KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Wednesday, April 19, 2023
<mark>10:30 a.m.</mark> – 12:00 p.m.

The Board Academic Affairs Standing Committee (BAASC) will meet in person at Pittsburg State University, Bicknell Family Center for the Arts, VIP Room, Room 201, 1711 S Homer St, Pittsburg, KS 66762. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person. Information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger	
	A. Roll Call and Introductions		
	B. Approve minutes from March 22 & April 4, 2023		p. 3
II.	**Discussion Agenda**		
	A. Proposed Revisions to the Baccalaureate Degree Policy Definition	Daniel Archer	p. 9
III.	**Consent Agenda**		
	A. Act on AY 2025-2028 Academic Calendars	Daniel Archer	p. 12
IV.	**Other Matters**		
	A. Proposed Criteria for Program Review Process	Barbara Bichelmeyer	
	B. Math Pathways and Performance Funding Update	Daniel Archer	p. 16
	C. Systemwide General Education Package Update	Daniel Archer	
V.	**Suggested Agenda Items for May 2nd Virtual Meeting**		
	A. Credit for Prior Learning (CPL) Report		
VI.	**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

Cynthia Lane

Blake Benson

Diana Mendoza

Board Academic Affairs Standing Committee
AY 2023 Meeting Schedule

BAASC Academic Year 2022- 2023 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 30, 2022	Virtual Meeting	9:00 a.m.	August 9, 2022
September 14, 2022	Topeka	10:30 a.m.	August 24, 2022
October 4, 2022	Virtual Meeting	9:00 a.m.	September 13, 2022
November 1, 2022	Virtual Meeting	9:00 a.m.	October 11, 2022
November 16, 2022	Kansas State University	11:00 a.m.	October 26, 2022
November 29, 2022	Virtual Meeting	9:00 a.m.	November 8, 2022
December 14, 2022	Topeka	10:30 a.m.	November 23, 2022
January 3, 2023	Virtual Meeting	9:00 a.m.	December 13, 2022
January 18, 2023	Topeka	11:00 a.m.	December 28, 2022
January 31, 2023	Virtual Meeting	9:00 a.m.	January 10, 2023
February 15, 2023	Topeka	10:30 a.m.	January 25, 2023
February 28, 2023	Virtual Meeting	9:00 a.m.	February 7, 2023
March 22, 2023	Topeka	11:00 a.m.	March 1, 2023
April 4, 2023	Virtual Meeting	9:00 a.m.	March 14, 2023
April 19, 2023	Pittsburg State University	10:30 a.m.	March 29, 2023
May 2, 2023	Virtual Meeting	9:00 a.m.	April 11, 2023
May 17, 2023	Topeka	11:00 a.m.	April 26, 2023
May 30, 2023	Virtual Meeting	9:00 a.m.	May 9, 2023
June 14, 2023	Topeka	11:00 a.m.	May 24, 2023

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

Board Academic Affairs Standing Committee
MINUTES

Wednesday, March 22, 2023

The March 22, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 11:00 a.m. The meeting was held at the Board office with a virtual option through Zoom.

In Attendance:

Members:	Regent Lane	Regent Benson	Regent Mendoza
Staff:	Amy Robinson	Daniel Archer	Karla Wiscombe
	Sam Christy-Dangermond	Tara Lebar	Charmine Chambers
	Gage Rohlf	Cindy Farrier	Jennifer Armour
	Judd McCormack	Matt Keith	Marti Leisinger
Others:	Adam Borth, Fort Scott CC	Andy Howe, ESU	Aron Potter, Coffeyville CC
	Ashlie Jack, WSU	Barbara Bichelmeyer, KU	Elaine Simmons, Barton CC
	Howard Smith, PSU	Brent Thomas, ESU	Jason Sharp, Labette CC
	Jean Redeker, KU	Jennifer Callis, SATC	Jill Arensdorf, FHSU
	Joan Brewer, ESU	JoLanna Kord, ESU	Jane Holwerda, Dodge City CC
	Karen Johnson, PSU	Linnea GlenMaye, WSU	Luke Dowell, SCCC
	Monette DePew, Pratt CC	Melanie Wallace, Allen CC	Shawn Keough, ESU
	Susan Castro, WSU	Sharon Kibbe, Highland CC	Shirley Lefever, WSU
	Tara Lindahl, Washburn	Tanya Gonzalez, K-State	Melinda Roelfs, PSU
		Tom Nevill, Butler CC	Tricia Paramore, Hutchinson CC

Roll call was taken for members and presenters.

Approval of Minutes
Regent Benson moved to approve February 28, 2023, meeting minutes, and Regent Mendoza seconded the motion. With no corrections, the motion passed.

Receive State Authorization Reciprocity Agreement (SARA) Report
Jennifer Armour presented the annual SARA report. SARA allows accredited degree-granting institutions to offer distance education in member states without seeking approval from each state. The Board serves as the state portal entity and approves participation from Kansas institutions. Jennifer highlighted the following from the report:
- Institutional participation remained relatively flat from last year
- There are over 2300 participating institutions, 47 of which are in Kansas
- 2021 enrollment data shows over 18,000 out-of-state students were enrolled in participating Kansas SARA institutions, with over 13,000 Kansans enrolled out-of-state
- Over 3900 out-of-state students were placed in Kansas, and 3500 Kansas students were placed out-of-state
- Interactive data dashboards are available at https://nc-sara.org/data-dashboards

Regent Benson moved to place the SARA report under the Board consent agenda for approval. Following the

second of Regent Mendoza, the motion passed unanimously.

