KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL AGENDA
April 1, 2019
11:30 am

CONFERENCE CALL INFORMATION
DIAL: 785-422-6104
CONFERENCE CODE: 96342619

I.	**Call To Order**		*Regent Murguia*
II.	**Agenda Planning for April 17th Board Meeting**		
	A. *Consent Agenda*		
	1. Request Approval for Associate of Applied Science in Plastics Technology at Pittsburg State University	*Jean Redeker*	*p. 2*
III.	**Other Matters**		
	A. *BAASC 19-03 Receive Program Review Report*	*Jean Redeker*	*p. 8*
IV.	**Next BAASC Meeting**		
	April 29, 2019, teleconference at 11:30 am		
V.	**Adjourn**		

Board Academic Affairs Standing Committee
Meeting Schedule

Meeting Dates	Location	Time	Agenda Materials Due
April 29, 2019	Conference Call	11:30 am	April 15, 2019
May 15, 2019	Topeka	10:30 am	April 26, 2019
June 3, 2019	Conference Call	11:30 am	May 20, 2019
June 19, 2019 (tentative)	Topeka	10:30 am	May 31, 2019

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.   *April 1, 2019*

<u>**Program Approval**</u>

I. General Information

A. Institution   Pittsburg State University
B. Program Identification
    Degree Level: Associate of Applied Science Program
    Program Title: Associate of Applied Science in Plastics Technology
    Degree to be Offered: Associate of Applied Science
    Responsible Department or Unit: Department of Engineering Technology
    CIP Code: 15.0607
    Proposed Implementation Date: Fall 2019

    Total Number of Semester Credit Hours for the Degree: 61

II. Justification

Feedback from our Plastics Engineering Technology Advisory Council has emphasized a need for process technicians in the plastics industry. A two-year program at Pittsburg State University would accomplish the necessary level of training desired by industry for a process technician in a short time-frame. A two-year program would be attractive to students who are not seeking a four-year degree but want access to the expertise, facilities, and training that are available in PSU's Plastics Engineering Technology program.

PSU's established Department of Engineering Technology is housed in the Kansas Technology Center on the PSU campus. Engineering Technology Programs are comprised of elements of the technological spectrum requiring scientific and engineering knowledge as well as the operational methods and skills devoted to achieving practical purpose in support of product-producing industries.

PSU's Plastics Engineering Technology baccalaureate program is one of only four programs in the United States that is accredited by the Accreditation Board for Engineering and Technology (ABET). The Plastic Business website highlights PSU's program as one of eight programs from across the country that is providing quality education to meet the challenges in the plastics industry. Other institutions include Ferris State University in Big Rapids, Michigan; Penn State Behrend in Erie; Pennsylvania College of Technology in Williamsport; Shawnee State in Portsmouth, Ohio; Western Washington University in Bellingham; University of Wisconsin-Stout in Menomonie; and University of Massachusetts in Lowell (Cates).

As evidenced above, similar programs with similar facilities and degreed instructors with comparable expertise are not recognized in Kansas and surrounding states. Instructors' credentials include a certified RJG Master Molder, a PhD in Polymer Science, and additional certifications in Quality Control and Solidworks design software. Each of our faculty has several years of plastics industry and/or research experience. To accommodate this training, PSU's Department of Engineering Technology in the College of Technology has an already-established 6,000 square-foot facility that houses blow molding, thermoforming, rotational molding, compression molding, extrusion, and auxiliary machines (including dryers, grinders, temperature controllers, robotic automation, and ovens). Last year, the PSU plastics program received two new, all-electric injection molding machines worth $500,000. These machines are equipped with the latest software and robotics available on the market. PSU Plastics maintains strong ties with industry and alumni who see to it that we stay current with industry trends; PSU Plastics believes that we should repay these industry partners with graduates from a two-year program that they are requesting.

Note: It is not uncommon for PSU to offer two-year programs; currently PSU has a two-year automotive program and a two-year electrical program, each with roughly 20 graduates per year.

III. Program Demand: Market Analysis

Student demand for the two-year plastics technology degree will likely come from the following: high school graduates, non-traditional students, military, and sponsored students from industry. According to the information presented in the VISION for education in Kansas, "Most new jobs in the future will be 'middle skill' jobs – those requiring a diploma, but less than a four-year degree" (KSDE, ¶ 33). Furthermore, "According to Georgetown University Center on Education and the Workforce, the education demand for jobs in Kansas in 2020 will be: 35% requiring an associate degree" (KSDE, ¶ 34). Education efforts in Kansas are tailoring individual plans of study for students to help meet the need for expected job growth for positions that require education beyond high school.

Plastics technicians are in demand by manufacturers of plastic products, materials, and resins. Major plastics employers in the United States include DuPont, General Motors, Owens Corning, Tenneco, and Solo Cup, to name a few.

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

Year	Headcount		Sem Credit Hours	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	10	0	160	0
Year 2	20	0	320	0
Year 3	30	0	480	0

V. Employment

The job outlook for graduates of the proposed program is strong. According to the Plastics Industry Association, in 2015 the U.S. Plastics Industry was the third-largest manufacturing sector with shipments of $418 billion and 954,000 workers (Baron). During the period from 1980 to 2015, annual growth was 0.3%.

Kansas' Plastics Industry employs 10,850 people (Plastics). Data from the Kansas Department of Labor show growth in Plastics & Rubber Products Manufacturing of 0.2% for the time period from 2017 to 2019 (Tableau Public). When also considering equipment and materials suppliers, the number of workers that could benefit from this two-year program increases significantly.

