KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Wednesday, January 19, 2022
10:30 a.m. -12:00 p.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices in the Kathy Rupp Conference Room, located at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger, Chair	
	A. Roll Call and Introductions		
	B. Approve minutes from January 4, 2022 meeting		p. 3
II.	**Other Matters**		
	A. Approve AY 2020 Performance Reports, and Review Cases for 100% funding:	Sam Christy-Dangermond	p. 5
	• Butler Community College		p. 9
	• Cloud County Community College		p. 14
	• Coffeyville Community College		p. 19
	• Highland Community College		p. 25
	• Independence Community College		p. 30
	• Kansas City Kansas Community College		p. 36
	• Pratt Community College		p. 41
	• Seward Community College		p. 46
	• Northwest Kansas Technical College		p. 53
	B. Direct Support Professionals (DSP) Update	Regent Schmidt	
III.	**Discussion Item**		
	A. AAS in Unmanned Aircraft Systems – K-State	Chuck Taber	p. 58
IV.	**Suggested Agenda Items for February 1st Meeting**		
	A. Potential Next Steps for Program Review		
	B. Receive SARA Report		
	C. New Program Approvals		
V.	**Adjournment**		

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Jon Rolph

Allen Schmidt

Wint Winter

Board Academic Affairs Standing Committee

AY 2022 Meeting Schedule

BAASC Academic Year 2021- 2022 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 31, 2021	Virtual Meeting	9:00 a.m.	August 10, 2021
September 15, 2021	Hybrid Meeting	1:30 p.m.	August 25, 2021
	*No Meetings in October		
November 2, 2021	Virtual Meeting	9:00 a.m.	October 12, 2021
November 17, 2021	Hybrid Meeting	10:30 a.m.	October 27, 2021
November 29, 2021	Virtual Meeting	9:00 a.m.	November 9, 2021
December 15, 2021	Hybrid Meeting	11:00 a.m.	November 24, 2021
January 4, 2022	Virtual Meeting	9:00 a.m.	December 14, 2021
January 19, 2022	Virtual (Topeka option available)	10:30 a.m.	December 29, 2021
February 1, 2022	Virtual Meeting	9:00 a.m.	January 11, 2022
February 16, 2022	Topeka	11:00 a.m.	January 26, 2022
March 1, 2022	Virtual Meeting	9:00 a.m.	February 8, 2022
March 16, 2022	Topeka	11:00 a.m.	February 23, 2022
April 5, 2022	Virtual Meeting	9:00 a.m.	March 15, 2022
April 20, 2022	FHSU	11:00 a.m.	March 30, 2022
May 3, 2022	Virtual Meeting	9:00 a.m.	April 12, 2022
May 18, 2022	Topeka	11:00 a.m.	April 27, 2022
May 31, 2022	Virtual Meeting	9:00 a.m.	May 10, 2022
June 15, 2022	Topeka	11:00 a.m.	May 25, 2022

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

Board Academic Affairs Standing Committee
MINUTES

Tuesday, January 4, 2022

The January 4, 2022 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents (KBOR) was called to order by Regent Kiblinger at 9:02 a.m. The meeting was held in person and through Zoom.

In Attendance:

Members:	Regent Kiblinger	Regent Rolph	Regent Schmidt
	Regent Winter		
Staff:	Daniel Archer	Sam Christy-Dangermond	Karla Wiscombe
	Amy Robinson	Tara Lebar	April Henry
	Renee Burlingham	Cindy Farrier	Hector Martinez
	Julene Miller	Lisa Beck	Scott Smathers
Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Amber Knoettgen, Cloud County CC
	Arvin Agah, KU	Brenda Koerner, ESU	Barbara Bichelmeyer, KU
	Chuck Taber, K-State	Chris Brown, KU	Erik Perrins, KU
	Elaine Simmons, Barton CC	Heather Morgan, KACCT	Howard Smith, PSU
	Jason Sharp, Labette CC	Jean Redeker, KU	Jennifer Roberts, KU
	Jill Arensdorf, FHSU	JuliAnn Mazachek, Washburn	Kim Zant, Cloud County CC
	Laurel Littrell, K-State	Linnea GlenMaye, WSU	Mark Watkins, Labette CC
	Mickey McCloud, JCCC	Michelle Schoon, Cowley CC	Marlon Thornburg, Coffeyville CC
	Phil Speary, Butler CC	Remy Lequesne, KU	Robert Klein, KUMC
	Sharon Kibbe, Highland CC	Shelly Gehrke, ESU	Stuart Day, KU
	Tanya Gonzalez, KU		

Roll call was taken for members and presenters.

Approval of Minutes

Regent Schmidt moved to approve the December 15, 2021 meeting minutes, and Regent Rolph seconded the motion. With no corrections, the motion passed.

Consent Items

Barbara Bichelmeyer and Stuart Day presented a BS/BAS in Project Management at KU for approval. This program is in the School of Professional Studies at the KU Edwards Campus and would extend its project management program to the undergraduate level to complement its existing graduate-level program. It will be funded by the Johnson County Educational Research Triangle and is designed as an online degree completion program.

Barbara Bichelmeyer, Arvin Agah, and Erik Perrins presented an M. Eng. in Electrical Engineering & Computer Science at KU for approval. They currently offer this program with a research focus, and the new program is a coursework-only degree. The new program is designed for working professionals, driven by industry, and won't require new funds, since existing faculty are already teaching the courses in the program. There is a national trend toward tailoring programs to target audiences, and having both options will help students and industry.

Regent Rolph moved to place the two KU programs as presented under the Board consent agenda for approval. Following the second of Regent Winter, the motion passed unanimously through a roll call vote.

Discussion Item

Daniel Archer presented the request for a Covid-19 response exception to the Board's tenure clock extension policy. When a faculty member on a tenure track is hired at one of our universities, they have a seven-year window to attain tenure. In April 2020, the Board granted universities an exception request, which gave these faculty an additional year. At this time, it was noted that additional flexibility might be needed in Fall 2020. Due to continued pandemic disruptions, universities are requesting a tenure-clock extension of one year to cover faculty that started in Fall 2022.

Regent Schmidt moved the request for a Covid-19 response exception as presented to the Board's tenure clock extension policy to be placed on the Board discussion agenda for approval. Following the second of Regent Winter, the motion passed unanimously through a roll call vote.

Adjournment

Regent Rolph will Chair the next meeting, which is scheduled for January 19, 2022, at 11:00 a.m.

Regent Rolph moved to adjourn the meeting, and Regent Schmidt seconded. With no further discussion, the meeting adjourned at 10:04 a.m.

Act on Performance Reports for Academic Year 2020

Samantha Christy-Dangermond
Director, Academic Affairs

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreements: Funding Guidelines, the Academic Year 2020 Performance Reports are presented for review. As these nine institutions do not initially qualify for 100% new funding, each institution has made a case, consistent with the document above, requesting 100% funding. Staff recommends approval of the attached performance reports.

January 19, 2022

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines. The performance agreement model, which is attached, guides institutions in developing their performance agreements, in which each institution typically chooses six "indicators" by which their performance will be measured. Recently, these agreements have been restructured every three years. For these agreements, covering AY 2020 - AY 2022, about half the institutions continued using the same indicators that were used in the older agreements, while the other half made one or more updates to their existing indicators or replaced at least one of them.[1]

As any new funding awarded depends upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2020. These reports will be the basis of awarding any new funds in July 2022. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2020 performance reporting, reviewing, and funding cycle is detailed below.

Per the *Performance Agreements: Funding Guidelines*, institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline
2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds based on the following levels of compliance:

- **100%** of new funding available will be awarded if the Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators.**

[1] For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

- **90%** of new funding available will be awarded if:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
  - The performance report includes specific plans for improvement.

- **75%** of new funding available will be awarded if:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
  - The performance report includes specific plans for improvement.

- No new funding will be awarded if the institution did not make a good faith effort, as defined by:
  - Lacking an approved performance agreement;
  - Failing to submit a performance report; or
  - Maintaining or improving from the baseline in only **one indicator, or none of the indicators**.

As many institutions experienced adverse effects from the pandemic that began in spring of 2020, BAASC approved changes to the *Performance Agreements: Funding Guidelines* in June of 2020, allowing institutions to move up more than one funding level if they identify how the pandemic negatively affected performance indicators. In such cases, an institution chooses one or more indicators for which it did not maintain or improve from the established baseline, and then makes a case for each indicator affected to qualify for the desired funding tier, as outlined above. Institutions shall submit evidence to BAASC that the indicator(s) were negatively affected by the pandemic and/or that the indicator(s) meet one or more of the following alternative evaluation criteria:

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances/unforeseen emergencies beyond the control of the institution, including but not limited to the COVID-19 pandemic or a natural disaster.

BAASC will review the case and determine if an institution warrants recommended funding at a higher funding tier.

As institutions turned in their reports and cases for higher funding, staff provided a preliminary review and shared any concerns with the institution who subsequently revised the document(s) and resubmitted. Consistent with the Board's *Performance Agreements: Funding Guidelines*, staff recommends the institutions listed below receive 100% of any new funding for which they are eligible.

Please note: Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the most recent report for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and AY 2020. However, it is the comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2020.

University/College	Initial Funding Tier	Funding Recommendation	Page
Butler Community College	90% funding	100% funding	9
Cloud County Community College	90% funding	100% funding	14
Coffeyville Community College	90% funding	100% funding	19
Highland Community College	75% funding	100% funding	25
Independence Community College	90% funding	100% funding	30
Kansas City Kansas Community College	90% funding	100% funding	36
Pratt Community College	90% funding	100% funding	41
Seward Community College	75% funding	100% funding	46
Northwest Kansas Technical College	90% funding	100% funding	53

Performance Agreement Model

	Sectors		
Indicators	*Universities* *Research Universities*	*Universities* *Comprehensive Universities*	*Community Colleges* *Technical Colleges*
Sector-Specific Indicators	Research universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include the Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Selected regional and national rankings	Comprehensive universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Performance on quality measures compared to peers	Community and technical colleges must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. Institutions must include at least one indicator from each Goal. 1. Increasing Higher Education Attainment • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional quality measures[2] • Percent of students employed or transferred • Wages of students hired[3] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[4]	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population.

[2] e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

[3] As provided by the Kansas Department of Labor.

[4] For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Butler Community College Performance Report AY 2020					**AY 2020 FTE: 5,071** **Date: 7/14/2021**	
Contact Person: Tom Nevill Phone: 316-322-3110 email: tnevill@butlercc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Number of certificates and degrees awarded annually	1 *KBOR Data*	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 **Baseline: 1,463**	1,446	↓		
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 *KBOR Data*	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732= 61.5% Fall 2014 Cohort: 530/852 = 62.2% **Baseline: 1,444/2,315 = 62.4%**	65.3% (496/759)	↑		
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 **Baseline: 1,012**	832	↓		
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2014: 41/63 = 65.1% (spring only) AY 2015: 77/114 = 67.5% AY 2016: 137/227 = 60.4% **Baseline: 255/404 = 63.1%**	49.4% (133/269)	↑*		
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 **Baseline: 302**	276	↓		
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% **Baseline: 3,514/5,388 = 65.2%**	75.6% (1,764/2,334)	↑		
		*The comparison is being made to a different baseline mentioned in the Description on p. 3 of this report.				

Butler Community College Performance Report AY 2020

Indicator 1: Number of certificates and degrees awarded annually

Description: Using the Kansas Higher Education Data System, Butler will report the number of certificates\degrees awarded each academic year. Our Student Success strategic priority is the center of our strategic plan, as reflected in the goal to ensure "Students Finish What They Start." Butler has started several initiatives aimed at improving effective teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on setting and achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.

Result:

Butler's AY 2020 output of degrees and certificates was 1,446 which is 99 % of the baseline of 1,463. We are proud to have achieved this in the context of the dual headwinds of declining enrollments and a public health pandemic that continues to have deleterious effects on the operations of higher education institutions and society at large.

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)

Description: This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. Butler has developed a more effective, strategic approach to enrollment management. We have the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Implemented retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.

Result:

Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from first to second semesters and to see them eventually matriculate with the credentials they need. Continuous investment in strategic positioning, hands on advising, reformatted developmental-to-college math sequencing, and Business Intelligence availability at the departmental and advising levels in contributing to our success in this endeavor

Indicator 3: Award of third party technical credentials

Description: Program faculty facilitate necessary testing and implement a systematic process to track credential attainment. Butler tracks credentials awarded to students in multiple discipline areas including Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Automotive Technology (NATEF certificates) Welding (American Society of Welding), Networking Technology (CompTIA A+, Microsoft, TestOut, and other industry credentials), and Culinary Arts (Serve Safe certificate).

Result:

Unfortunately, in AY 2020 Butler fell short of its ambitious baseline. In addition to the stagnant enrollment numbers that have an organic impact on any raw number outcomes, the public health emergency had a direct effect on this indicator as several testing/credentialing services canceled assessments in the Spring of 2020 and did not reschedule; for example we had no credentials from our Auto Tech program–instead of the approximately 100 that are awarded to our students each year–as a result of cancelled assessments. We look forward to working with stakeholders to address this issue going forward.

Indicator 4: Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term

Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. ALP decreases the attrition between the two courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw at the end of the term. The success rate is then compared to a historical pre-ALP baseline success rate of 39% for the same level of students.

Result:

Butler is proud of its continuing achievement in utilizing innovative methodologies to help learners navigate foundational English composition and thus position them for future success.

Indicator 5: Increase in the number of STEM technical certificates and degrees

Description: Butler will help students develop applied STEM skills which prepare them to obtain employment in occupations critical in the south-central Kansas economy. This indicator focuses on several core job clusters including Engineering, Information Technology and Healthcare. The college established early college academies for high school students interested in Engineering, Healthcare, Information Technology, and Welding. The programs included in this indicator are Cyber Security, Database Administration, Engineering Technology, Software Development, Interactive Design & 3D, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NUR or any codes that may replace these in the program inventory.)

Result:

We barely missed the baseline again, coming closer than 91 % in meeting it. This was largely due to the continuing trend of stagnant enrollment and the additional effects of the public health emergency that directly affected learning and teaching during Spring of 2020. Nonetheless we are proud of our continuing and successful efforts at preparing STEM ready graduates for the workforce. With an even greater focus on aligning outcomes of such programs with industry. It is important to note that during the AY 2020, an additional 82 Associate of Science (A.S.) degrees were also awarded by Butler with concentrations in closely related fields like Physics, Pre-Medicine, Pre-Healthcare, Agriculture, Mathematics, Biological Sciences, Chemistry, and Pre-Veterinary, signifying the institution's robust commitment to narrow the STEM skills gap in the state.

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Students who don't pass College Algebra often leave school in their first year. Butler has initiated a redesign of its math curriculum. The project divided four courses (lowest developmental course through College Algebra) into one-credit modules. These modules allow students to develop the skills they need to pass College Algebra. The intent of the new curriculum is to lessen the time students need to complete developmental content while improving the successful completion of College Algebra. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of C or better (the numerator) by the number of students who receive an A, B, C, D, F grade or withdraw from the course at the end of the term (the denominator).

Result:

The modular sequencing of developmental mathematics and College Algebra has had a direct impact on our continuing success in this area which we are proud to build upon further in the coming years so that college is more affordable and completion more attainable for the diverse communities of students we serve.

Butler Community College Performance Report AY 2019							AY 2019 FTE: 5,483	
Contact Person: Lori Winningham		Phone and email: 316.322.3110; (lwinning@butlercc.edu)					Date: 7/8/2020	
Butler Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Number of certificates and degrees awarded annually	1	AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463	1,436	↓	1,496	↑	1,513	↑
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 12 Cohort = 63.5% (464/731) Fall 13 Cohort = 61.5% (450/732) Fall 14 Cohort = 62.2% (530/852) Baseline: 62.4% (1,444/2,315)	62.9% (624/992)	↑	65.4% (519/793)	↑	65.1% 486/746	↑
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012	969	↓	1121	↑	1072	↑
4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term	1	AY2014 = 65% (41/63-spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404)	60.6% (237/391)	↓	58.2% 170/292	↓	53.5% (108/202)	↓
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302	298	↓	294	↓	296	↓
6 Directional Improvement in College Algebra Pass Rates	1	AY2014 = 67.24% (1,248/1,856) AY2015 = 63.60% (1,092/1,717) AY2016 = 64.68% (1,174/1,815) Baseline: 65.2% (3,514/5,388)	67.0 % (1310/1955)	↑	69.8 % (1382/1980)	↑	72.7 % (1665/2290)	↑

Funding Tier Request for AY 2020 Performance Report

Institution Name: Butler Community College

Date: September 10, 2021

Indicator number and title: Indicator # 3 "Award of Third-Party Credentials"

Identify whether pandemic or alternative evaluation criterion being used: Pandemic related extenuating circumstances

Justification/evidence:
A significant portion of our third-party certification tests are scheduled during the last few weeks of the Spring term. Due to the public health emergency that went into effect towards the end of Spring 2020, many testing/certifications agencies like NATEF, ASE, and several Microsoft certification vendors either canceled their assessments or substantially reduced the availability of the same. This resulted in fewer than normal number of assessments being completed and, therefore, fewer third party credentials being awarded than would have been the case otherwise. These were circumstances that were outside any significant control of the institution.

Cloud County Community College Performance Report AY 2020					AY 2020 FTE: 1,199 Date: 7/15/2021	
Contact Person: Kimberly Zant Phone: 785-243-1435, ext. 248 email: Kimberly.zant@cloud.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of "college ready" cohort	1 *KBOR data*	Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% **Baseline: 270/495 = 54.5%**	103/185 = 55.7%	↑		
2 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 302 AY 2014: 936 AY 2015: 596 **Baseline: 611**	467	↓		
3 Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)	2	AY 2013: 357 AY 2014: 324 AY 2015: 406 **Baseline: 362**	173	↓		
4 Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% **Baseline: 216/492 = 43.9%**	100/222 = 45.0%	↑		
5 Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt	2	AY 2013: 657/1,552=42.3% AY 2014: 574/1,383=41.5% AY 2015: 551/1,335=41.3% **Baseline: 1,782/4,270= 41.7%**	848/1058 = 80.2%	↑		
6 Increase the number of successful completers in allied health and nursing Continuing Education Unit courses	1	AY 2013: 225 AY 2014: 206 AY 2015: 248 **Baseline: 226**	98	↓		

Cloud County Community College Performance Report AY 2020

Indicator 1: Increase first to second year retention rates of "college ready" cohort

Description: CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "College ready" students are defined as those students who were not enrolled in any developmental courses in their initial term. Most of CCCC's developmental courses are offered in the areas of communications and math. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

Result: CCCC reports retaining 103/185, 55.7%, of the "college ready" cohort from the first year to the second year, which is an increase over the baseline of 54.5%. With the pivot to online learning due to the global pandemic, CCCC found students were not as prepared to move from a 100% face-to-face learning environment to a 100% online learning environment and CCCC's retention rates reflected a slight decrease in the "college ready" cohort from last year's rates. We believe the implementation of the retention platform called Dropout Detective in FY 19-20 as an additional tool to enhance communication between instructors, advisors, and the retention specialists concerning student success positively impacted retention rates.

Indicator 2: Increase number of certificates and degrees awarded

Description: Students continue to have a wide range of educational goals that include earning certificates and degrees. CCCC is focused on increasing the number of students earning certificates and degrees. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

Result: CCCC's total number of certificates and degrees awarded of 467 was below the baseline of 611. CCCC's ability to increase the number of certificates and degrees awarded did not meet the baseline measurement due to the unforeseen circumstance of the global pandemic. With the pivot to online learning, CCCC found students were not prepared to move from a 100% face-to-face learning environment to a 100% online learning environment. This unforeseen circumstance negatively impacted completion numbers of both certificates and degrees. In Spring of 2021, we developed a new Pharmacy Technician certificate that will help increase the college's certificate completions.

Indicator 3: Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)

Description: With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by Certified Nursing Assistant (CNA) and Certified Medical Assistant (CMA) students, students receiving a Commercial Driver's License (CDL), and those who pass National Council Licensure Examination (NCLEX) exams.

Result: The reported amount of third party credentials is 173 , which is below the baseline of 362. COVID negatively impacted key factors influencing attainment of third part credentials: (1) CCCC's ability to offer CNA and CMA due to the lack of access to clinical sites (2) CCCC's pass rates of the NCLEX exam due to the lack of clinical sites which provide students the ability to prepare for the exam (3) CCCC's ability to identify and hire instructors to offer CNA, CMA and CDL courses. These unforeseen circumstances negatively impacted CCCC's ability to meet the baseline measurement. In the Spring 2021 the college merged the Allied Health and Nursing programs to provide additional resources to the Allied Health program which should result in an increase in offerings of the CNA program once COVID is no longer an issue. Effective Fall 2021, a full-time CDL faculty member will be in place which will allow expansion of the CDL program offerings.

Indicator 4: Increase first to second year retention rates of "non-college ready" cohort

Description: CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "Non-college ready" students are those who have enrolled in at least one developmental course during their initial term of enrollment. CCCC annually identifies more than 50% of its incoming students as needing at least one developmental course, most often in the areas of communications or math. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of "non-college ready" students and work to increase the retention rates.

Result: The college reports retaining 100/222=45.0% of the "non-college ready" cohort from the first to second year. The 45.0% is above the baseline of 43.9%; however, COVID negatively impacted the college's retention of the "non-college ready" cohort. CCCC found students were not as prepared to move from a 100% face-to-face learning environment to a 100% online learning environment and CCCC's retention rates reflected a slight decrease in the "non-college ready" cohort from last year's rates. CCCC has retention specialists and the online platform called Dropout Detective for instructors to provide alerts for students at risk.

Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt

Description: Students face a number of hurdles in their attempts to attain a degree or certificate. One of these hurdles is "gateway courses." The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student's perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

Result: CCCC reports that 848/1058, 80.2%, success rates of students passing gateway courses (English Composition I and College Algebra) on the first attempt met the baseline measurement. The rate is above the baseline of 41.7%. English Composition I results were 425/544=78.1% and College Algebra results were 423/514=82.3%.

Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit courses

Description: In north central Kansas, there is a significant need for credit and non-credit online allied health and nursing continuing education unit (CEU) opportunities because people are balancing financial and family commitments, working, and are often place bound with no ability to travel long distances to take college courses and maintain licensing requirements. CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for these populations. CCCC will track the successful completion of its Allied Health CEU courses through a review of institutional course data. Successful completion is achieved when the student receives a letter grade of "A," "B," "C;" or "P" for "pass." These completion numbers will be used as a measure of progress toward the target.

Result: The college reports 98 completers in allied health and nursing CEU courses which is below the baseline of 226. COVID negatively impacted CCCC's ability to offer CEU courses. COVID also negatively impacted CCCC's ability to hire part-time CEU instructors to teach the courses. These unforeseen circumstances negatively impacted CCCC's ability to meet the baseline measurement. The college is requesting permission to change this indicator due to the lack of a full-time CEU instructor and the lack of demand for the face-to-face offerings in the college's service area.

Cloud County Community College Performance Report AY 2019							AY 2019 FTE: 1,229	
Contact Person: Amber Knoettgen		Phone and email: (785) 243-1435, ext. 248; aknoettgen@cloud.edu					Date: 9/2/2020	
Cloud County Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
***1** Increase first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑	65.2% (103/158)	↑	62.9% (95/151)	↑
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑	557	↓	498	↓
3 Increase number of 3rd party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓	192	↓	162	↓
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑	101/175=57.7%	↑	98/195=50.3%	↑
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%	**77.4%	↑	**916/1154=79.4%	↑	839 / 1088 = 77.1%	↑
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑	145	↓	136	↓

*Updated 7/12/18

** Institution indicates data reporting for AY17 and AY18 was off by a year. As such, AY17 should have been 79.4% and AY18 should have been 76.4%.

Funding Tier Request for AY 2020 Performance Report

Institution Name: Cloud County Community College

Date: August 23, 2021

Indicator number and title: Indicator 3: Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)

Identify whether pandemic or alternative evaluation criterion being used: Pandemic and/or Improvement from prior year.

Justification/evidence:
The reported amount of third party credentials is 173 , which is below the baseline of 362; however, it is an improvement from the prior year of 162. Cloud County Community College (CCCC) believes the trend of increasing third party credentials for AY20 from AY19 is significant considering AY20 was negatively impacted by COVID. CCCC's third party credential attainments were negatively impacted by COVID in:

1) Lack of clinical sites - CCCC's CNA and CMA require clinical experiences for the credential, but experiences were affected by limited and/or eliminated access to clinical sites due to COVID. In the Spring of 2020 we had restricted access to long term care clinical sites in comparison to Spring of 2019 when we had access to 10 different clinical sites. In June 2020 KDADs made the temporary provision to allow clinical hours in the Simulation Lab.

2) Lower pass rates on NCLEX exam - CCCC's pass rates were affected by the lack of clinical sites which provide students the ability to prepare for the exam. NCLEX pass rates for AY 2020 were 87.10% compared to pass rate for AY 2019 of 82.14% and AY 2018 of 100% which average to 91.07%.

