

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE**

**CONFERENCE CALL AGENDA
November 4th, 2019
11:00 am**

CONFERENCE CALL INFORMATION

DIAL: 785-422-6104

CONFERENCE CODE: 538516853

- I. Call to Order** *Regent Schmidt*
- A. Approve Minutes from the October 16th, 2019 conference call *p. 3*
- II. Agenda Planning or November 20th Board Meeting**
- A. *Consent Agenda*
1. Act on Request for a New Certificate of Approval for University of Missouri-Kansas City *Crystal Puderbaugh p. 5*
2. Act on Request to Approve a Doctor of Philosophy in Biomedical Engineering – Wichita State University *Daniel Archer p. 6*
3. Act on Request to Approve a Doctorate in Clinical Nutrition – University of Kansas Medical Center *Daniel Archer p. 24*
- B. *Discussion Agenda*
1. Act on Proposed Statutory Changes to Private Post-Secondary *Crystal Puderbaugh p. 40*
- III. Other Committee Matters**
- A. **BAASC 20-01** Approval of Performance Reports for Academic Year 2018 *Samantha Christy-Dangermond p. 72*
- IV. Next BAASC Meeting – November 20th at 11:00 a.m.**
1. Approve minutes from November 4th conference call
2. Approval of Performance Report for Academic Year 2018
3. Academic Advising Presentation – PSU
4. Discuss Concurrent Enrollment Partnership Faculty Qualifications
5. Transfer and Articulation Council Quality Assurance Report
6. Discuss College-Going Rate Data
7. Direct Support Professionals Update
- V. Executive Session**
Board Academic Affairs Standing Committee – Matters deemed Confidential in the Attorney-Client Relationship
- 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 by conference call approximately two weeks prior to each Board meeting and prior to the Board Chair's conference call to finalize items for the Board agenda. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Allen Schmidt, Chair

Cheryl Harrison-Lee

Shelly Kiblinger

Helen Van Etten

Board Academic Affairs Standing Committee

AY 2020 Meeting Schedule

Please note conference call time changes

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
October 7, 2019	11:00 am	Conference Call	
October 16, 2019	9:30 am	Conference Call	
November 4, 2019	11:00 am	Conference Call	October 16, 2019
November 20, 2019	10:30 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:00 am	Conference Call	November 13, 2019
December 18, 2019	10:30 am	Topeka	November 26, 2019
December 30, 2019	11:00 am	Conference Call	December 11, 2019
January 15, 2020	10:30 am	Topeka	December 26, 2019
February 3, 2020	11:00 am	Conference Call	January 15, 2020
February 19, 2020	10:30 am	Topeka	January 29, 2020
March 2, 2020	11:00 am	Conference Call	February 12, 2020
March 18, 2020	10:30 am	University of Kansas Medical Center	February 26, 2020
March 30, 2020	11:00 am	Conference Call	March 11, 2020
April 15, 2020	10:30 am	Kansas State University	March 25, 2020
May 4, 2020	11:00 am	Conference Call	April 15, 2020
May 20, 2020	10:30 am	Topeka	April 29, 2020
June 1, 2020	11:00 am	Conference Call	May 13, 2020

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

**MINUTES
Wednesday, October 16, 2019**

The October 16, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 9:38 a.m. The meeting was held by conference call.

In Attendance:

Members:	Regent Schmidt, Chair Regent Van Etten	Regent Harrison-Lee	Regent Kiblinger
Staff:	Daniel Archer Erin Wolfram Charmine Chambers	Karla Wiscombe Julene Miller April Henry	Samantha Christy-Dangermond Amy Robinson Crystal Puderbaugh
Institutions:	ESU KU KSU WSU WSU Tech	FHSU KUMC Washburn Tech PSU	Hutchinson CC Pratt CC Fort Scott CC Butler CC

Regent Schmidt welcomed everyone and roll call was taken.

Approval of Minutes

Regent Van Etten moved to approve the minutes of the October 7, 2019 meeting. Regent Kiblinger seconded the motion and the motion passed.

Work Topics Update

The Committee previously heard about academic advising, such as types of resources and guidance that may help students plan and make discussions. It was noted it may be helpful to learn about strategies being used at the six Kansas public universities. Each of these universities will present on these topics at an upcoming face-to-face meeting over the next four months:

Core advising areas and who provides the advising.

Information on first-year advising programs such as how the university helps students select majors, what resources are used to educate and inform students of their options such as an institution website, portal or external resources, and if K-12 Individual Plans of Studies (IPS) are being used to explore career and post-secondary opportunities.

Data analytics such as how data is being used to identify students that may need support and specialized services.

Career advising such as how programs are administered and what resources are employed.

Advising assessments and how advising programs are evaluated and assessed to identify strengths and areas of improvement.

In addition to institutions presenting, the National Academic Advising Association known as NACADA will present on evidence based academic advising practices, strategies and resources that help strengthen academic advising programs.

Regent Van Etten asked how the community and technical colleges do their advising and it was discussed that information from them may be helpful as well. Daniel stated that this information can be worked in if the Committee decides to do so.

Regent Van Etten discussed that not all K-12 resources are the same at every school and asked how this would be addressed. Daniel responded that he would like to have someone from KSDE present on IPS and any requirements they have. Daniel stated he would also like to bring in counselors from different sized districts to see their perspectives on how they can be helped and how we can all be more effective.

Regent Kiblinger commented that she would also like to hear from the community and technical colleges on their academic advising plans. In regard to K-12, Regent Kiblinger stated there are standard expectations on their IPS. She stated that KSDE may be able to poll the schools for information on what resources they are using. Regent Kiblinger stated she had sent out a letter to superintendents recently looking for counselors to present information and is keeping track of names.

For IPS, Daniel stated they would work on having regular meetings each semester with KSDE to collaborate and share information, as well as follow up on getting information from counselors.

The college-going rate has been calculated at 65% and includes in-state public and private institutions and out-of-state public and private institutions. At the November meeting Daniel will provide the college-going rate and FAFSA completion rate by school district. He noted that staff started working on data for those who enter the military. Staff plans to seek assistance with obtaining other data from KSDE.

Regent Schmidt discussed professions such as direct support professionals or those who assist the elderly, noting many of them do not go to college but instead go straight into the work force after high school. Regent Schmidt discussed identifying training needs for these types of low wage professions, and this was discussed in the Governors Education Counsel. He stated that there were associations or groups that can possibly assist with data and help break down the 35% of high school graduates who do not go to college.

Crystal Puderbaugh discussed the proposed private postsecondary statutory changes. The goal of the proposed changes is to clarify and strengthen the Board's authority over private and out-of-state postsecondary schools that operate in Kansas and to also strengthen the consumer protections and increase institutional accountability for institutions that are regulated by the Board. Crystal stated more detail will be presented on the November 4th BAASC conference call. Proposed changes include updates to definitions and exemptions, requiring an accredited status for an institution before providing a certificate of approval with degree granting authority, adding language to add provisional certificates of approval, and expanding the Board's ability to fine institutions for violations.

Next Meeting

The next meeting will be at 11:00 a.m., November 4, 2019, by conference call. The Committee will tentatively:

- Review the agenda for November 20th Board meeting at PSU
- Continue to approve AY 2018 Performance Reports
- Approve PPS UMKC School
- Be provided further information on the proposed PPS statutory changes
- An executive session will occur at the end of the meeting

Adjournment

Regent Kiblinger moved to adjourn the meeting. Regent Harrison-Lee seconded the motion and the motion passed. The meeting was adjourned at 9:54 a.m.

Act on Request for a New Certificate of Approval for the University of Missouri-Kansas City

Summary

The University of Missouri-Kansas City has applied for a Certificate of Approval to offer the institution's high school college partnership program at Kansas high schools. After a thorough review of staff qualifications, record keeping systems, coursework, and supporting materials, the institution demonstrates it meets and complies with all statutorily imposed requirements. Staff recommends the institution be issued a Certificate of Approval.

Nov. 04, 2019

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas but also schools that offer or provide online distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing institutions to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, clinical or externship contracts, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

University of Missouri-Kansas City

The University of Missouri-Kansas City (UMKC) began as the University of Kansas City, a private institution founded in 1933. The institution became a part of the University of Missouri System in 1963. Through UMKC's College of Arts and Sciences, the High School College Partnership (HSCP) program offers dual credit to high school students. The program is designed to facilitate the transition from high school to college by shortening the time required to earn an undergraduate degree and to better prepare college-bound students.

The HSCP program is a non-degree program offering high school students the ability to earn college credit while taking classes at their schools. Courses are 3-5 semester credit hours in the areas of art, biology, chemistry, computer science, and English language and literature. Each HSCP course is a duplicate of the content offered in the on-campus course, including the textbook, syllabi, and examinations. All dual credit courses are taught in person by high school instructors having a minimum of a master's degree that includes a minimum of 18 graduate-level semester hours appropriate to the academic field in which they are teaching, or through video-based courses taught by UMKC faculty members and facilitated by the high school teacher.