Other Matters

- Tara Lebar presented an Open Educational Resources (OER) update. On behalf of the OER Steering Committee, she encouraged attending the OER Showcase at the capitol on March 23rd. Tara also provided the new list of OER discipline liaisons and reviewed the OER faculty workshops and discipline roundtables in 2023. The OER Steering Committee is also conducting its third annual survey to gather information on OER implementation. Tara will email the survey information and requests that each institution submit its data by May 5, 2023.

- Regent Lane, Judd McCormack, and Matt Keith presented a Strategic Plan Pillar One Dashboard update. The foundational metrics were approved at the February 15th Board meeting, and the KBOR team has been working to put these in an accessible and visually engaging format. They walked through and collected feedback on the design and attributes. The next steps will be to get all the approved metrics on the Dashboard by June 1st, continue working on additional pillars, and elevate the Dashboard on the KBOR website to maximize its visibility.

- Dr. Joan Brewer, Dean of The Teachers College at ESU, presented the Educator Work Force Task Force update. She noted they are making progress in the universal elementary associate degree transfer pathway and the statewide structured literacy plan. Dr. Paul Adams is leading a team who created a preliminary 60-hour transfer program framework that aligns to the new Gen Ed buckets. The next step is taking the framework and having a series of summits with the goal of addressing individual, institutional needs such as accreditation, state approval, and program variation. Community colleges will be included in the summits to finalize plans and ensure program fidelity. The goal is to complete this work by the summer of 2023, with a launch date of fall 2024. Dr. Debbie Mercer and Dr. Jim Truelove are leading work on the statewide literacy plan task force. The task force includes literacy experts from all KBOR institutions and takes a two-part approach. They have a quick-start plan with the goal of expanding that plan into a longer-term strategy to address the literacy needs of Kansas schools, teachers, and students. The quick start plan is underway, and a task force has been created with input from all KBOR universities. Work will initially focus on creating core learning materials, such as online curricular modules for pre-service teachers. The goal is to pilot modules by the fall of 2023, with full implementation of the modules and programs by the spring of 2024. A second piece of the core learning materials will be to prepare Zoom presentations in collaboration with Regent universities for all in-service teachers. The goal is to deliver these in the summer or fall of 2023.

- Daniel Archer and Barbara Bichelmeyer led a discussion on program review and instructional workload next steps. University Provosts are working on drafting newly proposed criteria for the KBOR program review process. The Provosts will present a draft to BAASC at the April 19th meeting at Pittsburg State University and anticipate the draft going to the Board in May. Barbara provided, and the Regents discussed, four statements on the purpose of program review as identified by the Provosts:

  1. Align institutional data with the six existing criteria for program review, and have appropriate and accurate data
  2. Ensure each institution is addressing low-enrolled programs
  3. Ensure each institution is making adjustments based on student demand and capacity
  4. Review and adjust the number of blended programs within the KBOR system (identify opportunities for collaboration and distinguish between similar programs in the system)

- Daniel Archer provided a Systemwide General Education Package update. As a reminder, institutions must submit the General Education Implementation Check-In Form by April 1st. There was also a

question on the flexibility of bucket seven, the institutionally designated area. This bucket was designed to allow a wide array of credits, and institutions are encouraged to be as flexible as possible.

<u>Adjournment</u>
The next BAASC meeting is scheduled virtually for April 4, 2023, at 9:00 a.m.

Regent Benson moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 12:06 p.m.

Board Academic Affairs Standing Committee
MINUTES

Tuesday, April 4, 2023

The April 4, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 9:00 a.m. The meeting was held through Zoom with an in-person option at the Board office.

In Attendance:

Members: Regent Kiblinger   Regent Mendoza

Staff: Amy Robinson   Tara Lebar   Karla Wiscombe
         Sam Christy-Dangermond   Charmine Chambers   John Yeary
         Cindy Farrier   Gage Rohlf   Julene Miller

Others: Andy Howe, ESU   Aron Potter, Coffeyville CC   Bella Price, ESU
         Brent Thomas, ESU   Chuck Taber, K-State   Brad Bennett, Seward County CC
         Dave Burnett, KUMC   Elaine Simmons, Barton CC   Erin Youngs, KUMC
         Heather Morgan, KACCT   Jane Holwerda, Dodge City CC Janice Stover, Cowley CC
         Jean Redeker, KU   Jennifer Ball, Washburn   Jennifer Roberts, KU
         Jill Arensdorf, FHSU   Jo Wick, KUMC   JoLanna Kord, ESU
         Karen Johnson, PSU   Kim Zant, Cloud County CC   Laura Stephenson, Washburn
         LesLee Taylor, KU   Linnea GlenMaye, WSU   Luke Dowell, Seward County CC
         Melinda Roelfs, PSU   Monette DePew, Pratt CC   Marlon Thornburg, Coffeyville CC
         Sharon Kibbe, Highland CC Rebecca Bilderback, Allen CC Robert Klein, KUMC
         Jason Sharp, Labette CC Tom Nevill, Butler CC   Tricia Paramore, Hutchinson CC
                                                                Taylor Crawshaw, Independence CC

Roll call was taken for members and presenters.

Approval of Minutes
Voting on March 22, 2023, minutes was postponed until the next meeting.