3) CCCC's ability to identify and hire instructors to offer CNA, CMA and CDL courses - The global pandemic negatively impacted the hiring ability of Cloud County Community College regarding the late start classes of the Spring 2020 semester due to the nation being shut down. Several of CCCC's veteran part-time instructors did not teach for the College due to the uncertainty and lack of knowledge surrounding the disease. These unforeseen circumstances negatively impacted CCCC's ability to meet the baseline measurement; however, CCCC did demonstrate improvement from the prior year. In addition, in Spring 2021 the college merged the Allied Health and Nursing programs to provide additional resources to the Allied Health program which will result in an increase in offerings of the CNA program once COVID restrictions lessen. Effective Fall 2021, a full-time CDL faculty member will allow expansion of the CDL program offerings. Finally, CCCC is requesting indicator 3 be rewritten to include additional third party credentials.

Coffeyville Community College Performance Report AY 2020					AY 2020 FTE: 1,199 Date: 8/2/2021	
Contact Person: Aron Potter Phone: 620-251-7005 email: potter.aron@coffeyville.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percentage of first to second-year retention rates for college-ready students	1 *KBOR data*	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% **Baseline: 464/745 = 62.3%**	137/245 = 55.9%	↓		
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 499 AY 2014: 560 AY 2015: 524 **Baseline: 528**	402	↓		
3 Increase the number of students successfully completing industry recognized third party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 **Baseline: 526**	590	↑		
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 **Baseline: 30**	8	↓		
5 Increase the three-year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% **Baseline: 212/634 = 33.4%**	105/279 = 37.6%	↑		
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% **Baseline: 634/898 = 70.6%**	288/377 = 76.4%	↑		

Coffeyville Community College Performance Report AY 2020

Indicator 1: Increase the percentage of first to second-year retention rates for college-ready students

Description: Percentage of first to second-year retention of college-ready students will be calculated based on first-time, full-time, degree-seeking students who are enrolled on the 20th day for two consecutive fall terms and are not enrolled in any developmental courses in the first term. Developmental courses are defined as credit-bearing courses that do not count toward credit hours necessary for graduation. Students are required to enroll in developmental courses if they do not meet specified admission and placement requirements for college-level courses. CCC chose first to second-year retention, as it is the key to improvement in student success for most first-year students

Result: The percentage of first to second-year college-ready students fell below the baseline. The most recent cohort of the three-year history is 2014 that created the 3-year baseline. The most recent 3-year cohort history (2016 – 2018): 2016 & 2018 cohorts were 55.6% and 54.2%, the current cohort percentage of retained college-ready students exceeded two of the three most recent years, except for the 2017 cohort. The current retention of college-ready students is 55.9%, exceeding the prior year's percentage of 54.2%.

Indicator 2: Increase the number of certificates and degrees awarded

Description: The number of certificates and degrees awarded as indicated in the Kansas Higher Education Data System will be used to determine indicator two. Increasing the number of students who have a certificate or degree is critical in supporting the Foresight 2020 goal of increasing higher education attainment among Kansas citizens. This indicator also aligns with CCC's strategic goal of ensuring students receiving degrees and certificates attain employment in a wide variety of industries.

Result: The number of certificates and degrees fell below the baseline in AY 2020. However, the institution's unduplicated headcount was the lowest in three years (3-year average 2395 to 2273). The institution had 37 students who ultimately withdrew from the institution, of which 21 were general education students. During the spring semester of 2020, the Career and Technical Education Programs could not finish multiple courses or were canceled due to the Pandemic. This interruption to the typical semester impacted the student's ability to complete a course and complete their certificates or degrees on time. Career and Technical Education Programs could not provide short-term certificate courses during the second half of the spring semester. The Health Professions have the second-highest percentage of credentials by a program. This content area fell from 41% in AY 2018 to 32% in AY 2019 and 30% in AY 2020. The programs that are in the medical profession were impacted the most as students were not allowed to enter into health care facilities. CCC had averaged 23 students who would earn one or more certificate / degree from 2017 to 2019 but in AY 2020, CCC only had 12 students.

Indicator 3: Increase the number of students successfully completing industry recognized third party credentials

Description: Data will be collected from the Kansas Higher Education Data System to determine the number of industry-recognized third-party credentials. The third-party credentials CCC students receive include; American Society of Mechanical Engineers, Auto Service Excellence, National Center for Construction Education & Research Certification, Microsoft Office Word 2007, Microsoft Office PowerPoint 2007, Occupational Safety & Health Administration (OSHA) 10-hour certification, Occupational Safety & Health Administration (OSHA) 30-hour certification, American Welding Society, EPA Section 608 approved certification, Certified Dietary Manager, American Medical Technologist Examination, Registered Nurse (National Council Licensure Examination), Licensed Practical Nurse (Kansas State Board of Nursing Examination), Emergency Medical Technician – Intermediate National Registry Exam/Kansas Skills Examination, Certified Nurse Aid, Certified Medical Aid, and Home Health Aide. CCC chose the indicator to increase the number of students attaining recognized third-party credentials, as it will enable more students of all ages the opportunity to build careers with family-sustaining, middle-class incomes.

Result: CCC exceeded the baseline of 526 to 590 students in AY 2020, completing third-party credentials.

Indicator 4: Increase the number of credit hours awarded through Credits for Prior Learning

Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently, the institution accepts Credit for Prior Learning for Military, Fire Science, and Advanced Placement. We chose this indicator to improve the time to graduation rates for students who are seeking a degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from enrolling in post-secondary education and not completing the degree or certification requirements.

Result: The total number of credit hours awarded through credit for prior learning fell below the baseline. The AY 2020 report is the first time Coffeyville Community College (CCC) had not exceeded or met the baseline average in three years. The previous three years exceeded the baseline by the following: 34 (2017), 31 (2018) & 47 (2019).

Indicator 5: Increase the three-year completion rate of minority students graduating with an associate degree or certificate

Description: Data reported and published in the Federal Government Integrated Postsecondary Education Data System (IPEDS) report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine increases in minority student completion rates, we will compare the number of minority students enrolled full time to the number of minority students who graduate or earn a certificate in 3 years. Our college and community have a very diverse population. Therefore, it is critical we improve graduation rates so all students are afforded the same opportunities to acquire a transferable associate degree and/or a marketable skill and recognized credential.

Result: CCC saw an increase in the completion rates of minority students in AY2020 from a three-year baseline of 33.4% to 37.6%. By exceeding the baseline, the institution has surpassed the baseline for the third year in a row.

Indicator 6: Increase Success Rates of Students in Developmental Courses

Description: Data will be collected from the institutional database on students enrolled in developmental courses on the 20th day. Data will also be collected on students receiving a grade of C or better at course completion. The percentage of success will be determined by the number of students who successfully complete with a C or better compared to the number of students who complete a developmental course. Our institutional strategic plan emphasizes the importance of successful developmental education. As the number of students requiring remedial education has increased, the challenge to have all students prepared for college-level courses has become greater.

Result: Students required to enroll in developmental coursework continue to perform above the baseline of 70.8% to 76.4%in AY 2020. This is the fourth academic year that CCC has exceeded the baseline percentage.

Coffeyville Community College Performance Report AY 2019							AY 2019 FTE: 1,427	
Contact Person: Aron Potter		Phone and email: 620 251-7005, potter.aron@coffeyville.edu					Date: 6/15/2020	
Coffeyville Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percentage of first to second year retention rates for college ready students.	1	Fall 12 Cohort – 165/248 66.5% Fall 13 Cohort – 169/276 61.2% Fall 14 Cohort – 130/221 58.8% Baseline: 464/745 62.2%	55.6% (124/223)	↓	66.9% (162/242)	↑	54.2% (143/264)	↓
2 Increase the number of certificates and degrees awarded.	1	2013 – 499 2014 – 560 2015 – 524 Baseline: 527	499	↓	465	↓	463	↓
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526	892	↑	741	↑	751	↑
4 Increase the credit hours awarded through Credit for Prior Learning	1	2014 – 56 2015 – 17 2016 - 16 Baseline: 29	34	↑	31	↑	47	↑
5 Increase the three-year completion rate of minority students graduating with an Associate degree or certificate.	1	2010 53/185 28.6% 2011 78/245 31.8% 2012 81/204 39.7% Baseline: 212/634 33.4%	31.4% (82/261)	↓	42.6% (84/197)	↑	34.9% (83/238)	↑
6 Increase Success Rates of Students in Developmental Courses	1	2013 – 212/316 67.1% 2014 – 200/273 73.3% 2015 – 222/309 71.8% Baseline: 634/898 70.6%	76.8% (262/341)	↑	77.5% (296/382)	↑	75.3% (299/397)	↑

Funding Tier Request for AY 2020 Performance Report

Institution Name: Coffeyville Community College (CCC)

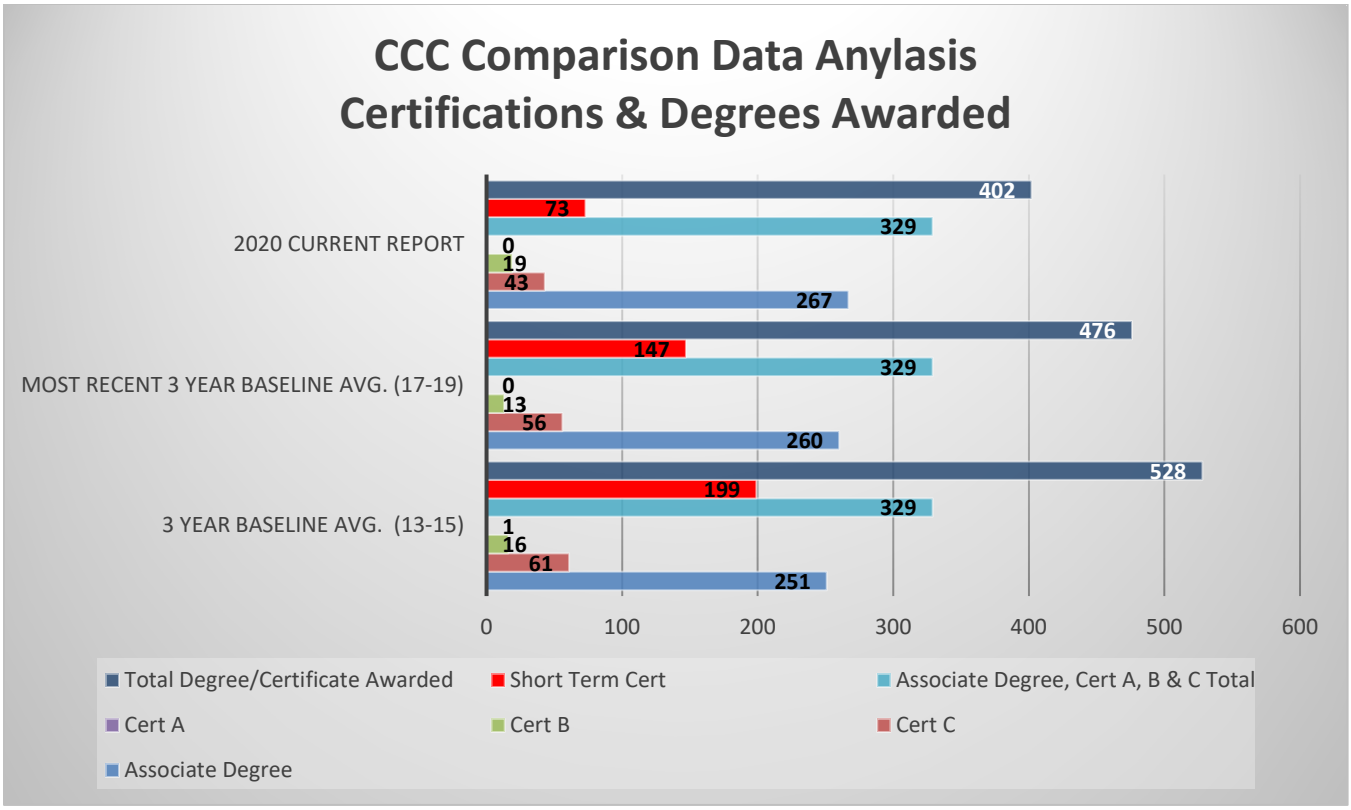
Date: August 26, 2021

Indicator number and title: 2 - Increase the number of certificates and degrees awarded

Identify whether pandemic or alternative evaluation criterion being used: Pandemic

Justification/evidence:
Coffeyville Community College utilized the KBOR Community College Data Book archive to provide a longitudinal evaluation of the academic years (AY) from 2013 until 2020 regarding indicator number 2: Increase the number of certificates and degrees awarded.
Specific data markers that affected the number of certifications and degrees awarded during the AY 2020 year:

- Spring of 2020, Covid shut the campus down in March.
- Technical programs were stalled. Students were unable to complete hands-on learning to completethe academic competencies and earn short-term certifications.
- Students in the medical field were not allowed in clinical facilities to complete their hands-on learning competencies, which impacted the completion of certifications.
- Professional medical staff needing re-certifications were not able to enroll and complete.
- The Spring of 2020 saw 32 full-time students completely withdrew from the institution; three (3) were potential graduates.
- In 2020, the institution had the lowest FTE of the last four (4) years.
- In the data chart below, CCC maintained the baseline regarding degrees and certificates awarded with Associate, Certifications A, B, & C
    - Current Performance Baseline (AY 2013 – 2015) – 329 awarded
    - A most recent three-year rolling average (AY 2017 – 19) – 329 awarded
    - AY 2020 – 329 awarded
- The population that affected the data indicator was the short-term certificates. These certificates are earned mainly by the medical students at CCC. If you review the data line in red (short-term certifications) below, it shows that the institution only awarded 73 short-term certificates.



Data source (KBOR – CC Data Book) CCC's Institutional Profile 2013 – 2021

Highland Community College Performance Report AY 2020					**AY 2020 FTE: 1,699** **Date: 7/29/2021**	
Contact Person: Erin Shaw (Sharon Kibbe after July 1) Phone: 785-442-6012 email: eshaw@highlandcc.edu skibbe@highlandcc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 *KBOR data*	AY 2013: 653 AY 2014: 650 AY 2015: 613 **Baseline: 639**	609	↓		
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion	2 *KBOR data*	AY 2012: 325/554 = 58.7% AY 2013: 334/601 = 55.6% AY 2014: 365/616 = 59.3% **Baseline: 1,024/1,771 = 57.8%**	383/683 = 56.1%	↓		
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014: 42 AY 2015: 34 AY 2016: 38 **Baseline: 38**	5	↓		
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014: 93/149 = 62.4% AY 2015: 95/156 = 60.9% AY 2016: 94/151 = 62.3% **Baseline: 282/456 = 61.8%**	63.3% (62/98)	↑		
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013: 18/20 = 90.0% AY 2014: 20/20 = 100.0% AY 2015: 14/20 = 70.0% **Baseline: 52/60 = 86.7%**	75% (18/24)	↓		
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Shared Performance Expectation "Act Responsibly" in the last semester of their programs.	2	AY 2014: 65 AY 2015: 75 AY 2016: 86 **Baseline: 75**	79	↑		

Highland Community College Performance Report AY 2020

Indicator 1: Increase the number of degrees and certificates awarded

Description: Highland Community College (HCC) will continue strengthening academic advising as well as academic success and retention efforts. In addition to the strategies implemented to increase Associate of Arts (AA) and Associate of Science degrees (AS), including the reverse transfer initiative, Highland will encourage technical students to complete the Associate of Applied Science (AAS) pathway which combines required technical program courses with general education courses aligned with workplace skills. Indicator 1 measures total number of degrees and certificates awarded per academic year.

Result: 609 degrees and certificates were awarded during AY 2020, 30 awarded degrees/certificates below the baseline. Further, we awarded 29 fewer Associate Degrees and 84 fewer Short-Term Certificates than the prior year (though certificates increased by 27 compared to the last year). The decreases in Associate Degrees and Short-Term Certificates were both impacted by the COVID-19 pandemic. We tried our best to maintain academic continuity during the second half of Spring 2020. However, all of our Highland campus students were sent home in mid-March and there were students who ceased all communication with instructors and advisors. Our instruction was shifted to remote delivery for the rest of the semester with the exception of a couple weeks of hands-on technical instruction for select programs in mid-May. At the same time, our Short-Term Certificates were drastically affected. We had to cancel 7 sections of Certified Nurse Aide (CNA) and one section of Certified Medication Aide (CMA) scheduled from mid-March through the end of May due to the loss of our clinical sites. We also had 33 students whose CNA, CMA, or Emergency Medical Technology (EMT) tests were impacted by COVID.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion

Description: Highland Community College will continue to cultivate strong business and industry partnerships to connect our graduates with Kansas employers. Highland will also continue the small but steady growth in program completers due to the incentive funding provided by Excel in CTE and the opening of our Western Center in Baileyville. Indicator 2 measures the percentage of program completers who are employed in Kansas in a related occupation one year after graduation.

Result: 56.1% (383/683) of HCC graduates were employed or transferred in Kansas one year after completion. This number increased over last year and was only a little below the baseline of 57.8%. While HCC has increased the number of Kansans attending the Highland campus, there are still many out of state students who return home or transfer out of state after graduation. Our Athletics Department has been more focused on recruiting Kansas athletes so we expect this percentage to go up as we grow our enrollment of in-state students. Due to HCC's service area touching both the Missouri and Nebraska state lines, we will continue to lose some graduates to jobs and universities across the border. We hope the addition of Early Childhood (ECH) as a daytime program at our Technical Center in Atchison and our Western Center in Baileyville will also prepare more Kansans to go straight to work in this field.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR)

Description: By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Tech Center staff at the Atchison Technical Center will inform students about the value of obtaining this documentation and encourage them to take the Kansas Certificate of Work Readiness (KCWR). Indicator 3 measures the number of technical program students at the Atchison Technical Center earning the Kansas Certificate of Work Readiness (KCWR).

Result: Five students earned a Kansas Certificate of Work Readiness (KCWR), which is significantly below our baseline of 38 and even worse when compared with the 93 students who earned the KCWR in AY19. This indicator's decline was entirely due to COVID-19 complications. Each year, the Atchison Technical Center staff tests all of the graduates after Spring Break. In Spring 2020, students left for Spring Break and halfway through that week higher education in Kansas changed immensely. Spring Break was extended by an additional week to give instructors an extra week to adapt their classes to a virtual format. All of our

locations were closed, our high schools were closed, and our staff were working remotely. The only students who completed the necessary tests had taken their tests prior to Spring Break because they were preparing to do On the Job Training (OJT) after Spring Break. Please note, we were able to test students as usual in Spring 2021 and consider this to be a one-time COVID-related drop.

Indicator 4: Increase the percentage of students passing Fundamentals of Math

Description: Fundamentals of Math is a foundation course for students at Highland Community College with very low skill level in Math. Developmental math faculty have adopted a continuous improvement strategy in addressing the needs of these students. Instructors will continue to implement computer-based learning systems, active learning techniques, and other hybrid learning strategies suggested by National Association of Developmental Education (NADE). Indicator 4 measures the percentage of students who earn a grade of "CR" for passing MAT 090 on their first attempt.

Result: 63.3% (62/98) of students passed Fundamentals of Mathematics on their first attempt in AY2020. This number does not include the 5 students who withdrew/were withdrawn from the course and thus earned no grade. Students on repeated attempts of the course were also not included. Our full-time Math faculty member is still serving as the Math Specialist for our Student Support Services Program and we believe strong tutoring participation contributed to student success in this class.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers

Description: This indicator addresses an area of critical need for the Kansas economy. Note: The Kansas State Board of Nursing (KSBN) requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain in the 90% range each year; however, the HCC nursing program has adopted this goal. In response to a lower first-time pass-rate in 2015, nursing faculty now require all students to take and pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN) Practice Test prior to registering for the credential examination. Indicator 5 measures the percentage of the Licensed Practical Nurse to Registered Nurse (LPN-RN) Bridge Program cohort who pass the National Council Licensure Exam (NCLEX) on their first attempt.

Result: For AY2020, we improved our first attempt pass rate to 75% when compared to the prior year. However, we are still down from our baseline of 86.7%. Of the six students who failed the test the first time, all of them passed on the second attempt. Due to this low pass rate, we will continue to be monitored by the Kansas State Board of Nursing (KSBN) and our accreditor, Accreditation Commission for Education in Nursing (ACEN). The COVID pandemic contributed to changes in the program presentation due to the school shut down order, including the students' inability to use all practice exams due to proctoring limitations, interruptions to Virtual Review, and testing delays. Insufficient adjunct onboarding, misalignment of teaching styles to one of these tester's learning styles, and a Learning Management Systems change mid-program were also cited as contributing factors to the failing test scores of those students.

Indicator 6: Increase the number of Tech Center students obtaining a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs

Description: This is an institution-specific quality measure, relating to employment readiness. Responsible workplace behavior, a desirable soft-skill trait, will be assessed by instructors using a rubric with research-based competencies related to workplace success. Instructors will assess program completers on regular attendance, time on task, effective teamwork, and use and care of instructional equipment. Indicator 6 measures the number of Atchison Technical Center students who earn a "3" or higher on all rubric items in the last semester of their program.

Result: As part of our accountability programming, we asked faculty to assess all of their students in the fall semester using this rubric. This helped faculty identify any areas of concern. Based on this data, faculty were able to add more lessons related to responsible workplace behavior as needed. In the spring semester, only the Atchison Technical Center graduates in the last semester of their programs were assessed; 79 students earned a 3 or higher on all rubric items.

Highland Community College Performance Report AY 2019							**AY 2019 FTE: 1,916**	
Contact Person: Erin Shaw		**Phone and email: 785-442-6012; eshaw@highlandcc.edu**					**Date: 7/1/2020**	
Highland Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of HCC degrees and/or certificates awarded.	1	*AY 2013 653 AY 2014 650 AY 2015 613 *Baseline: 639	576	↓	686	↑	695	↑
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% *AY 2014 365/616 59.3% *Baseline: 1,024/1,771 57.8%	61.5% (397/646)	↑	59.3% (337/568)	↑	53.9% (367/681)	↓
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014 42 AY 2015 34 AY 2016 38 Baseline: 38	64	↑	78	↑	93	↑
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014 93/149 62.4% AY 2015 95/156 60.9% AY 2016 94/151 62.3% Baseline: 282/456 61.8%	62.7% (101/161)	↑	55.8% (92/165)	↓	64.3% (99/154)	↑
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100% (19/19)	↑	100% (20/20)	↑	66.7% (14/21)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Specific Performance Expectation, "Act Responsibly", upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75	66	↓	67	↓	61	↓
*Updated 7/16/2018								

Funding Tier Request for AY 2020 Performance Report

Institution Name: Highland Community College

Date: 9/3/2021

Indicator number and title: Indicator 1: Increase the number of degrees and certificates awarded

Identify whether pandemic or alternative evaluation criterion from section C being used: COVID-19 pandemic

Justification/evidence: 609 degrees and certificates were awarded during AY 2020, 30 awarded degrees/certificates below the baseline. Further, we awarded 29 fewer Associate Degrees and 84 fewer Short-Term Certificates than the prior year (though certificates increased by 27 compared to the last year). The decreases in Associate Degrees and Short-Term Certificates were both impacted by the COVID-19 pandemic. We tried our best to maintain academic continuity during the second half of Spring 2020. However, all of our Highland campus students were sent home in mid-March and there were students who ceased all communication with instructors and advisors. Our instruction was shifted to remote delivery for the rest of the semester with the exception of a couple weeks of hands-on technical instruction for select programs in mid-May. At the same time, our Short-Term Certificates were drastically affected. We had to cancel 7 sections of Certified Nurse Aide (CNA) and one section of Certified Medication Aide (CMA) scheduled from mid-March through the end of May due to the loss of our clinical sites. We also had 33 students whose CNA, CMA, or Emergency Medical Technology (EMT) tests were impacted by COVID. Though still below the baseline, we saw an increase in degrees and certificates awarded in the subsequent year.

Second Indicator number and title: Indicator 3: Increase in the number of tech students earning a Kansas Certificate of Work Readiness (KCWR)

Identify whether pandemic or alternative evaluation criterion from section C being used: COVID-19 pandemic

Justification/evidence: The number of students who earned the KCWR in AY 2020 was five (5) which is significantly below the institution's baseline of 38. The previous year, AY 2019, 93 students earned the Kansas Certificate of Workforce Readiness at Highland Community College. This significant decrease year-over-year is directly related to the COVID-19 pandemic. Each year, the Atchison Technical Center staff tests all of the graduates after Spring Break. In Spring 2020, students left for Spring Break and halfway through that week higher education in Kansas changed immensely. Spring Break was extended by an additional week to give instructors an extra week to adapt their classes to a virtual format. All of our locations were closed, our high schools were closed, and our staff were working remotely. The only students who completed the necessary tests had taken their tests prior to Spring Break because they were preparing to do On the Job Training (OJT) after Spring Break. Please note, we were able to test students as usual in Spring 2021 and consider this to be a one-time COVID-related drop.

