in its own (not shared) department. However, this department houses a

	Bachelor of Arts in Philosophy with 3 different concentrations as well as two pre-law programs in Philosophy Resources: • 1 Chair/Associate Professor • 1 Assistant Professor • 2 Associate Professors • 1 Associate Professor/Director of the Legal Education Accelerated Degree program, Director of Masters of Liberal Studies Program • Curtis D. Gridley Distinguished Professor of History and Philosophy of Science (shared with History Department) Program delivery efficiency is maximized for this program in that it shares administrative and instructional costs across 3 programs.
Geology	Department: **Fairmount College of Liberal Arts and Sciences; Geology** Geology is housed in its own (not shared) department. However, this department houses 4 programs: Bachelor of Arts in Geology, Bachelor of Science in Geology, Masters in Earth, Environmental, and Physical Sciences, and a graduate certificate, Environment and Sustainability Resources: • 1 Chair/Associate Professor, • 1 Associate Professor, • 1 Assistant Professor, & • *1 Abercrombie Distinguished Executive in Residence* Program delivery efficiency is maximized for this program in that it shares administrative and instructional costs across 3 programs.
Physics	Department: **Fairmount College of Liberal Arts and Sciences; Mathematics, Statistics, and Physics** • Physics is 1 program within a department composed of 6 undergraduate programs, 1 minor, 4 Master's programs, 2 PhDs, and 2 graduate certificates • Program delivery efficiency is maximized for this program in that it shares administrative and instructional costs across 3 programs.

Forensic Science	Program is housed in: **Fairmount College of Liberal Arts and Sciences;** **School of Criminal Justice**
	 • Forensics is 1 program within the School of Criminal Justice which houses 3 programs:
	     o Criminal Justice, undergraduate and graduate program
	     o Forensic science undergraduate program
	     o Homeland Security undergraduate program
	 Program delivery efficiency is maximized for this program in that it shares administrative and instructional costs across all programs.

Double Major Across Colleges

The DMAC (Double Major Across Colleges) is a double major option that supports students who have a primary major in one college and the other major in the College of Liberal Arts and Sciences (LAS). LAS has degree requirements specific to the College that DMAC students are not required to satisfy, such as foreign language. The Double Major Across Colleges (DMAC) Program is especially designed to be helpful to Engineering students who want to deepen their skills and knowledge of physics while pursuing an Engineering major. Although they are physics majors, these students (head count) are not included in the list of Physics majors reported to KBOR. They enroll in significant numbers of credit hours each year, and graduate with an engineering and physics degree.

Specialized accreditation

While Physics and Philosophy do not have specialized programs, they do play a critical role in Engineering and some Health Professions accreditation. Thus, similar to the importance of having a major to attract graduate students and efforts to secure external funding, having a major in Physics and Philosophy is critical to attracting high quality faculty who deliver the content important to Engineering accreditation.

Act on Systemwide Transfer Associate Degrees

Summary

Systemwide associate-to-baccalaureate transfer programs provide an avenue to simplify the transfer process for students and academic advisors, reduce degree costs by decreasing time to degree, and increase completions for associate and baccalaureate degrees. Four systemwide transfer associate degrees are presented for approval.

Background

In June 2023, the Board approved the first systemwide associate degree in Elementary Education. This will take effect in Fall 2024 and allow students who complete the approved associate degree to transfer at least 60 hours and apply the credit to the PK-6 licensure programs offered at the state universities and Washburn University. The education deans created the first model, and the format was utilized for additional programs.

Faculty volunteers from these areas created additional systemwide associate degrees in Business Administration, Management, and Operations; Computer Science; Pre-Bachelor of Science in Nursing; and Pre-Social Work. These associate degrees will go into effect in Fall 2025, and universities must award 60 credit hours to the corresponding baccalaureate degrees on or before Fall 2027 to transfer students who completed the approved associate degrees.

The four systemwide associate degrees include specific general education and program courses, establishing a clear pathway to eliminate course redundancy. Systemwide Transfer (SWT) courses with common learning outcomes paved the way for this model. The Transfer Council recommends additional SWT courses annually based on appropriate criteria and necessary courses for systemwide associate degrees.