Discussion Agenda
Daniel Archer presented proposed revisions to the baccalaureate degree policy definition. The revisions include 1) removing the requirement that a transfer agreement must be in place for a baccalaureate program at a university to accept more than 60 hours from a two-year college and 2) aligning the baccalaureate degree definition to not exceed 120 credit hours with any exceptions requiring approval from BAASC. The proposed amendment to align policy with practice is detailed in Chapter III.A.9.b.ii.(2)(a).

Voting on this item was postponed until the next meeting.

Concurrent Enrollment Cost Model Presentations
On Sept. 14, 2022, the System Council of Chief Academic Officers (SCOCAO) agreed to provide space for institutions to present information on best practices and strategies which promote the Board's *Building a Future* Strategic Plan related to access, affordability, and success. One specific topic that was identified was concurrent enrollment access and affordability. Seward Community College recently presented its concurrent enrollment cost model to SCOCAO.

Luke Dowell presented the Seward County Community College (SCCC) Cost Model presentation. This fall,

SCCC is rolling out a program for concurrent enrollment called "Saints Ahead Scholarship." This program will provide tuition and student fees to Seward County students and charge $50 per course for out-of-county students in the SCCC service area. Students in this program will be required to maintain a 2.5 GPA, and most will be able to earn 15-24 credit hours with no debt. A high percentage of the SCCC budget (37%) comes from local taxes, and SCCC already provides a tuition waiver for qualified county residents.

Newer Program 3-Year Progress Reports
After receiving reports from the state universities on low-enrollment programs, in the spring of 2021, the Board Academic Affairs Standing Committee requested a new report comparing enrollment estimates provided in new program proposals to actual enrollments. This is the third year Academic Affairs has provided the report. Sam Christy-Dangermond presented the reports, and institutional representatives provided additional information on the data.

KUMC provided corrected data to be reflected in the minutes. The "Headcounts for Newer Programs with Two Years of Enrollments - State Universities, Fall 2021, & Fall 2022" for KUMC's MS in Athletic Training 2-year estimate was originally reported as 75 (page 15 of the agenda). It was clarified during the meeting this number should be 50, which is reflected in the attached page.

Adjournment
The next BAASC meeting is scheduled for April 19, 2023, at 10:30 a.m. at Pittsburg State University.

The meeting adjourned at 9:26 a.m.

Headcounts for Newer Programs with Two Years of Enrollments - State Universities
Fall 2021, & Fall 2022

Institution	Degree Program	CIP	Year 1 Estimate	Fall 2021 Headcount	Year 2 Estimate[1]	Fall 2022 Headcount[2]	Approved by Board
Emporia State University	BA Interdisciplinary Entrepreneurship[3]	52.0701	25	6	50	11	February 2021
Emporia State University	BID Ethnic, Gender, & Identity Studies[4]	05.0299	10	3	20	4	January 2020
Emporia State University	MA Applied Sociology	45.1102	5	9	15	18	March 2021
Emporia State University	MS Athletic Training[5]	51.0913	12	4	25	5	March 2019
Emporia State University	MS Nursing[6]	51.3801	20	11	30	11	January 2019
Kansas State University	BA/BS Integrated Computer Science	11.0199	20	23	50	58	November 2020
Kansas State University	BS Environmental Science[7]	03.0104	20	2	50	37	May 2021
Kansas State University	BS Public Health[8]	51.2299	20	8	50	29	November 2020
Kansas State University	Master of Industrial Design[9]	50.0404	16	6	32	20	December 2019
Kansas State University	MS Athletic Training[10]	51.0913	25	17	50	30	November 2017
Pittsburg State University	AAS Career & Technical Education[11]	13.1309	10	2	30	11	February 2021
University of Kansas	Bachelor of Health Sciences	51.0000	10	31	20	45	November 2020
University of Kansas	MA in Organizational Communication	09.0901	2	5	3	14	May 2021
University of Kansas Medical Center	MS Athletic Training[12]	51.0913	25	3	†50	5	May 2018
Wichita State University	BA Applied Linguistics[13]	16.0105	15	3	35	5	December 2020
Wichita State University	MS Business Analytics	52.1301	3	29	8	71	December 2020
Wichita State University	MS Data Science in Engineering	30.7099	15	12	45	205	December 2020
Wichita State University	MS Mathematical Foundations of Data Analysis[14]	30.7001	10	2	25	2	December 2020

NOTES:

[1] Estimates were taken from the program proposal the institution submitted to KBOR, and were for full-time students only, unless indicated otherwise.

[2] Headcounts are for all students in the program, regardless of level, unless otherwise specified.

[3] After a thorough data-driven program review and analyses, ESU has suspended this program, and is not accepting new students. However, students already enrolled in the program will have an opportunity to complete it.

[4] Supervision of this program has been changed from the College of Liberal Arts & Sciences to the Office of Diversity Equity, and Inclusion. The program will be revised to prepare students for careers paths within DEI.

[5] The accrediting body for this program, CAATE (Commission on Accreditation of Athletic Training Education), has increased the requirement level for entry into the profession from a bachelor's to a master's degree. ESU has the only NCAA Division II accredited master's program in Kansas at this time. It was launched in July 2020, and entry into the bachelor's program was halted. The final semester of entry for bachelor's athletic training programs across the nation was Fall 2022, and students could still choose a bachelor's option elsewhere in the state. As of now, the only option for students is to enter a master's program. ESU is seeing more inquiries and more students in the bachelor's programs who indicated interest in the MSAT. ESU expects enrollment will grow going forward, and will continue to closely monitor the program.