Independence Community College Performance Report AY 2020					**AY 2020 FTE: 672** **Date: 7/20/2021**	
Contact Person: Taylor Crawshaw Phone: 620-332-5457 email: tcrawshaw@indycc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% **Baseline: 131/338 = 38.8%**	38/95 = 40.0%	↑		
2 Increase number of certificates and degrees awarded to ICC students	1 *KBOR data*	AY 2013: 314 AY 2014: 272 AY 2015: 214 **Baseline: 267**	166	↓		
3 Increase the retention rate of students who participate in our Student Support Services program	1	*AY 2010: 88/194 = 45.4% AY 2011: 100/189 = 52.9% AY 2012: 106/195 = 54.4% **Baseline: 294/578 = 50.9%**	96/150 = 64.0%	↑		
4 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% **Baseline: 347/678 = 51.2%**	33/95 = 34.7%	↓		
5 Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% **Baseline: 64/83 = 77.1%**	9/13 = 69.2%	↓		
6 Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% **Baseline: 1,099/1,615 = 68.0%**	1,221/1,736 = 70.3%	↑		
		*Labeling was corrected on baseline years 7/15/2021.				

Independence Community College Performance Report AY 2020

Indicator 1: Increase first to second year retention rates of college ready cohort

Description: Improving our Fall to Fall retention rate is key, as the baseline shows only 38.7% retention of ICC's college ready cohort. ICC's Director of Enrollment and Retention Management and our Academic Navigators work to improve this figure and encourage students not only to return but to graduate with a degree or certificate.

Result: At a retention rate of 40.0%, this indicator is up 1.2% from the baseline – an impressive increase considering the unprecedented global challenges students faced during the academic year.

Indicator 2: Increase number of certificates and degrees awarded to ICC students

Description: ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step. Focused training for current faculty and staff who advise in our new Student Information System (SIS) will help ICC increase our emphasis on the benefits of completing a program of study.

Result: With 166 degrees and certificates awarded, this indicator is down 101 degrees/certificates from the baseline. This decrease reflects the challenges students faced as courses were forced online during a final semester – Spring 2020.

Indicator 3: Increase the retention rate of students who participate in our Student Support Services (SSS) program

Description: The denominator is the total membership in SSS for that academic year. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2010—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).

Result: Retention rate of students who participate in our Student Support Services program was 64.0%, an increase from last year and significantly above the baseline indicator.

Indicator 4: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program

Description: The denominator is the total number of students in the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and technical education certificates and Associate of Applied Science (AAS) programs. The numerator is the number of students who are working in their related field, and/or continuing their education.

Result: ICC's baseline for this indicator is 51%. The indicator for AY20 is 34.7% indicating a decrease in the percentage of students employed in a related field within one year of successfully completing any program. ICC has implemented improved communication strategies with ICC Navigators and students including use of artificial intelligence powered texting to regularly communicate with graduates. In AY2020, COVID-19 also impacted general employment rates.

Indicator 5: Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course

Description: ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful.

	A	B	C	D	E	F	G
Fall of	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# of Column B students enrolled in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column D)
2013	75	57	24%	42	44%	33	79%
2014	40	17	57%	12	70%	9	75%
2015	33	26	21%	19	42%	16	84%
2016	28	15	46%	11	61%	8	73%
2017	12	12	0%	5	58%	4	80%
2018	32	25	74%	14	56%	13	93%
2019	29	19	66%	13	55%	9	69%

Result: This indicator shows a decrease from the baseline of 77% to 69.2% in completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. This decrease in indicative of the challenges faced by students during the COVID-19 pandemic and its disproportionate impact on students traditionally enrolled in developmental courses. Students in developmental tracks typically face external challenges at a higher rate than non-developmental students. While we anticipate these students were prepared for English Composition I academically, they could not be prepared for the financial and technological challenges they faced during the pandemic. As a result, a decrease in this indicator occurred.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses

Description: The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Result: The percentage of students successfully completing online courses was 70.3%. This is above the baseline indicator and continues a trend of overall success in this area.

`Independence Community College Performance Report AY 2019							AY 2019 FTE: 701	
Contact Person: Mark Allen		Phone and email: 620-332-5635; mallen@indycc.edu					Date: 7/20/2020	
Independence Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 42.2% (38/90) Fall 13 Cohort: 33.3% (50/150) Fall 14 Cohort: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑	37.9% (50/132)	↓	35.8% (39/109)	↓
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓	150	↓	232	↓
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009: 45% (88/194) 2010: 53% (100/189) 2011: 54% (106/195) Baseline: 51% (294/578)	84% (194/230)	↑	37% (72/196)	↓	40.2% (78/194)	↓
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)	47% (66/141)	↓	82% (45/55)	↑	61.4% (97/158)	↑
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)	73% (8/11)	↓	80% (4/5)	↑	92.9% (13/14)	↑
6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1,038) *F13/S14: 72.1% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)	66% (865/1303)	↓	72% 769/1067	↑	73.8% (967/1310)	↑
		*Updated 7/16/2018						

Funding Tier Request for AY 2020 Performance Report

Institution Name: Independence Community College

Date: 07/29/2021

Indicator number and title: Indicator #5 - Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course

Identify whether pandemic or alternative evaluation criterion from section C being used: Covid-19 Pandemic

Justification/evidence:
The decrease in this indicator is indicative of the challenges faced by students during the COVID-19 pandemic and its disproportionate impact on students traditionally enrolled in developmental courses. Students in developmental coursework are less academically prepared for college than their college ready peers. At ICC the academically "at-risk" population is determined by enrollment in developmental coursework, Pell qualification or no prior ACT or SAT scores on record prior to arrival on campus. The students who failed English Composition I after taking developmental English coursework were all academically at risk.

Independence Community College shifted to online learning on March 23, 2020. The students that failed English Composition I were enrolled in an on ground class that shifted to online due to the pandemic.

The four students who failed English Composition I after successfully completing the developmental pre-requisite all received federal student aid. In addition, two students received CARES Act Technology grants and CARES direct aid, while two students only received CARES direct aid. These grants did not go out until April, weeks after students were transitioned to the online environment.

One student stated "not being on campus slipped my grades." This student also stated, "I had to [get] a job during this time to help my mother pay for things at the house." Student also indicated "when we transitioned to online classes I didn't have access to [a] computer and was trying to keep up things on my phone." Another student stated, "home because of the coronavirus [and] lost focus on school" because the student "had things [he] had to do at home."

In a May 2020 Campus Survey regarding resource concerns students reported the following while answering, *"Which of these are a concern for you for the rest of the semester?"*

Computer/laptop access (20) - 12.4%
Internet access (25) - 15.5%
Income (40) - 24.8%
Job security (19) - 11.8%
Food (22) - 13.7%
Child/family care (4) - 2.5%
Health care (11) - 6.8%
Transportation (13) - 8.1%

Other (Please specify.) (7) - 4.4%

- Remembering about school work
- My grade
- Housing fee
- Library resource data base and my loans going through
- My grades
- Nothing
- Motivation

Students in developmental tracks typically face external challenges at a higher rate than non-developmental students. While we anticipate these students were prepared for English Composition I academically, they could not be prepared for the financial and technological challenges they faced during the pandemic. As a result, a decrease in this indicator occurred.

Kansas City Kansas Community College Performance Report AY 2020					**AY 2020 FTE: 3,587** **Date: 7/15/2021**	
Contact Person: Mr. Jerry Pope Phone: 913-288-7100 email: jpope@kckcc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the First to Second Year Retention Rate of First-time Full-time College Ready students	1 *KBOR data*	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% **Baseline: 482/936 = 51.5%**	246/407 = 60.4%	↑		
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 **Baseline: 1,270**	1,135	↓		
3 Increase the Percent of Students Employed or Transferred	2 *KBOR data*	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% **Baseline: 2,096/3,823 = 54.8%**	764/1,272 = 60.1%	↑		
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	1	AY 2013: 1,534/2,337 = 65.6% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% **Baseline: 4,379/6,539 = 67.0%**	896/1,370 = 65.4%	↓		
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 **Baseline: 1,348**	2,095	↑		
6 Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% **Baseline: 2,216/3,235 = 68.5%**	(191/291) = 65.6%	↓		

Kansas City Kansas Community College Performance Report AY 2020

Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students
Description*:* The First to Second Year Retention Rate measures the percentage of the college-ready cohort as reported by KHEDS, and is defined as the first-time, full-time, degree-seeking students who enrolled at KCKCC for two consecutive fall terms and tested into credit-bearing classes during the initial term of enrollment.

Result: This is an increase of almost 10% over the baseline from 51.5% to 60.4%. Strategies we have implemented recently include the utilization of a mobile booking application for students to meet with advisors; email campaigns to encourage students to get advised and registered for the next semester; extending options to enroll with an advisor by phone, email, or face-to-face; more consistent assignment of students to advisors; and increased activity for our veterans through Military and Veteran Students Services staff.

Indicator 2: Increase the Number of Certificates and Degrees Awarded
Description: The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs with fewer than 16 credit hours.

Result: This is a decline from the baseline of 1,270 to 1,135. Unfortunately, we have not been able to increase the number of certificates and degrees awarded. It should be noted that enrollment has steadily declined since reaching a post-recession high near the beginning of the baseline years. While the absolute number of certificates and degrees awarded has declined, the number of degrees awarded compared to FTE enrollment as a ratio has increased. For example, the average number of credentials for the baseline years was 1,270 and divided by the average FTE for those same years, 4,350, you get 29.2. The current year is 1,135 credentials for 3,587 FTEs, or 31.6. We are instituting more effective advising processes to help increase this number.

Indicator 3: Increase the Percentage of Students Employed or Transferred
Description*:* The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC.

Result: We are especially proud of this increase from 54.8% to 60.1%. Intentional items include the hiring of an admissions coordinator to conduct outreach in the local community and establish relationships with businesses to create possible internships/employment opportunities; more targeted career fairs such as the Boutique Hiring Fair where employers interview students at the campus; establishing a Transfer Club for students; improving the college's transfer website so it can be a primary resource for students; publicizing employment opportunities for students through email, TV display, and bulletin boards; college transfer fairs; and the Military and Veteran Student Services staff reaching out to transfer schools and connecting veterans to employers. It should also be noted that prior to April 2020, the unemployment rate in Wyandotte County was at 3.8%, so in general, there were numerous local job opportunities for KCKCC graduates.

Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses
Description: The denominator is the total number of class enrollments or number of grades in the non-developmental classes by the students who successfully completed in MATH0099, READ0092, and ENGL0099 with a grade of C or better. The numerator is the number of grades that are C or better in the non-

developmental courses enrolled by the students who completed developmental courses successfully. The non-developmental courses are MATH-0104, ENGL-0101, ENGL-0102, PSYC-0101, SPCH-0151, MATH-0105, SOSC-0107, BIOL-0141, PHIL-0206. These are the top nine most frequently taken courses by the students after completing developmental courses.

Result: We are disappointed this indicator has decreased from 67% to 65.4%. We have instituted multiple measures in both developmental math and reading/writing placement and have worked to create a corequisite model in developmental writing. This year, the college is pursuing a Title III Strengthening Institutions grant with some objectives around increasing this indicator. If awarded the grant, the college will hire a tutor coordinator to help recruit, manage, and train student tutors for developmental education support. We will also hire consultants from the Accelerated Learning Program from Baltimore County to help the college create a robust corequisite model that will work for KCKCC.

Indicator 5: Increase the Number of Hispanic Students Enrolled at KCKCC

Description: This indicator represents the total number of unduplicated Hispanic students enrolled in an academic year, including both first-time and returning students. It is related to the strategic goal in KBOR's Foresight 20/20, "Increasing Higher Education Attainment Among Kansans."

Result: We are very proud of this dramatic increase from 1,348 to 2,095 at the same time enrollment is declining overall. Intentional acts include the following; (1) providing a Spanish-Speaking college operation for all general questions via phone and chat; (2) each department in Enrollment Management has at least one fluent Spanish-speaking employee; (3) all recruiting and financial aid materials are being converted to Spanish; (4) partnering with the Hispanic Development Fund to host an advising and registration day for Bishop Ward High School, which has a high enrollment of Hispanic students; (5) bilingual staff in the Financial Aid Office assist Spanish-speaking students and parents; and (6) the Registrar's office assisting Hispanic students in completing HB 2145 forms to ensure they are receiving Kansas in-state tuition if qualified, and assisting students with obtaining their SSN or TIN number in the system for 1098T forms.

Indicator 6: Increase Fall to Spring Retention of Non-College Ready Students

Description: Non-college ready students are defined as those testing into one or more developmental classes, regardless of enrollment in said classes; retention is the re-enrollment of students from fall to the consecutive spring semester.

Result: We are disappointed this indicator has decreased from 68.5% to 65.6%. Action steps we have taken recently include the following; (1) more intentional advising; (2) increase and streamline the process surrounding and the effectiveness of our early alert system for students in academic jeopardy; (3) applying for a Title III grant as described above; (4) dedicating an employee in the Financial Aid office to work exclusively with monitoring and reaching out to students on financial aid warnings; (5) development of multiple measures to make sure students are appropriately placed in developmental education courses; and (6) the Registrar's office working with students to correct issues that may cause delay in enrollment such as updating a student's full legal name, correcting date of birth, and requesting high school transcripts.

Kansas City Kansas Community College Performance Report AY 2019							AY 2019 FTE: 3,659	
Contact Person: Jerry Pope		Phone and email: 913-288-7100; jpope@kckcc.edu					Date: 6/30/2020	
Kansas City Kansas Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the First to Second Year Retention Rate of First time Full time College Ready students	1	Fall 12 Cohort:47.1% (154/327) Fall 13 Cohort: 55.3% (167/302) Fall 14 Cohort: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑	62.1% (226/364)	↑	62.5% (227/363)	↑
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓	1,267	↓	1,288	↑
3 Increase the Percent of Students Employed or Transferred	2	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) *2014: 56.4% (677/1,201) *Baseline: 54.8% (2,096/3,823)	56.6% (697/1,232)	↑	56.5% (691/1,223)	↑	56.3% (706/1,253)	↑
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses		AY2013: 65.6% (1,534/2,337) AY2014: 66.7% (1,544/2,314) AY2015: 68.9% (1,301/1,888) Baseline: 66.9% (4,379/6,539)	68.9% (1,329/1,930)	↑	67.8% (2,010/2,963)	↑	65.4% (1,172/1,792)	↓
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑	1,806	↑	1,912	↑
6 Increase Fall to Spring Retention of Non-College Ready Students		AY2013: 68.1% (833/1,223) AY2014: 68.2% (717/1,052) AY2015: 69.4% (666/960) Baseline: 68.5% (2,216/3,235)	69.1% (808/1,170)	↑	66.6% (745/1,119)	↓	64.9% (716/1,104)	↓

*Updated 4/20/2018

Funding Tier Request for AY 2020 Performance Report

Institution Name: Kansas City Kansas Community College

Date: September 17, 2021

Indicator number and title: Indicator 2 – Increase the Number of Certificates and Degrees Awarded

Identify whether pandemic or alternative evaluation criterion from section C being used: This indicator was most negatively impacted by the pandemic.

Justification/evidence: As stated in the narrative for the Performance Report AY 2020, the number of degrees and certificates awarded as a ratio of FTE enrollment has increased this year as compared to the average of the last three years. Specifically, the ratio of FTE to degrees in AY 2020 is 31.6 (1,135/3,587) versus an average of 29.2 for the baseline years (1,270/4,350). We believe this shows an improvement in the percentage of students who completed during a period of continued declining enrollment.

When examining the data further, we noted a few other facts that we believe are specifically related to the pandemic and may help explain the decrease in degrees and certificates awarded. The decline from AY 2019 to AY 2020 was 153 graduates (1,288 – 1,135). Most of this decline (125 graduates) can be traced to just a few programs, mostly in Health Professions: EMT with twelve fewer, Nursing Aid with twenty-four fewer, RN with thirty-one fewer, Physical Therapist Assistant (PTA) with ten fewer, and AS in Liberal Arts and Sciences with forty-eight fewer.

The Nursing Aid Certificate of Completion represents many high school students, and because of the closure of high schools in our service area during Spring 2020 due to the pandemic, there were significantly fewer graduates. Additionally, again due to the pandemic, many students in the health care professions in general were unable to complete their clinicals until the summer of 2020 and thus may not have been captured in AY20 graduation numbers.

While not strictly due to the pandemic, there are other reasons beyond the typical that may help account for the decline in graduates in these areas. For example, the RN program went through a complete program and curriculum redesign and decreased the enrollment cap from approximately seventy to forty-eight per year. Academic Year 20 also did not have one cohort of articulation students (twelve students in the Nursing/LPN/Paramedic/RRT to RN Bridge Program) due to the curriculum transition. Additionally, Academic Year 20 had eight students who did not complete the program from the initial cohort of thirty-six.
The decline in AS in Liberal Arts and Sciences is quite dramatic and unexpected. However, we believe a part of the reason may be the difficulty students had in completing lab science courses in Spring 2020. There were many Incompletes given in Spring 2020, and while we do not have the exact number that were awarded during the semester because many of them have since been changed, we were able to ascertain that as of mid-Spring 2021, there were still 179 students who had Incompletes from Spring 2020. We worked diligently to contact these students but were not always successful.

We believe that the pandemic is the primary reason for the decline in certificates and degrees awarded. An overall decline in enrollment combined with school closures, clinical closures, and many Incomplete grades were significant factors which impacted this metric.

Pratt Community College Performance Report AY 2020					**AY 2020 FTE: 867** **Date: 6/22/2021**	
Contact Person: Monette DePew Phone: 620-450-2175 email: monetted@prattcc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1. Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	1 *KBOR data*	Fall 2010 Cohort: 112/291 = 38.5% Fall 2011 Cohort: 89/243 = 36.6% Fall 2012 Cohort: 60/231 = 26.0% **Baseline: 261/765 = 34.1%**	110/287 = 38.3%	↑		
2. Increase percentage of students employed or transferred	2 *KBOR data*	AY 2012 Cohort: 321/481 = 66.7% AY 2013 Cohort: 288/528 = 54.5% AY 2014 Cohort: 263/436 = 60.3% **Baseline: 872/1,445 = 60.3%**	192/313 = 61.3%	↑		
3. Increase the wages of students hired	2 *KBOR data*	AY 2012: $32,087 AY 2013: $31,281 AY 2014: $34,131 **Baseline: $32,500**	$31,719	↓		
4. Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)	1	Fall 2012 Cohort: 106/141 = 75.2% Fall 2013 Cohort: 110/139 = 79.1% Fall 2014 Cohort: 142/181 = 78.5% **Baseline:358/461 = 77.7%**	93/115 80.9%	↑		
5. Increase completer success rate in developmental math, reading, and writing courses	1	Fall 2016: 223/286 = 78.0% Fall 2017: 213/257 = 82.9% Fall 2018: 160/214 = 74.8% **Baseline: 596/757 = 78.7%**	118/182 64.8%	↓		
6. Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a “C” or better	1	AY 2017: 46/56 = 82.1% AY 2018: 45/58 = 77.6% AY 2019: 47/59 = 79.7% **Baseline: 138/173 = 79.8%**	23/46 50.0%	↓		

Pratt Community College Performance Report AY 2020

Indicator 1: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort
Description: The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree.

Result: Pratt Community College (PCC) experienced an increase in the three-year graduation rate for first time, full-time degree seeking cohort. This increase was impacted by a higher number of our student athletes and liberal arts majors graduating. Additionally, some of the measures outlined below in Indicator 2 very likely contributed to the increase in the three-year graduation rate.

Indicator 2: Increase percentage of students employed or transferred
Description: Using data provided by KBOR, this represents the percent of PCC students employed in Kansas or transferred to another Kansas public system institution within one year of completion from PCC.

Result: Pratt Community College experienced gains in both those who seek employment and those who seek transfer to university programs. The gains made in employment and transfer are indicative of a college-wide effort to sustain more effective communication with our students, faculty, university and employer contacts, student success team, faculty, and staff advisors.

Indicator 3: Increase the wages of students hired
Description: These data are provided by KBOR. The wage of students includes the number of graduates who remain in Kansas to work. Their average wage is calculated using annualized fourth quarter wages of the calendar year.

Result: Overall wages decreased slightly compared to the baseline; however, this decrease is not significant and has little impact on the student's ability to earn a living wage. This slight reduction in real wages may be due in part to students accepting employment outside the state of Kansas. Also impacting this decrease is that baseline data covers AY2012- AY2014 while our currently reported data is AY2019. During AY2012-AY2014, Pratt Community College nursing enrollment averaged 140 Associate in Science Degree, Nursing (ADN) graduates. PCC graduated 24 ADN graduates in AY2019. This large volume decrease of graduates in a high wage program contributed to the overall wage decrease. That said, Electrical Power Technology graduates have increased some during the same time frame, which has likely helped stabilize the average.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)
Description: These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term. Pratt CC emphasizes student academic support through our Student Success Center. Instructional support is made available to students in developmental courses, and it is Pratt CC's intent to increase the retention rate of students who are enrolled in developmental courses during their fall semester.

Result: Overall fall to spring retention rates for students enrolled in developmental course work showed a modest increase. Transfer students comprise the majority of this cohort. Liberal Arts majors posted a higher retention rate than the prior year, which contributed to an increase. PCC has made a concentrated

effort to provide students with various instructor and class time options in order to meet student scheduling needs. In addition, some developmental classes offer a concentrated, short-term option. We believe in some situations, that a shorter, more intense course option will build instructor/student rapport more quickly and will help students move through developmental courses more quickly while still gaining the skills and knowledge necessary for success in college-level courses. This option will be reviewed annually to determine its level of success and to determine if this approach should be expanded.

Indicator 5: Increase developmental course completer success rates

Description: These data are self-reported. Completer success rate for developmental courses (English, Math, and Reading) is defined as the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, or F). The completer success rate is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Result: Pratt Community College has experienced a decrease in the success rate of students enrolled in developmental reading, writing, and math. The decreases in success for math have been more substantial with on campus Beginning Algebra being the main factor driving the data. In spite of the various formats of developmental education courses mentioned in Indicator 4, increasing student success in developmental classes, especially math, remains a challenge. Professional development opportunities for developmental instructors are being identified in order to build additional teaching strategies. Mentoring of instructors new to teaching developmental education is being intensified. Faculty will also be asked to be more intrusive in advising students to utilize the tutoring center, academic and/or personal counselors, financial aid, and other services for assistance. Students sometimes lose their academic focus due to situations outside of the classroom. One goal to increase student success is to decrease student stressors and distractions whenever possible.

Indicator 6: Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better

Description:

These data are self-reported. The data represent Pratt campus students who successfully complete both ENG 176 and ENG 177 in one academic year. That number is divided by the number of students attempting both courses within that same time frame. Success is measured by a grade of A, B, or C.

Result: In AY2020, of the students who completed both Composition I and Composition II in one academic year, 24% earned a D or an F in Composition II as compared to only 8% in AY2019. Given that AY2020 ended with a transition to pandemic protocols and an abrupt end to face-to- face learning and after discussion with instructors, it is believed that the transition to a virtual learning format contributed to the indicator's downward movement. At the time of the transition, most Composition II instructors had not yet discussed or assigned the research component of the course. Typically, even when face-to-face, many students find the research assignment more challenging than the other assignments. In AY2020, students in the virtual learning environment found the research assignment an even larger challenge in spite of instructors' efforts to be available outside of class time (Zoom, Teams, email attempts, etc.) for additional assistance.

Pratt Community College Performance Report AY 2019							**AY 2019 FTE: 895**	
Contact Person: Monette DePew		**Phone and email: monetted@prattcc.edu**					**Date: 7/24/2020**	
Pratt Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.)	1	Fall 12 Cohort: 62/102 = 60.8% Fall 13 Cohort: 109/173 = 63.0% Fall 14 Cohort: 68/125 = 54.4% Baseline: 239/400 = 59.7%	55.0% (83/151)	↓	50.7% (70/138)	↓	65.4% (89/136)	↑
2 Increase third year Student Success Index	1	AY 2010 Cohort: 286/451 = 63.4% AY 2011 Cohort: 469/684 = 68.6% AY 2012 Cohort: 446/657 = 67.9% Baseline: 1,201/1,792 = 67.0%	65.3% (395/605)**	↓	63.3% (353/558)	↓	59.9% (257/429)	
***3** Increase number of certificates and degrees awarded.	2	AY 2013: 637 AY 2014: 474 AY 2015: 483 Baseline: 531	305	↓	379	↓	331	↓
4 Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	1	*Fall 2012: 106/141 75.2% Fall 2013: 110/139 79.1% Fall 2014: 142/181 78.5% Baseline: 357/461 77.4%	78.3% (141/180)	↑	79.1% (121/153)	↑	79.5% (101/127)	↑
5 Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	1	Fall 2010: 191/299 63.9% Fall 2011: 147/243 60.5% Fall 2012: 159/230 69.1% Baseline: 497/772 64.4%	60% (181/302)	↓	60.7% (167/275)	↓	65.7% (205/312)	↑
6 Increase success of developmental students in corresponding college-level class.	2	Fall 2012: 44/56 78.6% Fall 2013: 36/61 59.0% *Fall 2014: 50/62 80.6% Baseline: 130/179 72.6%	66.2% (47/71)	↓	64.2% (52/81)	↓	77.6% 45/58	↑
*Updated 7/20/2018			**Updated 9/26/2018					

Funding Tier Request for AY 2020 Performance Report

Institution Name: Pratt Community College

Date: August 18, 2021

Indicator number and title: Indicator 6: Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better

Identify whether pandemic or alternative evaluation criterion from section C being used:
The Pandemic impacted the ability for Pratt Community College to positively impact student achievement in Comp I and Comp II based on the evidence described below.