The popular job search Internet site Indeed lists 27,718 process technician jobs (with 3,985 jobs specific to plastics) open in the United States; in Kansas, there are currently 284 available process technician jobs (Indeed). The job market for this type of graduate is especially critical in pockets of plastics manufacturing (viz., Central Nebraska and Northwest Arkansas) where the pool of employees with skills in Plastics Technology is sparse and the demand is high.

PSU's Plastics Engineering Technology Advisory Council has conveyed that they require employees equipped to work with increasingly complex processes, and higher quality standards in technician roles in order to remain competitive on a global stage. Therefore, a conservative estimate of the number of jobs for Plastics Technicians in the region would exceed the 20 students per year coming from the current four-year program.

VI. Admission and Curriculum

A. Admission Criteria

For students under the age of 21, a student must graduate from an accredited high school, complete the KBOR' Qualified Admission Curriculum with at least a 2.0 GPA on a 4.0 scale, and meet one of the following requirements:

    1) Achieve ACT composite score of 21 or higher (SAT score of at least 980) or,

    2) Rank in the top one-third of high school graduating class or,

For students over the age of 21, a student must meet one of the following requirements:
1) Graduate from an accredited high school, or
2) Completed the GED with an overall score of at least 2,550 points and a minimum score of 510 points on each subtest if the GED was taken on or after January 1, 2002.

A student who has 24 or more transferable college credit hours must qualify for admission based on college coursework. At least a 2.0 cumulative college grade point average on a 4.0 scale is required to qualify for admission.

A. Curriculum

SCH = Semester Credit Hours

Semester 1   **SCH…. 16**

Course #	Course Name	SCH
PET 185	General Plastics	3
PET 180	General Plastics Lab	1
EET 141	Introductory Electronics	3
ENGL 101	English Composition	3
COMM 207	Speech Communications	3
MATH 113	College Algebra	3

Semester 2   **SCH…. 16**

Course #	Course Name	SCH
PET 273	Plastics Processing I	3
PET 272	Plastics Processing I Lab	1
EET 330	Introduction to Automation	3
CHEM 360	Introduction to Polymer Science and Technology	3
MECET 121	Engineering Graphics	3
General Education Elective	CIS 130 Computer Information Systems MGT 101 Introduction to Business ECON 191 Issues in Today's Economy POL 101 U. S. Politics PSYCH 155 General Psychology	3

Semester 3   **SCH…. 13**

Course #	Course Name	SCH
MFGET 263	Manufacturing Methods	2
MFGET 268	Manufacturing Methods Lab	1
PET 371	Thermoplastic Resins	3
PET 370	Thermoplastic Resins Lab	1
PET 585	Part and Mold Design I	3
MATH 143	Elementary Statistics	3

Semester 4   **SCH….16**

Course #	Course Name	SCH
PET 377	Plastics Processing II	3
PET 376	Plastics Processing II Lab	1
MFGET 405	Quality Control	3
At 416	Fluid Power	3
EST 393	Introduction to Industrial Safety	3
Technical Elective	PET 281 Plastics Testing Technology PET 673 Advanced Injection Molding PET 685 Composites	3

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Rebecca Book	Associate Prof.	Masters	Y	Plastics Engineering Management	0.16
Paul Herring	Professor	Masters	Y	Plastics Engineering Technology	0.16
Jeanne Norton	Associate Prof.	PhD	Y	Polymer Science and Engineering	0.08
Open Line (search in process)	Associate Prof.	Masters	Y	Plastics Engineering Technology	0.16

No graduate assistant will be assigned to this program.

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 38,747	$ 39,522	$ 40,312
Administrators *(other than instruction time)*	$ 10,129	$ 10,332	$ 10,539
Graduate Assistants	$ 0	$ 0	$ 0
Support Staff for Administration (*e.g., secretarial*)	$ 3,189	$ 3,252	$ 3,317
Fringe Benefits *(total for all groups)*	$ 15,156	$ 15,459	$ 15,769
Other Personnel Costs	$ 0	$ 0	$ 0
Total Existing Personnel Costs – Reassigned or Existing	**$ 67,221**	**$ 68,565**	**$ 69,937**
Personnel – – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	0	0	0

Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	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	$ 2,000	$ 2,000	$ 2,000
Other	$ 0	$ 0	$ 0
Total Operating Costs	**$ 3,000**	**$ 3,000**	**$ 3,000**
GRAND TOTAL COSTS	**$ 70,221**	**$ 71,565**	**$ 72,937**

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 0	$ 52,400	$ 104,800	$ 157,200
Student Fees	$ 0	$ 20,580	$ 41,160	$ 61,740
Other Sources	$ 0	$ 0	$ 0	$ 0
GRAND TOTAL FUNDING	**$ 0**	**$ 72,980**	**$ 145,960**	**$ 218,940**
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		**+$ 2,759**	**+$ 74,395**	**+$ 146,003**

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Expenditures

This AAS in Plastics Technology program will consist entirely of courses that are already being offered as part of our BSET in Plastics degree. No new or separate courses will be offered for the two-year program. Although we do not anticipate the need for additional resources (faculty, staff, equipment, or materials), we do realize that we need to account for the resources used to conduct business for the two-year program. Those proposed resources are explained in the sections below.

Personnel-Reassigned or Existing Positions

Although we are utilizing existing resources we do realize that our current faculty will spend some of their time teaching, advising, recruiting, and assisting with job searches. We have decided that each faculty member will be responsible for 0.16 FTE, except for Jeanne Norton who has a half research/half instruction appointment. She will be responsible for 0.08 FTE. The FTE has been calculated assuming the ratio of two-year students to all plastic students. We currently have 80 students in our four-year program. Year One FTE is

based upon our projection of adding 10 students to the four-year program and an additional 10 students in the two-year program (10/100=0.1 FTE). The same projections are used for Year Two (20/120=0.167) and Year Three (30/140=0.214).   The average FTE for the first three years is 0.16.