[6] Program has received accreditation candidacy from ACEN (but not full accreditation). The process for being granted full accreditation has taken longer than anticipated. ESU will not begin marketing the program until full accreditation is achieved.

[7] Approval cycle left shortened recruitment window for Fall 2021, so institution views Fall 2022 as Year 1. The 37 students in Fall 2022 exceeds the estimate of 20 students for Year 1. Based on recruiting efforts, 65 new students have been admitted for a Fall 2023 start, which would exceed the estimate of 50 for Year 2.

[8] This program earned its first CEPH (Council for Education in Public Health) accreditation in 2022, which supports increased recruitment of students and faculty. Interviews for new faculty are currently in progress. Program is expected to serve as a feeder program into the existing Master's program.

[9] Department numbers indicate 41 students for AY 2022 and 44 students for the current academic year.

[10] The accrediting body for this program, CAATE (Commission on Accreditation of Athletic Training Education), has increased the requirement level for entry into the profession from a bachelor's to a master's degree. This has resulted in about a 15% decrease in admitted students nationwide, and programs across the country are experiencing decline in enrollment during this transition process. The program's current CAATE designation, "Seeking Accreditation Status," impacted student interest. Accreditation review was completed on February 8, 2023, the review was positive, and full accreditation status is expected.

[11] Estimate is for part-time students only, as no full-time students are anticipated. Continuous enrollment is not likely given nature of the program as students are typically part-time. The BS in Career and Technical Education has seen significant growth with 26 students in Fall 2021 and 48 students in Fall 2022.

[12] The accrediting body for this program, CAATE (Commission on Accreditation of Athletic Training Education), has increased the requirement level for entry into the profession from a bachelor's to a master's degree. The program received initial accreditation in February 2023 with no deficiencies noted. This timeline to accreditation has made it challenging to recruit students since there was no guarantee they would be able to sit for the credentialing exam. Enrollment is comparable to other initial programs across the country as they navigate the accreditation process. KUMC is monitoring program applications closely and expects 20-25 students by 2027.

† This number was originally reported as 75. It was clarified in the April 4, 2023 BAASC virtual meeting this number should be 50.

[13] This continues to be a field poised to meet emerging employment trends. A background in Applied Linguistics is in demand for careers in Artificial Intelligence. Institution anticipates strong growth potential for the degree.

[14] Headcount for 20th day Spring Census is four students. Name change for the degree is in process, which is anticipated to improve enrollment.

Proposed Revisions to the Baccalaureate Degree Definition   **Daniel Archer**
VP Academic Affairs

Summary

Proposed revisions to the baccalaureate degree definition are detailed below that 1) expand avenues for universities to apply two-year college transfer credit hours toward completing baccalaureate degree requirements and 2) align with the long-standing practice of limiting baccalaureate degree requirements to 120 semester credit hours. Board staff concurs with the Council of Chief Academic Officers in recommending approval.

April 19, 2023

Background

At its May 2002 meeting, the Board adopted a recommendation by the Council of Chief Academic Officers that baccalaureate degrees have a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at the baccalaureate level as well as 45 upper-division semester credit hours. In September 2018, the University of Kansas (KU) and Johnson County Community College (JCCC) proposed changing this definition of the baccalaureate degree to improve the transfer of students from JCCC to the KU Edwards campus (KUEC). At its March 2019 meeting, the Board approved an amendment to the policy, allowing for more flexibility for students transferring from JCCC to KUEC in a transfer pilot project. This allowed KUEC to apply more than 60 semester credit hours from JCCC toward the completion of a baccalaureate degree.

On August 1, 2019, JCCC and KUEC entered into a partnership agreement to execute the proposed transfer policy pilot project approved by the Board. The pilot demonstrated positive results. As a result, in November 2021, KBOR permanently amended its policy to allow all universities to "have transfer agreements that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level."

Challenge

In Fall 2022, KU noted that the recently amended policy parameter that requires a transfer agreement for a university to accept more than 60 semester credit hours had created some challenges.

The policy change requires KU to initiate a transfer agreement for each individual degree program with each Kansas community college and with each community college in Missouri. As KU prioritized local community colleges, JCCC and Kansas City Kansas Community College (KCKCC), for transfer agreements, students from other community colleges are not able to take advantage of the policy. This puts them at a disadvantage compared to students from JCCC, KCKCC, or other four-year institutions.

Under the current KBOR definition of a bachelor's degree, if a student tries to transfer CHEM 130 as their 70th semester credit hour from a four-year institution, it would count toward a degree. However, if the student tries to transfer the same CHEM 130 course as their 70th credit hour from a community college, it would not count toward a degree unless KU had a transfer agreement with the student's community college. Furthermore, the transfer agreement is limited to a specific degree program which narrows the student's options when transferring to KU.

Proposed Amendment

The initial plan was for KU to seek an exception from the policy parameter that requires universities to establish a transfer agreement as a condition to apply more than 60 transfer semester credit hours from a two-year college

toward completing a baccalaureate degree. While this was the initial proposal, discussions at the February 15, 2023, Board of Academic Affairs Standing Committee (BAASC) meeting revealed that all universities supported removing the transfer agreement condition systemwide. As such, a proposed policy amendment is detailed below in Chapter III.A.9.b.ii.(2)(b) that will allow the six state universities to apply more than 60 semester credit hours from a two-year college toward a baccalaureate degree without a transfer agreement. This will simplify processes for students, expand opportunities to apply two-year college credit towards baccalaureate degree requirements, and reduce administrative burden for institutions because multiple transfer agreements will not be required.