Implementing a systemwide associate-to-baccalaureate transfer model benefits students, states, universities, and community colleges by reducing time to degree and increasing affordability for students and families.

Systemwide Transfer Associate Degrees Presented for Approval

Copies of the systemwide transfer associate degrees in the following areas are presented:

➢ Business Administration, Management, and Operations
➢ Computer Science
➢ Pre-Bachelor of Science in Nursing
➢ Pre-Social Work

Business Administration, Management, and Operations Systemwide General Education and Transfer Associate Degree

The systemwide transfer degree provides a pathway from any Kansas public community college offering the associate degree to any Kansas public university offering the baccalaureate degree. The pathway identifies courses/credit hours taken at the community college level and reflects the Kansas Board of Regents (KBOR) General Education framework "buckets" (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework).

These courses/credit hours must be Systemwide Transfer (SWT) courses or recommended for SWT to be articulated at a future Kansas Core Outcomes Groups Conference. The courses will transfer to any public university as the first sixty hours toward the articulated degree. The remaining credit hours at the universities are the required courses to complete the baccalaureate degree.

KBOR General Education Program (34-35 Credit Hours)

Bucket #1	English Discipline Area+	Credit Hours: 6
English Composition I	ENG1010	3
English Composition II	ENG1020	3
Bucket #2: Choose one	Communications Discipline Area+	Credit Hours: 3
Public Speaking	COM1010	3
Bucket #3: Choose one	Mathematics & Statistics Discipline Area+	Credit Hours: 3
College Algebra	MAT1010	3
Bucket #4	Natural & Physical Sciences Discipline Area+	Credit Hours: 4-5 from One Subject (must include a lab)
Any		4 – 5
Bucket #5	Social and Behavioral Sciences Discipline Area+	Credit Hours: 6 at least two courses from two subject areas
Macro (or Micro) Economics	ECO1010 or ECO1020	3
Introduction to Psychology	PSY1010	3
Bucket #6	Arts & Humanities Discipline Area+	Credit Hours: 6 at least two courses from two subject areas
Any SWT courses		3
		3
Bucket #7		Credit Hours: 6
Elementary Statistics	MAT1020	3
Computer Concepts and Applications	CSC1010	3
	TOTAL GEN ED CREDIT HOURS	34 – 35

Business Administration, Management, and Operations Program (25 - 26 Credit Hours)

Required Courses	Systemwide Transfer Course Code & Title (Kansas Regents Shared Number)	Credit Hours
Financial Accounting	ACC1010	3 – 4
Managerial Accounting	ACC2010	3
Micro (or Macro) Economics	ECO1010 or ECO1020	3
Introduction to Business	BUS1020	3
Principles of Management **OR** Principles of Marketing	BUS2020 **OR** BUS1030	3
Business Law	BUS2030	3
Open Business Electives* – to complete the associate degree Suggested courses: Personal Finance Principles of Leadership Business Communications	Open Business Electives or other courses in the Systemwide Transfer (SWT) list to complete a minimum of 60 credit hours BUS1010 BUS2010 BUS2040	7 – 9*
	TOTAL PROGRAM CREDIT HOURS	**25 – 26**
	DEGREE CR HRS (GE and PROGRAM)	**60**

Reference for Systemwide Transfer (SWT) identification:
https://www.kansasregents.org/academic_affairs/transfer-articulation

*Depending on the courses taken and credit hours awarded, the student may need additional coursework to reach the minimum 60 credit hours for an associate degree.

Computer Science Systemwide Gen Ed and Transfer Associate in Science Degree

The systemwide transfer degree provides a pathway from any Kansas public community college offering the associate degree to any Kansas public university offering the baccalaureate degree. The pathway identifies courses/credit hours taken at the community college level and reflects the Kansas Board of Regents (KBOR) General Education framework "buckets" (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework).

These courses/credit hours must be Systemwide Transfer (SWT) courses or recommended for SWT to be articulated at a future Kansas Core Outcomes Groups Conference. The courses will transfer to any public university as the first sixty hours toward the articulated degree. The remaining credit hours at the universities are the required courses to complete the baccalaureate degree.