We have also had one of our Plastics faculty retire, and we are currently in the process of filling that existing line item. The Year One faculty salaries and fringes based upon the FTE described above are $38,747 and $15,156 respectively. Administrative costs include 0.1 FTE for the department chair and 0.1 FTE for the Administrative Assistant. Years Two and Three assume a 2% raise for all faculty, staff and administrators involved.

Personnel-New Positions

There is no anticipated need for additional personnel within the first three years.

Start-up Costs – One-time Expenses

The Kansas Technology Center currently houses approximately 6,000 square feet of lab space that holds state-of-the-art plastics equipment that can be found in industry. The plastic materials that we use during processing labs is donated by industry at no cost to us. There is no need for additional start-up costs.

Operating Costs-Recurring Expenses

Recruiting costs including supplies/expenses and travel will be budgeted at $3,000 per year for the first three years. Any other materials associated with this program is donated from industry at no cost to us (namely. plastic materials, etc.).

B. Funding Sources

Tuition/fees from our flat-rate tuition will provide the following resources for each year of the program:

Revenue = [(Tuition+Fees) x students]

Year 1: $72,980 = [(5,240+2,058) x 10 students]
Year 2: $145,960 = [(5,240+2,058) x 20 students]
Year 3: $218,940 = [(5,240+2,058) x 30 students]

X. References

Baron, J. (2017). Plastics Industry Association. Plastics industry adds jobs. Retrieved from:
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Receive Academic Program Review Report 2017-2018

Summary and Recommendations

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." These reviews are "institutionally based and follow the departmental or unit structure of the institution." [Policy and Procedures Manual, II.A.5]. This item is the report on programs reviewed in academic year 2017-2018. Copies of individual campus reports are available at http://www.kansasregents.org/academic_affairs/618-program-review-reports. Staff recommends acceptance of this report.   *April 1, 2019*

Background

Program review is inextricably bound to academic quality and the allocation of resources within the public universities governed by the Kansas Board of Regents. Its primary goal is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively coordinating the use of faculty time and talent.

Each university's Program Review report is comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed; (3) analysis of data compiled in Kansas Higher Education Database (KHEDS) regarding minimum requirements for majors, graduates, faculty, and average ACT scores; and (4) follow-up summary on concerns raised in previous years.

The Academic Program Review Process

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

A. Criteria

The following criteria are used in reviewing academic programs:
1. centrality of the program to fulfilling the mission and role of the institution;
2. quality of the program as assessed by the strengths, productivity, and qualifications of the faculty;
3. quality of the program as assessed by its curriculum and impact on students;
4. demonstrated student need and employer demand for the program;
5. service the program provides to the discipline, the university and beyond; and
6. cost-effectiveness.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accrediting bodies, and various institutional data (e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality). The institution may also provide additional information that relates to these criteria and add additional criteria that are meaningful and appropriate.

B. Data and Minima Tables

The Board has established minimum criteria appropriate to each degree level. Data collected on each academic program are critical to the program review process. Academic programs which fail to meet minimum criteria are identified as part of the review process. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while, at the same time, maintaining exceptional quality and/or serving crucial roles within the university. Below are data minima for programs, which are based on five-year averages.

	Number of Majors	Number of Graduates	Number of Faculty FTE	Average ACT score
Bachelor's	25	10	3	>=20
Master's	20	5	additional 3 beyond bachelor's	-
Doctorate	10	2	additional 2 beyond master's	-

C. Programs Requiring Additional Review or Monitoring for Improvement

Based on review of both qualitative reports and program review data, Board staff and/or institutions identify areas of possible concern and consult with institutions to determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review beyond that provided by the regular review cycle. In addition, some programs may require temporary monitoring to assess progress in rectifying problems as identified in the regular program review.

The minimum data criteria in specific categories serve as the guidelines for intensive review or monitoring. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive review in addition to the regularly scheduled self-study.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources (such as assessment results and accreditation reports).

Board staff monitors campus activities regarding programs identified for intensive review or until issues are resolved. For programs that are discontinued, each university teaches out students in the program, but does not accept new enrollments.

D. Final Report and Recommendations

Upon the conclusion of the program review process, each state university submits to Board staff an executive summary of its annual review and recommendations for each program. Board staff develops the annual program review report based on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions. With the exception of references to ACT scores, all fractions for this report have been rounded up.

Summary of AY 2018 Reports from ESU, FHSU, KSU, PSU, KU, KUMC, and WSU

For the AY 2017-2018 program review cycle, Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, the University of Kansas, the University of Kansas Medical Center and Wichita State University reviewed a total of 102 academic programs representing 144 different degrees at various academic levels (60 bachelor's, 51 master's, and 33 doctorate). What follows is a summary of the programs reviewed in AY 2018 by each of these institutions as part of its regular eight-year cycle for program review. In addition, a brief overview of the institution's review process is included.

Emporia State University

ESU reviewed a total of 27 degrees, 13 of which are in Education, 7 are in Health Professions or Recreation, 4 are in Psychology, and 1 each in Foreign Language, Interdisciplinary Studies, and Library Science. Baccalaureate programs in Education, Interdisciplinary Studies, Recreation, Psychology, Health and Human Performance, and Rehabilitation Counseling met all minima standards and were recommended to continue. Graduate level programs that met all minima criteria and were recommended to continue include programs in Education, Clinical Psychology, School Psychology, Counseling, and Library and Information Management (doctorate).