It is important to note that Board policy still requires 45 semester credit hours of upper-division coursework (junior or senior level coursework, which is not offered at two-year colleges) to complete a baccalaureate degree.   Thus, a maximum of 75 transfer semester credit hours from two-year colleges will be applicable toward the completion of a 120-semester credit hour baccalaureate degree.

While this will be particularly beneficial for baccalaureate programs that have a high number of free electives or more general flexibility, it should be noted that some baccalaureate programs will be unable to apply more than 60 semester credit hours from two-year colleges. For example, the specific courses beyond the sophomore year – or 60 semester credit hour marker – in some programs are often only available at the university or are classified as upper-division level requirements.

Lastly, a proposed amendment was also made to align with a long-standing practice of limiting the baccalaureate degree requirements to 120 semester credit hours. In FY 2018, a Board goal was established to cap baccalaureate degree programs at 120 semester credit hours at state universities to support on-time completion and boost affordability. While baccalaureate degree programs were adjusted and exceptions were approved by the BAASC for certain programs to exceed 120 semester credit hours, policy was never changed to reflect this expectation. As such, a proposed amendment to align policy with practice is detailed in Chapter III.A.9.b.ii.(2)(a).

The proposed revised baccalaureate degree policy definition is detailed below:

> (*2*) *"Baccalaureate degree" means a degree:*
>
> *(a) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling* ~~a minimum of~~ *120 semester credit hours in the liberal arts, sciences or professional fields.* <u>*Any baccalaureate degree offered at a state university that exceeds 120 semester credit hours shall require approval by the Board of Academic Affairs Standing Committee*</u>*.*
>
> *(b) Incorporating in its program design* ~~*the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at or above the baccalaureate level, and*~~ *a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions*~~*, except as authorized in paragraph 2(d). Institutions may make a limited number of exceptions from the 60-hour requirement for individual students, up to a maximum of 6 hours*~~*.*
>
> *(c) The degree shall require distinct specialization, i.e., a "major," which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.*

(d) Universities may have transfer agreements with institutions that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. Each university shall report to the Board's Academic Affairs Standing Committee annually or as necessary:

(i) the name of each degree and major in which programmatic exceptions apply;

(ii) the name of each institutional partner in which programmatic exceptions apply; and

(iii) the number of students who utilized programmatic exceptions.

Act on Request to Approve Academic Calendars: Academic Years 2025-2026, 2026-2027, and 2027-2028

Summary and Recommendation

> *Board of Regents policy requires consideration of academic calendars proposed by the Regents universities on a three-year cycle. This month the Board is asked to consider calendars for academic years 2025-2026, 2026-2027, and 2027-2028. The proposed calendars conform to existing policies. Board staff recommends their approval.*
>
> *April 19, 2023*

Background
Kansas Board of Regents Policy states the following:

CHAPTER II
   A. ACADEMIC AFFAIRS
   1. ACADEMIC CALENDAR
      a. The Academic Calendar of each state university shall provide for an academic year minimally consisting of two sixteen-week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.

      b. Each state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.

      c. The President and Chief Executive Officer of the Board shall have the authority to approve or deny non-substantive revisions to Board-approved three-year calendars and shall periodically report these changes to the Board.

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984, 1990, and 2020 has forced considerable consistency in the number of instructional days, exam days, vacation days, and spring break alignment. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

This month, the Board receives and considers academic calendars proposed by the universities for the 2025-2026, 2026-2027, and 2027-2028 academic years. The receipt of the proposed academic calendars offers the Board the opportunity to ensure conformity with its policies for the construction of academic calendars, as well as an opportunity to review trends pertaining to the academic year.

Staff Recommendation
Board staff recommends the Board approve the academic calendars as submitted by the state universities.

Academic Calendar Year, 2025 -2026
Kansas Board of Regents State Universities

Fall, 2025	ESU	FHSU	KSU	KU	PSU	WSU
Classes Begin	8/18/25	8/18/25	8/25/25	8/25/25	8/18/25	8/18/25
Classes End	12/05/25	12/05/25	12/12/25	12/11/25	12/05/25	12/04/25
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/08/25	12/06/25	12/15/25	12/15/25	12/08/25	12/06/25
Exams End	12/12/25	12/12/25	12/19/25	12/19/25	12/12/25	12/11/25
Total Exam Days	5	6	5	5	5	5
Fall Break	10/09/25 – 10/10/25	11/24/25 – 11/25/25	11/24/25 – 11/29/25	10/11/25 – 10/14/25	11/24/25 – 11/25/25	10/11/25 – 10/14/25
Thanksgiving Break	11/26/25 – 11/30/25	11/26/25 – 11/28/25	11/27/25 – 11/28/25	11/26/25- 11/30/25	11/26/25 – 11/28/25	11/26/25- 11/30/25
Spring, 2026						
Classes Begin	1/20/26	1/20/26	1/20/26	01/20/26	1/20/26	1/20/26
Classes End	5/08/26	5/08/26	5/08/26	05/07/26	5/08/26	5/07/26
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/11/26	5/09/26	05/11/26	05/11/26	05/11/26	5/09/26
Exams End	5/15/26	5/15/26	5/15/26	05/15/26	5/15/26	5/14/26
Total Exam Days	5	6	5	5	5	5
Spring Break	3/16/26 – 3/22/26	3/16/26 – 3/20/26	3/15/26 – 3/21/26	03/16/26 – 3/22/26	3/16/26 – 3/20/26	3/16/26 – 3/22/26

Notes: (a)   Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.