KBOR General Education Program (35 Credit Hours)

Bucket #1	**English Discipline Area+**	**Credit Hours: 6**
English Composition I	ENG1010	3
English Composition II	ENG1020	3
Bucket #2: Choose one	**Communications Discipline Area+**	**Credit Hours: 3**
Public Speaking	COM1010	3
Bucket #3: Choose one	**Mathematics & Statistics Discipline Area+**	**Credit Hours: 3**
Calculus I	MAT2010	4-5
Bucket #4	**Natural & Physical Sciences Discipline Area+**	**Credit Hours: 4-5 from One Subject (must include a lab)**
Engineering Physics I with Lab	PHY1030	5
Bucket #5	**Social and Behavioral Sciences Discipline Area+**	**Credit Hours: 6 at least two courses from two subject areas**
Microeconomics (preferred)	ECO1010	3
	No preference for other course in this bucket	3
Bucket #6	**Arts & Humanities Discipline Area+**	**Credit Hours: 6 at least two courses from two subject areas**
Logic and Critical Thinking **OR** Ethics & Computers*	PHL1030 **OR** PHIL354	3
	No preference for other course in this bucket	3
Bucket #7		**Credit Hours: 6**
Free Elective		1-2
Calculus II	MAT2020	4-5

	TOTAL GEN ED CREDIT HOURS	34-35
*Required at WSU		

Computer Science Program (25 Credit Hours)

Required Courses	**Systemwide Transfer Course Code & Title (Kansas Regents Shared Number)**	**Credit Hours**
Engineering Physics II with Lab	PHY2030	4-5
Programming Fundamentals	CSC1020	4
Object-Oriented Programming	CSC1030	4
Discrete Structures	MATXXXX (recommended new SWT course at 2025 KCOG)	3
Data Structures	CSCXXXX (recommended new SWT course at 2025 KCOG)	3-4
Intro. to Digital Design	CSCXXXX (recommended new SWT course at 2025 KCOG)	4
Differential Equations	MAT2030	3-4
	TOTAL PROGRAM CREDIT HOURS	25-27
	DEGREE CR HRS (GE and PROGRAM)*	60

Reference for Systemwide Transfer (SWT) identification:
https://www.kansasregents.org/academic_affairs/transfer-articulation

*Depending on the courses taken and credit hours awarded, the student may need additional coursework to reach the minimum 60 credit hours for an associate degree.

Systemwide Pre-Bachelor of Science in Nursing Gen Ed and Transfer Associate in Science Degree

The systemwide transfer degree provides a pathway from any Kansas public community college offering the associate degree to any Kansas public university offering the baccalaureate degree. The pathway identifies courses/credit hours taken at the community college level and reflects the Kansas Board of Regents (KBOR) General Education framework "buckets" (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework).

These courses/credit hours must be Systemwide Transfer (SWT) courses or recommended for SWT to be articulated at a future Kansas Core Outcomes Groups Conference. The courses will transfer to any public university as the first sixty hours toward the articulated degree. The remaining credit hours at the universities are the required courses to complete the baccalaureate degree.

KBOR General Education Program (34-35 Credit Hours)

Bucket/Course Name	Systemwide Transfer Course Code & Title (Kansas Regents Shared Number)	Credit Hours
Bucket #1	**English Discipline Area+**	**Credit Hours: 6**
English Composition I	ENG1010	3
English Composition II	ENG1020	3
Bucket #2: Choose one	**Communications Discipline Area+**	**Credit Hours: 3**
Public Speaking	COM1010	3
OR Interpersonal Communications	COM1020	3
Bucket #3: Choose one	**Mathematics & Statistics Discipline Area+**	**Credit Hours: 3**
College Algebra	MAT1010	3
Bucket #4 Choose One*	**Natural & Physical Sciences Discipline Area+**	**Credit Hours: 4-5 from One Subject (must include a lab)**
Biology I & Lab for Majors **OR** General Biology & Lab for Non-Majors (Principles of Biology)	BIO1020 BIO1010	4 -5
Bucket #5	**Social and Behavioral Sciences Discipline Area+**	**Credit Hours: 6 at least two courses from two subject areas**
Introduction to Sociology **OR** Social Problems	SOC1010 SOC2010	3
Introduction to Psychology	PSY1010	3