UMKC is accredited by the Higher Learning Commission, a regional accreditation agency recognized by the U.S. Department of Education. The HSCP program is accredited by the National Alliance of Concurrent Enrollment Partnerships.

Staff Recommendation

Staff recommends issuance of a Certificate of Approval to the University of Missouri-Kansas City.

Wichita State University

Doctor of Philosophy in Biomedical Engineering

Summary

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

November 4, 2019

Program Approval

I. General Information

A. Institution

Wichita State University

B. Program Identification

Degree Level: Doctoral Program (Ph.D.)
Program Title: Graduate Biomedical Engineering Program
Degree to be Offered: Doctor of Philosophy in Biomedical Engineering
Responsible Department or Unit: Department of Biomedical Engineering
CIP Code: 14.0501
Proposed Implementation Date: Fall 2019

Total Number of Semester Credit Hours for the Degree: 72

II. Justification

Wichita State University proposes the development of a Doctor of Philosophy (Ph.D.) degree in Biomedical Engineering (BME); this offering is to be housed in the Biomedical Engineering Department. The proposed Ph.D. program seeks to provide students with a fundamental understanding of the application of engineering principles to biomedical research with an emphasis on translational research.

Biomedical engineers apply modern approaches of engineering and design concepts to biology and medicine for use in healthcare (Study.com). Individuals who obtain a Ph.D. will use their broad knowledge of engineering and medical biological sciences, in conjunction with theoretical and computational methods from the disciplines of mathematics and computer science, to make improvements in healthcare therapy, diagnosis, and monitoring. Biomedical engineers apply life sciences to finding solutions to biomedical problems. WSU's Ph.D. in BME will provide unique curriculum concentration areas of bio-computational modeling and devices, innovation and translational BME, along with the unique research emphasis of wearable biosensors.

There are many career disciplines related to biomedical engineering. Some of the typical ones include many of the engineering disciplines (e.g., bioengineering, chemical, mechanical, electrical, aerospace, materials, etc.), science disciplines (e.g., biology, chemistry), and academia.

This plan of study contains a minimum of 72 semester credit hours (sch), including coursework and dissertation. This program will admit students directly from a bachelor's degree; these students would need the full 72 sch for the Ph.D. degree. A maximum of 24 sch may be transferred from a graduate program into this doctoral program.

III. Program Demand: Market Analysis

According to the Bureau of Labor Statistics, employment of biomedical engineers is expected to grow seven percent from 2016 to 2026, with growth coming from new technologies and applications to medical devices.

WSU is well placed to serve the needs of the region, as outlined in the Blueprint for Regional Economic Growth (Blueprint) of South Central Kansas regarding opportunities for growth in healthcare.

The proposed Ph.D. in BME program will be unique at Wichita State University; no other program combines engineering, science and health, and innovation with interdisciplinary, translational research. Among the Kansas Regents institutions, Kansas State University has a Ph.D. program in Biological and Agricultural Engineering. However, the emphasis area in this program is different from the concentration areas proposed in the WSU BME Ph.D. program. The Department of Biological and Agricultural Engineering at KSU offers a Ph.D. in Engineering where students may specialize in environmental engineering, information and electrical technology, bioprocessing engineering, machinery systems, natural resource engineering, or structure and environment. Contrastingly, WSU’s proposed Ph.D. in BME emphasizes utilization of engineering principles and expertise to analyze and solve problems in biology and medicine, thereby providing overall enhancements of health care; program emphasis areas do not overlap in agricultural applications, as evidenced in KSU’s doctoral program. The emphases of WSU’s program include:

- Biomaterials and Tissue Engineering;
- Molecular and Cell Bioengineering;
- Biomechanics and Rehabilitation Engineering;
- Biocomputational Modeling and Devices; and
- Innovation and Translational Biomedical Engineering, as it relates to improving health care.

The University of Kansas has an existing Bioengineering graduate program, with similar emphasis areas of Biomaterials and Tissue Engineering, Biomolecular Engineering, and Biomechanics. However, the proposed WSU Ph.D. in biomedical engineering program has unique concentration areas and research emphases such as bio-computational modeling and devices, innovation and translational biomedical engineering, and wearable biosensors.

Several regional institutions have Ph.D. programs with similar names, including The University of Nebraska, the University of Missouri, and the University of Arkansas. Although these institutions have some similarity to this proposed program, WSU’s concentration areas set this program apart from the others.

To ascertain interest in this program, an online survey was conducted of WSU undergraduate students in Engineering (BME, Industrial, Mechanical, Electrical, Aerospace), Chemistry, Biology and Exercise Science. When asked if they would be interested in a BME master’s or Ph.D. Program, 48% (N=165) responded as being interested in both master’s and Ph.D. program and 9% (N=165) were interested in the Ph.D. program only. Thus, it is very likely that the Ph.D. program would attain the minimum 5 students within three years after the inception of the program.

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

Year	Headcount		Semester Credit*	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	1	0	18	0
Year 2	3	0	72	0
Year 3	6	0	180	0

* Based on 9 semester credit hours per semester (18 per year) for three years

V. Employment

There has been a steady increase in employment of Biomedical Engineers and demand is expected to increase regionally and nationally. The U.S. Department of Labor’s Bureau of Labor Statistics Occupational Outlook Handbook indicates Biomedical Engineering employment will experience 7% job growth from 2016 to 2026 (BOL). Bioengineering has been named the #1 best job in America (CNN). The Kansas City Area Life

Science Institute found that 70% of medical device firms and 36% of companies in drugs and pharmaceutical and biotechnology research and testing reported employment increases in the previous three years. Students who graduate from WSU's Ph.D. program may pursue careers in healthcare and as consultants to government, non-profits, and industrial agencies; researchers; and faculty and professional staff in academic institutions. WSU has the advantage of providing experiential learning collaborations with manufacturing and healthcare, which are Wichita's #1 and #2 employment industry sectors.

VI. Admission and Curriculum

A. Admission Criteria

The minimum requirements for admission to the Ph.D. in Biomedical Engineering program include:

- A masters or bachelor's degree in a discipline relevant to biomedical engineering
 - A student entering the Ph.D. program directly from a bachelor's degree must have a cumulative GPA of 3.5.
 - A student entering the program after completing a master's degree must have a cumulative GPA of 3.25 for their master's degree coursework.

Additionally, students must submit:

- a statement of purpose,
 - GRE scores,
 - three letters of recommendation, and
 - transcripts with documented completion of prerequisite courses.*
- * Prerequisite coursework includes: Biology I, Anatomy and Physiology, General Chemistry I, General Chemistry II, Physics I, Math (Calculus I, Calculus II, and Differential Equations), Circuits, Thermodynamics, Statics, Statistics, and a programming language.

B. Curriculum

Two plans of study are shown.

- The first is a full 72 semester credit hour program for students entering this program with a baccalaureate degree but no master's level courses to transfer into the program.
- The second shows the program for students who are able to transfer in the maximum number of semester credit hours from their master's degree program. (Note: 24 semester credit hours is the maximum number allowed. Hence, 24 semester credit hours transferred in plus 48 semester credit hours in this program = 72 semester credit hours for Doctor of Philosophy in Biomedical Engineering.)

Admitted Directly from Bachelor's Degree 72 Semester Credit Hours (SCH)

Semester 1	SCH	Semester 2	SCH
BME 722 Introduction to Biorobotics	3	BME 757 Clinical Biomechanics Instrumentation	3
BME 752 Applied Human Biomechanics	3	IME 549 Industrial Ergonomics	3
IME 724 Statistical Methods for Engr's	3	BIOL 773 Statistical Methods in Biology	3
BME XXX BME Seminar	0		
Semester Total	9	Semester Total	9

Semester 3

IME 877 Foundations of Neural Networks	3
IME 754 Reliability and Maintainability Engr	3
IME 755 Design of Experiments	3
Semester Total	9

Semester 4

ME 709 Injury Biomechanics	3
EE 782 Digital Signal Processing	3
BME 738 Biomedical Imaging	3
Semester Total	9

Semester 5

IME 854 Quality Engineering	3
IME 767 Lean Manufacturing	3
ENTR 805 Technology Entrepreneurship	3
Semester Total	9

Semester 6

ENTR 806 New Product Development	3
BME 976 PhD Dissertation	6
Semester Total	9

Semester 7

BME 976 PhD Dissertation	9
Semester Total	9

Semester 8

BME 976 PhD Dissertation	9
Semester Total	9

Admitted with Maximum Number of SCH Transferred from Master's Program 48 SCH

Semester 1**SCH**

BME 722 Introduction to Biorobotics	3
BME 752 Applied Human Biomechanics	3
IME 724 Statistical Methods for Engineers	3
BME XXX BME Seminar	0
Semester Total	9