(b)   Universities are closed to observe Labor Day on September 1, 2025, and Martin Luther King Day on January 19, 2026.

(c)   Spring Break Alignment was approved by the Board on December 16, 2020. For more information, visit
https://www.kansasregents.org/about/regent_meetings_agendas_and_minutes

Academic Calendar Year, 2026 -2027
Kansas Board of Regents State Universities

Fall, 2026	ESU	FHSU	KSU	KU	PSU	WSU
Classes Begin	8/17/26	8/17/26	8/24/26	8/24/26	8/17/26	8/17/26
Classes End	12/04/26	12/04/26	12/11/26	12/10/26	12/04/26	12/03/26
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/07/26	12/05/26	12/14/26	12/14/26	12/07/26	12/05/26
Exams End	12/11/26	12/11/26	12/18/26	12/18/26	12/11/26	12/10/26
Total Exam Days	5	6	5	5	5	5
Fall Break	10/15/26 – 10/16/26	11/23/26 – 11/24/26	11/22/26 – 11/28/26	10/10/26 – 10/13/26	11/23/26 – 11/24/26	10/10/26 2pm – 10/13/26
Thanksgiving Break	11/25/26 – 11/29/26	11/25/26 – 11/27/26	11/26/26 – 11/27/26	11/25/26- 11/29/26	11/25/26 – 11/27/26	11/25/26- 11/29/26
Spring, 2027						
Classes Begin	1/19/27	1/19/27	1/19/27	1/19/27	1/19/27	1/19/27
Classes End	5/07/27	5/07/27	5/07/27	05/06/27	5/07/27	5/06/27
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/10/27	5/08/27	5/10/27	05/10/27	5/10/27	5/08/27
Exams End	5/14/27	5/14/27	5/14/27	05/14/27	5/14/27	5/13/27
Total Exam Days	5	6	5	5	5	5
Spring Break	3/15/27 – 3/21/27	3/15/27 – 3/19/27	3/14/27 – 3/20/27	03/15/27 – 3/21/27	3/15/27 – 3/19/27	3/15/27 – 3/21/27

Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.

(b) Universities are closed to observe Labor Day on September 7, 2026, and Martin Luther King Day on January 18, 2027.

(c) Spring Break Alignment was approved by the Board on December 16, 2020. For more information, visit
https://www.kansasregents.org/about/regent_meetings_agendas_and_minutes

Academic Calendar Year, 2027 -2028
Kansas Board of Regents State Universities

Fall, 2027	ESU	FHSU	KSU	KU	PSU	WSU
Classes Begin	8/23/27	8/23/27	8/23/27	8/23/27	8/16/27	8/16/27
Classes End	12/10/27	12/10/27	12/10/27	12/9/27	12/03/27	12/02/27
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/13/27	12/11/27	12/13/27	12/13/27	12/06/27	12/4/27
Exams End	12/17/27	12/17/27	12/17/27	12/17/27	12/10/27	12/09/27
Total Exam Days	5	6	5	5	5	5
Fall Break	10/14/27 – 10/15/27	11/22/27 – 11/23/27	11/21/27 – 11/27/27	10/09/27 – 10/12/27	11/22/27 – 11/23/27	10/09/27 2pm – 10/12/27
Thanksgiving Break	11/24/27 – 11/28/27	11/24/27 – 11/26/27	11/25/27 – 11/26/27	11/24/27 – 11/28/27	11/24/27 – 11/26/27	11/24/27 – 11/28/27
Spring, 2028						
Classes Begin	1/19/28	1/18/28	1/18/28	1/18/28	1/18/28	1/18/28
Classes End	5/05/28	5/05/28	5/05/28	5/04/28	5/05/28	5/04/28
Total Instructional Days	73	74	74	73	74	73
Exams Begin	5/08/28	5/06/28	5/08/28	5/08/28	5/08/28	5/06/28
Exams End	5/12/28	5/12/28	5/12/28	5/12/28	5/12/28	5/11/28
Total Exam Days	5	6	5	5	5	5
Spring Break	03/13/28- 3/19/28	03/13/28- 3/17/28	03/12/28- 3/18/28	03/13/28- 3/19/28	03/13/28- 3/17/28	03/13/28- 3/19/28

Notes:
(a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 6, 2027, and Martin Luther King Day on January 17, 2028.
(c) Spring Break Alignment was approved by the Board on December 16, 2020. For more information, visit https://www.kansasregents.org/about/regent_meetings_agendas_and_minutes

Math Pathways and Performance Funding Update   **Daniel Archer**
                                                                   VP, Academic Affairs

Summary

Kansas Statute 74-3202d established performance-based funding for technical colleges, community colleges, state universities, and Washburn University. Performance funding was intended to be utilized as an incentive to stimulate growth and change in areas in which improvement is needed. While this is the case, in recent years, it has been continually noted that performance funding has largely been ineffective in stimulating such change and building meaningful systemwide reform. Knowing that there is a goal to make performance funding more impactful and a need for systemwide improvement in multiple areas, a plan to shift to a project-based performance funding system that is based on implementing proven best practices is detailed herein. The project-based system will be contingent upon institutions scaling corequisite remediation, math pathways, systemwide course placement standards, and academic degree maps. This will help drive innovation, reduce achievement gaps, and enhance student success and completion for all students. Over the last few months, Board staff worked with the Dana Center at the University of Texas at Austin and the math task force on establishing a math reform implementation timeline for performance funding that is included herein. To support these changes, build needed system infrastructure and align Kansas practices with many leading states, and maximize opportunities for long-term student success, policy amendments are necessary. As such, amendments to the existing Developmental Education policy, which will be retitled the Gateway Course Placement and Developmental Education policy are also included herein. Institutions may provide feedback on the policy and implementation through May 5.