Justification/evidence:
In AY 2020, of the students who completed both Composition I and Composition II in one academic year, 24% earned a D or an F in Composition II as compared to only 8% in AY 2019. Additionally, AY 2020 also saw a 14% increase in the withdrawal rate, which, we believe occurred in part because of the transition to pandemic protocols and an abrupt end to face-to- face learning. Furthermore, after discussion with instructors, it is believed that the transition to a virtual learning format contributed to the indicator's downward movement. At the time of the transition, most Composition II instructors had not yet discussed or assigned the research component of the course. Typically, even when face-to-face, many students find the research assignment more challenging than the other assignments. In AY 2020, students in the virtual learning environment found the research assignment an even larger impediment to student learning and outcomes.

A deeper look into the data concurs with our initial finding that during the height of the pandemic, students were unable to make the transition successfully to the online learning format. Student overall performance fell decisively as noted in the difference in pass rates between AY 2018-2019 where Pratt Community College realized a pass rate of 80% as compared to a 50% pass rate in AY 2019-2020 exhibiting a marked drop in student success.

Seward County Community College Performance Report AY 2020					**AY 2020 FTE: 1,171** **Date: 8/2/2021**	
Contact Person: Luke Dowell Phone: 620-417-1012 email: joe.mccann@sccc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 450 AY 2014: 488 AY 2015: 484 **Baseline: 474**	519	↑		
2 Increase success rates of students in College Algebra	2	Fall 2013: 166/220 = 75.5% Fall 2014: 189/232 = 81.5% Fall 2015: 170/215 = 79.1% **Baseline: 525/667 = 78.7%**	177/252 = 70.2%	↓		
3 Increase the three-year graduation rate of the college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 75/149 = 50.3% Fall 2011 Cohort: 101/204 = 49.5% Fall 2012 Cohort: 97/196 = 49.5% **Baseline: 273/549 = 49.7%**	50/140 = 35.7%	↓		
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 2012 Cohort: 23/35 = 65.7% Fall 2013 Cohort: 24/36 = 66.7% Fall 2014 Cohort: 39/59 = 66.1% **Baseline: 86/130 = 66.2%**	28/43 = 65.1%	↓		
5 Increase the first to second year retention rate for college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 122/191 = 63.9% Fall 2013 Cohort: 102/159 = 64.2% Fall 2014 Cohort: 115/196 = 58.7% **Baseline: 339/546 = 62.1%**	104/171 = 60.8%	↓		
6 Increase the percentage of first-time, full-time students completing 24 credit hours in their first year	1	Fall 2012 Cohort: 144/360 = 40.0% Fall 2013 Cohort: 213/310 = 68.7% Fall 2014 Cohort: 238/349 = 68.2% **Baseline: 595/1,019 = 58.4%**	226/356 = 63.5%	↑		

Seward County Community College Performance Report AY 2020

Indicator 1: Increase the number of certificates and degrees awarded
Description: The data for this indicator is provided by the Kansas Higher Education Data System.

Result: AY2020 awarded 519 awards or 45 more awards than baseline, and 6 more than AY2019.

Indicator 2: Increase the success rate of students in College Algebra
Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. The denominator represents all students taking college algebra in the fall semester, while the numerator represents students successfully completing the course with a grade of A, B, or C.

Result: Fall 2019 College Algebra success was 70.2%, down 8.5 percentage points from baseline results. The college has had difficulty staffing the math tutoring center with qualified on campus math tutors. In addition, our online tutoring services, offered in our Learning Management System (LMS) courses, are underused. By fall 2021 we will have the tutoring center reopened, along with full-time staffing in the center. SCCC will also promote online tutoring services to increase use. In addition, qualified concurrent math instructors have declined due to credential requirements. High school concurrent students who take college algebra during high school hours (concurrently) attend five days a week, which provides more contact time than in a traditional college algebra course. As many high school students now take courses at the college in a traditional college setting (3 seat hours per week for a semester), we have witnessed a steady decline in high school student success, with only some minor anomalies that impact year-to-year results. SCCC is working to improve the corequisite "PLUS" course, which is offered to students who place one level below college algebra. This corequisite course provides additional learning resources to assist students in successful completion of college algebra and provides additional seat time that clearly benefits students.

Indicator 3: Increase the three-year graduation rate of the college ready cohort
Description: The data for this indicator is provided by the Kansas Higher Education Data System.

1. All first-time, full-time degree or certificate seeking students entering the fall semester.
2. Full-time is defined as 12 or more credit hours for the fall semester.
3. College ready is defined as students not requiring any developmental education courses.

Result: Fall 2017, first-time, full-time degree or certificate seeking students who had no developmental courses had a graduation rate of 35.7%, which was 14 percentage points below the baseline, five students did not complete until after AY2020 reporting cutoff date. Several students were not awarded a degree though it appears they should have been awarded. Some students stopped out entirely, and no further contact occurred. Research indicates a need for SCCC to review declared majors for these cohorts at the student record level to better monitor retention and graduation. SCCC's Enrollment Management Committee will draft a plan doing so in fall 2021.

Indicator 4: Increase the success rate of developmental writing students in English Composition I
Description: This indicator uses data from SCCC's student information system (SIS Banner). It allows us to compare success rates between developmental students in our new pilot program (English Composition I PLUS), other developmental students, and college ready students. This indicator focuses on student success in their first college level writing course after or DURING completion of a developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year of successfully completing developmental writing. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

Result: English Comp I success rates for fall 2019 new freshmen was 65.1%, a decline of 1 percentage point below baseline. The largest impact on performance for AY2020 was due to higher-than-normal English Comp I withdraw rates in spring 2020. These withdraws were due to COVID-19. SCCC offers a prerequisite developmental level for English Comp I, and since fall 2018, a corequisite developmental course. The baseline was not met due to prerequisite developmental students who dropped English Comp I in spring 2020. Students who took the corequisite course with English Comp I in spring 2020 did not withdraw at all.

Indicator 5: Increase the first to second year retention rate for college ready cohort

Description: This indicator uses retention data from KHEDS and focuses on the first year to second year retention rate of the college ready cohort of students. The denominator represents all degree or certificate seeking students not requiring developmental education for the program of enrollment (e.g. students enrolled in Welding Technology certificate program) or placing into college-level courses (e.g. transfer track student). The numerator indicates students retained from fall to fall.

Result: First to second year retention rates for college ready students declined by 1.3 percentage points from the baseline. The data reflects students who enrolled in fall 2018 as first-time, full-time college ready students, and completed or returned in fall 2019. Seward's Retention Committee discovered our declines in fall-to-fall retention rates were due primarily to two issues: financial concerns and communication. Over the last two years, Seward has improved some financial aid inefficiencies and expanded our communication strategies to address these two concerns. SCCC enrollment management's student pathways enhancements include: a web page for student exploration of majors and career; TRIO, student success, and admissions staff training on majors and careers; and facilitation of Industrial Technology student self-enrollment and student tracking of their progress on their individual pathway to program completion. Some activities are in various pilot stages, while others were fully implemented in fall 2020.

Indicator 6: Increase the percentage of first-time, full-time students completing 24 credit hours in their first year of college

Description: This indicator focuses on increasing the percentage of full-time entering freshman completing 24 or more credit hours in their first year of college. The data used to calculate this indicator are provided by KHEDS.

1) All first-time, full-time degree or certificate seeking students entering in the fall semester.
2) Full-time is defined as 12 or more credit hours for the fall semester.
3) Credit hour accumulation in first year is the number of full-time students who earned 24 credit hours in the fall, spring, and summer terms combined.
4) The indicator is calculated by taking the total from (3) and dividing by the total from (1).

Result: Percentage of Fall 2019 full-time students completing 24 credit hours in their first year increased 5.1 percentage points over baseline. English composition, reading intensive course, and math placement have been enhanced for the '20-'21 enrolment cycle by establishing high school course grade standards in addition to Accuplacer and ACT placement standards. This is meant to start students off in courses that decrease their time to certificate or degree completion by increasing completion of program and general education courses that count towards goal completion.

Seward County Community College Performance Report AY 2019							AY 2019 FTE: 1,175
Contact Person: Luke Dowell		Phone and email: 620-417-1014; luke.dowell@sccc.edu					Date: 8/18/2020
Seward County Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474	527	↑	566	↑	513	↑
2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra	2	Fall 13 – 166/220 (75.5%) *Fall 14 – 189/232 (81.5%) Fall 15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓	74.5% (172/231)	↓	72.1% (189/262)	↓
3 Increase three-year graduation rates of college ready cohort	1	*Fall 10 Cohort – 75/149 (50.3%) Fall 11 Cohort – 101/204 (49.5%) Fall 12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓	47.8% (88/184)	↓	48.5% (97/200)	↓
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 12 Cohort – 23/35 (65.7%) Fall 13 Cohort – 24/36 (66.7%) Fall 14 Cohort – 39/59 (66.1%) **Baseline: 86/130 (66.2%)	59.2% 32/54	↓	66.1% (39/59)	↔	73.7% (42/57)	↑
5 Increase the first to second year retention rate for college ready cohort	1	*Fall 12 Cohort: 122/191 (63.9%) Fall 13 Cohort: 102/159 (64%) Fall 14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓	60.3% (82/136)	↓	65.1% (99/152)	↑
6 Increase the % of full-time students completing 24 credit hours in their first year	1	Fall 12 Cohort – 144/360 (40%) Fall 13 Cohort – 213/310 (69%) Fall 14 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑	73% (219/301)	↑	70.7% (200/283)	↑
*Updated 7/18/2018		**Updated 10/16/2019						

Funding Tier Request for AY 2020 Performance Report

Institution Name: Seward County Community College

Date: 9/9/2021

Indicator number and title: #4 - Increase the success rate of developmental writing students in English Composition I

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic; Any extenuating circumstances beyond the control of the institution.

Justification/evidence: In Spring 2020 the pandemic required Seward to move to remote learning when the campus shut down in March. Withdraw rates across campus increased from a three-year spring semester average of 7% to a rate of 14% for spring 2020.

ALL UG Grades Awarded: 4-Year Spring Trend				
Spring Terms	**Data**	**Successful**	**Unsuccessful**	**Withdraw**
Spring 2017	HC	4451	573	357
	% of Term	82.72%	10.65%	6.63%
Spring 2018	HC	4194	363	390
	% of Term	84.78%	7.34%	7.88%
Spring 2019	HC	4053	485	321
	% of Term	83.41%	9.98%	6.61%
Spring 2020	HC	3559	480	**656**
	% of Term	75.80%	10.22%	**13.97%**

Of all students who took English Comp I in AY2020, withdraw rates were much higher – 26.2%.

COMP I Success for ALL Comp I Students: Fall 2019 through Spring 2020						
Comp I Terms	**Successful**	**Unsuccessful**	**Withdraw**	**Total**	**Success Rate**	**Withdraw Rate**
Fall of 2019	232	4	14	290	80.0%	4.8%
Spring of 2020	42	2	22	84	50.0%	**26.2%**
Grand Total	**274**	**64**	**36**	**374**	**73.3%**	**9.6%**

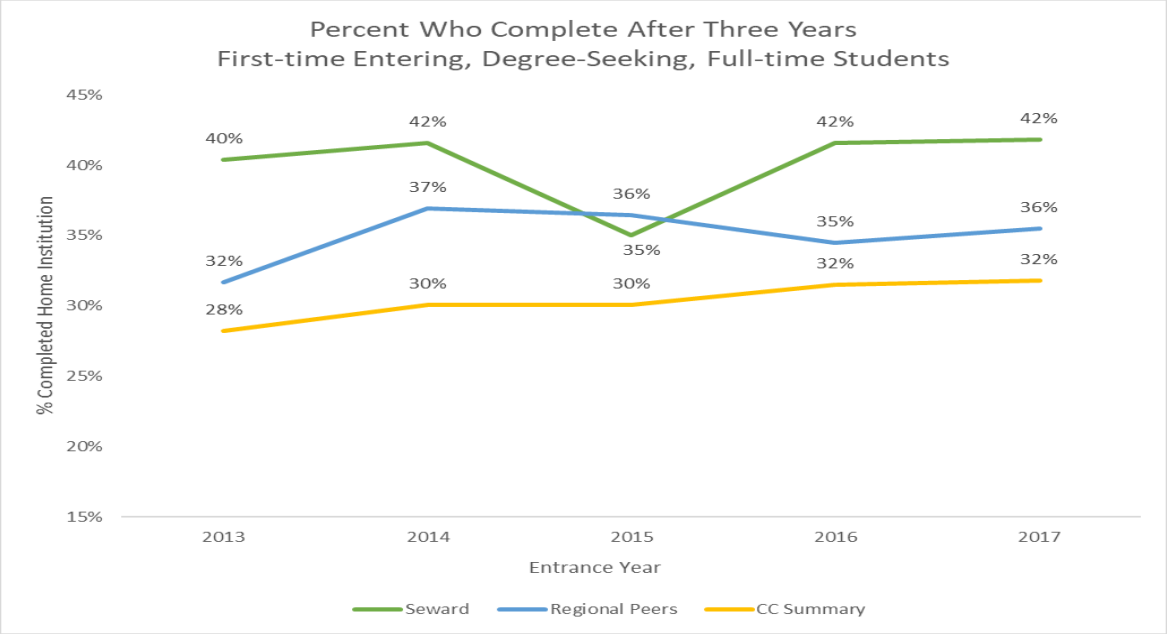
While developmental writing students withdrew from English Comp I at a lower rate than that of all Comp I students, they still withdrew at a much higher rate compared to the college overall. Also, developmental students who did not withdraw had a success rate of 65.1% compared to all Comp I students (73.3%). Both withdraws and higher rates of unsuccessful completers were enough to impact the success rate of the cohort.

COMP I Success for Performance Agreement Cohort: Fall 2019 through Spring 2020						
Term and Level	**Successful**	**Unsuccessful**	**Withdrew**	**Total**	**Success Rate**	**Withdraw Rate**
Prerequisite Dev	11	3	4	18	61.1%	22%
Corequisite PLUS	17	8		25	68.0%	
Grand Total	**28**	**11**	**4**	**43**	**65.1%**	**22%**

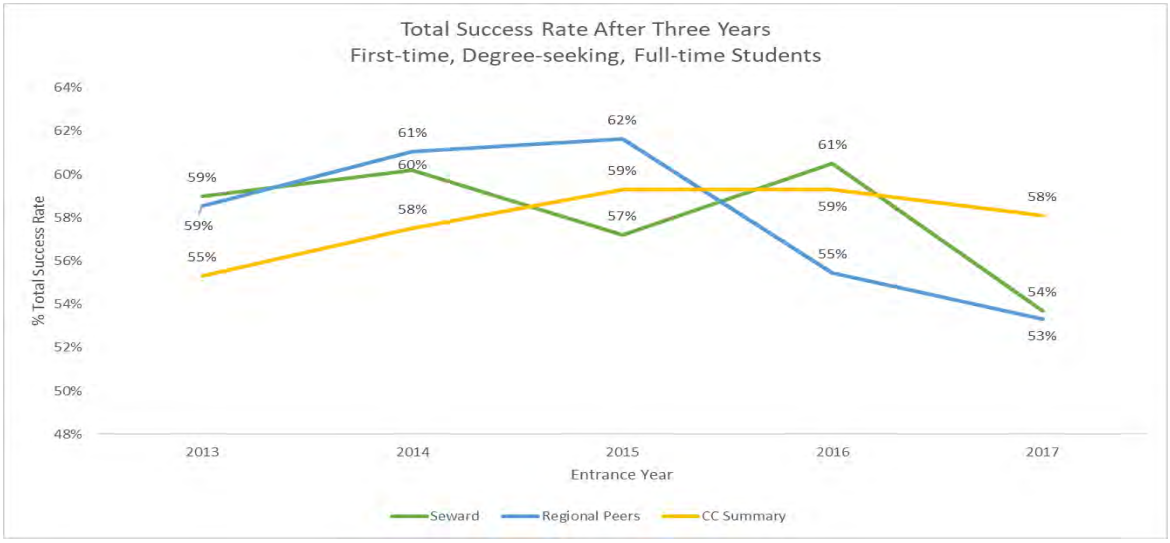
Second Indicator number and title: #3 - Increase three-year graduation rates of college ready cohort

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic; Ranking on the indicator based on a relevant peer group

Justification/evidence: In spring 2020 the pandemic required Seward to move to remote learning when the campus shut down in March. This action had a significant impact on student completion and success. As the graph below demonstrates, our college consistently performs at or above our regional peers as well as all Kansas community colleges, and students entering in fall 2017 were those anticipated to exit by spring 2020. The completion rate provided in the graph is not just the college ready cohort, but instead **a reflection of all three-year rates** over the last five years.



The second graph below suggests an impact from the pandemic in overall student success rates for Seward as well as our peers. Finally, as reflected in the table labeled **ALL UG Grades Awarded: 4-Year Spring Trend** on the previous page, there were a significant number of students who withdrew from college level courses during the spring 2020 term. Further, many who remained enrolled were not successful. Seward's 2020 spring withdraw rate doubled compared to prior spring semesters, and student success for those who remained enrolled dropped by 8% compared to spring 2019. Students' inability to finish the semester in their desired modality has made an impact on graduation rates.



Peers: Dodge, Garden, and Pratt Community Colleges
Sources: KHEDS Academic Year Collection KHE Stats Student Success Index, National Student Clearinghouse

Northwest Kansas Technical College Performance Report AY 2020					AY 2020 FTE: 639 Date: 7/12/2021	
Contact Person: Ben Schears Phone: 785-890-1501 email: ben.schears@nwktc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of the college-ready cohort	1 *KBOR data*	Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% **Baseline: 307/462 = 66.5%**	109/171 = 63.7%	↓		
2 Increase the number of students who achieve a third-party credential	2	AY 2013: 247 AY 2014: 416 AY 2015: 574 **Baseline: 412**	50	↓		
3 Increase the total number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 243 AY 2014: 274 AY 2015: 254 **Baseline: 257**	328	↑		
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	1	AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% **Baseline: 56/108 = 51.9%**	60/110 54.5%	↑		
5 Increase the number of students employed or transferred in their field of study within one year of graduation	2 *KBOR data*	AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% **Baseline: 248/706 = 35.1%**	84/251 = 33.5%	↓		
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% **Baseline: 247/771 = 32.0%**	110/328 33.5%	↑		

Northwest Kansas Technical College Performance Report AY 2020

Indicator 1: Increase first to second year retention rates of the college-ready cohort

Description: With the continued focus on growing enrollment, the college is experiencing a slight decrease in retention rates, although they remain high within comparison groups. Faculty and staff from all areas of the college reviewed the reasons for students not completing and are implementing strategies to improve retention. The college is revising the Student Success Seminar course and aims to increase the first to second year retention rates of the college ready and non-college ready populations.

Result: During AY20 we experienced an increase in overall recruitment, however our percentage retained for this outcome metric remained relatively consistent with the prior year (AY19). As we analyzed institutional data we have been able to learn that our first-generation minority students are withdrawing at a rate markedly higher than Caucasian students. We have been planning and pursuing funding to provide additional academic services, attendance monitoring, expanded tutoring, early-alert interventions, and additional data analytics to provide stronger support supports for all students, but particularly those who are at a higher risk of dropping, failing or withdrawing from classes.

Indicator 2: Increase the number of students who achieve third party credentials

Description: In addition to achieving a certificate or degree, third party credentials validate student learning and increase student marketability for employment opportunities. Northwest Tech aims to increase the number of students who achieve third party credentials through increasing overall success rates on existing examinations as well as offering additional opportunities to achieve third party credentials within programs through partnerships like those present with the National Coalition of Certification Centers.

Result: During a normal academic year, the majority of our students complete third-party credential tests and certifications at the end of the spring semester. Unfortunately, due to the COVID-19 pandemic, the vast majority of our students were unable to complete testing and certification due to the college closing campus and finishing the semester online in mid-March and third-party credential partners inability to provide testing. We anticipate numbers will increase dramatically in FY21 as we were able to scale up testing.

Indicator 3: Increase the total number of certificates and degrees awarded

Description: Northwest Tech is committed to improving the graduation rates of students as well as continuing to grow the number of students served by the college. The goal to increase the number of certificates and degrees awarded measures the success of both initiatives. Northwest Tech plans to implement strategies for enrollment growth, retention, and completion as outlined in the institutional strategic plan to achieve this goal.

Result: The number of certificates and degrees awarded has risen from the baseline and held relatively steady. We have experienced improved graduation rates due to the cohort model of education we employ at the college. Students in the cohort model move through the entire curriculum, including general education courses, as one cohesive class.

Indicator 4: Of the students who test into developmental math, increase the percent who earn a certificate or degree

Description: Northwest Tech aims to increase the percent of students who complete the college level math course required for graduation after testing into developmental math based upon their reported Accuplacer, ACT, or SAT test scores. The College will continue to implement proven acceleration models to move students through developmental math, reduce the number of developmental math courses required, as well as implement course placement through multiple measures. These strategies have a proven track record of increasing the likelihood of degree and certificate attainment.

Result: Over the past two academic years (AY19 and AY20), we have fully implemented accelerated mathematics across our technical and algebra math pathways. This has led to improved outcomes, fewer obstacles for our students, and an increase in the speed in which students obtain a credential. We continue to evaluate the accelerated math pathways each semester for improvements and insights.

Indicator 5: Increase the number of students employed in their field of study within one year of graduation

Description: Increasing the employment rate within one year of graduation will have a positive impact on the regional economy and better serve business and industry partners. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation as well as developing new relationships with industry partners. Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates.

Result:

Northwest Tech is regionally located near both Nebraska and Colorado. In addition to efforts in Kansas, we have significant recruiting measures undertaken in these two states. We have expanded recruitment further into Kansas during the past four academic years, and we are actively strengthening relationships with area school districts and employers. While we have seen an increase in students from area schools attending Northwest Tech, would still contend that KBOR is not seeing a full employment picture for colleges who operate along the border with other states. Colorado and Nebraska businesses are aggressively recruiting technical graduates where salaries exceed those offered by Kansas companies. Colorado and Nebraska employment data are not included in the data set collected for this measure and, depending on the year and employment market fluctuations, this can adversely impact our data point. This will likely continue, and border colleges will continue to be impacted, until Kansas employers substantively compete in the market or until labor data from additional surrounding states is incorporated.

Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree

Description: Northwest Tech aims to increase the graduation rate for minority students, including both the college ready and non-college ready cohorts. As the diversity of Northwest Tech continues to grow, it is important to develop strategies to insure student success in obtaining their educational goals. Minority students often encounter a wide variety of barriers, and the College is implementing student success strategies to increase the number of completers including early intervention and additional academic monitoring within target programs.

Result: Northwest Tech has actively recruited to expand the overall diversity of our student body. The implementation and growth of our athletic programs over the past ten years has had a significant impact on increasing diversity. This has resulted in a campus population that is far more diverse than the geographic region in which we operate. As the diversity within our student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates and degrees.