Semester 2**SCH**

BME 757 Clinical Biomechanics Instrumentation	3
BME 738 Biomedical Imaging	3
EE 782 Digital Signal Processing	3
Semester Total	9

Semester 3

IME 877 Foundations of Neural Networks	3
IME 754 Reliability and Maintainability Engr	3

Semester 4

BME 976 Ph.D. Dissertation	9

BME 976 PhD Dissertation	3		
Semester Total	9	Semester Total	9

Semester 5

BME 976 PhD Dissertation	9
Semester Total	9

Semester 6

BME 976 PhD Dissertation	3
Semester Total	3

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Nils Hakansson Program Director	Assoc. Prof.	Ph.D.	Y	Musculoskeletal Biomechanics	1.0
Anil Mahapatra	Assoc. Prof.	Ph.D.	Y	Biomaterials, Metallic Implants	1.0
Kim Cluff	Assoc. Prof.	Ph.D.	Y	Muscle Damage, Raman Spectral	1.0
David Long	Asst. Prof.	Ph.D.	Y	Cellular & Molecular Bioengr	1.0
Jaydip Desai	Asst. Prof.	Ph.D.	Y	Brain-Machine Interface	1.0
Yongkuk Lee	Asst. Prof.	Ph.D.	Y	Human-Machine, Nano Biosensors	1.0
Michael Jorgensen	Assoc. Prof.	Ph.D.	Y	Occupational Biomechanics	.5
New Hire	TBD	Ph.D.	TBD	Biomedical Engineering	.5

Number of graduate assistantships assigned to this program..... 5

VIII. Expenditure and Funding Sources

	First FY	Second FY	Third FY
A. EXPENDITURES			
Personnel – Reassigned or Existing Positions			
Faculty	\$ 572,396	\$ 572,396	\$ 572,396
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			

Fringe Benefits (<i>total for all groups</i>)	\$ 146,638	\$ 146,638	\$ 146,638
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$ 719,034	\$ 719,034	\$ 719,034
Personnel – New Positions			
Faculty	\$ 85,000	\$ 85,000	\$ 85,000
Administrators (<i>other than instruction time</i>)			
Graduate Assistants	\$ 48,000	\$ 48,000	\$ 48,000
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$ 27,200	\$ 27,200	\$ 27,200
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$ 160,200	\$ 160,200	\$ 160,200
Start-up Costs – One-Time Expenses			
Personnel Expenses Prior to FY I: Administration			
Personnel Expenses Prior to FY I: Faculty			
Personnel Expenses Prior to FY I: Support Staff			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other	\$ 150,000	\$ 150,000	\$ 0
Total Start-up Costs	\$ 150,000	\$ 150,000	\$ 0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$ 20,000	\$ 20,000	\$ 20,000
Library/learning resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs	\$ 20,000	\$ 20,000	\$ 20,000
GRAND TOTAL COSTS	\$ 1,049,234	\$ 1,049,234	\$ 899,234

B. FUNDING SOURCES (<i>projected as appropriate</i>)	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$ 5,435	\$ 21,739.68	\$ 54,349
Student Fees	\$ 2,369	\$ 8,148	\$ 18,374
Other Sources	\$ 105,000	\$ 105,000	\$ 30,000
GRAND TOTAL FUNDING	\$ 112,804	\$ 134,888	\$ 102,723
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)	-936,430	-914,346	-796,511

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Expenditures Overview

The Ph.D. in Biomedical Engineering program will add one tenure-track faculty line at a cost of \$85,000/year and fringe of \$27,000, five new graduate assistant positions at \$48,000 annually, and an additional \$20,000 in operating expenses. A start-up package of approximately \$150,000 over two years will be provided to the new tenure-track faculty. Existing facilities are adequate to support the program, including library, advising, academic computing, and administrative support.

Personnel – Reassigned or Existing Positions

The current BME department faculty consist of 7 core faculty members. The core faculty currently teach and support both the undergraduate and MS BME program and will teach and support the proposed Ph.D. graduate program. The additional advising load will be shared among faculty.

Personnel – New Positions

The College of Engineering will fund a new tenure-track faculty line starting by Year 3, at a budgeted salary of \$85,000 plus \$27,200 in fringe benefits. One additional tenure-track faculty position would bring the total to 8 faculty to support the Ph.D. BME program (in addition to the baccalaureate and master's programs). Five new graduate assistants would be funded at a cost of \$48,000 annually, which will be funded through Sedgwick Country Mill Levy funds and the College of Engineering.

The Department of Biomedical Engineering receives approximately \$30,000 in funding from the Graduate School for graduate assistants (\$18,000 of which comes from Mill Levy funds). The College of Engineering provides funding for start-up packages from the Engineering Expansion Grant (EEG) (estimated \$150,000 total over two years for the new faculty hire). The EEG grant is available through Fiscal Year 22 (ends June 2022).

Start-up Costs – One-time Expenses

No initial additional equipment or library resources will be needed. Start-up costs of approximately \$75,000 for two years (\$150,000 total) will be provided from internal sources to add one additional tenure-track faculty line.

Operating Costs - Recurring Expenses

Operating costs of \$20,000 annually are budgeted to support the doctoral program administrative needs. There are no anticipated additional advising, library, audio-visual, or academic computing resource needs or costs, and the current administrative support for the BME Department will be sufficient for the addition of the Ph.D. BME program to the BME Department.

B. Funding Sources

Tuition

Tuition for graduate Kansas residents is \$301.94 per credit hour.

Fees

WSU student activity fees for graduate Kansas residents are \$664.93 for full-time students and \$443.30 for part-time students per semester. Per credit mandatory fees for all courses are \$7.75. The College of Engineering has a \$50 per credit fee for all credits taken. Funding will come from funds in the College of Engineering made available through Engineering College course fees to provide funding for the program.

X. References

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SITE VISIT REPORT

WICHITA STATE UNIVERSITY

BIOMEDICAL ENGINEERING Ph.D. PROGRAM PROPOSAL

Brian Davis, Professor and Chair of Mechanical Engineering, Cleveland State University

Michael Detamore, Professor and Chair of Biomedical Engineering, University of Oklahoma

Shalini Prasad, Professor and Interim Chair of Biomedical Engineering, UT-Dallas

July 15-17, 2019

EXECUTIVE SUMMARY

There is an urgent and compelling need for a PhD program in Biomedical Engineering (BME) at Wichita State University (WSU). The BME PhD program will elevate the research productivity and quality in not only in Biomedical Engineering, but across Engineering and across campus. This BME PhD program will synergize with regional strengths in Wichita possibly including NIAR, the VA, the local biomedical industry and entrepreneurial environment, and the KU medical school.

It is essential that the leadership of Wichita State University lay the groundwork for long-term success for a PhD program in BME. National metrics from BME departments across the country must be infused into investments for a solid launch to the program. These investments include several faculty hires, additional teaching assistant positions, space, competitive stipends, support staff, and tuition assistance commensurate with national standards. In addition, a one-time infusion of funds to purchase equipment that can be shared between departments is recommended.

Additional faculty hires are essential for many reasons, including sharing undergraduate teaching load to free individual faculty bandwidth for proposal writing, PhD student research mentoring, and expanding the graduate course curriculum. Additional teaching assistant positions at the BME PhD stipend level are an essential startup investment to support not only the undergraduate enrollment growth, but more importantly to enable a successful start to support the demand for a strong first cohort of BME PhD students. Space is currently fragmented, with faculty and graduate students, creating a barrier to collaboration. It is recommended that the WSU leadership create contiguous space for BME collaborative research. Moreover, a mechanism for shared space with NIAR and BME is a strategic opportunity for investment in BME faculty with research at the interface with these two disciplines.

(1) Program Justification

The justification for the PhD BME program at Wichita State University and in the BME Department is appropriately defined. Wichita State University is Kansas' only major research university in a metropolitan area (not including the KU Medical Center campus). The team in their meetings with the Dean of Engineering, Associate Dean for Graduate Studies in CoE, The BME Department Chair, and with the Provost highlighted WSU's experiential learning collaborations with manufacturing and healthcare, which are Wichita's #1 and #2 employment industry sectors, respectively. The Provost emphasized that BME PhD would be able to lead the interdisciplinary translational research education in WSU. PhD in BME would bring together several internal public/ private constituents from local industry and NIAR to accelerate the discovery of new knowledge.

There was concern on the rationale for the PhD program in BME based on the Kansas City Area Life Science Institute 2012 census. The areas listed in the census, which were highlighted in the report were, drugs and pharmaceuticals, biotechnology research and testing, and medical devices. The team recommends the department focus on their core strengths in Biomechanics, Biosensors, Biomaterials and Devices to build out the PhD program and appropriately recruit faculty to support their research enterprise.

The proposed PhD BME program aims to train "industry ready" PhD students to serve as a key economic driver in workforce, technology and innovation development supporting the healthcare industry in the Wichita, KS region.