Three undergraduate programs failed to meet minima but were recommended for continuation. Health Education met the ACT criterion of >=20 (with 22.75), but it came in under the required minimum number of majors (11) and minimum number of graduates (6). Even though the program did not meet KBOR minima for enrollment and

graduates, it does provide a second licensure area that serves a public need and enhances the employability of graduates. Except for three courses, all program requirements are courses required by other programs. It was recommended that ESU continue with the Bachelor of Science in Health Education.

While the Health, Physical Education, and Recreation program met all criteria at the graduate level, the undergraduate program, solid with 46 major and 13 graduates, fell short of the ACT criterion of >=20 (with 16.03). This undergraduate program is committed to working with students of potential through a curriculum designed to build physical education leaders in K-12 instructional settings. It was recommended that ESU continue with the Bachelor of Science in Physical Education.

The Bachelor of Arts/Bachelor of Science in Modern Languages also failed to meet minima with number of majors (18) and number of graduates (7). To address this challenge, Modern Languages recently reviewed and updated its curriculum, evaluated instructional materials, aligned and sequenced course offerings to conform to established proficiency standards, added online language labs, and broadened high-impact learning opportunities (such as domestic and international study abroad experiences). Fall 2018 enrollment was up to 26 majors (juniors and seniors only), with 14 students on track for program completion in the 2018-2019 academic year. This program is important within the context of ESU's overall curricular offerings; the recommendation was to continue this program.

Due to low enrollments, three programs were recommended for discontinuation. The master's program in Instructional Leadership has already been discontinued. Both the master's degree in Industrial/Organizational Psychology and the bachelor's degree in Athletic Training were recommended to be discontinued. The latter program is transitioning to a master's level Athletic Training program to align with the new standards adopted by the Commission on Accreditation of Athletic Training Education (CAATE).

The programs attracting the most majors were the undergraduate Elementary Education (with 359 majors), and the four master's programs: Health, Physical Education, and Recreation (193), Special Education (174), Curriculum and Instruction (131), and Educational Administration (124).

All programs slated for continuation have demonstrated strong employer demands. As examples, according to either the Bureau of Labor Statistics or the Occupational Information Network, the following programs are projected to increase in demand: Teaching English to Speakers of Other Languages, 7%; Instructional Design and Technology, 10%; Art Therapy Counseling, 12%; Recreation, 13%; Rehabilitation Counseling, 14%; Clinical Counseling, 15%; Clinical Psychology, 20%; and Athletic Training, 23%. Additionally, there is a high demand for quality licensed teachers, counselors, psychologists, and administrators in Kansas and throughout the nation in all areas, at all levels, and in all disciplines. The Kansas State Board of Education recently declared Elementary Education as the top shortage area in the state.

High demand for school psychologists presented an opportunity for expansion of the Master of Science/Education Specialist School Psychology program. Some of the resources currently allocated to the defunct Master of Science in Industrial/Organizational Psychology program will be redeployed to expand this program. The need for school psychologists is great in Kansas; it is predicted that in August 2019, there will be 48 unfilled positions in Kansas schools. It was recommended that this program be enhanced.

ESU placed responsibility to organize program review with the administrative units. Those units gathered both quantitative and qualitative data, and, based on that information, engaged in formal and informal dialogue about its implications. Department chairs developed written summaries, including recommendations for individual programs, and provided them to their respective deans and to the provost.

Emporia State University
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Curriculum and Instruction	13.0301	M	Continue
Educational Administration	13.0401	M	Continue
Instructional Leadership	13.0404	M	Discontinue
Instructional Design Technology	13.0501	M	Continue
Special Education	13.1001	M	Continue
School Counseling	13.1101	M	Continue
Elementary Education	13.1202	B	Continue
Teaching	13.1206	M	Continue
Instructional Specialist	13.1299	M	Continue
Health Education	13.1307	B	Continue
Health, Physical Education, And Recreation	13.1314	B, M	Continue
Teaching of English To Speakers of Other Languages	13.1401	M	Continue
Modern Languages	16.0101	B	Continue
Interdisciplinary Studies	24.0101	B	Continue
Library and Information Management	25.0101	D	Continue
Recreation	31.0101	B	Continue
Psychology	42.0101	B	Continue
Clinical Psychology	42.2801	M	Continue
Industrial/Organizational Psychology	42.2804	M	Discontinue
School Psychology	42.2805	M	Enhance
Athletic Training	51.0913	B	Discontinue
Clinical Counseling	51.1508	M	Continue
Health and Human Performance	51.2207	B	Continue
Art Therapy Counseling	51.2301	M	Continue
Rehabilitation Counseling	51.2310	B, M	Continue

M= Masters; B=Bachelors; D= Doctorate
*Recommendation options are: Continue, Additional Review, Enhance, Discontinue

Fort Hays State University
FHSU reviewed a total of fourteen programs; twelve undergraduate programs were in the areas of Agriculture, Computer Science, Technology, Science, and Mathematics. Two master's degrees, in Biology and Geosciences, were also reviewed. Of these programs, seven met all minima criteria in number of majors, number of degrees, and ACT score of >=20. Two programs missed only one minima criterion and came up just shy of the 10 undergraduate students minimum; these programs included Computer Science (with 9) and Chemistry (with 8). All nine of these programs were recommended for continuation.