Bucket #6	**Arts & Humanities Discipline Area+**	**Credit Hours: 6** **at least two courses from two subject areas**
Open Humanities Course	Courses within the Systemwide Transfer (SWT) list	3
Ethics (Required)	PHL1020	3
Bucket #7	**Intuitional Requirements**	**Credit Hours: 6**
Open – at institutional discretion	Courses within the Systemwide Transfer (SWT) list to complete a minimum of 60 credit hours	6
NOTE: CNA courses cannot be counted for transfer		
	TOTAL GEN ED CREDIT HOURS	34-35

Pre-Nursing (BSN) Program (25 - 26 Credit Hours)

Required Courses	Systemwide Transfer Course Code & Title (Kansas Regents Shared Number)	Credit Hours
Human Lifespan/Developmental Psychology	PSY2020	3
Elementary Statistics	MAT1020	3
General Chemistry w/Lab* **OR** Intro. to General Organic and Biochemistry w/Lab **OR** Chemistry I w/Lab for Majors	CHM 1030 CHM1040 CHM1010	4-5
Microbiology w/Lab*	BIO2040	4-5
Nutrition	HSC1010	3
Anatomy & Physiology requirement:		
Anatomy and Physiology	BIO2030	8 credits total
	TOTAL PROGRAM CREDIT HOURS	25-27
	DEGREE CR HRS (GE and PROGRAM)	60

Reference for Systemwide Transfer (SWT) identification:
https://www.kansasregents.org/academic_affairs/transfer-articulation

*Depending on the courses taken and credit hours awarded, the student may need additional coursework to reach the minimum 60 credit hours for an associate degree.

Pre-Social Work Systemwide Gen Ed and Transfer Associate Degree

The systemwide transfer degree provides a pathway from any Kansas public community college offering the associate degree to any Kansas public university offering the baccalaureate degree. The pathway identifies courses/credit hours taken at the community college level and reflects the Kansas Board of Regents (KBOR) General Education framework "buckets" (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework).

These courses/credit hours must be Systemwide Transfer (SWT) courses or recommended for SWT to be articulated at a future Kansas Core Outcomes Groups Conference. The courses will transfer to any public university as the first sixty hours toward the articulated degree. The remaining credit hours at the universities are the required courses to complete the baccalaureate degree.

KBOR General Education Program (34-35 Credit Hours)

Bucket #1	English Discipline Area+	Credit Hours: 6
English Composition I	ENG1010	3
English Composition II	ENG1020	3
Bucket #2: Choose one	**Communications Discipline Area+**	**Credit Hours: 3**
Public Speaking	COM1010	3
Interpersonal Communications	COM1020	3
Bucket #3:	**Mathematics & Statistics Discipline Area+**	**Credit Hours: 3**
Elementary Statistics	MAT1020	3
Bucket #4	**Natural & Physical Sciences Discipline Area+**	**Credit Hours: 4-5 from One Subject (must include a lab)**
General Biology and Lab for Non-Majors	BIO1010	4 -5
Bucket #5	**Social and Behavioral Sciences Discipline Area+**	**Credit Hours: 6 at least two courses from two subject areas**
Introduction to Psychology	PSY1010	3
Introduction to Sociology	SOC1010	3
Bucket #6	**Arts & Humanities Discipline Area+**	**Credit Hours: 6 at least two courses from two subject areas**
Cultural Diversity and Ethnicity	SOC2030	3
Level I or Beginning Modern Language course*	FRN1010 French I **OR** SPA1010 Spanish I **OR** Other Modern Language	3-5
Critical Thinking	PHL1030	3
Bucket #7	**Open to All Institutions Bucket #7**	**Credit Hours: 6**

		3
		3
	TOTAL GEN ED CREDIT HOURS	34-35

*Required for Bachelor of Arts programs only

<u>Pre-Social Work</u> Program (25 - 26 Credit Hours)