WSU has clearly articulated their differentiation aspect in the regional peer and aspirational peer institutions; however, factors such as PhD student stipend amounts, tuition support and institutional support in terms of engineering educators and teaching load reduction for research active faculty must be considered for the growth, sustainability and the reputation of the program.

The majority of the core faculty have breadth of research and teaching experience already in place to support the majority of this proposed program, in addition to several BME Affiliated Faculty.

In discussion with the Dean of Engineering and the Department Chair of BME it was emphasized that the majority of WSU students and 70% of BME undergraduate students at WSU are from or within 30 miles of Wichita. Thus, locating a PhD in BME program in the BME Department at WSU provides additional educational opportunities for some students who want an advanced degree from a program with an interface to top industry sectors.

The proposed PhD in BME program will be unique at WSU as there are no other similar PhD programs at Wichita State University, especially ones that combine engineering, science and health, and innovation as part of the curriculum as well as enhancing interdisciplinary translational research. Among the Kansas Regents institutions, the University of Kansas and Kansas State University have graduate programs with similar names to the proposed PhD BME program at WSU but their emphases are in areas that are congruent to WSU's strengths.

<p>RECOMMENDED ACTIONS: Leverage the current department strengths in Biomechanics, Biosensors, Biomaterials and Devices toward building a strong PhD program. In order to sustain the PhD program, competitive stipends and resources must be offered comparable to University of Kansas and Kansas State University, both of whom have graduate programs in Bioengineering and Biological & Agricultural Engineering, respectively. Teaching load reduction for research active faculty must be considered for the sustainability of the PhD program and for ensuring retention of faculty.</p>

(2) Curriculum

The required curricula for the Ph.D. program was reviewed by the team. The Department has developed a graduate curriculum that is sufficiently rigorous in both breadth and depth and by all appearances the graduates of the Ph.D. programs are well educated in Biomedical Engineering. The Ph.D. program graduates will have breadth of knowledge in the areas of (1) Biomaterials and Tissue Engineering, (2) Molecular and Cell Bioengineering, (3) Biomechanics and Rehabilitation Engineering, (4) Bio-computational Modeling and Devices, and (5) Innovation and Translational Biomedical Engineering, and (6) Wearable Biosensors.

A specific challenge noted by the Team with regards to the curriculum is that there needs to be a more formal structure for entering graduate students who do not have an engineering background. There needs to be a rigorous curriculum to ensure that these students understand engineering fundamentals. Likewise, for engineers without biology backgrounds, there needs to be a structured curriculum to enhance their biological knowledge. However, this is a challenge to nearly all biomedical engineering graduate programs as the nature of biomedical engineering attracts students from many disparate disciplines.

The team also would like to point out that while the BME Program has a particular and unique strength in biomechanics and human factors, a broadening of course offerings in areas such as biomechanics, bio-imaging, and biosensors would significantly enhance the curriculum and the Program. This point was also noted by the students and faculty in the Department.

Course offerings in regulatory issues and quality engineering can be developed to benefit the multi-disciplinary approach among the Ph.D. graduate students and faculty. Advanced course offerings in core areas of research need to be developed such as robotics, biomaterials, and mechanobiology. There is a sense among the graduate students that the Ph.D. degree would prepare them for industry opportunities. These areas of engineering are definitely engineering specialties and key areas of employment for biomedical engineers. Both of these engineering sub-disciplines play an essential role in the biomedical arena and many MS and PhD level biomedical engineers fill industry roles in these areas. While there was some discussion tying regulatory and quality engineering to entrepreneurship, these sub-disciplines are much more than that in biomedical engineering. They play a magnified role in all aspects of product design and development and all biomedical engineers need to be aware of them. With Wichita State University's strength in materials science, aviation research with a focus on regulatory aspects, this would be a good opportunity to leverage these strengths for the Ph.D. program in Biomedical Engineering.

The Ph.D. program in Biomedical Engineering has the unique opportunity for partnering with the local medical institutions towards offering internships and other training opportunities. Leveraging NIAR and the public private partnerships in Engineering at Wichita presents a significant opportunity for the Biomedical Engineering Department and the University as a whole in terms of shared curricula and joint offerings.

The teaching load of the faculty is excessive for research-active faculty. For junior faculty (first 3 years of appointment) the course load is 1:1, 2:1 and then 2:2 typically split between one undergraduate course and 1/2 graduate course(s) per year. For more senior faculty the split is 2:2. It is important to enable research active faculty sufficient research time to mentor their PhD students and grow the research program.

<p>RECOMMENDED ACTIONS: The department will need to define a formal curriculum structure for non-engineering incoming PhD students and for engineering students without sufficient human factors/biology knowledge. The research concentrations can be consolidated to streamline the curriculum. The teaching load of research active faculty needs to be adjusted to enable them time to devote to PhD student mentoring. Inception of regulatory and quality courses would leverage the interdisciplinary opportunities afforded by NIAR.</p>

(3) Program Faculty

The faculty of the Biomedical Engineering department are a major strength of the proposed PhD program. The faculty are qualified to offer the proposed program. There are currently a total of 8 core faculty, including the Dean of Engineering. Not including the Dean of Engineering, there are 4 Associate Professors and 3 Assistant Professors (7 total, 6.5 FTE). One of the Associate Professors serves as the Graduate Coordinator. There are 7 total affiliated faculty from departments such as biological sciences, chemistry, human factors, and human performance.

Faculty expertise is highly multidisciplinary, including areas such as biomechanics, wearable sensors, cellular and molecular bioengineering, human/brain-machine interfaces, neural engineering, biomedical instrumentation, biomaterials, drug delivery, and robotics. These areas of faculty expertise synergize nicely with other departments at WSU as well as regional resources such as the Veterans Affairs (VA). Moreover, there is a strong aerospace research presence within the faculty, with at least one current NASA-funded project and another NASA project pending, with relevance to the NIAR mission. These excellent current and potential connections may be leveraged strategically with support and vision from upper administration including the Provost and Vice President for Research.

The primary concern is the ability to meet the requirement of 8 total Ph.D.-level faculty within 3 years of inception. Technically, including the Dean of Engineering, there are exactly 8 Biomedical Engineering faculty currently. However, there are significant potential concerns with the retention of the current faculty for three primary reasons: 1) lack of a PhD program, 2) teaching load, 3) service load. The current degree program proposal addresses point #1, and lends a sense of urgency to the implementation of the PhD program. The solution to addressing points #2 and #3 is hiring additional faculty. With an already-productive faculty, freeing up the service and teaching load will create time to more aggressively pursue external research funding (and teach graduate courses), a key mission of the institution that in turns finances and supports the PhD program.

Among faculty hires, two specific considerations are advised. One is to hire at least one an assistant professor of practice ('engineering educator'), which is urgently needed to lift the teaching load. Aspirational peer BME departments may range from two to ten such faculty. The absence of a professor of practice is a glaring omission in the BME profession. The second consideration is the need for full professors in the department, currently there are zero. It is difficult to recruit senior faculty without a PhD program, so careful consideration of timeline is advised to raise the necessary startup and endowment funds in addition to implementing the PhD program. For a tenure-track assistant professor, a starting salary for 9 months is listed as \$85,000 in the proposal, but is far too low, and must be 10-20% higher to be competitive

<p>RECOMMENDED ACTION: Hire new faculty as soon as possible. A phased hiring plan is advised, with two tenure-track assistant professors and an assistant professor of practice ('engineering educator'), i.e., 3 total positions, in the next hiring cycle. In addition, a phased hiring plan (with commensurate financial business plan) that includes at least one full professor is strongly advised.</p>

in the current market.

Graduate Assistants

The accomplishments of the current Masters students have been impressive, including one National Science Foundation (NSF) Fellow. Unfortunately, that student is being lost to another university because a BME PhD program does not yet exist at WSU. A straw poll of WSU BME faculty reveals a total of approximately 6 to 10 current Masters students who would be exceptional candidates to retain in a PhD program, conveying

a sense of urgency for program implementation.

There is a significant concern with the funding model for the PhD program, particularly for recruiting. Launching a new PhD program is analogous to starting a new company, with a significant investment needed up front to get things moving before a big payoff is attained. In this case, the investment is in teaching assistant (TA) funds and graduate recruiting fellowships, and the payoff is in research expenditures. Currently there is a catch-22 in that PhD students produce the data that lead to research grants being funded, which finance the PhD students and the cycle continues. Like a chicken-and-egg scenario, which comes first? The funds for the PhD students, or the data produced by the PhD students that enables securing of grant funds? The answer is an investment in TA funds that allows the department to recruit a strong class of PhD students.

There is an excellent opportunity for the Dean of the Graduate School, the Dean of Engineering, the Provost, and the Vice President for Research to work together as a team to invest in this program, with quantifiable metrics including PhD to Masters student ratio (directly tied to research productivity), research proposals funded, and research grants awarded, to evaluate the return on investment. According to the Assistant Dean of the Graduate School, the PhD:Masters ratio is not currently tracked, and perhaps should be to be in alignment with the Provost, VPR, and Dean of Engineering goals to increase research productivity.