Northwest Kansas Technical College Performance Report AY 2019							AY 2019 FTE: 639	
Contact Person: Ben Schears		Phone and email: (785) 890-1501, ben.schears@nwktc.edu					Date: 7/10/2020	
Northwest Kansas Technical College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of the college-ready cohort	2	Fall 12 Cohort: 70.1% (108/154) Fall 13 Cohort: 58.7% (88/150) Fall 14 Cohort: 70.3% (111/158) *Baseline: 66.5% (307/462)	74.8% (77/103)	↑	67.2% (84/125)	↑	64.0% (89/139)	↓
2 Increase the number of students who achieve a third party credential	2	2012-2013: 247 2013-2014: 416 2014-2015: 574 Baseline: 412	486	↑	468	↑	434	↑
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑	357	↑	346	↑
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	2	2012-2013: 61.9% (13/21) 2013-2014: 64.3% (18/28) 2014-2015: 42.4% (25/59) *Baseline: 51.9% (56/108)	47% 67/142	↓	56.5% (61/108)	↑	43.9% (43/98)	↓
5 Increase the number of students employed or transferred in their field of study within one year of graduation	1	AY 2012: 39.4% (82/208) AY 2013: 33.9% (81/239) **AY 2014: 32.8% (85/259) **Baseline: 35.1% (248/706)	26.6% (57/214)	↓	34.9% (80/229)	↓	29.5% (79/268)	↓
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	2012-2013: 23% (56/243) 2013-2014: 37% (102/274) 2014-2015: 35% (89/254) *Baseline: 32.0% (247/771)	35% (107/309)	↑	39.2% (140/357)	↑	41.3% (143/346)	↑

*Updated October 16, 2019 **Updated 4/20/2018

Funding Tier Request for AY 2020 Performance Report

Institution Name: Northwest Kansas Technical College

Date: August 19, 2021

Indicator number and title: Indicator #2: Increase the number of students who achieve a third-party credential

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic

Justification/evidence:
In early March 2020, Northwest Tech mirrored similar decisions around the state amidst a growing pandemic, and decided to send students home for the remainder of the Spring 2020 semester. While we felt that was the necessary decision to make, the unintended consequences were a significant decline in the number of students who achieved third-party credentials. For the prior three pre-pandemic academic years (AY17/18/19), we averaged 462 third-party credentials earned by our students, versus the 50 earned during AY2020.

As you can see from past performance agreements, Northwest Tech has consistently maintained solid performance on this indicator. The vast majority of our third-party testing takes place during the March – May period of the academic year. During the Spring 2020 semester, our students were no longer on campus to pursue testing. The secondary challenge was the lack of remote testing options offered by third-party credential providers. Without remote testing opportunities, many students either did not complete the credential, or were tasked with completing it during the following academic year.

We respectfully request consideration for full funding in light of the fact that the pandemic created significant challenges for higher education, and resulted in declining performance in key metrics of institutional success.

Ben Schears
President
Northwest Tech

Act on Proposal for New Academic Program

Summary

In accordance with Board policy, Kansas State University has submitted a proposal for an Associate of Applied Science in Unmanned Aircraft Systems (UAS) to be offered at the Polytechnic Campus in Salina. Included in Appendix A are letters of support from the community and industry.

Per Board policy, after submission of a new program proposal, other institutions have 45 days to communicate any concerns or objections to Board staff. Board staff compiles them and sends them to the proposing institution, who is expected to communicate with the other institutions to address the identified issues. Twenty-two institutions, the Kansas Association of Community College Trustees, the Kansas Technical Colleges presidents, and notably, the Kansas Postsecondary Technical Education Authority, have all expressed opposition to the proposed program. Kansas State University has responded to each institution and entity addressing the concerns. Each of these letters is included in Appendix B of the attached proposal. A summary of the concerns and responses is included as a preface to the program proposal. The Council of Presidents and the Council of Chief Academic Officers recommend approval.

January 19, 2022

Concern #1: State Universities are discouraged from offering associate degrees per Board policy.

Kansas State University Response: KSA 76-213 (a) and (b) grants that the Board of Regents oversees Kansas State University Polytechnic Campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Concern #2: This program duplicates those offered at Cloud County Community College and Wichita State University Campus of Applied Sciences and Technology.

Kansas State University Response: From a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than that of Cloud County Community College and WSU Campus of Applied Sciences and Technology and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. Further, though Northwest Kansas Technical College does not have a program in UAS, the institution does have a recognized skillset in UAS applications in precision agriculture. Our program does not address this industry segment.

Concern #3: Current market demand doesn't justify adding this program.

Kansas State University Response: Market demand for UAS operators is significant, and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This emphasis requires a different preparatory requirement than Cloud County Community College's focus on small

UAS and application to support energy and wind technology. Market demand for UAS operators is significant, and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Concern #4: Kansas State should partner with a community college and/or technical college.
In December 2017, Butler Community College and KSU Polytechnic announced a partnership for a UAS Early College Academy, providing an opportunity for high school juniors and seniors to complete an AAS in UAS while still in high school. Once a student graduated from Butler's UAS program, that student, upon acceptance, would transfer seamlessly into Kansas State Polytechnic's UAS program.

Kansas State University Response: As agreed, we ran the program through two cohorts of students. Unfortunately, the student interest came in much lower than either institution anticipated, well below the 15 students required to cover the expenses of faculty travel.

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. It is KSU's sincere hope that as an educational community, we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NWKTC, and KSU bring, we could support educational and industry workforce needs across the state.

Concern #5: a) The proposal indicates high school students are a target population for this program, and b) if this proposal is approved, Kansas State may want to request CTE funds.

Kansas State University Response: a) We appreciate the Board's acknowledgment that *"student demand and community needs may engender requests for associate degree programs."* This need is a key element in this proposal. KSU Polytechnic's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses, as outlined in KBOR's *Build the Future* strategic plan.

b) Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Concern #6: Why are there junior/senior level courses in this program?

Kansas State University Response: K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. Further, KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow, such as authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions, and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

Concern #7: It is in the best interest of high school students to have access to the courses through a community college, as they would be eligible for Excel in CTE funding, and they would also be offered at a lower tuition rate.

Kansas State University Response: The City of Salina, Salina Chamber of Commerce, Salina Community Economic Development Organization, and the Salina Airport Authority have reiterated to us that their preference and priority is to fulfill this community workforce development need with the expertise available in our local community. The public and private secondary school leaders have communicated their preference that this need be fulfilled by an educational provider within the local community.

Program Approval

I. General Information

A. Institution Kansas State University Technology and Aviation (Polytechnic)

B. Program Identification

Degree Level:	Associate of Applied Science
Program Title:	Unmanned Aircraft Systems (UAS)
Degree to be Offered:	Associate of Applied Science in Unmanned Aircraft Systems
Responsible Department or Unit:	College of Technology and Aviation/UAS Department
CIP Code:	49.0101
Modality:	Face-to-Face
Proposed Implementation Date:	Spring 2022

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

In 2018, the City of Salina, Salina Airport Authority, Salina Chamber of Commerce, Saline County Economic Development Organization, and Kansas State University collectively $50,000 to determine market gaps, capability alignment, and economic development opportunities for the local community in manned and unmanned aviation. After discussion with 50 aerospace companies, an associate degree in UAS was identified as a strategic growth area for the Salina community. The local secondary schools have also expressed interest in an offering for their students. Salina Area Technical College, the only other eligible institution in Saline County to satisfy this community need, declined to establish this degree due to KSU's already established expertise in this discipline area and due to KSU having the statutory authority to address this need on our own (see letter of support from Salina Tech in Appendix B).

Technical certificates and associate degree offerings have been central to the core mission and educational offerings of K-State Polytechnic since 1967. These offerings are critical to our ability to serve the aviation and technology industries that rely on our graduates for their workforce needs. Kansas statutes annotated the ability to offer such programs during the merger between Kansas College of Technology (K-State Polytechnic) and Kansas State University in 1991.

- KS 76-213. Powers and authority of board of regents; regarding the Kansas state university polytechnic campus. (a) The state board of regents has and may exercise the following powers and authority: (1) To determine the programs of technical education and other programs which shall be offered and the certificates of completion of courses or curriculum and degrees which may be granted by the Kansas State University Polytechnic

- (b) As used in this section, the term "technical education" means vocational or technical education and training or retraining which is given at Kansas State University Polytechnic campus, and which is conducted as a program of education designed to educate and train individuals as technicians in recognized fields. Programs of technical education include, but not by way of limitation, aeronautical technology inclusive of professional pilot training, construction technology, drafting and design technology, electrical technology, electronic technology, mechanical technology, automatic data processing and computer technology, industrial technology, metals technology, safety technology, tool design technology, cost control technology, surveying technology, industrial production technology,

sales service technology, industrial writing technology, communications technology, chemical control technology, quality control technology and such additional programs of technical education which may be specified from time to time by the board of regents.

K-State Polytechnic initiated work in unmanned aircraft systems in the state of Kansas in 2007 and has provided certificates and degrees at both the undergraduate and graduate level in this arena for over 15 years. The institution was the second institution of higher education in the nation to offer the degree program and is currently nationally ranked as the number two program in the United States. Our expertise in this area is used to establish national standards and guide the work being done to safely integrate this technology into the national airspace. To date, we have trained over 4,000 individuals across the nation in applications of this technology. Like the personal computer, unmanned aircraft have quickly emerged as an enabling technology and are used to support multiple industries. There will undoubtedly be several programs across the state in the future as the applicability of this technology is expansive and associate programs will vary in focus.

The unmanned sector within the aviation industry continues to grow at a rapid rate. As the Federal Aviation Administration (FAA) continues to open access to the National Airspace System (NAS), the demand for qualified Unmanned Aircraft Systems (UAS) pilots will continue to increase. As the FAA develops standards for increasingly complex operations, a robust education and training program will help ensure safe, qualified pilots are available to fill the increased industry demand for operational experts. The varying complexity of UAS operations also implies various levels of education and training are appropriate for different career paths, similar to manned aviation. KSU was the second university to offer a Bachelor of Science in Aeronautical Technology (BATN) degree with a UAS option in the nation. The four-year degree continues to have merit and will continue to be relevant moving forward. However, our industry partners, program advisory board, and local community also recognize the merits of a two-year AAS option to serve the blooming UAS industry.

Our vision for this AAS is two-fold:

1. To offer it on our campus to students looking for a two-year option to begin a practical UAS career. The AAS consists entirely of courses in our BATN degree. The implication is that if they choose to complete the AAS and then continue to pursue a four-year program, they are 60 credit hours away from the BATN. We did this consciously, while also maintaining a distinction in expertise that AAS graduates will have vs. BATN graduates (see below).
2. As we forge a deeper relationship with USD 305 to establish the PolyCats Academy, to create a pathway for some high school students to obtain an AAS by the time they graduate high school (USD 305, 2020).

This proposed degree program will prepare students to serve as UAS flight instructors in multi-rotor aircraft. There is no other associate degree program in the state of Kansas that has the qualifications to prepare graduates for this credential. Recipients of this degree will be qualified to serve as commercial UAS pilots nationwide. Applications include public safety, infrastructure inspection, aerial photography and videography. As the FAA continues to expand their rulemaking, it will also include package delivery among others. For students seeking the continuation of their expertise, graduates of this program will be able to continue to pursue BATN in UAS at Kansas State University's Polytechnic campus.

Kansas has a long history in fulfilling the needs of the aviation industry. Kansas State University was the second university in the nation to offer a UAS-focused degree. Its UAS department has developed a national reputation in UAS education and training. Our success is founded on a series of FAA relationships. These activities have captured national-level attention by various companies of the UAS industry. As these corporate partnerships and the FAA relationships develop, the UAS program involves students in advanced operations to prepare them for this rapidly evolving industry. Kansas is an aviation state; Kansas State University has an opportunity to aid in providing skilled aviators that are ready for the workforce. Kansas State University Polytechnic Campus has

traditionally offered associates degrees and instituting this degree will lead to increased enrollment in a field that needs skilled workers.

How KSU's AAS in UAS Compares with other AAS Programs in the Region

KSU's AAS focuses on creating well-rounded UAS professional pilots capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled / restricted airspace with the Salina Airport's Class D airspace and at night, KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

Cloud County Community College (CCCC) degree offering is not comparable to our UAS degree. The program offers an AAS in small UAS and does require FAA certification, leading to the ability to fly commercial operations.

WSU Tech also offers a strong program and will be a good source of industry talent once fully established. WSU Tech provides students various levels of experience, but again, our graduates will be qualified for different career segments upon graduation. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. The emphasis on flight instructor development and maintenance is a niche that only our program offers.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens higher education's ability to support the workforce development needs within the state.

KSU looks forward to future collaborations with Kansas institutions of higher education to make the state a national hub in aviation education.

IV. Program Demand:

Market Analysis

Due to the nature of the UAS industry being new, distilling data to the state level was problematic. From a national perspective, data regarding growth, demand, and salaries is included here. Nationally, community colleges with UAS programs are growing. KSU Polytechnic is part of the FAA's UAS Collegiate Training Initiative (CTI). Through the CTI as well as through regional knowledge of our UAS program, we field many

calls from community colleges asking for advice on starting a program. At the state level, the Aviation Director of KDOT encouraged K-State to establish a two-year program to be licensed to community colleges across the state, which came from feedback he received when talking to community colleges across the state. Additionally, this will help us serve aspiring high school students in our local area. Letters of support and interest from local schools are attached to this proposal.

The Federal Aviation Administration (2019) projects that the commercial UAS fleet nationwide will double its 2019 values by 2024, an indication of the vast growth of the UAS market. The same paper predicts that as "…professional grade small UAS meet feasibility criteria of operations, safety, regulations, and satisfy economics and business principles and enters into the logistics chain via small package delivery, the growth in this sector will likely be phenomenal" (FAA, 2019, p. 53). The same document reports that remote pilots (RPs) "… are set to experience tremendous growth following the growth trends of the commercial sUAS sector. Starting from the base of 162,185 RPs in 2019, commercial activities may require almost 350,000 RPs in 5 years, more than two-fold increase, providing tremendous opportunities for growth in employment associated with commercial activities of UAS. Potential for RPs may enhance even more if larger UAS are used in commercial activities and urban air mobility become a reality in the near future" (FAA, 2019, p.59).

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15		420	
Year 2	20		1040	
Year 3	25		1340	

VI. Employment

According to a recent article in Business News Daily (2019):

> UAS pilots are in demand. In fact, the Association for Unmanned Vehicle Systems International projected more than 100,000 new jobs will be created in unmanned aircraft by the year 2025. A recent report from Goldman Sachs projected $17 billion of spending on drones from 2016 to 2020 coming from consumers and another $13 billion from commercial and civil industries. That's because more professionals, like realtors, security firms, advertising agencies, architects, construction firms and developers are looking for aerial video to do business. (Conlin, 2019)

This same article indicates that the average hourly rate of UAS pilots is $24.18, with rates varying from $17.75 to $78.49 per hour (Conlin, 2019).

VII. Admission and Curriculum

A. Admission Criteria

University Admission Requirements:

Admission to K-State is test optional and requires achieving

- A high school GPA (weighted or unweighted) of 3.25 or higher **OR**
- ACT composite score of 21 **OR** an SAT ERW+M of 1060 or higher

AND, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum

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

Course #	Course Name	SCH=15
UAS 270	Introduction to Unmanned Aircraft Systems	3
Math 100	College Algebra	3
COT 105	Mastering Academic Conversations	3
ENG 100	Expository Writing I	3
	UAS or AVT Elective	3

Year 1: Spring

Course #	Course Name	SCH=13
AVT 100	Introduction to Aviation	3
Math 150	Plane Trigonometry	3
UAS 115	Multirotor Flt Lab	1
Psych 110	Gen Psych	3
	UAS or AVT Elective	3

Year 2: Fall

Course #	Course Name	SCH=17
UAS 275	Small Unmanned Aircraft Maintenance	3
COM 106	Public Speaking I	3
PHYS 113	General Physics I	4
UAS 312	UAS Flight Instructor Ground School	3
UAS 314	Multi-Rotor Instructor Flight Lab	1
	Elective	3

Year 2: Spring

Course #	Course Name	SCH=15
AVT 340	Human Factors in Aviation	3
UAS 272	UAS Safety Fundamentals	3
UAS 370	Design & Construct	3
UAS 474	UAS Process Data	3
ECON 110/120	Principals of Micro or Macro Econ	3

Total Number of Semester Credit Hours …… 60

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
Kurt Carraway*	Dept Head	MS	N	UAS training, CRM,	0.3

				Aeronautical Decision Making, Safety	
David Burchfield	Professor	MS	N	Design & Construction, Data Processing and Exploitation	0.3
Sam Kleinbeck	Professor	BS	N	UAS training, CFII, CFI, Safety, Maintenance and Repair	0.3
Travis Balthazor	Instructor	MS	N	UAS training, CFII, CFI, Safety, Regulations	0.1

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	$95,235.91	$95,235.91	$95,235.91
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)*	$28,570.77	$28,570.77	$28,570.77
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$123,806.68	$123,806.68	$123,806.68
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	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	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			
GRAND TOTAL COSTS	$123,806.68	$123,806.68	$123,806.68

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$122,934	$304,408	$392,218
Student Fees	0	0	0	0
Other Sources				
GRAND TOTAL FUNDING		$122,934	$304,408	$392,218
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		-$872.68	$180,601.32	$268,411.32

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions
No new courses will be offered for the two-year program and there are existing seats available for the UAS bachelor's degree to support program growth during the first year. Additional sections of the required courses can be added during years 2 and 3 within the capacity of existing staff.

As indicated in VII, above, the three primary faculty involved are Carraway, Burchfield and Kleinbeck, each calculated at 30% FTE for this program. Additionally, Balthazor is a part-time faculty member and will contribute at 10%.

Personnel – – New Positions
There is no anticipated need for additional personnel within the first three years.

Start-up Costs – One-Time Expenses
There is no need for additional start-up costs; these courses are also offered in the Bachelor program and there are seats available.

Operating Costs – Recurring Expenses
Additional recurring expenses are minimal, as equipment/technology is already available and being used for the bachelor's degree.

B. Revenue: Funding Sources

Tuition will be the primary funding source for the program. Using current distribution of resident and non-resident enrollment in the bachelor's degree, K-State Polytechnic Kansas resident tuition rates (resident = $292.70 per SCH, non-resident = $788.80 per SCH), and the SCH table in Section IV Projected Enrollments, we calculated the tuition dollars that would be generated from the program each year. We are conservatively calculating everything based off of in-resident tuition rates for the first three years of the program as the initial implementation will be targeting regional students at the high school level as well as those seeking to start off their collegiate career regionally (similar to community college and technical school students).

Flight training fees are billed separate from tuition and support all training operations through restricted fee accounts. These expenses are not included in this analysis as faculty and resources for classroom instruction are supported through tuition revenue.

C. Projected Surplus/Deficit

With no new faculty or resources needed, the program should experience a minor deficit in year one, and then become a surplus.

XI. References

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Appendix A:

Support Letters
Community

SALINA TECH

2562 CENTENNIAL RD
SALINA, KS 67401
785.309.3100
WWW.SALINATECH.EDU

October 28, 2021

Dear Dr. Starkey,

The Salina community has been fortunate to have the availability of higher education services to serve the people in Saline County and the region. The unique blend of offerings available through the universities and college located in Salina has been coordinated beautifully for many decades among Kansas State University, Kansas Wesleyan University, the University of Kansas, and Salina Area Technical College. Each institution brings some positive energy to the region and offers some unique programs as well complementary offerings that allow students to live and work in the region.

The community and region are made better from the investment given by the constituents and businesses around Salina. The synergy among the colleges is manifest in various partnerships, articulations, and agreements that leverage valuable resources for the common good. The focus on critical infrastructure needs allows each college or university to play a critical role in the growth and development of the community and the region, despite scarcity of resources. Although we serve the same region, our collective missions serve to meet the needs of everyone in the region.

The Unmanned Aircraft Systems (UAS) program at KSU is among the best in the nation and provides critical diversity among the aviation focal point of the campus in Salina. As a neighbor to KSU, the people of Salina Tech share values in developing our programs to reach the ultimate capabilities to serve our students. With such an esteemed partner institution in our community, we have allocated our resources to meeting other needs for the region. However, I shutter the thought that our decision to not compete with KSU in the UAS program would relegate Salina Tech into an unfavorable position.

The AAS degree that KSU desires to offer brings angst among college peer institutions and the Technical Education Authority (TEA). My own organization does not offer the program, but providing this option to any other college to come into Saline County would be rejected by Salina Tech. The resources available at KSU are already sufficient to provide the program and the revenue stream they project does not threaten the community and technical college funding model currently. I would certainly join the many college presidents who object to the AAS degree option if the funding model for colleges were accessed by universities, or if the allocation for Excel in CTE funds were made available for universities.

Office of the President *Gregory A. Nichols* *(785) 309-3182*

The resources already made available for universities from the state of Kansas are more than three times the funding allocation for colleges. Thus, the source of funding for universities and colleges are, and should remain, separate to ensure the resources needed to provide higher education in Kansas remains accessible to all Kansans. Having said that, KSU and Salina Tech often partner in order to save the taxpayer and we would be a welcome partner if needed.

From our perspective, KSU already has the UAS program and we choose not to compete with them for the benefit of our community. I have thought extensively about the perspective of mission creep, resource allocation, and various other concepts that my peers may have considered. This issue is very dynamic and has many points to consider. I would say that my greater fear in this proposal is that people all across the state seemed more upset about KSU offering an AAS degree than about Salina Tech being infringed upon by various other colleges. Infringement was evident among many college leaders and TEA members who repeatedly and consistently cited partnering with Cloud Community College or WSU Tech who already have similar programs. The reality is that duplicate programs exist throughout the state in many areas including some that were recently approved, such as Welding and Construction, yet forced collaboration was not cited in those cases.

Salina Tech has for the past five years been the fastest growing college in Kansas. We grew 22% this year after the decline due to the pandemic. Our community knows the value of Salina Tech and realizes our limited resources. We cannot afford to be all things to everyone, but we must protect the resources that have been invested in this community. Salina Tech realizes the investment you have made in the UAS program and wish you success in meeting the needs of the aviation industry. We stand ready to assist KSU if the Board of Regents determines that the AAS degree should not be awarded and will seek to work with you and your team to collaborate as we have on many occasions.

Sincerely,

Gregory A. Nichols

Office of the President *Gregory A. Nichols* *(785) 309-5182*

CATHOLIC DIOCESE of SALINA

August 24, 2021

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Re: Support for the Kansas State University Salina UAS Associate Degree

Dear Regents:

This letter is in support of Kansas State University (KSU) Salina Campus' submission of an Associate of Applied Science in UAS. We have partnered with KSU for over 20 to support early entry into aviation and STEM-related careers and anticipate expanding these opportunities for students as we work together to fulfill the board's new strategic plan, *Building a Future*.

The Polytechnic Center for Applied Technology Studies (PolyCATS) Academy allows high school students in Salina to earn industry-recognized credentials and receive college credit toward an associate degree. We look forward to adding the UAS associate degree to the other offerings available to students from Salina Tech, KSU Salina, and Kansas Wesleyan University.

This proposal supports KBOR's goals of affordability, access, and success for students and families. The initial cohort of PolyCATS students this fall saved over $20,000 in tuition by taking classes in high school. Students in the Academy are able to enter the workforce in highly skilled jobs upon graduation. This program is critical to supporting the economic growth and viability of Salina. In addition, the stackability of these classes ensures that 100% of coursework transfers to bachelor's degrees for students who want a four-year degree.

KSU Salina has nationally ranked curricula for education and training in unmanned systems and we want our students to have the opportunity to learn from them while still in high school.

We strongly encourage your positive consideration of Salina's associate degree proposal.

Sincerely,

Geoff Andrews
Superintendent of Schools
Diocese of Salina

Salina
Area Chamber of Commerce
120 W. Ash, P.O. Box 586 • Salina, KS 67402-0586 • 785-827-9301 • fx 785-827-9758 • www.salinakansas.org

9/13/2021

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

Dear Dr. Flanders,

It is an exciting time in Salina overall and equally exciting around the aerospace and aviation industry. Salina has had numerous economic development related expansions and projects including an MRO and increased flight testing and new aerospace and aviation opportunities in the pipeline. The purpose of this letter is to demonstrate the Salina Area Chamber of Commerce's support of KSU Salina's proposed associate's degree in unmanned aircraft systems.

KSU Salina was an early adopter in unmanned aerial systems going back to 2007, with that experience comes national prominence and recognition specific to both the quality of education and long term, trusted relationships with both public and private partners. KSU Salina received the nation's first Federal Aviation Administration that permits KSU Salina to fly unmanned aircraft beyond visual line of sight, or BVLOS, in all Class G airspace nationwide. This is just one example of the difference in the outcomes and quality of the research and UAS degree programs being offered in Salina: other UAS degree programs in Kansas are either in their infancy or very niche to a specific industry.

KSU Salina focuses on developing professional aviators in sectors like public safety, utilities, military, maintenance of aircraft systems and many more. As you are aware, there is a workforce shortage across numerous sectors but specifically in the realm of aviation and aerospace. As with any high demand, low supply workforce scenario, technology is being developed and looked at to create new efficiencies like utility partners using UAS to survey electrical lines. Additionally, many employers are lowering their education expectations and requirements including accepting lower degree levels and/or certifications to meet their workforce needs.

There has been significant investment from the University, City of Salina, the State of Kansas, private partners, and other entities to support KSU Salina both in physical assets and financial support. KSU Salina has experienced an 18% increase in their overall enrollment in the last year and much of that is in their aviation, both manned and unmanned, degree programs. KSU Salina, since 1967, has offered associate degrees and in order to meet industry, public, community, and state need in addition to student demand we support the approval of KSU Salina's proposed associate's degree in unmanned aircraft systems.