Two baccalaureate programs, also recommended for continuation, met the ACT criterion but failed to meet both the number of majors and the number of graduates. The BA/BS in Physics, with 22 majors and 7 graduates,

attracted students who completed two years and then transferred to an Engineering program at another Regents' university. Thus, the enrollment and graduation metrics are not clear measures of this program's success. This program is working on strategies for improving marketing and recruitment. The second program that missed both minima is the BS in Geosciences. Since this data recording period, this program has successfully rebounded through a merger of two former degree programs (Geography and Geology). Under the new format, this degree program is performing well and meeting minima in all categories.

Two undergraduate programs, Technology Leadership and Information Systems Engineering, were recommended for additional review. The BS in Technology Leadership was designed to serve students with AAS credentials in technology-related fields from partner community and technical colleges. While the intent of this program is clear, further review is needed to determine if this remains the best path to a bachelor's degree as program minima are not being met in either number of graduates (7) or ACT score (18). The second program recommended for additional review, BS in Information Systems Engineering, was designed to prepare engineers in the emerging field of information sciences. As FHSU's first engineering program, initial attempts to launch this program were unsuccessful due to difficulty attracting qualified faculty and a curriculum that led to poor student progression. Currently, there are no students enrolled in this program.

The BS in Physical Science and the BS in General Science were recommended to be discontinued. The Physical Science program has been dropped from the list of degree options due to low student enrollment; there are currently no students in this program. The General Science program appears in the catalog as a "multi-disciplinary science degree with concentrations provided by biology, geosciences, chemistry, and physics." Most students are, however, biology students who plan to pursue a pre-occupational therapy degree. The department's self-study submitted for this degree indicated a mission that was unclear, no program learning outcomes, poor enrollment patterns below minima, and no apparent planning for marketing and recruitment. The program review committee believes the biology students currently enrolled in this program may be better served in a concentration within the BS in Biology program.

Programs attracting significant student populations as degree majors include Biology, Agriculture Business, Agriculture, Technology Studies, and Computer Science. All programs recommended for continuation cite positive employment growth according to the Bureau of Labor Statistics (BOL), with a range of +6 percent for Technology Studies +33 percent for Mathematics. For several programs, the BOL indicated a range depending on the field specific data. Using the mid-point for these ranges, the mean growth rate for all programs reviewed is +13 percent.

FHSU's procedures for program review included department self-analyses and the establishment of a Program Review Committee whose functions included reviewing the self-study documents and making recommendations regarding the future status of programs.

Fort Hays State University
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Agriculture	01.0000	B	Continue
Agricultural Business	01.0101	B	Continue
Computer Science	11.0201	B	Continue
Technology Studies	13.1309	B	Continue
Technology Leadership	14.3501	B	Additional Review
Information Systems Engineering	15.1299	B	Additional Review
Biology	26.0101	B, M	Continue
Mathematics	27.0101	B	Continue

General Science	30.0101	B	Discontinue
Physical Science	40.0101	B	Discontinue
Chemistry	40.0501	B	Continue
Geosciences	40.0601	M	Continue
Physics	40.0801	B	Continue
Geosciences	45.0701	B	Continue

Kansas State University

KSU submitted for review 32 degrees representing the Colleges of Agriculture, Engineering, and Veterinary Medicine. Of the 32 degrees reviewed, 11 are bachelor's, 12 are master's, and 9 are doctorate.

Programs that met or exceeded minima included the following baccalaureate programs: Agricultural Technology Management, Computer Science, Architectural Engineering, Civil Engineering, Computer Engineering, Electrical and Computer, Mechanical Engineering, and Construction Science; also reviewed and meeting minima were graduate level programs in Computer Science, Architectural Engineering, Civil Engineering, Electrical and Computer Engineering, Mechanical Engineering, Operations Research, Engineering Management, and Veterinary Medicine.

Master's degrees in Software Engineering, Agricultural Engineering, Chemical Engineering, Nuclear Engineering, and Industrial Engineering had low enrollments and/or few degrees conferred. The Agricultural Engineering and Industrial Engineering master's level programs came up just shy of the minima for enrollment but were successful with all other criteria. The Software Engineering, Chemical Engineering, and Nuclear Engineering master's programs failed to meet minima on both the number of majors and the number of graduates. Solid data at the baccalaureate and/or doctorate levels for both Chemical and Nuclear Engineering programs, as well as the value of the programs to the university, warranted continuation. The Software Engineering program is being assessed by the department to determine if the program should be redesigned into a more cost-competitive program or phased out to focus on other degree programs which are growing. The Software Engineering program was recommended for enhancement.

All baccalaureate programs met the ACT requirement of >=20. Impressively, ACT scores for these programs ranged from 23.2 to 28.0, for an average for these programs of 26.81. Also impressive is the average job placement rate for all the reviewed programs at all levels at the time of graduation; it is over 95 percent.

The KSU review process begins with each department examining its assessment and statistical data and preparing a summation with recommendations. These documents are reviewed by the college dean, the graduate dean (if applicable), the College Committee on Planning, and the Provost. All reviewed programs are recommended for continuation.

Kansas State University
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Agricultural Technology Management	01.0201	B	Continue
Computer Science	11.0101	B, M, D	Continue
Software Engineering	11.0201	M	Enhance
Biological and Agricultural Engineering	14.0301	B, M, D	Continue
Architectural Engineering	14.0401	B, M	Continue

Chemical Engineering	14.0701	B, M, D	Continue
Civil Engineering	14.0801	B, M, D	Continue
Computer Engineering	14.0901	B	Continue
Electrical and Computer Engineering	14.1001	B, M, D	Continue
Mechanical Engineering	14.1901	B, M, D	Continue
Nuclear Engineering	14.2301	M, D	Continue
Industrial Engineering	14.3501	B, M, D	Continue
Operations Research	14.3701	M	Continue
Construction Science and Management	15.1001	B	Continue
Engineering Management	15.1501	M	Continue
Veterinary Medicine	51.2401	D	Continue

Additionally, the review identified two graduate programs with low enrollments and/or few degrees conferred (the master's in Professional Master of Technology and the master's and doctorate in Genetics). In reviews conducted from 2014-2017, the master's level of Professional Master of Technology degree, a relatively new program offered at the KSU Olathe branch, recorded enrollment for the past three years at an average of eight students and degrees conferred averaged 3.25. KSU recommended this program be enhanced and undergo a thorough review in three years.