A competitive stipend for PhD students is essential to compete with regional BME PhD programs. The current market rate in the region is \$25,000, and likely to increase. Moreover, faculty must budget for tuition and fees in grant proposals (except as expressly forbidden by a funding agency). Students in the program should not be expected to pay for their own tuition or fees, at the risk of losing PhD student recruits to competitor BME PhD programs.

RECOMMENDED ACTION: Fund 5-6 TA positions per year (with tuition and fees covered) dedicated exclusively to the PhD program (at the stipend rate recommended below), and offer at least one recruiting fellowship supplement per year (~\$5,000) to support the launch and sustainability of this program, in a joint investment from the Graduate School, VPR, Dean of Engineering, and Provost.

RECOMMENDED ACTION: Set a minimum BME PhD student stipend of \$25,000/year contingent on satisfactory progress. Cover fees and tuition by remission, TA funding, research grants, or otherwise.

(4) Academic Support

The department currently includes one full time administrative assistant and one full time laboratory technician, and one part-time student advisor, which is on the low end compared to staff support for BME departments nationwide (most recent survey across BME departments nationwide shows an average of four administrative staff and one full-time technical staff member). There are no concerns with general resources, with the exception that one faculty member mentioned an excessive reliance on interlibrary loan to obtain journal articles, which can be remedied by increasing electronic journal subscriptions by WSU, a key investment in the new BME PhD program.

RECOMMENDED ACTION: Hire an additional staff person dedicated to Biomedical Engineering, in particular a Student Programs Coordinator to support both the undergraduate program (e.g., ABET accreditation) and the burgeoning graduate programs.

RECOMMENDED ACTION: Invest in an external consultant to review grant applications prior to them being submitted to a funding agency.

RECOMMENDED ACTION: Dean of University Libraries review electronic journal subscriptions and add new journals based on a prioritized list of journal subscriptions provided by Chair of BME.

(5) Facilities and Equipment

The proposal coupled with a walk-through of each laboratory in Biomedical Engineering showed well-equipped facilities for conducting research. The gait analysis lab, mechanobiology and biomaterials labs, two sensor/imaging labs and a robotics research area were impressive in terms of (i) utilization of current technology, (ii) obvious signs of student-engagement (through numerous wall-mounted research posters), (iii) breadth and depth of resources and (iv) the fact that almost all the labs had been created within the past 2 years.

Overall, the provisions for facilities and equipment for the short-term initiation of a doctoral program in biomedical engineering are met. However, the provisions for long-term success of a doctoral BME program are diminished by some key limitations:

- Faculty offices and labs are in different buildings. The result of this is a disconnect between graduate students and their advisors.
- BME faculty are located in three different buildings. This hampers collaboration. Of particular concern is that two labs dealing with wearable sensors are in different buildings and the faculty seem to have little interactions with each other.
- Labs are used for both research and teaching. The issues with this included (i) costs of maintaining teaching equipment should be covered by central resources, whereas research equipment should be the responsibility of the faculty person overseeing the research lab, and (ii) in the future, sensitive tissue engineering or mechanobiology research projects could be jeopardized by contamination caused by undergraduates using a lab for their classes.

While there is sufficient equipment in each lab for establishing a new doctoral BME program, in the longer term, the research productivity would be enhanced by an infusion of up-front costs to cover items such as; reactive ion etcher, metal deposition chamber, high frequency oscilloscopes (6 to 10 GHz), high frequency generator and benchtop power supply, vector network analyzer, spectrum analyzer, micro fabrication capabilities for printed circuit board design. Note that almost all of these pieces of equipment could be shared with other departments at Wichita State University.

With regard to co-locating faculty there seem to be ample opportunities for achieving this close to labs occupied by BME faculty who conduct research in the areas of human movement, mechanobiology and sensors imaging (in the new Engineering Building). Some spaces in the new engineering building at close vicinity to the current BME labs seem underutilized. For instance, rooms 209, 323 and 335 appear to be unused and/or not used for research during the past 12 months.

RECOMMENDED ACTION: Co-locate BME faculty in contiguous space within the same building to promote collaboration, joint projects and student interactions.

RECOMMENDED ACTION: Use a one-time infusion of funds to purchase equipment that can be shared between departments.

(6) Program Review, Assessment and Accreditation

The proposal builds upon a successful MS program in biomedical engineering that was launched in 2016. This MS program currently has about 20 students in it, some of whom are interested in enrolling in a PhD at Wichita State. Across departments, internal reviews are conducted every 4 years, with the most recent review being completed in 2018. Every 8 years, Wichita State University sends program reviews to the Kansas Board of Regents. In the case of a new doctoral BME program, the next review would be in 2022. If meaningful input is to be incorporated from doctoral students in the program at that time, the BME department will need to have a critical mass of students, most likely between 12 and 18 students spread between 8 faculty members. As mentioned in Section 2, this requires an initial cohort of about 6 students in Year 1.

It should be noted that the national Biomedical Engineering Society (BMES) does not currently have criteria for evaluating doctoral programs. Similarly, there are no Accreditation requirements for doctoral BME programs (unlike undergraduate programs that undergo ABET reviews every 6 years).

With the aforementioned observations, the proposed PhD program in Biomedical Engineering meets the standards expected for this provision.

In terms of measures of success, it is worthwhile highlighting what BME faculty consider as successful outcomes after an initial 2 year period:

- Participation in national and international BME conferences.
- Addition of one new faculty member (the committee believes that four new faculty are needed, as outlined in Section 3).
- Increase in applications to the doctoral BME program.
- Increase in grant applications (the committee believes that the key is in funding success rather than number of applications). [Hiring an external reviewer of proposals prior to submission should help achieve a higher rate of grant funding.]
- Collaborative research projects with clinicians and residents at Kansas University Medical School.

RECOMMENDED ACTION: Utilize established procedures being used by other engineering departments to evaluate the doctoral program. “Continuous improvement” should be the mantra when getting a new program established.

RECOMMENDED ACTION: Build a critical mass of doctoral students over the initial 2 year period so that meaningful feedback can be obtained from the most important stakeholders – the students themselves.

RECOMMENDED ACTION: Keep track of (i) number of proposal submissions from each faculty member, (ii) outcome of the application and (iii) number of joint applications (a marker of collaboration).

Wichita State University Response to KBOR Site Visit External Reviewers Recommended Actions

The Department of Biomedical Engineering thanks the PhD program review team for its thorough and positive review of the proposed PhD program in Biomedical Engineering. The review team found a compelling and urgent need for a program at Wichita State, and has offered recommendations for strengthening the program. Some recommended actions can be accomplished in the immediate future while others require long-term commitments and planning. In the response below, these actions are described.

Program Justification

- Recommended Action: Leverage current department strengths in Biomechanics, Biosensors, Biomaterials and Devices towards building a strong PhD program.
 - Response: The external review team has identified current department expertise strengths which would provide focus for future growth of the program. We agree that these areas represent a core of unique expertise that can be built upon to create a strong and vibrant program. As we plan for future faculty searches, the BME Department faculty will include these core areas as a starting point for discussions of departmental needs with respect to expertise areas that will complement and strengthen faculty research, aimed at building a strong PhD program.
- Recommended Action: Competitive stipends and resources must be offered comparable to KU and K-State.
 - Response: Based on the current allocation from various internal sources (e.g., College of Engineering, Graduate School), the BME Department has developed a plan for immediately supporting a minimum of four PhD Graduate Teaching Assistants with competitive stipends (comparable to KU and K-State). With the support of the Provost, the College of Engineering and Biomedical Engineering Department will develop a longer-term plan to support an additional 4-6 PhD students annually at competitive stipends.
- Recommended Action: Teaching load reduction for research active faculty must be considered for the sustainability of the PhD program and for ensuring retention of faculty.
 - Response: Currently, research-intensive faculty in the department teach two courses per semester. We are considering ways to reduce the teaching load for faculty who are highly engaged in research. The College of Engineering Executive Committee is currently developing a plan to address faculty workload that would adjust teaching load based in part on research productivity and grant activity. The focus will be on creating a workload structure that supports high-intensity research while also supporting the instructional needs of the undergraduate and graduate students through utilization of highly qualified teaching faculty (engineering educators).

Curriculum

- Recommended Action: Define a formal curriculum structure for non-engineering incoming PhD students and for engineering students without sufficient human factors/biology knowledge.
 - Response: The proposal as submitted indicates that “students entering the Biomedical PhD program are expected to have already completed the following courses or their equivalents: Biology I, Anatomy and Physiology, Chemistry (Chemistry I and Chemistry II), Physics I, Math (Calculus I, Calculus II, Differential Equations), Circuits, Thermodynamics, Statics, Statistics and programming. If prior coursework deficiencies exist, the student may be admitted on a conditional basis.” While the number of and specific prerequisite courses required for conditional enrollment will vary based on an applicant’s academic background, we will add to the above language that it will be expected that the prerequisite coursework be completed within one academic year of enrollment in the BME PhD program.