Sincerely,

Eric L. Brown, IOM
President & CEO
Salina Area Chamber of Commerce

SALINA KANSAS

Salina Community
Economic Development
Organization

September 13, 2021

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

Dear Dr. Flanders:

As the economic development organization for Salina and Saline County we are in full support of Kansas State University Salina's proposed associate's degree in unmanned aircraft systems. The university has offered two-year degrees since 1967 so this is not a new effort for KSU Salina.

The Unmanned Aircraft Systems program is one of the top ranked programs in the United States. Federal agencies like the FAA come to facility and staff at KSU Salina for advice and program development in unmanned aviation. Bringing other schools to Saline County would only confuse the offerings that are available from a world class institution that KSU Salina is.

During today's national shortage of aviation professionals, we need to support all efforts at both 2-year, 4-year and graduate level programs at KSU Salina. By expanding the national prominence of KSU Salina the entire community and the State of Kansas will benefit with an expanded workforce increasing the needed pipeline of skilled and educated graduates.

If you have any questions, please contact me at any time.

Respectfully Submitted,

D. Mitch Robinson, CEcD
Executive Director

120 W. Ash | Salina, KS 67402-0586 | 785.404.3131 | www.salinaedo.org

Administrative Resource Center

300 W. Ash Room 217
PO Box 5040 Salina, Kansas 67402-5040
FAX: (785) 309-5811
www.saline.org

September 10, 2021

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

Dear Dr. Flanders:

On behalf of Saline County and our Board of County Commissioners, I write today to express our support for the unmanned aerial systems Associate degree at Kansas State University-Salina. Saline County has a long and proud tradition of being home to a variety of educational institutions that serve the spectrum of post-secondary needs. KSU-Salina, in particular, has offered Associate degrees in this community since 1967.

We understand that the Board of Regents seeks to deploy post-secondary public education assets around the state with minimal duplication, and we certainly appreciate that focus. However, the Board has stated that "student demand and community needs may engender requests for Associate degree programs" from universities, and that is precisely the case with respect to KSU-Salina. Saline County has a track record of growing industry, particularly in the aviation sector. The focus of the proposed degree program at KSU-Salina will directly support our aviation businesses as well as UAS applications in public safety that are of particular importance to our local government. This focus is different than other existing Associate degree programs offered by two-year institutions around the state.

We are particularly proud of the fact that KSU-Salina has developed a strong reputation nationally and internationally in the UAS field. We would hope that the Board of Regents would seek to capitalize on world-class programs rather than limit the growth of your institutions and our communities by wedging ill-fitting programs into communities in pursuit of the goal of non-duplication.

Thank you for your consideration. We look forward to a successfully implemented Associate degree program in UAS at KSU-Salina.

Sincerely,

Phillip Smith-Hanes

Phillip Smith-Hanes
Saline County Administrator

Administrator/Finance/Purchasing
(785) 309-5810

Human Resources
(785) 309-5812

SALINA Public Schools

August 25, 2021

The Kansas Board of Regents
100 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

The Kansas Board of Regents,

Please allow us to express our appreciation for your steadfast advocacy for doing what is best for the students of Kansas during these challenging times. We are writing to urge your support of the KSU Salina Polytechnic's Unmanned Aircraft Systems (UAS) Associate's Degree.

The challenges of this past year has necessitated that everyone, everywhere, rethink current practice and policies. The business of education is certainly no different. During uncertain times, it is easy for us to seek comfort by returning to past practice, but I assure you, education, like other entities, will never be the same moving forward. In order to remain relevant, it is crucial for education leaders to reflect on existing practices and change with the times. USD 305 and KSU Salina Polytechnic have worked together to help move our community forward.

Similar to other rural communities across Kansas, Salina's best export remains its young people, specifically, high school graduates. Each year, about 35% of USD 305 graduates leave the community in pursuit of post-secondary training and employment. For years, our community has assumed that this exodus of priceless human capital was inevitable—but now, with USD 305's partnership with KSU Salina Polytechnic, we recognize it does not have to be.

With your support of the newly created KSU Salina Polytechnic's UAS Associate's Degree, our high school students benefit by having greater affordability and accessibility to earn a credential in this career field that is quickly becoming an important part of our national transportation system. KSU Salina Polytechnic campus offers our students a discounted rate of tuition. Also, the campus is close to our high schools making it easily accessible to USD 305 students. Unlike other education institutions, KSU Salina Polytechnic can provide face-to-face and hands-on instruction to our students learning at a collegiate campus replete with one of the largest enclosed unmanned flight facilities in the nation. With this program's approval, our students can benefit from rigorous UAS/robotic training and connect with outside industries like Westar and many others local employers who have partnered with KSU. The program allows our young students to recognize that they do not have to leave Salina to receive specialized training, nor to obtain a career that offers competitive wages.

The last two United States Census reports projected Salina's population to be slightly less than the coveted 50,000 benchmark—whereby our community will be able to attract more businesses and qualify for Community Development Block Grant Programs (CDBGPs). Achieving a population of 50,000 people would allow Salina to gain access to federal programs, helping our community leverage resources for better housing and greater economic opportunities. If our community ever expects to grow, we must first be given a chance to retain our young population.

During these uncertain times, the KSU Salina Polytechnic's UAS Associate's Degree offers our students specialized hands-on training needed in an increasing job market. By approving this program, you will help make this rigorous education affordable and accessible to our students. This partnership will allow USD 305 high school students to recognize that training and competitive-wage jobs exist right here in Salina helping us grow our population and economic vitality. We respectfully request that the Kansas Board of Regents approve the KSU Salina Polytechnic's UAS Associate's Degree.

Sincerely,

Linn M. Exline
USD 305 Superintendent

Curtis Stevens
Director of Secondary Education

Salina Public Schools | Unified School District 305 | PO Box 797 | Salina, KS 67402
www.usd305.com | (785) 309-4700 | FAX: (785) 309-4737

Appendix A:

Support Letters
Industry

AgEagle

September 13, 2021

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

Dear President Flanders,

Founded in 2010, AgEagle is one of the nation's leading commercial drone technology, services, and solutions providers. With our headquarters in Wichita KS, our daily efforts are focused on delivering the metrics, tools, and strategies necessary to define and implement drone-enabled solutions that solve important problems and provide new perspective on achieving critical objectives. One of our three growth strategies is centered on establishing ourselves as the world's trusted source for turn-key drone solutions. To that end, we support Kansas State University's Aerospace and Technology Campus's proposal for an associate degree in Unmanned Aircraft Systems. K-State is a UAS leader in education, training, and workforce development. With their UAS Department's focus on developing aviation professionals, to include developing flight instructors at the associate's level, we look forward to hosting interns and hiring their graduates.

Sincerely,

Matt Martin
Vice President of Operations
AgEagle Aerial Systems, Inc

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

Enel North America, Inc.
Unit/Staff Function/Business Area Name

Address City, Province – Country
T +00 000 000 000

September 20, 2021

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

Dear President Flanders,

Enel Green Power has plants powered by renewable resources all around the world. We work to set new standards in the field of sustainable energy, constantly pushing the technological limits and fostering stakeholder awareness. We manage more than 1,200 power plants on 5 continents. Further, Enel operates 5 sites within the state of Kansas generating 1.4gw of power, and we maintain an office in Lenexa. We are Kansas' largest wind operator and are pursuing a solution to a gap in finding trained green energy technicians with a strong drone background.

Enel recently established a partnership with Kansas State University's UAS department to provide training and consulting to our efforts in integrating drones into our operations. I have seen firsthand the talents of their alumni which recently provided flight training to some of our technicians. In addition to developing courses for our existing employees, we are working with K-State to develop UAS-specific content for us to share with our technical school and community college partners for them to incorporate into their programs. The K-State training quality and content is second-to-none and we look forward to leveraging their expertise to help prepare students in our service and operating areas for a successful career entry into our renewable energy domain. As such, we strongly support the approval of their UAS Associate Degree. As we continue to grow our drone operations, we will welcome the opportunity to employ their graduates in our company.

Sincerely,

Bill Badnaruk
Drone Program Manager-Industrial Risk and Cross Technology Improvement, North America Operations & Maintenance

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

September 9, 2021

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

Dear President Flanders,

Evergy supports Kansas State University's Aerospace and Technology Campus' proposal for an associate degree in Unmanned Aircraft Systems. Evergy established a strategic partnership with K-State when we established our own UAS program back in 2015. Our Senior UAS Coordinator is one of their alumni. While we see a clear place for employees with their Bachelor of Science degree, we also see a strong fit for entry level opportunities for graduates of their proposed AAS program. The quality of their undergraduate education programs is second-to-none; we know this will hold true for future alumni after earning the proposed AAS.

Sincerely,

Mike Kelly, Sr UAS Coordinator, Evergy

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

SkySkopes
Professional Pilots • Innovative Solutions

1600 47th Ave S Unit A
Grand Forks, ND 58201
701-838-2610
www.skyskopes.com

9 Sep 21

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

From: Matt Dunlevy

Subject: Letter of Support

President Flanders,

This letter is written in support of Kansas State University's Aerospace and Technology Campus' proposal for an associate degree in Unmanned Aircraft Systems. SkySkopes is a member of the UAS program's advisory committee and employs program graduates. We participated in discussions examining the program creation and market employment needs. As an employer who relies on employees having the combination of the unique skillsets that the KSU program provides, we ascertain that the addition of an associate degree to the institution's degree options would not only provide an additional credential making graduates more competitive, but also provide a pipeline to entry-level skilled UAS aviation professionals that is not readily available in the aviation industry today.

Please feel free to reach out to me at matt@skyskopes.com with any questions.

Very respectfully,

Matt Dunlevy
Founder

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

Cessna Beechcraft
BY TEXTRON AVIATION

September 9, 2021

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Re: Support of Kansas State University Salina Unmanned Aircraft Systems (UAS) Associate Degree program proposal

Dear Regents:

Textron Aviation is pleased to submit a letter on behalf of Kansas State University Salina Aerospace and Technology Campus (K-State Salina) in support of their efforts to further aviation workforce development in the state of Kansas; specifically, their proposal to offer an UAS Associate Degree program.

With nearly 10,000 aviation employees in the state of Kansas, our workforce needs are ever present. While Textron Aviation designs, builds, delivers, and supports manned aircraft, a UAS associate degree program could set in motion a pathway that ultimately leads to a career at Textron Aviation.

Kansas State's efforts are instrumental to advance the success and safety of the aviation industry. Just as Textron Aviation has previously supported Kansas State's initiatives to ensure high-quality UAS operators, aviation maintenance professionals, and pilots to meet the needs of a global aviation industry, Textron Aviation fully supports K-State Salina's current UAS Associate Degree proposal.

Sincerely,

Douglas Scott
Manager, Government Relations
dscott2@txtav.com
M +1.316.347.0116

Appendix B:

KSU's Correspondence Addressing Concerns from various KS Community Colleges and KS Technical Colleges

KANSAS BOARD OF REGENTS

KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY

September 30, 2021

Director Samantha Christy-Dangermond
Kansas Board of Regents
Academic Affairs
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Dear Director Christy-Dangermond,

On behalf of the Kansas Postsecondary Technical Education Authority (TEA), please accept this letter as our formal opposition to the proposed Associate of Applied Science in Unmanned Aircraft Systems (UAS) program that has been submitted by Kansas State University Polytechnic (KSU Polytechnic). The TEA has had multiple meetings and discussions regarding this program and after thoroughly reviewing the information and hearing from everyone involved, have voted unanimously to oppose this program request.

One of the primary reasons the TEA opposes this program is that this proposal goes against Board policy discouraging state universities from offering associate degrees. While the TEA feels there are times where exceptions should be made, we feel these exceptions should only occur when similar programs are impractical for the two-year sector to offer. This is clearly not the case with this program as multiple two-year colleges already offer an associate degree in UAS. While we understand that demand for UAS pilots is expected to grow in the future, with only 26 jobs posted in the last two years for UAS operators according to EMSI, the TEA does not feel there is currently sufficient unmet demand for this program. Just as importantly, if this program were to be approved by the Board, where would the line be moving forward? Would universities be free to offer any associate degree they want, and would two-year colleges be encouraged to investigate the possibility of offering baccalaureate programs? In our opinion, neither of these considerations would be in the best interest of the students, businesses, or Kansas overall.

The TEA understands that when KSU Polytechnic merged with KSU back in the early 90's, they were offering technical and associate degrees. However, the postsecondary landscape has drastically changed over the past 30 years with technical colleges and community colleges now part of the higher education equation. We believe that the system is best served by keeping the separation of degree offerings by the postsecondary sector while strongly encouraging collaboration and partnership between the universities and two-year sector colleges in Kansas. Therefore, we believe a better solution is for KSU Polytechnic to actively develop partnership agreements with two-year sector colleges to create a seamless transfer into their existing baccalaureate programs. Not only would this partnership potentially lead to more students enrolling in the KSU Polytechnical UAS baccalaureate program, but it would allow high school students to take advantage of Excel in CTE funding to help pay for the cost of classes.

In summary, the TEA opposes this program request because it is our belief that the system is not well served by creating an adversarial situation between universities and the two-year sector. Instead, the TEA believes it is in the best interest of both students and businesses for Kansas postsecondary institutions to work together rather than in competition. By working together, the programs at all involved institutions are improved, students have access to funding streams not available to universities, and overall, the system can focus its resources to better meet the needs of business and industry.

Thank you for your thoughtful consideration of our concerns.

Sincerely,

Ray Frederick

Ray Frederick
Frederick Plumbing & Heating
Chair, Kansas Postsecondary Technical Education Authority

cc: Dr. Blake Flanders

1000 SW Jackson, Suite 520, Topeka, KS 66612-1368 Tel 785.430.4240 Fax 785.430.4233 www.kansasregents.org

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

October 29, 2021

Mr. Ray Frederick
Frederick Plumbing and Heating
Chair, Kansas Postsecondary Technical Education Authority

Dear Mr. Frederick,

Thank you for sharing the Kansas Postsecondary Technical Education Authority's concerns about Kansas State University Salina's proposed Associate of Applied Science degree in Unmanned Aircraft Systems (UAS).

We appreciate the TEA's position that the Kansas Board of Regents should allow its state universities to offer associate degrees when it is "impractical for the two-year sector to offer" them. In this case, K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled/restricted airspace with the Salina Airport's Class D airspace and at night--KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

We agree that postsecondary needs and realities are changing. Within the changing realm of Higher Education, it is imperative for institutions to remain nimble and to provide educational opportunities in a variety of ways to meet the widest student and industry demands. We believe that collaborations and complementary programming across Kansas will benefit the state, our students, and our collective institutions. By working together across the state, we provide more opportunity for those we educate, and we provide stronger ties to our industry partners.

We have an opportunity to strengthen Kansas' position as an aerospace industry training center. We look forward to working with our Kansas higher education partners in leading this effort.

Sincerely,

Charles Taber, Ph.D.
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

108 Anderson Hall, Manhattan, KS 66506-0113 | (785) 532-6224 | fax: (785) 532-6507 | k-state.edu/provost

KACCT
Kansas Association of Community College Trustees

September 7th, 2021

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

Dear President Flanders,

On behalf of the 19 Kansas Community Colleges Boards of Trustees, the Kansas Association of Community College Trustees appreciates the opportunity to comment on the proposed Associate Degree in Unmanned Aircraft Systems (UAS) being proposed by Kansas State University (KSU) Polytechnic in Salina. We strongly oppose approval of this new program. The program being proposed is the exact type of program duplication that the Kansas Board of Regents and other policy makers have been focused upon, ensuring that when new programs are offered there is a clearly unmet need which will help the Kansas economy and one that could not be fulfilled by another existing institution or program. Cloud County Community College has this same program less than 60 miles away, they would be willing to deliver it to Salina high schools if there is indeed interest, and they are willing to partner with KSU on a transfer pathway to ensure a smooth transfer of the credits for students who may want to pursue a four-year degree at KSU Polytechnic. However, these efforts have not been pursued prior to suggesting a duplicative program be created at the associate degree level, which has long been the role of Kansas Community and Technical Colleges.

Only after this program was submitted (and many letters of opposition were generated in March) did KSU reach out to Cloud County Community College for a conversation. However, while Cloud has offered multiple times to partner to ensure successful transfer and articulation, no suggestion of a transfer and articulation agreement have been suggested by KSU. The mission creep of a four-year institution into the area of a new associate degree which could be achieved through an existing community college in close proximity is troubling. While there are a few associate degrees available at four-year institutions they were historically grandfathered in or are in a very niche area. In fact, the community and technical colleges did support a very niche associate degree be offered at Pittsburg State University within the last year which focused on training technical education teachers. This made sense as it did not duplicate programs and was attached to the teacher training mission of PSU in technical education. We work hard to support all sectors of the system when programs make sense and serve an unmet need for Kansas students. However, that is not the case in this situation. If four-year institutions are allowed to start offering associate degrees, it is highly likely that two-year sector institutions may be interested in offering bachelor's degrees, as has become a nationwide trend. The KBOR policies in place, which clearly define associate degrees as the purview of Kansas Community and Technical Colleges, have served the system well and should be followed in this case. While KSU Polytechnic does have a unique mission, that does not alleviate the need to ensure programs are not duplicated.

Additionally, the student population identified as being served by this new program warrants concern. The proposal states that the program will target the high school population. This is interesting because in that case, the classes would have to be paid for by the students, by the USD, granted tuition relief by KSU, or by a donor. If the same classes were offered by Cloud County Community College the classes would be able to be fully funded under Excel in CTE/SB 155. However, because KSU is not allowed to access Excel in CTE/SB 155 funds, the classes would not be able to be offered at no cost to students, parents, or the school district. There is concern that the end goal may be to try to find a pathway to make these classes offered by KSU as Excel in CTE/SB 155 eligible. This situation would be highly problematic and could jeopardize the great work occurring through Excel in CTE/SB 155 at Kansas Community and Technical Colleges. We value the great work occurring at KSU, however in this case, allowing a new duplicative associate degree without an effort to utilize the existing system for strong transfer and articulation agreements does not most efficiently serve Kansas students.

Sincerely on behalf of Kansas Community College Boards of Trustees,

Nancy Ingram

Nancy Ingram
President
Kansas Association of Community College Trustees
913-461-5381
ngi1475@gmail.com

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

CC: Scott Smathers, Daniel Archer

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

October 29, 2021

Kansas Association of Community College Trustees
700 SW Jackson, Ste. 1000
Topeka, KS 66603

Dear President Ingram and Executive Director Morgan:

Thank you for sharing your opposition to Kansas State University's (KSU) proposed Associate Degree in Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

We understand that program duplication in central Kansas is a consistent concern due to the congestion of institutions serving this portion of the state. However, the fact remains that K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled/restricted airspace with the Salina Airport's Class D airspace and at night--KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

KSU Salina and Salina Area Technical College hold service area authority in Saline County. Salina Tech has no objection to KSU Salina offering this associate degree has indicated they will not authorize Cloud County access to provide a degree in Saline County. Doing so would be detrimental to them but the other three institutions of higher education located in Salina.

During the last 45 days, for due diligence K-State Salina has engaged with the local community leaders, industry partners, and our program and campus advisory boards on this topic. The City of Salina, Salina Chamber of Commerce, Salina Community Economic Development Organization, and the Salina Airport Authority have reiterated to us that their preference and priority is fulfill this community workforce development need with the expertise available in our local community. The public and private secondary school leaders have communicated their preference that this need be fulfilled by an educational provider within the local community. Industry partners that are familiar with both KSU and CCCC's capabilities have provided commentary on the workforce need for the difference in preparation and skillset graduates from both programs bring to this growing industry sector.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

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KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Kansas Community Colleges, and we look forward to future collaborations across the system.

Sincerely,

Charles Taber, Ph.D.
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Education That Works

KANSAS TECHNICAL COLLEGES

August 19, 2021

Samantha Christy-Dangermond
Director, Academic Affairs
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Re: Kansas State University-proposed Unmanned Aircraft System program

Dear Director Christy-Dangermond,

The Kansas Technical College Presidents received notification regarding the above referenced proposal August 18, 2021. The Kansas Technical College Association opposes the request from Kansas State University for the AAS degree in Unmanned Aircraft Systems (UAS). Further communication from individual member colleges voicing their objection to this proposal will also be forthcoming.

This proposal duplicates current programs being offered by other colleges in contravention of current Kansas Board of Regents policy. In considering new programs KBOR policy states "The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents". Both Cloud County Community College (CCCC) and WSU-Tech offer programs in UAS.

New program proposals per KBOR policy requires that the entity applying "shall determine if each proposed program is similar to others in the state and may serve the same potential student population" and if it is determined "that one or more similar programs exist" the program proposal narrative shall take into account "the ability/inability to offer the program collaboratively." This proposal by K-State does not identify similar programs already existing or examine offering the new program collaboratively with other two-year colleges.

KBOR policy further states that "…the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available…". In this proposal Kansas State University details the fact that it already offers a baccalaureate degree in this area begging the question how this proposal is not diametrically opposed to KBOR policy.

Instead of approving a new program in UAS, our member colleges strongly encourage K-State to collaborate with Kansas two-year colleges to develop appropriate 2+2 programs. Before a duplicate program is approved, we recommend that K-State work toward partnering with two-year colleges like CCCC and WSU-Tech and be required to bring forward articulable reasons why such partnership(s) are not viable in lieu of standing up a new program.

Such collaboration would support the KBOR policy that the roles of the state universities and the State's community colleges and technical colleges are clearly differentiated, which preserves the two-year colleges mission of associate degrees, while strengthening partnerships and collaboration with the state universities essential to higher education attainment.

Thank you for your consideration of the Kansas Technical Colleges position of opposition to this proposed program by Kansas State University.

Respectfully,

James D. Genandt, President/CEO
Manhattan Area Technical College
President, Kansas Technical Colleges

Cc: Kansas Technical College Presidents
Blake Flanders – President – Kansas Board of Regents
Daniel Archer – KBOR Vice President for Academic Affairs
Scott Smathers – KBOR Vice President Workforce Development
Ray Frederick – Chair, Kansas Technical Education Authority

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 8, 2021

James D. Genandt, President, Manhattan Technical College
Council Members of Kansas Technical Colleges
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

RE: Response to Manhattan Technical College concerns and Council of Kansas Technical College concerns about Kansas State University's proposed Unmanned Aircraft System program.

Dear President Genandt and Members of the Council of Kansas Technical Colleges,

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of opposition contained in your August 19 note, including claims of program duplication, the need to identify similar programs, and lack of collaboration.

1. **The proposal represents program duplication.** Cloud & WSU Tech have been approved to offer UAS programs. Per KBOR policy (Ch. II. A.7.d.i.(a): *When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.*

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC or WSU Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development and maintenance.

2. **The proposal did not identify similar programs as required by KBOR policy** (Ch. II. A.7.e.iii.(1)(a)(iii)): *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.*

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

Cloud County Community College (CCCC) offers an AAS in small UAS and does require FAA certification. Their degree offering is focused on developing graduates with a master of using UAS for wind turbine inspections. It is a solid program for UAS applications in renewable and wind energy. The KSU UAS program is broader in scope.

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WSU Tech also offers a strong program and will be a good source of industry talent once fully established. WSU Tech provides students various levels of flight training experience, but again, our graduates will be qualified for different career segments upon graduation. Again, based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. Ours is the only program that emphasizes flight instructor development and maintenance.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

3. **The proposal includes no mention of ability/inability of the institution to offer the program collaboratively as required by KBOR policy** (Ch. II. A.7.e.iii.(1)(a)(v): *The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.*

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. While formal collaborations have not surfaced from these conversations, it is KSU's sincere hope that as an educational community we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NW Tech, and KSU bring, we could support educational and industry workforce needs across the state.

4. **State universities are discouraged from offering associate degrees per KBOR policy** (Ch. II. A.7.i.):

> *Associate Degree Programs: The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, 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.*

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and

degree portfolio, the campus is a unique blend of a two-year technical and four-year college with no clear delineation in either segment. This allows us to comprehensively serve the workforce needs of our niche industry focus.

We appreciate the Board's acknowledgement that *"student demand and community needs may engender requests for associate degree programs."* This need is a key element in this proposal. KSU Salina's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses as outlined in KBOR's *Build the Future* strategic plan.

Again, we thank you for communicating the concerns of the Kansas Technical Colleges to Kansas State University. We expect this response addresses the issues raised and we look forward to our continued collaborations to make Kansas an aviation education center.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Kansas Technical College Presidents
Blake Flanders, President, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President of Workforce Development, Kansas Board of Regents
Ray Frederick, Chair, Kansas Technical Education Authority

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Allen
COMMUNITY COLLEGE

September 10, 2021

Scott Smathers
Vice President for Workforce Development
Kansas Board of Regents
1000 SW Jackson St. Suite 520
Topeka, KS 66612-1368

Dear Mr. Smathers:

I am writing in opposition to the request by Kansas State University – Polytechnic to offer an Associate's Degree in Unmanned Aircraft Systems. My first objection is the fact that Cloud County Community College has an existing program. My understanding is that Cloud County has expressed their willingness to partner with KSU to develop a program that could transfer to KSU, and that offer has not been acted upon.