Rationale for enhancing the Genetics program resulted from the annual average over five years of majors and degrees conferred in the MS degree; with a 2.6 enrollment and a 2-degree confirmation rate, it fell below the Kansas Board of Regents minima of 20 students enrolled and 5 degrees conferred. It is important to note, moreover, that the master's degree is largely a feeder program for the Ph.D., and some applicants moved directly into the Ph.D. without the master's degree. The five-year average enrollment in the Ph.D. (19.4) exceeded the KBOR benchmark of 5, and the five-year average of degrees conferred (2.6) was also above the KBOR benchmark of 2. This program was also recommended for enhancement.

Kansas State University
Status of Programs Needing Additional Review AY 2014-2017

Program	Year of Review	CIP	Degree Level	Recommendation
Professional Master of Technology	2015	15.9999	M	Enhanced
Genetics	2017	26.0801	M, D	Enhanced

Pittsburg State University
The PSU program review process is designed to enhance overall institutional quality and accountability. The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plans, and resource allocations. The process includes individual and committee reviews, as well as assessments by an external accrediting agency and/or by external reviewers. One of the two reviewed programs (Business Administration) was recommended for continuation; the second program (Workforce Development and Education) was recommended for conditional continuation.

For the terminal degree-level Education Specialist (Ed.S.) in Workforce Development and Education program, the department chair completed a written self-study report, with a primary emphasis on student learning and other indicators of program quality. This report was submitted to both the Program Review Committee and to an external evaluator. The external reviewer examined the self-study documents, conducted at least a day-long site

visit, and submitted a final report. This program failed to meet KBOR minima in the number of enrollees (8 reported; KBOR minima is 10); however, it did meet KBOR minima in the number of graduates (2.2; KBOR minima is 2).

Note: Most recently, between the completion of the recommendations from the Program Review Committee and the submission of this annual report, the department chair and program faculty of the Ed.S. in Workforce Development and Education determined that the degree's viability in the industry was tenuous at best. The program self-reported that the challenges of structuring a curriculum, designing an effective assessment process, and implementing a recruitment and retention plan were beyond capacity. Further, the changes cited by the external reviewer and recommended by the Program Review Committee cannot feasibly be implemented. They have submitted a formal request to our Graduate Council to discontinue this degree program.

The graduate degree in Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Because AACSB provides a pre-site visit by the chair of the accreditation review committee, the MBA program was granted the opportunity to have the committee chair submit an external reviewer's report. PSU's Program Review Committee also provided individual feedback. The result included an overview, concerns, and recommendations. Even though there was an observable decline in enrollment during the evaluation period, this master's level Business Administration program did surpass KBOR minima with a reported 86 enrollees and 43 graduates; the committee recommended continuation for the MBA program.

Going forward, the committee recommended the Business Administration program use the feedback from the external reviewer to initiate an evaluation of possible emphasis areas. The program should examine potential collaborations with departments offering related coursework that would allow the program to create sought after emphases that respond to market demands, such as in health care or more technical fields. Further, development of an early program entry for PSU undergraduate students warrants appraisal.

Pittsburg State University
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Business Administration	52.0210	M	Continue
Workforce Development and Education	13.1309	Ed.S.	Discontinue

Two baccalaureate programs in Geography and Workforce Development (industrial management) were slated for additional review. Both failed to meet KBOR minima standard of 10 in number of graduates (Geography reported 5, Workforce Development reported 7.4). Meeting the KBOR criterion of ACT of >=20, the Geography program (with 23.85) fell short in the number of enrollees (7.8; KBOR minima is 25). Conversely, the Workforce Development reported 35 enrollees, but fell short of the ACT requirement with 18.42. Both programs are to undergo continued evaluations.

Pittsburg State University
Status of Programs Needing Additional Review AY 2014-2017

Program	Year of Review	CIP	Degree Level	Recommendation	Update on Status of Program
Geography	2017	45.0701	B	Continue Additional Review	Additional reporting in AY 2018-19/ 2020-21 to document planning and improvement meeting KBOR minima.
Workforce Development	2017	15.1501	B	Continue Additional Review	Additional reporting in AY 2018-19/ 2020-21 to document planning and improvement meeting KBOR minima.

University of Kansas

The current report included program review information for two colleges or schools: the College of Liberal Arts and Sciences and the School of Business. All degrees submitted were recommended for continuation.

This review consisted of a total of 28 programs. Disaggregated, 6 programs included all three levels – bachelor's (b), master's (m), and doctorate (d); 2 programs were b and m; 6 were m and d; and the rest represented one level only (b-11; m-1; and d-2).

Programs with enrollments near or more than 200 students included Accounting (b-332), Finance (b-322), Marketing (b-195), Communication Studies (b-261), Political Science (b-196), Biological Studies (b-446) and Business Administration and Management (m-276).

One baccalaureate program, Biotechnology, fell below the KBOR minima for number of majors (9) and number of graduates (1). All other bachelor's programs met minima. Of note, for all KU programs, both reviewed and not, all ACT average scores came in above the baseline.