Required Courses	Systewide Transfer Course Code & Title (Kansas Regents Shared Number)	Credit Hours
Introduction to Cultural Anthropology	ANT1010	3
Introduction to Social Work	SOC1020	3
Social Problems	SOC2010	3
Introduction to Political Science **OR** American Government	POL1010 POL2020	3
Human Lifespan/Developmental Psychology	PSY2020	3
Natural or Physical Science	Any natural or physical science course not taken as the Gen Ed course for bucket #4, lab not required	3-5
Level II Modern Language Course*****	FRN1020 **OR** SPA1020 **OR** Other Modern Language	3-5
Suggested Electives – if necessary to complete an associate degree******		
Ethics	PHL1020	3
Criminal Law	CRJ2010	3
Introduction to Women's Studies	GSC1010	3
	TOTAL PROGRAM CREDIT HOURS	25-26
	DEGREE CR HRS (GE and PROGRAM)	60

*Required for Bachelor of Arts programs only

Reference for Systemwide Transfer (SWT) identification:
https://www.kansasregents.org/academic_affairs/transfer-articulation

**Depending on the courses taken and credit hours awarded, the student may need additional coursework to reach the minimum 60 credit hours for an associate degree.

Discuss Associate Degree Policy

Summary

As an avenue to promote momentum and degree completion, proposed policy amendments to Ch. II.A.7 are included herein. These amendments will allow state universities to utilize a limited pathway to offer an associate of arts, associate of science, or associate of general studies degree in liberal arts or general studies.

June 4, 2024

Background

Last year, the Board approved policy amendments providing approval for state universities to offer an associate in arts degree in general studies or liberal arts, with the caveat that certain conditions be met. The approval was limited to an associate in arts in liberal arts or general studies only. Per policy, state universities wanting to offer any other type of associate degree must go through the regular application procedure for new academic programs set forth in the Board Policy Manual, Chapter II, Section A.7.e. which takes a minimum of three months for full Board approval.

It was determined that limiting universities to only associate in arts degrees did not reflect the intent of the Board, and that the universities should be able to offer other types of associate degrees, so long as the program of study within the associate degree, or major, be limited to general studies or liberal arts. The proposed Chapter II, Section A.7.i policy amendments provide a limited pathway for state universities to offer an associate of arts, an associate of science, or an associate of general studies degree in liberal arts or general studies.

Policy Amendments

The proposed policy amendments that will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts are detailed below.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A   ACADEMIC AFFAIRS

. . .

7   NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS.

. . .

c   Actions Requiring Approval by the Board: The following types of actions require approval by the Council of Chief Academic Officers, the Council of Presidents and the Board of Regents:

i   Substantial reorganization of a state university's academic structure.

ii   Any new stand-alone college/school.

iii   If they require new state funding, any new department, institute, or center.

iv   Any new degree programs outside of ~~the~~ an associate ~~in arts~~ degree ~~in general studies or liberal arts~~ detailed in Chapter II.A.7.i.ii.

v   Any extension of an approved degree program to a higher degree level, e.g., Associate Degree to Bachelor's Degree.

vi   Any new major under an existing degree name.

d   Approval of New Academic Program Proposals

       i   Overview

           . . .

(2) State universities must submit a complete program proposal to Board staff and enter the proposed program into the Program Inventory Database. Once Board staff receives a complete program proposal and the program is entered into the Program Inventory Database, the proposal will be available electronically for institutions to view. All institutions shall be automatically notified of the proposed program by email through the Program Inventory Database. Outside of ~~the~~ an associate ~~in arts~~ degree ~~in general studies or liberal arts~~ detailed in Chapter II.A.7.i.ii., if a state university wishes to express concerns about a proposed associate, baccalaureate, masters, or doctoral degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. Outside of ~~the~~ an associate ~~in arts~~ degree ~~in general studies or liberal arts~~ detailed in Chapter II.A.7.i.ii., if a community or technical college wishes to express concerns about a proposed associate degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. During the 45 calendar day comment period, the list of concerns, comments and objections will be compiled by Board staff and forwarded to the state university for follow-up. The state university proposing the program is expected to communicate with other institutions filing concerns, comments or objections to minimize or eliminate the identified issues. Final proposals must include evidence that concerns, comments or objections have been addressed. This process is designed to make the approval process more transparent, improve proposals and reduce potential conflict related to unnecessary duplication. The 45 calendar day comment period shall run concurrently with the approval procedures for new academic program proposals.