It seems that this program might be an attempt by KSU to access Excel in CTE funding, which to this point has only been available to community colleges and technical colleges. The funding is already being stretched to the point that proration is discussed annually. The addition of the Regent Universities to this funding source would rapidly deplete the pool of funds available.

It has been my experience that many of the career/technical educations programs offered in Kansas are hampered by low enrollment. One of the reasons for this is that too many colleges try to offer the same things, reducing the potential for enrollment and the viability of the programs.

For the above reasons, I am in opposition to the request. Thank you for the opportunity to respond.

Sincerely,

John Masterson
President

1801 N. Cottonwood / Iola, KS 66749
(620) 365-5116 / Fax (620) 365-7406 / www.allencc.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 27, 2021

John Masterson
President
Allen Community College
1801 N. Cottonwood
Iola, KS 66749

Dear President Masterson,

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 10 note, including Cloud County Community College's program and funding requests.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than the offering from Cloud County Community College.

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to advanced use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, students will have a strong foundation on all aspects of small and large UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation. The curricular differences required to prepare students for the demand of the aviation sector do not align with Cloud's program and it would be a disservice to both institutions and the industries we serve to try and make it fit.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Allen Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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BARTON
COMMUNITY COLLEGE

September 2, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

In consideration of the recent request by the Kansas State University to extend its coursework to include an Associate degree in Unmanned Aircraft Systems (UAS), I wish to share my concern. This concern is based on two conditions.

The first condition hinges on the differentiation of mission that distinguishes the two and four year sectors. For decades, it has been rightly recognized that public universities emphasize bachelor's, master's, and doctoral studies. Kansas State University has long maintained this mission and has a rich history of doing so with great success. Through application, the move to establish an UAS associate degree program would clearly upend the roles and expectations that distinguish the mission of the two and four year sectors. Would not such application and perhaps approval of KSU's application, serve as the basis for the two year sector to justify four year degrees and therefore becoming an element of its respective mission? In addition, mission overlap can lead to host of predictable developments that would disrupt mission balance - oversight, funding, and accountability to name a few.

Secondly, with a similar associates program in place at Cloud County Community College and like interests of other two year institution to seek this programming capacity, should not the attention of the four year sector be focused on transferability of student course credits? As well, I do not believe that demand has outpaced the capacity of the two year sector. In our world of scarce resources, I would advocate for an efficient course articulation pathway that would maximize student preparation in meeting employer demands.

With the above thoughts, I petition the Regent body to disapprove Kansas State University's application to provide an Associate degree program in Unmanned Aircraft Systems. Thank you for your attention to this matter.

Sincerely,

Carl Heilman, Ph.D.
President

Sincerely,

Tricia Reiser
Board of Trustees, Vice Chair

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

245 NE 30 RD • Great Bend, KS 67530 • (620) 792-2701 • bartonccc.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Carl Heilman, Ph.D.
President
Barton Community College
245 NE 30 RD
Great Bend, KS 67530

Dear Dr. Heilman and Vice Chair Reiser:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 2 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Barton Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Butler Community College

Office of the President

September 8, 2021

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

Dear President Flanders,

Butler Community College appreciates the opportunity to respond to the Associate of Applied Science Degree in Unmanned Aircraft Systems (UAS) proposed by Kansas State University (KSU). This degree program was initially proposed by KSU early in spring 2021 and then removed from consideration. With the recent email in mid-August that KSU is once again requesting approval for the AAS in UAS, on behalf of Butler Community College, I am submitting this letter in strong opposition to approval of this request.

In December 2017, Butler and KSU Polytechnic announced a partnership for an UAS Early College Academy providing an opportunity for high school juniors and seniors to complete an AAS in UAS while still in high school. Once a student graduated from Butler's UAS program, that student, upon acceptance, would transfer seamlessly into Kansas State Polytechnic's UAS program and within two years receive a bachelor's degree. The student also had the option to directly enter the workforce with this cutting edge education for careers in agriculture, real estate, law enforcement, fire science, industry, and the military.

At that time, Kansas State Polytechnic was one of the first universities in the nation to offer a bachelor's degree in UAS. KSU Polytechnic noted a joint partnership with Butler would ensure career preparation for the highly competitive UAS job market would remain accessible and affordable for the citizens of Kansas. Only two years later, KSU determined enrollment in the Early College Academy didn't support continuation of the partnership so it was put "on-hold".

The current proposal identifies the population to be served is high school students and with Butler's Early College Academy model for high school student enrollment, Cloud County Community College's approved UAS program and WSU Tech's recently approved UAS program, approval of KSU's AAS degree will simply duplicate existing programs and create "mission creep" into a very strong 2-year Kansas system already charged with offering associate degree and certificate programs. It also creates the potential for KSU to then access tiered technical funding, of which there is already an existing funding gap, and Excel in CTE funding. KSU has an opportunity to partner with existing programs to strengthen educational opportunities and career pathways in the field of unmanned aircraft and they should do so.

Approval for KSU's request to offer an associate degree and duplicate current programs will then provide an opportunity for the 2-year Kansas community colleges to capitalize on conversations with our Higher Learning Commission Liaisons seeking support to offer bachelor degrees in Kansas. Community Colleges have the ability to provide bachelor's degrees at lower cost, in smaller, more personal class settings to increase student retention and success and taught by credentialed professors.

I strongly urge the Technical Education Authority and the Kansas Board of Regents to deny KSU's proposal for an AAS in Unmanned Aircraft Systems. Thank you for your consideration and please know I'm available for any further questions.

Sincerely,

Dr. Kimberly W. Krull

Kimberly W Krull, Ph.D.
President

cc: Scott Smathers, Vice President for Workforce Development
Daniel Archer, Vice President for Academic Affairs

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 20201

Dr. Kimberly W. Krull, Ph.D.
President
Butler Community College
901 S. Haverhill Rd.
El Dorado, KS 67042

Dear Dr. Krull:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Our partnership with Butler Community College is appreciated. As agreed, we ran the program through two cohorts of students. Unfortunately, program interest came in much lower than either institution anticipated, well below the 15 students required to cover the expense of faculty travel. We learned some valuable lessons on joint programs of this nature and we value Butler's willingness to experiment and explore the possibilities.

When reviewing KSU's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than WSU-Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college This allows us to comprehensively serve the workforce needs of our industry focus.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

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Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Butler Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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CLOUD COUNTY COMMUNITY COLLEGE

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Geary County Campus
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Online & Outreach
1.800.729.5101
www.cloud.edu

September 8, 2021

Dr. Blake Flanders, President & CEO Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear President Flanders:

Cloud County Community College (CCCC) appreciates the opportunity to provide comment on the proposed Associate of Applied Science (AAS) Degree in Unmanned Aircraft Systems (UAS) program request submitted by Kansas State University (KSU) Polytechnic in Salina. CCCC strongly opposes the approval of this program as we currently offer the same degree 50 miles from Salina. Since the original request to offer this program last March, CCCC has tried to work with KSU to partner on a transfer pathway to provide students with seamless transfer into a four-year degree at KSU. However, our effort has not been met with the same willingness to partner.

Per our phone conversation and email follow up with Provost Tabor on March 17, 2021, we were encouraged about the possibility of building a partnership regarding UAS. After several needs to reschedule by KSU Polytechnic, the meeting finally occurred on June 17th in Salina. We received a tour of the facilities and had discussion during the tour but were never asked to sit down afterwards to discuss partnership. However, we did schedule a follow up visit for KSU Polytechnic to visit CCCC on August 27th to tour our facilities and meet with our faculty. Before that meeting could occur, KSU submitted their program request again to offer an AAS in UAS. During the meeting on August 27th, it was shared that their intention was always to bring back their request. CCCC asked several times during the meeting for the opportunity to partner but were told that it is within their right to offer the degree per statute. However, of this duplication of program creates the possibility of unfettered duplication of other programs and services across the state.

The Kansas Universities and the Kansas Community Colleges have a tradition of strong partnerships through the transfer function of the system. It would stand to reason that KSU Polytechnic should collaborate with CCCC to partner to achieve a focused effort by both institutions to serve our students. Unfortunately, this process hasn't had the opportunity to be thoroughly visited yet. Although KSU Polytechnic has a unique mission, it does not alleviate concerns regarding program duplication. Additionally, it is in the student's best interest to earn their AAS in UAS through CCCC where, as high school students, they would have access to SB155/Excel in CTE funds. This leads to a separate concern that KSU will then request SB155/Excel in CTE funds, which could jeopardize those funds. Ultimately, if KSU's request is approved, it could lead to community and technical colleges being less comfortable innovating and investing in starting new programs if universities could simply start programs in direct competition with the community or technical college program.

KSU is an exemplary institution, serving students for their bachelor's, master's, and/or doctoral degree. However, their request lends to program duplication and mission creep. KBOR clearly defines associate degrees as the mission of Kansas Community and Technical Colleges. Community colleges are the value provider for many Kansans who are seeking a two-year degree or short-term certificate that they can use to enter the workforce. Rather than create a duplicated program, KSU Polytechnic should utilize a partnership with CCCC for transfer and articulation as a better use of state resources to meet the education needs of students in UAS.

Sincerely,

Amber Knoettgen
President

Jesse Pounds
Chairman, Board of Trustees

cc: Scott Smathers, Daniel Archer

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Amber Knoettgen
President
Cloud County Community College
2221 Campus Drive
Concordia, KS 66901

Dear President Knoettgen and Chairman Pounds:

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 2 note.

We have appreciated the recent conversations our Salina campus has had with your institution. Scheduling is often an issue during the summer months but were grateful that despite the tight timeline on the day of your visit, you were able to tour campus and visit with our UAS faculty. This background proved useful when you hosted our staff, showcased your facilities, and discussed the need to update our existing transfer agreements.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than the offering from Cloud County Community College.

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to advanced use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, students will have a strong foundation on all aspects of small and large UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation. The curricular differences required to prepare students for the demand of the aviation sector do not align with Cloud's program and it would be a disservice to both institutions and the industries we serve to try and make it fit.

We were very impressed with your knowledge and expertise in small UAS applications in renewable and wind energy. KSU is sincere in our desire to leverage the strengths of both institutions to expand opportunities for students at both institutions and bring industry prominence to central Kansas. The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

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KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Cloud County Community College. We were excited by the innovative activity at your institution and regardless of the decision on this proposal, we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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CLOUD COUNTY COMMUNITY COLLEGE

Concordia Campus
P.O. Box 1002
2221 Campus Drive
Concordia, KS 66901
785.243.1435
Fax: 785.243.1043

Geary County Campus
631 Caroline Avenue
Junction City, KS 66441
785.238.8010
Fax: 785.238.2898

Online & Outreach
1.800.729.5101
www.cloud.edu

September 29, 2021

Dr. Blake Flanders, President & CEO Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear President Flanders:

Please accept this letter as continued opposition from Cloud County Community College (CCCC) despite Kansas State University Aerospace and Technology's (KSU Polytechnic) response to concerns regarding their proposed Associate of Applied Science in Unmanned Aircraft Systems. Although KSU Polytechnic asserts there is differentiation in their proposed degree, they have yet to thoroughly explore curriculum with this same degree currently offered by both Wichita State University Tech (WSU Tech) and CCCC. From CCCC's perspective, KSU Polytechnic has not done their due diligence to ensure a viable partnership with either institution. CCCC students are prepared for the FAA Part 107 test for a Remote Pilot Certificate in Unmanned Aircraft Systems just as KSU Polytechnic students.

KSU Polytechnic shared that their program is much "more in depth" than CCCC's at the Technical Education Authority Curriculum Committee meeting on September 10th as a reason a partnership would not be viable. However, KSU Polytechnic has yet to thoroughly examine our courses. Furthermore, their assertion raises the question of how an Associate of Applied Science in Unmanned Aircraft Systems at KSU Polytechnic can be labeled as the same degree as the one Cloud currently offers, yet be so different. Students are earning the same credential, so program alignment then becomes an issue. Additionally, KSU Polytechnic includes 13 hours of 300 and 400 (junior and senior) level courses in their proposal for the Associate of Applied Science in Unmanned Aircraft Systems. Why are their junior and senior level courses in an associate of applied science degree? WSU Tech's Associate of Applied Science in Unmanned Aircraft Systems degree does not include any 300 or 400 level courses.

Lastly, if this is truly a local need for Salina high schools, it would be in the best interest of the students to have access to the courses through CCCC as they would be eligible for SB155/Excel in CTE funding and be offered at a lower tuition rate. The best use of state resources must be a consideration, but so must the best interest of the students. A partnership between KSU Polytechnic and CCCC would serve both those purposes. If there are needed adjustments to CCCC's courses, it would benefit all parties involved to work on program alignment and partnership. CCCC worked with KSU Polytechnic to create a partnership for our Associate of Applied Science in Wind Energy students to transfer to KSU Polytechnic to complete their bachelor's degree. If KSU Polytechnic's request is allowed, should the Regents then consider allowing community colleges to offer bachelor's degrees for our specialized programs, such as wind energy, rather than partner with the universities as other states have begun?

KSU mentions in their request they are members of the FAA's Collegiate Unmanned Aircraft Systems Collegiate Training Initiative. CCCC's program has also been selected as a member. Our program is not a niche program for wind energy as suggested by KSU Polytechnic. We offer the exact degree they are proposing with students earning the same credential. Rather than create a duplicated program where the demand does not exist, KSU Polytechnic should utilize a partnership with CCCC or another institution for transfer and articulation as a better use of state resources to meet the education needs of students in UAS.

Sincerely,

Amber Knoettgen
President

cc: Scott Smathers, Daniel Archer

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

October 29, 2021

Amber Knoettgen, President
Cloud County Community College
2221 Campus Drive
Concordia, KS 66901

Dear President Knoettgen and Chairman Pounds:

Thank you again for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

During the last 45 days, for due diligence K-State Salina has engaged with the local community leaders, industry partners, and our program and campus advisory boards on this topic. The City of Salina, Salina Chamber of Commerce, Salina Community Economic Development Organization, and the Salina Airport Authority have reiterated to us that their preference and priority is fulfill this community workforce development need with the expertise available in our local community. The public and private secondary school leaders have communicated their preference that this need be fulfilled by an educational provider within the local community. Industry partners that are familiar with both KSU and CCCC's capabilities have provided commentary on the workforce need for the difference in preparation and skillset graduates from both programs bring to this growing industry sector. In addition, the other institutions of higher education in Saline County have provided communication that they would not approve CCCC authority to offer their program in this service area.

We understand that program duplication in central Kansas is a consistent concern due to the congestion of institutions serving this portion of the state. However, the fact remains that K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled/restricted airspace with the Salina Airport's Class D airspace and at night--KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Cloud County Community College, and we look forward to future collaborations with the institution.

Sincerely,

Charles Taber, Ph.D.
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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COFFEYVILLE COMMUNITY COLLEGE

September 8, 2021

Kansas Board of Regents
ATTN: Scott Smathers
Vice President of Workforce Development
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

RE: Kansas State University's Request for AAS in Unmanned Air Systems Program

Dear Mr. Smathers:

I recently received notice from the KBOR staff that Kansas State University (KSU) is requesting authorization to add an Associate in Applied Science (AAS) degree in Unmanned Aircraft Systems at the KSU Polytechnic Campus in Salina. I'm concerned about the TEA or KBOR granting authorization for a university with a bachelor and graduate mission to venture into the offering of Associate degrees for the following reasons:

- Duplication of Existing Programs in the Region. Cloud County Community College is already equipped and prepared to offer this certificate and associate degree program in the region. As KSU provided in their application packet, they have already announced a partnership with USD 305 Salina to provide the Associate degree program to high school students prior to approval of the degree by the TEA and/or KBOR. KSU is already approved and offering a bachelor degree in this area.

- Mission Creep. Each of the educational entities in the State of Kansas have clearly defined missions to support their communities, counties, and regions in the state. The mission of community colleges is to provide certificate and associate degrees to our communities and region as needed to prepare students for the workforce or for transfer to a university. Providing associate degree programming for area high schools does not appear to be a part of KSU's stated mission

Again, I am concerned about the request for a university to offer associate degrees in Kansas. As noted an associate degree option at a community college is already available in the region.

Sincerely,

Marlon Thornburg

Marlon Thornburg, Ed.D
President
Coffeyville Community College

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Marlon Thornburg
President
Coffeyville Community College
400 West 11th Street
Coffeyville, KS 67337

Dear President Thornburg:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Coffeyville Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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September 8, 2021

Vice President Smathers
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Vice President Smathers,
I am writing on behalf of Colby Community College to express my concern regarding the proposed Unmanned Aircraft Systems Associate Degree program from Kansas State University. In my opinion, this program is duplicative, as a variation of the program is currently being offered at Butler Community College and Cloud County Community College. Is there current evidence that supports that these institutions are not meeting the needs of the industry or has the need/demand exceeded their current enrollment capacity?

Kansas State University is a baccalaureate, master, and doctorial degree offering Regent University. To introduce an associate degree in this field would seemingly stray from their mission of serving students who seek to obtain one of the aforementioned types of degrees. Ultimately, the continual pursuit of offering associate degrees from Regent Universities will hurt the community and technical colleges, as it would hurt Regent Universities if the two-year sector were to pursue baccalaureate offerings.

Thank you for your time and attention to this matter. Your considerations are greatly appreciated. Please contact me if you have any questions or concerns.

Respectfully,

Seth Macon Carter
President, Colby Community College

cc: Dr. Daniel Archer, Vice President for Academic Affairs
Dr. Blake Flanders, President

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Seth Macon Carter
President
Colby Community College
1255 S. Range Ave
Colby, KS 67701

Dear President Carter:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Colby Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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OFFICE OF THE PRESIDENT
DR. DENNIS C. RITTLE

September 8, 2021

Dr. Blake Flanders, President and CEO Kansas Board of Regents

1000 SW Jackson Street, Suite 520

Topeka, KS 66612

Dear President Flanders,

In response to the proposed Associate Degree in Unmanned Aircraft Systems (UAS) proposed by Kansas State University (KSU) Polytechnic in Salina, Cowley College firmly opposes the approval of this new program. This proposal appears to be a clear example of mission creep as one or more public two-year colleges in the state of Kansas could readily offer such a program and keep with the mission of two-year colleges. Additional concerns and nuances to this particular proposal are well articulated in a joint letter from the Kansas Association of Community Colleges Trustees (KACCT) dated September 7, 2021 and signed by President Nancy Ingram and Executive Director Heather Morgan. Cowley College supports the aforementioned KACCT correspondence.

Respectfully,

Dennis C. Rittle, Ph.D.

COWLEY COLLEGE
125 S. Second | PO Box 1147 | Arkansas City, KS 67005
800.593.CCCC | cowley.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Dennis C. Rittle, Ph.D.
President
Cowley College
125 S. Second
Arkansas City, KS 67005

Dear Dr. Rittle:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 2 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the Board of Regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Cowley College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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DODGE CITY COMMUNITY COLLEGE

P: 620.225.1321
T: 800.367.3222
E: about@dc3.edu
dc3.edu
2501 N. 14th Ave.
Dodge City, KS 67801

September 8, 2021

Dr. Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Dr. Flanders:

I am writing on behalf of Dodge City Community College to express my concern regarding Kansas State University's proposed Unmanned Aircraft Systems Associate Degree program. I feel this is a duplicate program that is currently being offered at Butler Community College and Cloud County Community College. Do you have documentation that shows these colleges are not meeting their goals and needs of the industry? I feel it would be more beneficial to increase capacity through the use of the institutions already producing graduates who earn associate degrees and/or certificates.

Kansas State University is a baccalaureate, master, and doctorial offering university. To offer this program from a Regent University would hurt technical and community colleges. For those who are interested in earning a bachelor's degree, strong transfer and articulation pathways can, and should, be established so that the needs of students and employers are met in the most efficient, cost-effective manner.

Thank you for your considering Dodge City Community College's thoughts in this matter and I urge you to please decline Kansas State University's proposal to offer an Associate degree program for Unmanned Aircraft Systems. Thank you for your consideration in this matter and please let me know if you have any questions.

Sincerely,

Harold Nolte

Dr. Harold E. Nolte
President, Dodge City Community College

cc: Dr. Daniel Archer, Vice President for Academic Affairs
Mr. Scott Smathers, Vice President for Workforce Development

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Harold E. Nolte
President
Dodge City Community College
2501 N. 14th Ave
Dodge City, KS 67801

Dear Dr. Nolte:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 8 note, including program duplication and mission differentiation.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors. The program at Butler Community College does not appear to be active.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Dodge City Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Samantha Christy-Dangermond
Director, Academic Affairs
Kansas Board of Regents
1000 SW Jackson, Ste. 520
Topeka, KS 66612

Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear KBOR Staff,

Please accept this letter as formal opposition from Fort Scott Community College regarding Kansas State University Aerospace and Technology (KSU Polytechnic) offering an Associate of Applied Science in Unmanned Aircraft Systems. The reason for the opposition is multifaceted and is outlined throughout this letter. FSCC believes that should this program be approved and offered by KSU Polytechnic, it sets an unwanted precedent for higher education in the state of Kansas.

KSU Polytechnic outlined three items in the vision for the degree. The first one is a two year option or additional exit point for students within the pipeline for the bachelor's degree. The KBOR Policy Manual (2021) addresses this type of proposal directly, "The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available" (p. 29).

The exception to this item is typically when industry demand necessitates it. However, with the location of this program, another community college (Cloud County Community College) and a technical college (WSU Tech) in the region already offer similar programs – including all of the general education which is directly transferable. The third item outlined in the vision of the proposed program involves 2+2 programs. FSCC believes KSU Polytechnic has the opportunity to collaborate and have serious alignment discussions with those institutions, who already have the expertise involved with teaching this specific program meant for entry into industry.

FSCC strongly believes in partnerships with the university sector in the state of Kansas. We believe the KBOR policy ensures offering the best opportunity for educating students and supporting the balance of institutions throughout the state. This helps the community colleges remain truly affordable and accessible to students throughout the state. FSCC believes the approval of this program is program duplication, lacks demonstrated industry need, lacks adequate student population at this time, lacks genuine effort at program alignment, and does not meet the mission focus in the KBOR policy for new associate's degrees. For those reasons, FSCC opposes this proposal.

Sincerely,

Adam Borth and Alysia Johnston
Fort Scott Community College

Cc: Scott Smathers, Vice President of Workforce Development

620-223-2700 • 800-874-3722
www.fortscott.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 27, 2021

Adam Borth and Alysia Johnston
Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear Adam Borth and Alysia Johnston:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Kansas Community Colleges, and we look forward to future collaborations to strengthen educational offerings throughout the state.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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GARDEN CITY
COMMUNITY COLLEGE
Office of the President

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders,

This letter is submitted in opposition to the application of Kansas State University – Polytechnical Institution to offer an Associate of Applied Science in Unmanned Aircraft Systems. As a two-year institution in the state of Kansas, Garden City Community College views this application as an entry point for the four-year sector to offer associate degree options. Community colleges are designed for access and affordability, but this application serves as a platform for mission creep for KSU to offer the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science degrees. If the Kansas Board of Regents allows the regent universities to award Associate degrees, there is a cultivation of duplicative services. There currently exists community colleges who offer this program, with Cloud County Community College being in the same service region of KSU. It would be better use of state resources to develop partnerships or bridge agreements between the 2-year and 4-year sector. There has been strong collaboration and partnership on articulation and transfer agreements between the 2-year and 4-year sector in Kansas and those partnerships need to continue to develop and be accentuated. Rather than convoluting the system with the approval of this application, the Kansas higher education system should be looking at measures to incentivize and encourage collaboration and partnerships, not creating divisiveness.

The majority of technical and career training and workforce development is already occurring at Kansas community colleges. If this program is approved, it will create an undesirable impact on the Kansas higher education system. Will community colleges be allowed to offer baccalaureate degrees in Kansas next? Several states have laid the groundwork for bachelor's degrees to be offered at community colleges. The most efficient use of state resources is to align existing programs with transfer options. Community colleges are created on the premise of access and affordability. Garden City Community College does not support the approval of this application. We need to return to a practice of collaboration and partnership among the 2-year and 4-year sector and keep the mission of each sector aligned with the sector. Together, we will build a stronger Kansas through collaboration and partnership among the higher education system.

Sincerely,

Dr. Ryan J. Rudd

Ryan J. Rudd Ed.D.
President Garden City Community College

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Ryan J. Ruda, Ed.D.
President
Garden City Community College
801 Campus Dr.
Garden City, KS 67846

Dear Dr. Ruda:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Garden City Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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HIGHLAND COMMUNITY COLLEGE

September 8, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

Highland Community College is onboard with collaboration efforts among four-year universities, technical colleges and other Kansas community colleges. We have heard over and over again the message of not duplicating programs. Upon appearance, the message does not seem as strongly heard among Kansas Regent universities.

Kansas State University is seeking to offer an Associate degree in Unmanned Aircraft Systems. Can they not partner with Cloud County Community College to offer this degree in their area? If the demand is so great, wouldn't Cloud County Community College be poised in meeting the demand with an already approved program?