- For incoming PhD students with non-engineering backgrounds, the above language would be sufficient, which identifies the necessary engineering coursework and prerequisite courses to the engineering coursework that are needed for admission. The above language of the prerequisite courses and the timeframe to complete will apply to this group of applicants.
 - For incoming PhD students with an engineering background without sufficient human factors/biology knowledge, we will add a specific section in the admission requirements specifying Biology and Anatomy and Physiology related courses are needed. The above language of the prerequisite courses and the timeframe to complete will apply to this group of applicants as well, although it will likely take less time than the incoming PhD students with non-engineering backgrounds.
- **Recommended Action:** Research concentrations can be consolidated to streamline the curriculum.
 - **Response:** This is a great recommendation recognizing the research strengths of the current faculty. The program faculty will review the proposed coursework in the curriculum to identify avenues to fit within research concentrations. New or revised Concentrations need to proceed through the university curriculum process, so these changes will be implemented through the curriculum approval process during the 2019/20 academic year.
- **Recommended Action:** Teaching load of research active faculty needs to be adjusted to enable them time to devote to PhD student mentoring.
 - **Response:** As indicated above, the College of Engineering Executive Committee is investigating a plan to address faculty workload that would adjust teaching load based in part on research productivity and grant activity.
- **Recommended Action:** Inception of regulatory and quality courses would leverage the interdisciplinary opportunities afforded by NIAR.
 - **Response:** Increasing the number and scope of collaborations between NIAR and the College of Engineering (COE) is a major priority for both. In fact, Dean Livesay from the College of Engineering and NIAR Executive Director Dr. John Tomblin meet monthly to bring the two groups closer together. One tangible outcome of this is the creation of a new NIAR/COE Liaison position that will look for mutually beneficial opportunities for both entities. Further, the BME department faculty will explore opportunities to develop regulatory-related coursework, infuse regulatory-related material into upper-level graduate coursework, or include regulatory-related material in professional development and graduate seminars. With respect to quality courses, the Industrial, Systems, and Manufacturing Engineering Department offers a graduate level Quality Engineering course (IME 854), which we listed as potential coursework in the proposed curriculum, and we will encourage the PhD students to consider including this course in their PhD coursework.

Program Faculty

- **Recommended Action:** Hire new faculty as soon as possible. A phased hiring plan is advised, with two tenure-track assistant professors and an assistant professor of practice ('engineering educator'), i.e., 3 total positions in the next hiring cycle.
 - **Response:** The current proposal called for hiring an additional tenure-track faculty member as soon as the next hiring cycle, and in place by Fall 2020, but no later than 3 years. We will submit a hiring plan proposal to the Dean and Provost this fall to accelerate the hiring time frame and hire additional faculty to support the PhD program.
- **Recommended Action:** A phased hiring plan (with commensurate financial business plan) that includes at least one full professor is strongly advised.

- Response: Additional senior faculty would strengthen the research capacity of the PhD program. We will include a request for senior hires (associate or full) in the hiring proposal plan we submit to the Dean and Provost. Also, several current Associate Professors in the BME Department will be eligible for promotion to Full Professor over the next five years.

Graduate Assistants

- Recommended Action: Fund 5-6 TA positions per year (with tuition and fees covered) dedicated exclusively to the PhD program (at the stipend rate recommended below), and offer at least one recruiting fellowship supplement per year (~\$5,000) to support the launch and sustainability of this program, in a joint investment from the Graduate School, VPR, Dean of Engineering, and Provost.
 - Response: Based on the current allocation from various internal sources (e.g., College of Engineering, Graduate School), the BME Department has developed a plan for immediately supporting at least four PhD GTAs with competitive stipends. The College of Engineering and Biomedical Engineering Department will develop a long-term plan to support additional PhD students with competitive stipends. Additionally, we will develop and submit a proposal to the Provost and Vice President for Research to acquire funding to recruit 4-6 PhD students annually.
- Recommended Action: Set a minimum BME PhD student stipend of \$25,000/year contingent on satisfactory progress. Cover fees and tuition by remission, TA funding, research grants, or otherwise.
 - Response: The BME Department faculty will create a standard for research proposals that will include student stipend funding and tuition from research grant submissions to achieve competitive stipend and funding levels.

Academic Support

- Recommended Action: Hire additional staff person dedicated to Biomedical Engineering, in particular a Student Programs Coordinator to support both the undergraduate program (e.g., ABET accreditation) and the burgeoning graduate programs.
 - Response: The College of Engineering will review current staff assignments to see if current staff can be reassigned to focus on PhD program needs, and additional staff resources will be provided as necessary to address this recommendation.
- Recommended Action: Invest in an external consultant to review grant applications prior to them being submitted to a funding agency.
 - Response: The College of Engineering Associate Dean for Graduate Programs is currently engaged in the process of exploring and contracting with professional grant writers experienced with federal grant funding.
- Recommended Action: Dean of University Libraries review electronic journal subscriptions and add new journals based on a prioritized list of journal subscriptions provided by Chair of BME.
 - Response: Although the current Interlibrary Loan process works very efficiently, the BME Department Chair will survey BME faculty to obtain a prioritized list of electronic journal subscriptions not currently available through University Libraries and communicate this with the Dean of the University Libraries.

Facilities and Equipment

- Recommended Action: Co-locate BME faculty in contiguous space within the same building to promote collaboration, joint projects and student interactions.
 - Response: The new Dean of the College of Engineering is currently assessing space usage across the College, with a specific focus on research productivity and discipline cohesiveness. Reallocations of space will be done thoughtfully over time to ensure that the College's research priorities are maximally addressed.

- Recommended Action: Use a one-time infusion of funds to purchase equipment that can be shared between departments.
 - Response: The College of Engineering has an established program fee distribution model that is specifically designed for capital-intensive equipment purchases. Each department receives a portion of their program fees that should meet most equipment needs. When it does not, departments can request supplemental funding from the dean's office to assist with large purchases. Further, the College of Engineering will explore a plan for developing and submitting proposals for purchase of large equipment (e.g., NSF MRI). The College of Engineering Dean is committed to providing funding as well as finding funding opportunities to support equipment and laboratory needs.

Program Review, Assessment and Accreditation

- Recommended Action: Utilize established procedures being used by other engineering departments to evaluate the doctoral program. "Continuous improvement" should be the mantra when getting a new program established.
 - Response: The Biomedical Engineering Department's graduate committee will query the other WSU engineering departments regarding their established procedures for assessment of their PhD programs. Based on these established procedures and data sources, the BME Department will develop and institute a best practices approach for evaluation of the BME PhD program with an emphasis on continuous improvement.
- Recommended Action: Build a critical mass of doctoral students over the initial 2-year period so that meaningful feedback can be obtained from the most important stakeholders – the students themselves.
 - Response: The review team has recommended an initial cohort of six students to create a critical mass of students for assessing program quality. We have committed to providing support to 4 students in the first year and 4-6 students annually thereafter. We believe this will give us a sufficient number of students for quality assessment. In addition, a PhD graduate student survey will be developed with the objective of soliciting feedback on factors related to the student's perception of the quality of the doctoral program.
- Recommended Action: Keep track of (i) number of proposal submissions from each faculty member, (ii) outcome of the application and (iii) number of joint applications (a marker of collaboration).
 - Response: While these data are currently reported annually by faculty in their Faculty Activity Record as part of the annual review process, these data will be incorporated into the program evaluation process for the BME PhD program.

University of Kansas Medical Center

Doctorate in Clinical Nutrition

Summary

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

November 4, 2019

Program Approval

I. General Information

A. Institution University of Kansas Medical Center

B. Program Identification

Degree Level:	Doctorate
Program Title:	Clinical Nutrition
Degree to be Offered:	Doctorate in Clinical Nutrition (DCN)
Responsible Department:	Dietetics and Nutrition (DN)
Modality:	Online
CIP Code:	30.1901
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 48

II. Justification

A Doctorate in Clinical Nutrition (DCN) is an online, professional practice degree focused on producing:

- advanced-level practitioners in clinical nutrition;
- food and nutrition managers, administrators, and consultants;
- public health nutritionists; and
- transformational researchers in higher education.

Clinical dietitians work in clinical settings to provide patients with medical nutrition therapy to prevent chronic disease and to manage existing disease. Medical nutrition therapy involves individualized nutrition assessment, identification of nutrition problems that contribute to disease, evidence-based nutrition therapy to address identified nutrition problems, and nutrition counseling services for disease management (Academy of Nutrition & Dietetics).¹ Examples of patient conditions for which medical nutrition therapy has a strong evidence base include malnutrition, diabetes mellitus, chronic kidney disease, cardiovascular disease, cancer, and more. Furthermore, there is a strong demand for advanced practice clinical nutritionists among physicians, administrators, and other health care professionals who work with, hire, and supervise dietitians.

