

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

**MINUTES
Wednesday, March 18, 2020**

The March 18, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 10:19 a.m. The meeting was held by conference call.

In Attendance:

Members:	Regent Schmidt, Chair Regent Van Etten	Regent Harrison-Lee	Regent Kiblinger
Staff:	Daniel Archer Amy Robinson Travis White Vera Brown	Karla Wiscombe Erin Wolfram Marti Leisinger	Samantha Christy- Dangermond Scott Smathers
Others:	Steve Loewen, FHTC Michael McCloud, JCCC Linnea GlenMaye, WSU Beth Ann Krueger, KCKCC Kaye Monk-Morgan, WSU Shane Bangerter, Board	Jill Arensdorf, FHSU Erin Shaw, Highland CC Howard Smith, PSU Robert Klein, KUMC Michelle Schoon, Cowley CC	Adam Borth, Fort Scott CC Cindy Hoss, Hutchinson CC Joe McCann, Seward Co. CC Sarah Robb, Neosho County CC Brian Inbody, Neosho County CC

Regent Schmidt welcomed everyone.

Approval of Minutes

Regent Van Etten moved to approve the March 2, 2020 meeting minutes, and Regent Kiblinger seconded the motion. With no further discussion, the motion passed.

KSDE Individual Plans of Study (IPS) Presentation

Stacy Smith, Assistant Director, IPS and Career and Technical Education, Kansas State Department of Education (KSDE), provided a presentation on Individual Plans of Study (IPS). Stacy noted his contact and additional information is provided at the end of the PowerPoint if anyone would like to follow up with him as needed. He stated that Kansas is seeking to lead the world in the success of each student, and KSDE is busy identifying how they will support the individual needs of each student. Stacy discussed what it takes to be a successful Kansas high school graduate according to the Kansas State Board of Education (KSBE): academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement. The KSBE believes to be a successful high school graduate to transition into adulthood and post-secondary education or attain an industry recognized credential in the workforce, that these five characteristics must be developed. With these five characteristics in mind, the KSBE has established five outcomes which KSBE uses in the measurement of school success. IPS is one of the five, with the other four outcomes tying into and overlapping in efforts.

IPS is both an actual product the student develops and a process the school implements to guide students. IPS looks at a student's mission, passion, professional interests, and vocational interests. He noted it is important to consider what a student loves to do, what is needed by industry, and job earnings. This information is utilized in counseling departments and school administrators as they plan and develop activities across curricula that will

support IPS implementation. Character, social, and personal developments are social-emotional learning experiences that are an important part of supporting personalized learning for students.

There are four models of IPS implementation that include counselors, advisors, career advocates, or a hybrid of any of the three. Stacy discussed each in more detail. He noted that the hybrid of different models is the most widely used method, and he provided details of what a hybrid model may look like in his presentation material. Stacy also provided a graphic of the IPS process for students.

Stacy discussed the minimum components a school needs to document in order to show they have an IPS in place, discussing these four components as outlined in his presentation. Stacy proceeded to discuss IPS in the broad continuum of experiences from kindergarten to high school. He noted there is a greater emphasis on having formal resources in the high school years and career exploration activities in the middle school years. Stacy believes it is also important for districts to think about the K-5 connection of core content of standards and where these skills eventually become important in the workplace. He stated it was important that a broad range of personnel understand how IPS works and possible intersections of activities and projects in which students participate.

Stacy noted to implement IPS a school does not have to purchase web-based products; however, the majority of schools use Career Cruising (Xello), which is the state's preferred web-based vendor. He also stated training is always available, and each year an implementation survey is conducted. Stacy provided links to resources that are available for additional information on topics he previously discussed.

Stacy provided an update on KSDE's current efforts. His materials included a graphic of career and technical education fields within secondary CTE with 37 pathways of focus that are in 7 broad career fields. At the center of these pathways is applied knowledge, effective relations, and workplace skills; each of these represents employability skills that business and industry partners desire. These employability skills are addressed as competencies during performance tasks that are required to be taught in courses.

Stacy discussed the KSDE pilot project Kansas Work-Based Learning Continuum. This is a partnership project between KSDE, KBOR, Kansas Department of Commerce, and the Kansas Department of Labor, to identify opportunities for engaging community partnerships to develop students' employability skills through meaningful experiences that are best pursued outside of districts. Stacy went over Kansas's work-based learning continuum which includes career awareness, career exploration, and career preparation. He provided a graph of experiences in each of these categories showing the percentage of students in Kansas who have had these experiences. Stacy discussed how each of these categories ties into IPS, and he noted that KSDE will soon have this pilot system included in all IPS's in Kansas. The pilot project was modeled after a comparable project in Wisconsin; Stacy noted he could provide additional information on the Wisconsin project if requested.