Highland Community College's Board of Trustees and Administration are concerned with the message being one-sided and the Regent's institutions not being held to the same standard of working with other Kansas institutions. We have students tell us frequently they wish Highland was again, a four-year institution. Is this something we should be considering as four-year institutions begin moving towards offering two-year degrees?

Kansas State University has always been friend to Highland Community College. We send many of our students there to complete a Bachelor's degree. We would also hate to find ourselves in a similar situation as Cloud County Community College when another four-year university decides they want to offer an Associate's degree that is readily available.

We urge the Kansas Board Regents to deny Kansas State University's request to offer and Associate degree program in Unmanned Aircraft Systems. Thank you for allowing us to present our concerns.

Sincerely,

Deborah Fox
President, Highland Community College

606 W. Main, Highland, Kansas 66035 | (785) 442-6000 | FAX (785) 442-6100 | www.highlandcc.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Deborah Fox
President
Highland Community College
606 W. Main
Highland, KS 66035

Dear President Fox:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Highland Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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HUTCHINSON
COMMUNITY COLLEGE
OFFICE OF THE PRESIDENT
1300 N. PLUM ST.
HUTCHINSON, KS 67501-5894
620-665-3505
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September 8th, 2021

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

Dear President Flanders

Thank you for your consideration of this matter. This letter is submitted in opposition to the application of Kansas State University – Polytechnical Institution to offer an Associate of Applied Science in Unmanned Aircraft Systems. As a two-year institution Hutchinson Community College has a concern if this application is allowed to advance. Specifically, they two-year mission for the community colleges in Kansas has historically been to offer the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science (AAS). This is the Mission area assumed by the two-year sector of higher education in Kansas. If the Kansas Board of Regents allow the Kansas universities to grant additional AAS degrees the mission creep begins to accelerate, and the possibility of unfettered duplication of programs and services becomes even more of a possibility. There is currently a community college in close proximity to the KSU – Polytechnical campus that offers a similar program and is willing to provide the program in Saline County. Rather than create an additional AAS degree at a university it would seem a much better use of state resources to create a partnership whereby the community college and KSU Polytechnical can fulfill the educational need of students in Kansas interested in this program. It is my understanding that such a partnership has been discussed and there was no agreement reached to allow the community college to offer the degree.

The Kansas Universities and the Kansas two-year sector have a tradition of strong partnerships especially through the transfer function of the system. KSU – Polytechnical Institute currently has a Bachelor's Degree in this program area. It would stand to reason that a seamless transfer between the two outstanding institutions could be achieved by a focused effort by both institutions.

If this program is allowed to be approved it could also lead to community and technical colleges being less comfortable innovating and investing in new program start-up if universities could simply start programs in direct competition with the community or technical college program. Community colleges are the value provider for many Kansans who are seeking a two-year degree or short-term certificate they can use to enter the workforce. If community and technical colleges are no longer developing the programs that business and industry demand--

who will? HutchCC believes very strongly in the mission assignments that the Regents have given to each sector and we believe that the system is stronger if we each focus and concentrate on the areas where we each have particular strengths and can help Kansas business and industries grow and thrive. If state universities are allowed to expand their offering of associates degrees what is next, mission creep by community colleges into the baccalaureate area?

Sincerely,

Carter L. File Ph. D.
President, Hutchinson Community College

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Carter File
President
Hutchinson Community College
1800 N. Plum St
Hutchinson, KS 67501-5894

Dear President File:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Hutchinson Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Independence Community College
1057 W. College Ave. Independence, KS 67301
www.indycc.edu

Office of the President

September 8, 2021

President Flanders
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders,

I am writing on behalf of Independence Community College to express our concerns regarding the Unmanned Aircraft Systems Associate Degree program being proposed by Kansas State University.

Similar programs are already offered by Cloud County Community College and Butler Community College. Cloud County Community College is less than 60 miles away from Kansas State University Polytechnic in Salina. I believe Cloud County Community College is both willing to provide this program to Salina-area schools and partner with KSU Polytechnic to create a transfer pathway. The expansion of this program into areas already offered by community and technical colleges is a cause for concerns related to mission creep. Is there evidence to support community colleges cannot meet the needs of Kansas industry leaders in this sector?

Kansas State University is an innovative and dynamic provider of a quality education. The institution has a long history of providing exceptional baccalaureate, master, and doctoral degrees. I am proud to have such a fine institution as a Regent University in our state. In this situation, I believe that the proposed Unmanned Aircraft Systems Associate Degree program is duplicative.

I urge the Kansas Board of Regents to decline the proposal to launch an Unmanned Aircraft Systems Associate degree program at Kansas State University. Thank you for thoughtful consideration of our concerns. Please contact me if you have any questions or concerns.

Sincerely,

Vincent Bowhay, Ed.D.
President
Independence Community College

cc: Dr. Daniel Archer, Vice President, Academic Affairs
Dr. Scott Smathers, Vice President, Workforce Development
Heather Morgan, Kansas Association of Community College Trustees

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Vincent Bowhay, Ed.D.
President
Independence Community College
1057 W. College Ave
Independence, KS 67301

Dear Dr. Bowhay:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors. The program at Butler Community College does not appear to be active.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Independence Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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JOHNSON COUNTY
COMMUNITY COLLEGE
OFFICE OF THE PRESIDENT

12345 College Blvd. • Overland Park, KS • 66210-1299

September 2, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

Earlier this year I sent a letter to you outlining the initial concerns about Kansas State University's desire to expand its offerings to include an Associate degree in Unmanned Aircraft Systems. The concerns I shared, mission creep and competition with existing associate degree programs, have not changed.

My primary concern with the proposed UAS associate degree program at Kansas State is that this is an example of mission creep. As a Regent University, Kansas State University is charged with serving students seeking a bachelor's, master's, or doctoral degree. They are an exemplary university, serving well the students within their current programs. That said, offering a new associate degree program expands their work into areas that are clearly within the role of community and technical colleges. This offering opens a door that has been hotly debated in recent months by the Board of Regents, resulting in a procedural step to include the community and technical colleges in the approval process through BAASC should such offerings be brought forward in the future.

The second concern is that we have community colleges in the state of Kansas, such as Cloud County Community College, that already offer comparable programs. Does employment demand exceed the capacity of our Community and Technical College system? Would it not make more sense to increase capacity through use of the institutions already charged with producing graduates who earn associate degrees and/or certificates? For those who are interested in earning a bachelor's degree, strong transfer and articulation pathways can, and should, be established so that the needs of students and employers are met in the most efficient, cost-effective manner.

When considering these two concerns in tandem, I strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

Andy Bowne, Ed.D.
President

cc: Dr. Daniel Archer, Vice President for Academic Affairs
Dr. Scott Smathers, Vice President for Workforce Development
Mike Johnson, Kansas Postsecondary Technical Education Authority
Heather Morgan, Kansas Association of Community College Trustees

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Andy Bowne, Ed.D.
President
Johnson County Community College
12345 College Blvd.
Overland Park, KS 66210-1299

Dear Dr. Bowne:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Johnson County Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Kansas City Kansas Community College

Office of the President
7250 State Avenue : Kansas City, KS 66112
Phone 913.288.7123 : Fax 913.288.7680

September 13, 2021

Dr. Blake Flanders, President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

I write to let you know I find it concerning that discussions regarding Kansas State University (KSU) offering a new associate degree in Unmanned Aircraft Systems are still taking place at the Board of Regents level, since communication began this last spring that Kansas Community Colleges, such as Cloud Country Community College, already offer such a degree.

Should KSU be granted authority to offer this degree, it seems to go against the Board of Regents' desire to not allow unnecessary duplication and proliferation of the same degrees in similar regions and across the state. It also appears to go against providing high-quality educational programs to students at the best economical value for them and their families. I understand that high school students are a planned target audience for this proposed KSU degree. High school students taking this degree from Cloud Country Community College would be able to access Excel in CTE/SB 155 funds which would allow them to complete the program with little to no cost. Students taking the same program at KSU would not have access to these funds, would have to pay the much higher tuition and fee rates, and/or obtain other access to grant funds or even student loans.

Lastly, and what appears to be becoming more critical is the continued mission creep that is being demonstrated by Kansas State University. As a Regent University, KSU is charged with serving students seeking bachelor's, master's or doctoral degrees, not associate degrees. Their continued requests to add associate degrees clearly crosses into the realm of the mission of Kansas' Community and Technical Colleges.

Should these requests continue to be approved, and the mission lines continued to be blurred, it only opens the door for what many states across the country have already approved; community colleges offering bachelor's degrees. Community colleges can offer the same high-quality degree at a significantly reduced cost than state four-year institutions, while being increasingly responsive to community needs.

While articulation agreements currently exist to get students from associate degrees to bachelor's degrees, albeit also in need of additional work, I contend this is a better route than what is currently proposed by Kansas State University. Please feel free to reach out with any questions. Thank you for your consideration.

Sincerely,

Dr. Greg Mosier
President

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development
Ray Daniels, KCKCC Board of Trustees, Chair

"We Create Our Future"

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 27, 2021

Dr. Greg Mosier
President
Kansas City Kansas Community College
7250 State Avenue
Kansas City, KS 66112

Dear President Mosier,

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 13 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus since 1991, and stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered at KSU Salina since that time. The campus currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with our colleagues across the Kansas Community Colleges, and we look forward to our continued collaborations to offer accessible quality education across the state.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Ray Daniels, KCKCC Board of Trustees, Chair

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LABETTE COMMUNITY COLLEGE

OFFICE OF THE PRESIDENT
Mark Watkins, Ed.D.

200 S. 14th Street
Parsons, KS 67357

P. 620.820.1223
F. 620.421.0921
markw@labette.edu

www.labette.edu

Friday, September 3, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Dear Dr. Flanders,

Recently, K-State pulled their request to offer a two-year degree in Unmanned Aircraft Systems (UAS). However, we've been recently informed of K-State's proposal to move forward on the AAS degree in UAS which is a concern. I am concerned with future Kansas universities who pursue two-year degrees as part of their offerings.

Please know, I fully support Kansas universities. My family has earned multiple undergraduate and graduate degrees from every public Kansas university. We happily support Kansas universities with our tax dollars.

Common understanding indicates when revenues decrease, competition for students becomes more aggressive. Fortunately, our Kansas institutions of higher learning have been working through KCOG to make transfers from community colleges to universities seamless. While this has not always been easy, this does demonstrate the willingness to work together in support of our students and taxpayers. We also work together to establish articulation agreements to provide students with several viable options.

However, allowing universities to cross the line into the two-year sector becomes problematic. I am aware of previous two-year degrees made available by our universities and am concerned about further exploitation for additional offerings when attempting to shore up revenues during these difficult times.

Labette Community College does not support K-State's proposal for the AAS in Unmanned Aircraft Systems. The Regents have voiced concern regarding the propagation of additional associate degrees at universities, and I believe this policy position makes sense.

Contact me if you have any questions or concerns.

Sincerely,

Mark Watkins

Mark Watkins
President
Labette Community College

Cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Mark Watkins, Ed.D.
President
Labette Community College
200 S. 14th Street
Parsons, KS 67357

Dear Dr. Watkins:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Labette Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Neosho County Community College

September 7, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

It is my understanding that Kansas State University is hoping to expand its offerings to include an Associate degree in Unmanned Aircraft Systems. Neosho County Community College is asking that this request by Kansas State University be denied.

It has been NCCC's practice to not stand against new programs offered by other institutions and for the last 10 years or longer we have filed no letters of concern on any programs, even when neighboring institutions have offered similar programs to ours. We have felt that the market should decide what programs succeed and which ones fail, and that efforts to control the free market of programs have resulted in fewer opportunities for Kansans. Any effort to address non-duplication with State control has ended poorly, taking away local control and holding back the mission of individual colleges.

Kansas State University is a fine institution of higher education and a point of pride for the State of Kansas. My daughter is a student at KSU currently, so you can see that I believe this statement beyond just words to the point that I am trusting K-State with the education of my daughter. It is not a matter of quality or capacity to offer said degree which gives me pause. The issue, of course, is mission creep.

I join my fellow two-year sector institutions to raise our concerns about any four-year institution adding any associate's degree beyond those legacy associates degrees approved in the distant past. Speaking as a community college president with five other community colleges within easy driving distance I know how important it is to stick to my mission and respect the boundaries with my neighboring colleges in order for us all to meet the needs of the region. Any public four-year institution should respect the boundaries in the form of educational offerings that exist between different classifications of institutions.

I strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

Brian Inbody, Ed.D.
President

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

800 West 14th Street
Chanute, KS 66720
620.431.2820

Online Campus
www.neosho.edu
800.729.6222

900 East Logan Street
Ottawa, KS 66067
785.242.2067

The Mission of Neosho County Community College is to Enrich Our Communities and Students' Lives

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Brian Inbody, Ed.D.
President
Neosho County Community College
800 West 14th Street
Chanute, KS 66720

Dear Dr. Inbody:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Neosho County Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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PRATT Community College

348 NE SR 61 Pratt, KS 67124 www.prattcc.edu 620-672-5641

September 7, 2020

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

It is my understanding that Kansas State University is seeking approval for an Associate degree in Unmanned Aircraft Systems (UAS). I strongly oppose this request for the following reasons. Cloud County Community College already offers this program and they are geographically close. This request makes little sense to duplicate a program that is located nearby. Another concern with the proposed UAS associate degree program at Kansas State is that this is a strong example of mission creep. As a Regent University, Kansas State's mission is serving students seeking a bachelor's, master's, or doctoral degree. Offering a new associate degree program expands their work into areas that are clearly within the role of community and technical colleges, which is opens a door that has been hotly debated in recent months by the Board of Regents, including a determination being made this past month for a procedural step to include the community and technical colleges in the approval process through BAASC should such offerings be brought forward in the future.

I strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

Michael D. Calvert

Michael Calvert
President

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Michael Calvert
President
Pratt Community College
348 NE SR 61
Pratt, KS 67124

Dear President Calvert:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Pratt Community College, and we look forward to future collaborations with the institution.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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SEWARD COUNTY COMMUNITY COLLEGE

1801 N. Kansas Ave., P.O. Box 1137, Liberal, KS 67905-1137 620-624-1951 or 1-800-373-9951

September 10, 2021

Dear Ms. Christ-Dangermond:

This letter is in response to the application of Kansas State University – Polytechnical Institution to offer an Associate of Applied Science Degree in Unmanned Aircraft Systems. While the need for programs like this exist in the state, we have a concern with allowing this proposal to pass. There is already an AAS program available at a nearby community college and this seems to violate the missions of the different higher education institutions in the state.

While each institution has the ability and responsibility to offer programs that meets the needs of their students and community, we also abide by the expectations of the state concerning the level and types of degrees offered. Community colleges and technical colleges offer certificates and associates degrees. Universities offer bachelors, masters, and doctorate degrees. Blurring these lines results in duplication of services and resources in a time when there is already not enough to go around.

With the existence of an identical program nearby, a question arises, from where does the need for the duplicate program come? Since Kansas State University Polytechnic already offers a bachelor's degree it appears that a partnership of collaboration with the community college would be a better solution to the need. Institutions in the state of Kansas have a long history of working together for provide better opportunities than we could provide working alone. This appears to be another opportunity to continue that spirit of collaborative partnership.

We strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

Dennis M. Sander
Interim President
Seward County Community College

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 27, 2021

Dennis M. Sander
Interim President
Seward County Community College
1801 N. Kansas Ave.
P.O. Box 1137
Liberal, KS 67905-1137

Dear President Sander:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 10 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Kansas Community Colleges, and we look forward to future collaborations.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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FLINT HILLS TECHNICAL COLLEGE

www.fhtc.edu
620.343.4600 | 800.711.6947 | fax: 620.343.4610
3301 West 18th Avenue | Emporia, Kansas 66801

August 30, 2021

Samantha Christy-Dangermond
Director, Academic Affairs Kansas
Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Re: Kansas State University August 18, 2021 Proposal
Unmanned Aircraft System program

Dear Director Christy-Dangermond,

As a new president with the Kansas Technical Colleges, I stand firm with the stance of The Kansas Technical Colleges in opposing the request from Kansas State University for the AAS degree in Unmanned Aircraft Systems (UAS). Upon a review and understanding of existing KBOR policy guiding new programs, this proposal appears to lack evidence the institution has completed its due diligence in proposing the program.

In reviewing KBOR policy, I would ask KBOR to reflect on these perspectives:

- *The proposal shall discuss and compare similar programs in other institutions in the Regents system and related programs in the same institution.* While the proposal reflects on the alignment of the requested program to its existing parent program, a bachelor's degree, it does not discuss and compare similar programs in other institutions in the Regents system.
- *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.* The program being proposed duplicates current programs being offered by other colleges, yet those programs have no mention or acknowledgement within the proposal that was presented. Both Cloud County Community College and WSU-Tech offer programs in UAS. In an era of tightened budgets, we are all encouraged to pursue, support, and navigate partnerships and collaborations between 2-year colleges and the university system. This proposal lacks evidence of such conversations.

Other evidence acknowledging KBOR policy requirements for new programs has been submitted through a statement as submitted by the Kansas Technical Colleges representative. In support of that statement and to encourage collaboration and conversation, I support the KTC request that K-State

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3301 West 18th Avenue | Emporia, Kansas 66801

collaborate with Kansas two-year colleges with existing UAS technical programs and UAS AAS degrees to develop appropriate 2+2 programs. Alternatively, it is incumbent on K-State to provide rationale why such partnerships and collaborations are not feasible or reasonable.

To their credit, the K-State proposal offers support of a public-school district partnership and indicates such conversations have transpired with that stakeholder. However, I find it disheartening that the proposal delivers such a glaring omission of engaging the local technical college in the discussion. Such collaboration would support the KBOR policy that the roles of the universities and community colleges and technical colleges are clearly differentiated, which preserves the two-year mission of associate degrees while strengthening partnerships and collaboration essential to higher education attainment.

In my role as a new president of one of the Kansas Technical Colleges, I am reviewing the processes and operations that distinguish KBOR and the TEA. I am observing the contribution of TEA to this technical program process. For instance, the purpose of the TEA is to make "recommendations to the Regents regarding the coordination, statewide planning and improvements/enhancements to the postsecondary technical education system." The Vision, Mission, and Strategic Priorities of the TEA suggest the TEA serves in the capacity to "review and recommend approval of new and existing technical programs." As I look to review the programs with FHTC and research opportunities for programs to support the economic development of the FHTC service area, these actions shall set precedent and expectations for those of us new to the Kansas state higher education system.

I appreciate the opportunity to voice process inquiry and program opposition during the public comment period. I look forward to learning the outcome of this decision by KBOR.

With respect,

Caron Daugherty

FLINT HILLS TECHNICAL COLLEGE

Dr. Caron L. Daugherty
President
620.341.1306
620.794.0640 cell
www.fhtc.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 10, 2021

Dr. Caron L. Daugherty
President, Flint Hills Technical College
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

RE: Response to concerns about Kansas State University's proposed Unmanned Aircraft System program.

Dear President Daugherty,

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of opposition contained in your note, including claims of program duplication, the need to identify similar programs, and lack of collaboration. Since you reference and support the recent letter from the Kansas Technical Colleges, I address additional points from that letter as well.

1. **The proposal represents program duplication.** Cloud & WSU Tech have been approved to offer UAS programs. Per KBOR policy (Ch. II. A.7.d.i.(a): *When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.*

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC or WSU Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development and maintenance.

2. **The proposal did not identify similar programs as required by KBOR policy** (Ch. II. A.7.e.iii.(1)(a)(iii)): *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.*

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

Cloud County Community College (CCCC) offers an AAS in small UAS and does require FAA certification. Their degree offering is focused on developing graduates with a master of using UAS for wind turbine inspections. It is a solid program for UAS applications in renewable and wind energy. The KSU UAS program is broader in scope.

WSU Tech also offers a strong program and will be a good source of industry talent once fully established. WSU Tech provides students various levels of flight training experience, but again, our graduates will be qualified for different career segments upon graduation. Again, based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. Ours is the only program that emphasizes flight instructor development and maintenance.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

3. **The proposal includes no mention of ability/inability of the institution to offer the program collaboratively as required by KBOR policy** (Ch. II. A.7.e.iii.(1)(a)(v): *The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.*

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. While formal collaborations have not surfaced from these conversations, it is KSU's sincere hope that as an educational community we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NW Tech, and KSU bring, we could support educational and industry workforce needs across the state.

4. **State universities are discouraged from offering associate degrees per KBOR policy** (Ch. II. A.7.i.):

> *Associate Degree Programs: The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, 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.*

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college with no

clear delineation in either segment. This allows us to comprehensively serve the workforce needs of our niche industry focus.

We appreciate the Board's acknowledgement that *"student demand and community needs may engender requests for associate degree programs."* This need is a key element in this proposal. KSU Salina's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses as outlined in KBOR's *Build the Future* strategic plan.

Again, we thank you for communicating your concerns to Kansas State University. We expect this response addresses the issues raised and we look forward to our continued collaborations to make Kansas an aviation education center.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice
President Kansas State University

Cc: Blake Flanders, President, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President of Workforce Development, Kansas Board of Regents

August 24, 2021

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

Dear Blake:

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) opposes the Associate of Applied Science degree in Unmanned Aircraft Systems (UAS) from Kansas State University Technology and Aviation (K-State Polytechnic).

The mission of WSU Tech and other two-year colleges in the realm of technical education is to provide workforce opportunities to support our students, community, and business and industry. The application indicates that the AAS program would "feed" into the BATN degree, this does not meet the intended purpose of an AAS. Creating workforce ready students is the intended purpose of AAS degrees and linking those to local industry. No linkage to local industry is provided and the only employment information provided quotes international figures.

There is no doubt that in UAS research, K-State Polytechnic is a great choice to consider for education. AAS degrees are meant to provide access to employment for local students. With that being stated, no courses or curriculum on fixed-wing aircraft is included. Fixed-wing aircraft make up a large amount of the industry especially in Kansas when a large portion of the UAS industry is in agriculture and land surveying. By not providing students with this knowledge, students will graduate without vital tools to help them succeed in the Kansas workforce and surrounding areas. Moreover, there is a strong indication that if colleges do not sign-up and utilize K-state's "licensed" curriculum, this would limit other two-year college students' opportunities to transfer to earn a BATN.

Finally, K-State Polytechnic touts a partnership with USD 305-Salina Public Schools. The essence of career and technical education and this work focusing on dual-credit partnerships is governed by the Technical Education Authority (TEA) and there has been an immense amount of work that has been done to create pathways and opportunities for students via the Excel in CTE program. By allowing universities options into this arena, it is unfair for institutions following TEA guidelines and the subsequent usage and application of state funds specific to two-year college education.

Allowing universities to offer AAS degrees is not at the heart of this argument, we feel the opportunities that could be provided for students to complete degrees is beneficial, but only if the mission of those degrees and the rules that need to be followed and remain consistent across all state institutions.

Best regards,

Sheree Utash

Dr. Sheree Utash
President

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

September 27, 2021

Dr. Sheree Utash,
President of Wichita State University Campus of Applied Sciences and Technology
VP of Workforce Development for Wichita State University
1845 Fairmount St.
Wichita, KS 67260

Dear President Utash,

Thank you for your August 24, 2021 letter sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. We agree that students benefit from excellent AAS degrees offered throughout the state of KS and, as the below list indicates, we have addressed any rules required to remain consistent with our state requirements.

1. Per KBOR policy (Ch. II. A.7.d.i.(a): *When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.*

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC or WSU Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development and maintenance.

2. Per KBOR policy (Ch. II. A.7.e.iii.(1)(a)(iii)): *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.*

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

Cloud County Community College (CCCC) offers an AAS in small UAS and does require FAA certification. Their degree offering is focused on developing graduates with a master of using UAS for wind turbine inspections. It is a solid program for UAS applications in renewable and wind energy. The KSU UAS program is broader in scope.

Your program at WSU Tech also offers a strong program and will be a good source of industry talent. WSU Tech provides students various levels of flight training experience, but again, our graduates will be qualified for different career segments upon graduation. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an

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important market gap to address as UAS applications become more prominent. Ours is the only program that emphasizes flight instructor development and maintenance.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

3. **KBOR policy** (Ch. II. A.7.e.iii.(1)(a)(v): *The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.*

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. It is KSU's sincere hope that as an educational community we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NW Tech, and KSU bring, we could support educational and industry workforce needs across the state.

We appreciate the Board's acknowledgement that *"student demand and community needs may engender requests for associate degree programs."* This need is a key element in this proposal. KSU Salina's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses as outlined in KBOR's *Build the Future* strategic plan.

Again, we thank you for communicating these concerns. We expect this response addresses the issues raised and we look forward to our continued collaborations to make Kansas an aviation education center.

Sincerely,

Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President of Workforce Development, Kansas Board of Regents
Ray Frederick, Chair, Kansas Technical Education Authority

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