At the master's level, six programs met or exceeded the minima. In addition to the Business Administration and Management program, noteworthy enrollments at the master's level were in Accounting (150) and Speech Language Pathology (59). Falling below the threshold at the master's level with the number of majors but meeting or exceeding the requirements with the number of graduates were Ecology and Evolutionary Biology (13 majors, 6 graduates), Linguistics (12 majors, 7 graduates), and Political Science (10 majors, 6 graduates). Programs that fell below minima at the master's level but had healthy numbers at the doctorate level included Biochemistry and Biophysics, Linguistics, Microbiology, Molecular Biology, Political Science, and Sociology. This indicated that students may go from the baccalaureate level to the doctorate level, thereby skipping the master's level. Child Language was the sole master's program that failed to meet minima in both the master's and doctorate levels.

At the doctorate level, eleven programs met or exceeded minima; programs with majors above ten students enrolled and graduates of two or more included Business, Communication Studies, Computational Biology, Ecology and Evolutionary Biology, Linguistics, Biochemistry and Biophysics, Microbiology, Molecular Biology, Political Science, Sociology, and Speech Language Pathology.

The Child Language and Audiology doctoral programs failed to meet minima in number of majors but did meet minima in number of graduates. The size of these programs in the Speech, Language, and Hearing Department were constrained by sources of financial support and the number of faculty members available to mentor students and serve on committees for students' comprehensives, theses, and dissertations. The intensive level of research training also created boundaries for the number of students enrolled. Enrollment was restricted due to resources available. The academic job market for the graduates is robust. It was recommended that both programs be continued.

For the programs within the College of Liberal Arts and Sciences, an external review was conducted following the completion of the self-study. Professional schools each completed self-studies for KBOR program review in addition to their standard accreditation reporting and reviews. For each program, review materials were then reviewed by the Dean, the Executive Council of Graduate Faculty, and finally the Office of the Provost. The completed program review report was reviewed by the appropriate deans/department chairs and the Provost's Academic Affairs Committee prior to submission to KBOR.

The School of Business completed self-studies in addition to their standard accreditation reporting and reviews, and for each graduate program, materials were reviewed by the Dean, the Executive Council of Graduate Faculty, and the Office of the Provost. KU recommended continuation of all aforementioned, reviewed programs.

University of Kansas
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Accounting	52.0301	B, M	Continue
Business	52.0101	B, M, D	Continue
Business Administration and Management	52.0201	B, M	Continue
Business Analytics	52.1301	B	Continue
Business and Organizational Leadership	52.0213	M	Continue
Finance	52.0801	B	Continue
Information Systems	52.1201	B	Continue
Marketing	52.1401	B	Continue
Supply Chain Management	52.0203	B	Continue
Communication Studies	09.0101	B, M, D	Continue
Computational Biology	26.1104	D	Continue
Ecology and Evolutionary Biology	26.1310	M, D	Continue
Child Language	51.0299	M, D	Continue
Linguistics	16.0102	B, M, D	Continue
Biochemistry	26.0202	B	Continue
Biochemistry and Biophysics	26.0210	M, D	Continue
Microbiology	26.0502	B, M, D	Continue
Molecular Biosciences	26.0204	B	Continue
Molecular, Cellular, and Developmental Biology	26.0406	M, D	Continue
Political Science	45.1001	B, M, D	Continue
Sociology	45.1101	B, M, D	Continue
Audiology	51.0202	D	Continue
Child Language	51.0299	M, D	Continue
Communication Disorders	51.0201	B	Continue
Speech Language Pathology	51.0203	M, D	Continue
Undergraduate Biology General	26.0101	B	Continue
Biotechnology	26.1201	B	Continue
Human Biology	30.2701	B	Continue

University of Kansas Medical Center

Due to the inherent, professional nature of many of the programs at the KU Medical Center, such programs are reviewed and evaluated by an appropriate discipline-specific accrediting agency with site visits occurring on a schedule determined by the accreditation body. These rigorous reviews measure progress toward the program's goals, identify strengths/weaknesses, and, if appropriate, state improvements necessary to meet national standards. Many accrediting bodies now require annual updates on benchmark data related to outcome minima. KUMC coordinates the review year of a program for KBOR with accreditation review cycles, where appropriate.

Each department housing a reviewed program writes a narrative describing the program, its recent history, and current state using an institutionally-developed format. KUMC's Office of Academic Affairs and the Office of Enterprise Analytics review each program narrative and consult with the respective department regarding program recommendations. Because of the specialization or research or service support focus of many of the Medical Center's graduate programs, those that fall below Board of Regents minima are asked to qualify the reasons for not meeting thresholds. Following narrative review, summary assessments are written for each program and a recommendation is made for the program.

For this program review year, KUMC assessed six degrees from five programs, including the baccalaureate degree program in Clinical Laboratory Sciences, the master's and doctorate programs in Occupational Therapy, and the doctorate programs in Audiology, Speech Language Pathology and Therapeutic Science. All bachelor's and master's programs met minima requirements and were recommended for continuation. Two of the three doctorate programs met all criteria; the Doctor of Speech Language Pathology (SPLD) program failed to meet the number of enrollees criterion, but it did meet the number of graduates criterion. The SPLD program began in 2015 and is currently one of only 10 such programs nationwide. Currently, KUMC limits enrollment in this program to effectively utilize resources and faculty.

The bachelor's degree in Clinical Laboratory Sciences (CLS) met all minima standards: number of majors, 41; number of graduates, 15; ACT 25.54. According to the Bureau of Labor Statistics, employment for these graduates is expected to grow 13 percent until 2026, faster than the average for all occupations (7 percent). Over the past eight years, 100 percent of the CLS graduates have been employed or continued their education within six months of graduation.