Regent Van Etten asked Stacy, in reference to the current climate, if workplace learning would continue. Stacy responded that a virtual delivery of training will be announced closer to April. Stacy noted they do not want to see the momentum of the pilot program slow down, and he believes there are ways to support student learning outside of their institutions if resources are obtained. Regent Schmidt asked for clarification of the timeline for the pilot project. Stacy responded IPS became a KSBE goal in 2010, SB155 included funding in 2012, the KSBE made IPS a major emphasis in 2015, and there is currently a 96% implementation rate for IPS in Kansas schools. The Kansas Work-Based Learning Continuum is a granular level of IPS around career and technical education. Regent Schmidt asked for clarification on where they were with orientation and training for school boards. Stacy responded they have focused around CTE coordinators and school principals over the last year and are relying on building administration. Stacy noted that in the Kansas Work-Based Learning Continuum pilot project they are working with the five school regions where the Kansas Department of Commerce has anchored a representative through a regional workplace development group, so they have a liaison to business and industry to build partnerships. He stated they are also working with community and technical college partnerships in the

five regions. Stacy stated from a state level the superintendents may be suited to inform their local board. With no further questions, the Committee thanked Stacy for his presentation on IPS.

FHTC Academic Advising Presentation

Lisa Kirmer, Vice President of Student Services, Flint Hills Technical College (FHTC), provided a presentation on the college's academic advising model. FHTC consists of several campuses: their main campus in Emporia, the downtown Emporia campus, south Emporia campus, Adult Education Center in Emporia, and their Automotive Training Center in Garnett. FHTC has advisors across their campuses that include 37 in program faculty, and 3 full time advisors for student services. Lisa noted the full-time advisors work with all locations. Lisa discussed each of the three types of advisors in more detail.

Student Services staff work with students in their first year. Program faculty work with students after their first year who are continuing within the college. They perform individual advising for returning students, meet with these students throughout the semester, report on each student's progress, advise students on Institutional Student Learning Outcomes (ISLOs), and help students find jobs at the end of their study.

The Reeble Student Success Center houses staff who work with admissions, entrance testing, advising, registration, counseling, financial aid, and payment plans. Lisa noted they have student services staff who travel between specific locations. First-year students participate in Wrangler Enrollment Days which consists of individual discussions with academic advisors, development of degree plans, web-based programs and log-in information, financial information, and information on the location of their classrooms. Lisa provided an example of a Degree Plan for a full-time student.

Strategies that FHTC uses include full-year enrollment, a first-year experience course, a texting app, free tutoring, Adult Education Center support, reports with concerns from instructors, annual advising/enrollment week each spring, and a bi-annual assessment week where students are evaluated and provided feedback. Lisa provided more detailed information on the first-year experience course, the role of faculty advisors, and an example of an instructor concern form. Faculty advise students on Institutional Student Learning Outcomes (ISLOs) and Lisa provided an example of the ISLO Dashboard. For ISLOs FHTC identified three areas where they felt all students needed to continue to work on skills to become successful: communication, professionalism, and problem solving. Business and industry have said these three areas are important for incoming employees. ISLOs can be utilized by all staff to evaluate a student throughout the year, and it is used as a tool by faculty advisors to identify areas of improvement for individual students. Lisa stated with all the variety of tools they use to advise, FHTC has a 96% job placement rate and has received national recognition.

Regent Van Etten asked for clarification on how they offer free tutoring. Lisa responded they place fliers up, and faculty can reach out to recommend students for tutoring or that they work with the Adult Education Center staff for assistance. Regent Kiblinger stated she believes an early alert system is vital. Regent Schmidt asked if ISLO observations are anonymous and how many observations are recorded for a student. Lisa responded the observations are anonymous, noting that students understand they can be evaluated by any staff through any interaction. With no further questions, the Committee thanked Lisa for her presentation.

Direct Support Professional (DSP) Update

Regent Schmidt noted the DSP working group has four broad goals they are working on: recruiting statewide, developing training and applied learning opportunities through higher education, connecting workers to industry needs, and improving the quality of skills and pay for support workers.

Coordinating Council Update

Regent Kiblinger stated the council has previously looked at three important items:

1. Concurrent credit, specifically obtaining a list of CTE funded classes online for high school juniors and seniors that is easily accessible. They believe this will help merge the experience for grades 12-14 and make program articulation easier.
2. How to build bridges of advisory connections such as counselors and career advisors at the K-12 and post-secondary levels. She noted KSDE has a listserv that may possibly be utilized to share information.
3. The importance of articulation agreements and new Perkins V requirements and helping move this forward.

Regent Kiblinger discussed the council's new objectives in light of the recent virus outbreak:

1. The need for post-secondary institutions to make sure that instructors located on high school campuses have a plan to help them be able to transition to an online format.
2. When looking at spring break, K-12 and post-secondary should align these dates across the state to improve planning.
3. Better alignment with advisor committees.

Adjournment

The next meeting will be via conference call on March 30, 2020. The next in-person meeting on April 15 was originally planned to be at K-State; however, this location will be changed due to the recent circumstances. Whether the meeting will be held at another location, or by conference call, will be decided at a later date.

Regent Kiblinger moved to adjourn the meeting, and Regent Van Etten seconded the motion. With no further discussion, the meeting adjourned at 11:30 a.m.