Graduates of the KUMC Doctorate in Clinical Nutrition (DCN) program would be rigorously trained to provide leadership in prevention, intervention, and treatment of chronic diseases at the individual and population level. DCN graduates would complete cutting-edge coursework, a work-based practicum, and an outcomes-based research project. Similar programs at KUMC follow this structural framework, including Doctor of Nursing Practice, Doctor of Nurse Anesthesia, Doctor of Physical Therapy, Doctor of Occupational Therapy, Doctor of Audiology, Doctor of Speech-Language Pathology, and Doctorate in Clinical Laboratory Science.

Advanced-level clinical nutrition practitioners are in demand as the healthcare industry increasingly requires higher levels of education to enter the field.² In fact, the Commission on Dietetic Registration recently changed the requirement for entry-level dietitians from a baccalaureate degree to a master’s degree, effective January 1, 2024.³ Other health professions have already moved their requirements to a graduate level, including Physical Therapy, Audiology, and Occupational Therapy.

Lack of a DCN is a critical gap in the Dietetics and Nutrition program given the growing demand for advanced-level practitioners in clinical nutrition. Compelling reasons to be an early pioneer for the DCN are many, including:

- development of strong clinical and research skills that can be used to design and direct translational research in clinical settings;
- a gain in respect and credibility with other fields;
- increased critical thinking skills; and
- contributions to advances in the field of nutrition.

III. Program Demand:

A. Survey of Student Interest

Number of surveys administered: 33
Number of completed surveys returned: 33
Percentage of students interested in program: ... 45%

As formative work, the Department of Dietetics and Nutrition distributed a survey to a convenience sample of attendees at the Kansas Academy of Nutrition and Dietetics (KSAND) Annual Conference in Topeka on April 15, 2016. This is the state professional meeting for dietitians. Surveys were handed to 80 dietitians who visited the KUMC exhibit booth. Respondents either filled the survey while at the booth or returned it later that day. The results (n=54) indicated a strong interest in a DCN program and a preference for an online format. The information was used to formulate the proposed program.

In 2018, a revised survey was built in an online version. A unique Quick Response Code (QR code) was established and linked so that when an individual scanned the QR code with their smartphone, the survey autopopulated in their phone. If preferred, a paper copy of the survey was also available. On April 2, 2018, the online survey was given to students currently enrolled in the Dietetics and Nutrition Master’s program (n=12) to gauge interest and test the online survey version. The convenience sample of students were graduating students enrolled in an advanced micronutrient class. Twenty-five percent of the students indicated that they would be interested in completing a DCN program. The top barriers noted were: “*I am not motivated for more school at this time*” and “*I would need to know the cost*”.

Given that the population of interest for the proposed DCN program is working dietitians, on April 6, 2018, registered dietitians (n=33) who attended the KSAND Annual Conference in Overland Park, KS were surveyed. Attendees who visited the KUMC exhibit booth were invited to scan the QR code and take the survey on their phone or complete a paper survey at that time. Forty-five percent of the dietitians expressed interest in completing a DCN.

B. Market Research

In recent years, interest in the role of food and nutrition in promoting health and wellness has increased, particularly as a part of preventative healthcare in medical settings. The importance of diet in preventing and treating illnesses is well known. More dietitians will be needed to provide care for people with these conditions. Moreover, as the baby-boom generation grows older and looks for ways to stay healthy, there will be more demand for dietetic and nutrition services.⁶

As early as 1993 in a regional survey of dietitians, 99% reported that a practice doctorate was important for dietitians and 55% expressed interest in attaining such a degree.⁷ In 1994, the American Dietetic Association

identified development of practice-based doctoral programs as a priority.⁸ In 2006, a national survey of dietitians revealed strong interest in professional doctorate programs.⁹ A 2015 survey by the Accreditation Council for Education in Nutrition and Dietetics found that “credible advanced practice credentials remain important in raising the competency level of dietitians and to address the increasing rate of chronic and complex diseases”.¹⁰

There are currently only two other Doctorate in Clinical Nutrition programs in the country (Rutgers University and University of North Florida). Both existing programs are online and there are no residential DCN programs. Offering a DCN at KUMC will fill both a national need as well as the state-level need in Kansas.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year*	
	New Full-Time	New Part-Time	Cumulative Full-Time	Cumulative Part-Time
Implementation	5	7	120	84
Year 2	5	7	240	168
Year 3	10	14	360	252

*Credit hours based on 24/year for full time and 12/year for part-time.

V. Employment

According to the U.S. Department of Labor website, employment of dietitians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations.⁴ The demand for doctoral level dietitians is estimated to far outpace the supply.⁵ Graduates of other DCN programs have become:

- advanced-level practitioners in healthcare settings (acute care and outpatient settings);
- university faculty;
- research specialists; and
- senior management professionals in federal and state programs, industry, and non-profit organizations.

The Department of Veterans Affairs hired the most dietitians in 2017,¹¹ followed by Academic Medical Centers across the U.S. Dietitians with advanced degrees or certification in a specialty area enjoy better job prospects. For example, dietitians with doctoral degrees earn \$14 more per hour than those with a bachelor’s degree.¹² The median salary for a dietitian is \$59,410, and those with clinical doctoral degrees average \$77,410 with many exceeding \$100,000 annually.¹³

VI. Admission and Curriculum

A. Admission Criteria

Admission criteria are listed below. Applicants must:

- Be a Registered Dietitian with current professional licensure (when required by their state).
- Have an earned Master’s degree and currently employed as a dietitian (either full- or part-time).
- Complete the graduate application form, including letter of intent with professional goals.
- Achieved minimum graduate GPA requirements for admission to KUMC (3.0 on a 4.0 scale).
- Submit official transcripts from all colleges and/or universities attended with degrees conferred.
- Submit three letters of recommendation from supervisors, faculty, or advisors in the field.
- International students must reside in a country that has reciprocity with Commission on Dietetic Registration; Official TOEFL exam scores for international applicants must be sent directly to KUMC.

B. Curriculum

	Course Number & Title		SCH
Summer	DN XXX*	Interprofessional Collaboration	3
	DN 8**	Clinical Nutrition Core Elective	3
		<i>Summer Subtotal</i>	<i>6</i>
Fall	DN XXX	Nutrition Communication for Advanced Practice	3
	DN XXX	Leadership Essentials in Clinical Nutrition	2
	PRVM 853	Responsible Conduct of Research (Ethics)	1
	DN 8**	Clinical Nutrition Core Elective	3
		<i>Fall Subtotal</i>	<i>9</i>
Spring	NRSG 880	Org. Found Lead Change	3
	Biostats 714	Fundamentals of Biostatistics I	3
	DN XXX	Evidence Analysis in Clinical Nutrition	3
		<i>Spring Subtotal</i>	<i>9</i>
Summer	DN 810	Nutritional Assessment	3
	DN XXX	Research Protocol Development in Clinical Nutrition	1
	NURS 938	Informatics and Technology Applications	2
		<i>Summer Subtotal</i>	<i>6</i>
Fall	NRSG 919	Fdtns. for Leading & Communicating in Organizations	3
	BIOS 717	Fundamentals of Biostatistics II	3
	DN XXX	Advanced Clinical Nutrition Residency†	3
		<i>Fall Subtotal</i>	<i>9</i>
Spring	DN 8**	Clinical Nutrition Core Elective	3
	DN 990	Applied Research Project	6
		<i>Spring Subtotal</i>	<i>9</i>
		Total	48

DN = Dietetics and Nutrition; BIOS = Biostatistics; NURS = Nursing; PVRM = Preventive Medicine

* Courses in development

** Students select from among the following electives:

- DN 829 Nutrition in Aging
- DN 838 Advanced Medical Nutrition Therapy
- DN 839 Clinical Aspects of Nutrition Support
- DN 842 U.S. Public Health Nutrition
- DN 857 Motivational Interviewing in Health Settings
- DN 862 Maternal and Child Nutrition
- DN 865 Nutrition in Sport and Exercise
- DN 870 Health Behavior Counseling
- DN 875 Pediatric Clinical Nutrition
- DN 876 Interventions for the Prevention of Obesity
- DN 880 Dietary and Herbal Supplements
- DN 881 Introduction to Dietetics and Integrative Medicine
- DN 882 A Nutrition Approach to Inflammation and Immune Regulation
- DN 884 Diet, Physical Activity and Cancer
- DN 885 Nutritional Biochemistry
- DN 895 Advanced Macronutrients and Integrated Metabolism
- DN 896 Advanced Micronutrients and Integrated Metabolism
- DN 890 Nutrigenomics and Nutrigenetics in Health and Disease

† Students will self-select the clinical sites for their Advanced Clinical Nutrition Residency based on their geographical location and career interests. Regardless of the location of the clinical site, KUMC will obtain clinical affiliation agreements with each selected site.