The Occupational Therapy degree met all KBOR minima for number of majors and number of graduates at all three diploma levels; it did fall short on the number faculty required for the program. Curricular impact of this program is evidenced through the 100 percent pass rate on the National Board Certification in Occupational Therapy exam and a 100 percent employment rate upon graduation. The U.S. Bureau of Labor projected a 24 percent growth in the need for occupational therapists until 2026. Urban and rural employers in Kansas continue to report shortages in occupational therapy services; because of these needs, KUMC is working to expand enrollment opportunities.

KUMC's Audiology program, accredited since 1965, has, for the past three years, maintained a 100 percent pass rate on the National Certification Exam for Audiology. The Bureau of Labor Statistics projected that the demand for audiologists will grow by 21 percent in the next several years.

The Doctor of Philosophy in Therapeutic Science program is interdisciplinary in nature. It began in the late 1990s and has experienced decline in enrollment in the last five years. The department chair is a recent hire and the program has a new (interim) director. While the program has conducted a recent internal analysis to identify strengths, weaknesses, and challenges, KUMC believed this was an appropriate time for an external review of the program's enrollment strategy, faculty size and stability, and overall quality of student dissertation work. This was recommended for additional review.

University of Kansas Medical Center
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Audiology	51.0202	D	Continue
Speech and Language Pathology	51.0203	D	Continue
Clinical Laboratory Sciences	51.1005	B	Continue
Therapeutic Science	51.2399	D	Additional Review

In an update of previous reporting, it is recommended that the graduate program in health informatics undergo additional review. Enrollment continues to be a concern. KUMC Academic Affairs has worked closely with the School of Nursing to place the program under new leadership in the last year. Development of a well-defined core curriculum and specialization opportunities are ongoing.

University of Kansas Medical Center
Status of Programs Needing Additional Review AY 2014-2017

Program	Year of Review	CIP	Degree Level	Recommendation	Update on Status of Program
Health Informatics	2015	51.2706	M	Continue Additional Review	Enrollment continues to be a concern. Development of a well-defined core curriculum and specialization opportunities are ongoing.

Wichita State University

WSU's program review is organized around a year-long preparation and review of a self-study that is intended to create a thorough assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

At the university level, each program is reviewed on a four-year cycle. The quadrennial reporting cycle allows for continuous review of each program and identifies issues well-before the formal program review process. The four-year reports are fed into the report that the Board requires institutions to submit every eight years for each program.

For this review cycle, WSU reviewed ten programs representing 6 bachelor's level, 4 master's level, and 4 doctorate level, all from the College of Health Professions. Reviewed programs include the following baccalaureate programs: Communicative Sciences Disorders, Dental Hygiene, Medical Laboratory Sciences, Nursing, Health Care Administration, and Health Wellness General. The following master's programs were reviewed: Communicative Sciences Disorders, Nursing, Physician Assistant, and Adult Development/Aging. The following doctorate programs were also reviewed: Communicative Sciences Disorders, Audiology, Nursing, and Physical Therapy. The baccalaureate programs in Nursing (526) and Dental Hygiene (132), as well as the doctorate level Physical Therapy program (123), all posted impressive enrollment numbers.

With the exceptions of number of majors for the doctorate level Communicative Sciences Disorders (6; KBOR minima is 10) and the number of faculty for the doctorate in Physical Therapy (3.8; KBOR minima is 5), all programs met KBOR criteria, including number of majors, number of graduates, ACT entrance scores for the baccalaureate programs, and number of faculty. For all programs, WSU indicated the need to align recruitment and retention efforts with the university's strategic enrollment plan. Of note, for all WSU programs, both reviewed and not, all ACT average scores came in above the baseline. All programs were recommended to continue.

Wichita State University
Program Review Summary Table AY 2018

Program	CIP	Degree Level	Recommendation
Communicative Sciences Disorders	51.0201	B, M, D	Continue
Audiology	51.0204	D	Continue
Dental Hygiene	51.0602	B	Continue

Medical Laboratory Sciences	51.1005	B	Continue
Nursing	51.3801	B	Continue
Nursing	51.3808	M	Continue
Nursing	51.3818	D	Continue
Physical Therapy	51.2308	D	Continue
Physician Assistant	51.0912	M	Continue
Health Care Administration	51.0701	B	Continue
Health and Wellness General	51.0001	B	Continue
Adult Development and Aging	19.0702	M	Continue

Program Review Summary

Six programs slated for discontinuation include three at the bachelor's level (b), two at the master's level (m), and one at the doctorate level (d). These programs are: ESU's Instructional Leadership (m), Industrial/Organizational Psychology (m), and Athletic Training (b); FHSU's General Science (b) and Physical Science (b); and PSU's Workforce Development and Education (d). Each university teaches out students in these programs but does not accept new enrollment.

Programs designated to be enhanced are ESU's School Psychology (m) and KSU's programs in Software Engineering (m), Professional Master of Technology (m), and Genetics (m, d). Six programs were recommended to undergo additional review: FHSU' s Technology Leadership (b) and Information Systems Engineering (b); PSU's Geography (b) and Workforce Development (b); and KUMC's Therapeutic Science (d) and Health Informatics (m).

While Board policy requires state universities to review programs at least once every eight years, universities have an internal review process that monitors program quality on an on-going basis that allows institutions to identify any issues early and work to correct those issues well before the eight-year review cycle is complete.

Staff Recommendation

Staff recommends acceptance of this report.