The Board President and Chief Executive Officer, or designee, shall determine if each proposed program is similar to others in the state and may serve the same potential student population. A similar program is one that has a like CIP code, title, content or competencies. If the President and Chief Executive Officer, or designee, determines that one or more similar programs exist, the following information included in the program proposal narrative shall be taken into account: the ability/inability to offer the program collaboratively, the level of student interest in the program, existing and future labor market demand, and availability of clinical sites, if applicable.

Board staff shall compile, analyze and make recommendations to the Board on the information provided in the program proposal narrative. The recommendations and information provided shall be reviewed by the Board

Academic Affairs Standing Committee to determine whether the program represents unnecessary program duplication before forwarding the proposal to the full Board for action.

. . .

i.   Associate Degree Programs:

   i.   The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, with the exception of ~~the~~ an associate ~~in arts~~ degree ~~in general studies or liberal arts,~~ as detailed in Chapter II.A.7.i.ii, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education. Requests by state universities for associate level programs, other than those specifically enumerated in subsection ii.(5) below, shall be considered through the new program approval process.

   ii.   State universities shall be permitted to offer an associate ~~in arts~~ degree without obtaining the approval otherwise required by Chapter II.A.7.c ~~in general studies or liberal arts~~ in accordance with the following parameters:

         (1) The ~~associate in arts~~ degree ~~in general studies or liberal arts~~ shall be limited to students pursuing a baccalaureate degree;

         (2) Students shall not have an option to select the ~~associate in arts~~ degree ~~in general studies or liberal arts~~ as a stand-alone degree program;

         (3) The ~~associate in arts~~ degree ~~in general studies or liberal arts~~ shall have a negligible fiscal impact on the state university and no state university shall seek additional state funding to offer the ~~associate in arts~~ degree ~~in general studies or liberal arts~~;

         (4) The ~~associate in arts~~ degree ~~in general studies or liberal arts~~ is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;

         (5) The ~~associate in arts~~ degree shall be an associate in arts, associate in general studies, or associate in science, and it shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);

         (6) It is understood that the community college sector is the primary sector in Kansas for awarding ~~the~~ associate ~~in arts~~ degrees. As such, the ~~associate in arts~~ degree authorized by this Chapter II.A.7.i.ii ~~in general studies or liberal arts~~ at any ~~the~~ state university shall primarily be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. When a student earned 30 or more hours of resident credit from a single Kansas community college, the state university shall work with the

Kansas community college ~~from which the student earned 30 or more hours of resident credit~~ to support the student in completing the ~~associate in arts~~ degree authorized by this Chapter II.A.7.i.ii ~~in general studies or liberal arts~~ (or another associate degree, if applicable) through reverse transfer. If a student completed 30 or more hours of resident credit at more than one Kansas community college, the Kansas community college in which the student completed the most hours of resident credit shall be the designated community college for reverse transfer purposes unless the student expresses a desire to earn the associate degree from another Kansas community college ~~in~~ from which they earned 30 or more hours of resident credit;

(7) If a student completed 30 or more hours of resident credit at a Kansas community college and it has been determined that the Kansas community college will require the student to complete more credit hours to complete the associate degree than the state university will require the student to complete to obtain the associate degree, the state university shall be eligible to award the associate ~~in arts~~ degree ~~in general studies or liberal arts~~ authorized by this Chapter II.A.7.i.ii;

(8) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate ~~in arts~~ degree authorized by this Chapter II.A.7.i.ii ~~in general studies or liberal arts~~; and

(9) The requirements in paragraphs (1-8) shall not apply to any approved associate in arts degree program offered by a state university before June 13, 2023.