April 19, 2023

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

Performance Funding

The current performance funding system is based on six metrics. Each university selects three indicators from a pre-determined list and defines three of its own indicators. The funding structure is detailed below.

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

- Some indicators are selected that fall outside the scope of the strategic plan;
- Some indicators are selected because an institution believes it will naturally meet the indicators based on trends and patterns rather than focusing on areas in which need improvement;
- Some selected indicators that are heavily influenced by sharp enrollment declines and increases;
- The expectation is too low as meeting the baseline on four out of six indicators (67%) equates to a 100% funding award. Additionally, institutions that do not qualify for 100% funding have an option to make a case to qualify for a higher funding tier. As a result, there have been multiple cases of institutions elevating a funding tier after only exceeding or maintaining the baseline on three of out of six indicators, and, in turn, qualifying for 100% funding.
  - In other words, an "F" grade in the academic world has translated to an "A+" in the performance funding world.
- There is a considerable amount of time devoted to performance funding by Board staff and institutions because the indicators are not standardized. Five to six BAASC meetings a year are primarily devoted to performance funding because of the wide spectrum of indicators that are utilized and unique elements that exist in each individual performance funding agreement.
  - Many current and former Board members have expressed that this is not an effective use of time of or a system that stimulates meaningful change.
  - Comparatively, most other established performance funding reporting systems in the country require little to no institutional or Board staff time and typically only a small portion of one Board-related meeting a year is devoted to performance funding because the systems are based on using standardized data in pursuit of collective success and completion goals.

Proposed Changes to the Performance Funding Framework

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

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

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

Proposed Project-Based Performance Funding Structure

Proposed Project-Based Performance Funding					
Project	Math Pathways in Accordance with Amended Chapter 3.A.14.	Corequisite Math Support Developmental Education in Accordance with Amended Chapter 3.A.14.	Corequisite English Support Developmental Education in Accordance with Amended Chapter 3.A.14.	Systemwide Course Placement Measures in Accordance with Amended Chapter 3.A.14.	Academic Degree Maps in Accordance with the Basic Standards
Percentage of Funding Each Year	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

First Funding Tier: Institution Receives 100% New Funding Available					
Institution Meets 5 out of 5 Indicators	1	2	3	4	5

Second Funding Tier: Institution Receives 80% New Funding Available					
Institution Meets 4 out of 5 Indicators	1	2	3	4	5

Third Funding Tier: Institution Receives 60% New Funding Available					
Institution Meets 3 out of 5 Indicators	1	2	3	4	5

Fourth Funding Tier: Institution Receives 40% New Funding Available					
Institution Meets 2 out of 5 Indicators	1	2	3	4	5

Fifth Funding Tier: Institution Receives 20% New Funding Available					
Institution Meets 1 out of 5 Indicators	1	2	3	4	5

Sixth Funding Tier: Institution Receives 0% New Funding Available					
Institution Meets 0 out of 5 Indicators	1	2	3	4	5

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

Timing Issues

The Board and the institutions are locked into the current performance agreements this year and next year, meaning that any performance funding awarded in July 2023 and July 2024 will be based on the existing system.   This has also been a system in which the performance funding that is awarded in a specific year is based on performance from two years earlier. To provide clarity:

- Last Fall, AY 21 performance data (which includes Summer 20, Fall 20, and Spring 21 semesters) was reviewed and any new funds would be dispersed in July 2023; and
- Next Fall, AY 22 performance data (which includes Summer 21, Fall 21, and Spring 22 semesters) will be reviewed and any new funds would be dispersed in July 2024.

Given these timing issues, the soonest date in which new performance funding could apply would be for the 2024-2025 year (FY 25). A timeline for the proposed project-based performance funding system is detailed below.

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

Proposed Funding Timeline

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

Proposed Timeline

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

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

Year Three: Professional Development and Preparation		
Fall 2024 Semester	**Spring 2025 Semester**	**Summer 2025 Semester**
Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	
Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	
English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	

KBOR Professional Development
• Corequisite Support Developmental Education
   o Instruction: English and Math Faculty
   o Advising: Academic Advisors
   o Data Reporting: Institutional Research
• Math Pathways
   o Instruction: Math Faculty
   o Advising: Academic Advisors
• Course Placement Measures
   o Instruction: Math Faculty
   o Advising: Academic Advisors
   o Data Reporting: Institutional Research
   o Assessment: Testing Center Personnel
	KBOR Professional Development
	• Corequisite Support Developmental Education
	   o Instruction: English and Math Faculty
	   o Advising: Academic Advisors
	   o Data Reporting: Institutional Research
	• Math Pathways
	   o Instruction: Math Faculty
	   o Advising: Academic Advisors
	• Course Placement Measures
	   o Instruction: Math Faculty
	   o Advising: Academic Advisors
	   o Data Reporting: Institutional Research
	   o Assessment: Testing Center Personnel
		Some of the professional development may also be conducted in Summer 2025.

Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	

Performance Funding Implications (AY 25 Funding Cycle)	
By July 1, 2024, each institution submits:	
1. A commitment to implementing math pathways, which will include detailing • the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and • the list of the group members that will lead this work on campus.	1 Point
2. A commitment to implementing corequisite math support developmental education, which will include detailing • the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and • the list of the group members that will lead this work on campus.	1 Point
3. A commitment to implementing corequisite English support developmental education, which will include detailing (its understood that many are currently doing corequisite English) • the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and • the list of the group members that will lead this work on campus.	1 Point
4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include: • the list of the individuals that will participate in professional development; and • a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.).	1 Point
5. A link to all its academic degree maps for students starting in Fall 2024 or Spring 2025.	1 Point

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

Year Five: Full Implementation		
Fall 2026 Semester	Spring 2027 Semester	Summer 2027 Semester
Math pathways full scale	Math pathways full scale	Math pathways full scale
Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale
Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale
Performance Funding Implications (AY 27 Funding Cycle)		
By July 1, 2026, each institution submits:		
1. A schedule of Fall 2026 and Spring 2027 gateway math courses for math pathways;		1 Point
2. A schedule of Fall 2026 and Spring 2027 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered);		1 Point
3. A schedule of Fall 2026 and Spring 2027 corequisite English support developmental education sections (With the exception of students with limited English proficiency enrolling in English as a Second Language/English for Speakers of Other Languages coursework and interventions, no prerequisite English developmental education courses will be offered);		1 Point
4. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and		1 Point
5. A link to all its academic degree maps for students starting in Fall 2026 or Spring 2027.		1 Point

14. GATEWAY COURSE PLACEMENT AND DEVELOPMENTAL EDUCATION

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

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

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

a. Application and Effective Date

All state universities are required, and Washburn University and all coordinated institutions are strongly encouraged, to implement the course placement for developmental education and gateway education policies set out below in Chapter III.A14.c. Notwithstanding Chapter III.A.6, no course credit hours for gateway math and English courses or for developmental education courses shall be deemed approved by the Board of Regents for the purposes of determining the amount of an institution's state aid for non-tiered course credit hours, unless the institution delivering the course credit hours abides by all of the conditions detailed within this policy. The gateway and developmental course placement guidance, corequisite support section framework, and funding elements detailed in this policy shall take effect during the Fall 2026 semester and continually apply thereafter.

b. Definitions

For the purposes of this policy:

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

"Corequisite support developmental education" is a support section taken at the same time (co-requisitely) – or in the same semester – as the gateway English or math course to give students extra support and increase the likelihood they will pass the gateway course.   Corequisite support developmental education includes a "boot camp section," "compressed course section," "mandatory tutoring section," or "supplemental course section," as further defined in Chapter 3.A.14.d.i.(1-4).

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

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

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

"Prerequisite developmental education" is a prerequisite course to a gateway English or math course. These courses are not college-level, do not apply toward certificate or degree requirements, are not structured to allow the student to remediate and complete the gateway course within the same academic semester, and usually delay graduation. Credit awarded for prerequisite developmental education courses shall not be used to fulfill requirements for associate or baccalaureate degrees.

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

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

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

c. Course Placement for Developmental Education and Gateway Courses

i. Gateway English

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

(2) State universities and coordinated institutions shall place each student who meets neither a systemwide English course placement measure nor an institutionally designated English course placement measure into a gateway English course section and a corequisite English support developmental education section as detailed in Chapter 3.A.14.d.i.(1-4).

ii. Gateway Math

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

(2) State universities and coordinated institutions shall place each student who meets neither a systemwide math course placement measure nor an institutionally designated math course placement measure that is required for enrollment in the gateway math course associated with the student's major into the gateway math course and an applicable corequisite math support developmental education section as detailed in Chapter 3.A.14.d.i.(1-4).

(3) Each student who demonstrates proficiency at a higher level than the gateway math course for the student's major may be placed, as determined by the state university or coordinated institution, in a

course that is more advanced than the gateway math course if that course fulfills the math requirement for general education and the student's major.

d. Corequisite Support Developmental Education

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

(1) Supplemental course section

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

(2) Mandatory tutoring section

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

(3) Boot camp section

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

(4) Compressed course section

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

e. Exemption

i. An institution may grant an exemption to Chapter 3.A.14.c. for students with demonstrated limited English proficiency to provide appropriate English as a Second Language/English for Speakers of Other Languages coursework and interventions.

f. Additional gGuidelines are:

ai. Except as otherwise provided by this Chapter 3.A.14, To to meet the developmental needs of students, Kansas public postsecondary educational institutions may offer courses in developmental reading, mathematics, English, and other content areas. Beginning August 15, 2015, eExcept as provided in K.S.A. 2012 Supp. 76-7,151, as amended, no funds appropriated from the state general fund for any state university shall be expended for the purposes of providing developmental courses in the areas of mathematics or language arts.

b.ii. The definitions of prerequisite developmental education and corequisite developmental education, including the developmental education sections detailed in Chapter 3.A.14.d.i.(1-4), in this policy will be used when reporting information, and gathering data, or structuring learning activities for developmental education.

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

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