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization
Debra K. Sullivan, Ph.D., R.D.	Professor	Ph.D.	Y	Life Cycle Nutrition/Leadership
Jeannine Goetz, Ph.D., R.D., L.D.	Assoc. Prof.	Ph.D.	Y	Weight Management
Heather Gibbs, Ph.D., R.D., L.D.	Asst. Prof.	Ph.D.	Y	Medical Nutrition Therapy
Aaron Carbuhn, Ph.D., R.D., L.D., CSSD	Asst. Prof.	Ph.D.	Y	Sports Nutrition
Susan Carlson, Ph.D.	Professor	Ph.D.	Y	Maternal/Child Nutrition
Holly Hull, Ph.D.	Assoc. Prof.	Ph.D.	Y	Maternal/Child Nutrition
Sharon Peterson, Ph.D., R.D., L.D.	Clinical Instructor	Ph.D.	N	Nutrition Education
Leigh Wagner, Ph.D., R.D., L.D.	Clinical Instructor	Ph.D.	N	Integrative Nutrition
New Faculty/Program Director*	Clin. Assoc. Prof.	Ph.D.	N	Medical Nutrition Therapy
New Faculty (year 2)	Clinical Instructor	Ph.D.	N	Nutrition Support
Additional Faculty				
Jill Hamilton-Reeves, Ph.D., R.D., L.D., CSSD. Department of Urology	Assoc. Prof.	Ph.D.	Y	Nutrition and Cancer
Candice Rose, M.D. M.S. R.D. Department of Internal Medicine	Asst. Prof.	M.D.	Y	Endocrinology
Lauren Ptomey, PhD., R.D., L.D. Department of Internal Medicine	Res. Asst. Prof.	Ph.D.	N	Nutrition and Intellectual and Developmental Disabilities

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

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$ 44,780	\$ 46,123	\$ 47,045
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 1,075	\$ 1,107	\$ 1,140
Fringe Benefits (<i>total for all groups</i>)	\$ 16,049	\$ 16,530	\$ 16,865

Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$ 61,904	\$ 63,760	\$ 65,050
Personnel – New Positions			
Faculty	\$ 102,250	\$ 164,800	\$ 169,744
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$ 29,050	\$ 57,680	\$ 59,410
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$ 131,300	\$ 222,480	\$ 229,154
Library/learning resources			
Equipment/Technology	\$ 2,100		
Physical Facilities: Construction or Renovation			
Other	\$ 2,200		
Total Start-up Costs	\$ 4,300	\$ 0	\$ 0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$ 11,335	\$ 10,670	\$ 17,150
Library/learning resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs	\$ 11,335	\$10,670	\$ 17,150
GRAND TOTAL COSTS	\$ 208,839	\$ 296,910	\$ 311,354

B. FUNDING SOURCES (<i>projected as appropriate</i>)	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$ 85,884	\$ 171,768	\$ 257,652
Student Fees	\$ 20,400	\$ 40,800	\$ 61,200
Other Sources			
GRAND TOTAL FUNDING	\$ 106,284	\$ 212,568	\$ 318,852
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)	(\$ 102,555)	(\$ 84,342)	+ \$ 7,498

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

This program leverages existing classes in Dietetics and Nutrition (DN) as well as those currently being taught by faculty in the School of Nursing and School of Medicine at KUMC. The current DN faculty will continue to teach their existing classes and the new Doctorate in Clinical Nursing (DCN) students will join existing students.

Faculty experts in the KUMC School of Medicine co-mentor students when their expertise is desired. They have agreed to continue their role in this new program. Dr. Hamilton-Reeves teaches DN 884: Diet, Physical Activity and Cancer and mentors DN students who wish to pursue cancer research. Dr. Ptomey is an expert in diet

and physical activity interventions for individuals with intellectual and developmental disabilities (IDD). She has taught several DN courses and routinely mentors MS students who are interested in IDD. Dr. Rose is a board-certified endocrinologist and also a Registered Dietitian; she mentors students interested in endocrinology areas.

The calculations for the FTE for existing faculty are listed below.

- Dr. Sullivan as Department Chair will oversee the program; this was estimated at 10%.
- Dr. Goetz teaches existing classes that will likely be taken as electives. It was assumed that she will teach one class per year where the new DCN students will enroll A 3 semester credit hour course is calculated as 10%. The current existing student enrollment is 20 students, and, at most, 10 DCN students would take the class - - thus her curricular engagement is calculated at 5%.
- Drs. Gibbs, Carbuhn, Peterson and Wagner also teach existing classes that the new DCN students will join. It is anticipated they may teach 2 classes per year that DCN students will take and thus using the calculations above, they are estimated at 10% engagement.
- Drs. Carlson and Hull will participate in the orientation session for new students and also teach courses that are optional electives for this program and two other graduate programs (Nutrigenomics and Nutrigenetics in Health and Disease and Advanced Micronutrients and Integrated Metabolism). Using the calculations above, they are estimated at less than 10% engagement.

Personnel – New Positions

According to the KBOR manual, KUMC should hire two new faculty to support the new graduate program. The institution is committed to supporting the DCN and has committed to support two new faculty positions. KUMC plans to hire:

- one new Ph.D. level faculty as a Clinical Associate Professor (\$83,000) in the fourth quarter of 2019 (so that this hire can begin developing the program).
- one new Ph.D. level Clinical Assistant Professor (\$77,000) in 2020.

These individuals will be doctorly prepared, Registered Dietitians who also have clinical experience. They will be fully committed to the DCN program and will develop and teach new classes. They will oversee the clinical residencies and outcomes research projects.

Start-up Costs – One-Time Expenses

Year 1: Purchase a new computer and office furniture for new faculty.

Operating Costs – Recurring Expenses

The DCN is modeled after the successful KUMC School of Nursing Doctorate of Nursing Practice. The students will attend an orientation program where they undergo experiential training in required skills and then return for a follow up visit to evaluate the skills after being in the program. The costs estimates are listed in the table below.

Expenses	Year 1	Year 2	Year 3
Orientation visit (meals & materials estimated at \$100/student)*	\$ 1,200	\$ 1,220	\$ 2,400
Nutrition focused physical exam training (\$65/student)*	\$ 780	\$ 780	\$ 1,560
Body composition training (\$50/student)*	\$ 600	\$ 600	\$ 1,200
Simulation space use, standardized patients, and staff (\$200/student)*	\$ 2,400	\$ 2,400	\$ 4,800
Nutrition Data System for Research (\$5,925 initial license + \$3,850 annual renewal in years 2 and 3).	\$ 5,925	\$ 3,850	\$ 3,850
Online Diet Manuals (adult, pediatric and sports @ \$175, \$175, and \$80 for initial license and then \$135, \$135, and \$70 for annual renewals.	\$ 430	\$ 340	\$ 340
Publication costs to defer student cost of publishing their research**		\$ 1,500	\$ 3,000
Total	\$ 11,335	\$ 10,670	\$ 17,150

*Students receive these trainings in their first year and there are 12 new students in Years 1 and 2 and 24 new students in Year 3.

** In the Evidence Analysis in Clinical Nutrition class, students will be expected to conduct an evidence analysis review and publish the results. The cost is estimated at \$1,500 per publication with one publication in year 2 and two in year 3.

B. Revenue: Funding Sources

Revenue will come from tuition and student fees as listed in Table VIII Section B. A fee of \$100/semester credit hour is included to

- provide unique experiential learning opportunities for students (simulation, nutrition focused physical exam, and advanced body composition);
- access to specialized software; and
- defray the publication costs for manuscripts that result from their evidence analysis class.

	Year 1	Year 2	Year 3
Tuition (\$421/credit hr)			
Full time	\$ 50,520	\$ 101,040	\$ 151,560
Part-time	\$ 35,364	\$ 70,728	\$ 106,092
Total	\$ 85,884	\$ 171,768	\$ 257,652
Student fees (\$100/hr)			
Full time	\$ 12,000	\$ 24,000	\$ 36,000
Part-time	\$ 8,400	\$ 16,800	\$ 25,200
Total	\$ 20,400	\$ 40,800	\$ 61,200
Total Revenue	\$ 106,284	\$ 212,568	\$ 318,852

Full time students take 24 credit hours/year and part time students take 12 credit hours/year.

Year 1 has 5 full time and 7 part-time students.

Year 2 has 10 full time (5 new; 5 returning) and 14 part-time students (7 new; 7 returning).

Year 3 has 15 full time (10 new; 5 returning) and 21 part-time students (14 new; 7 returning).

C. Projected Surplus/Deficit

The program will be in the deficit in Years 1 and 2, but then has a surplus in Year 3 and thereafter.

X. References

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Oregon State University
College of Public Health
and Human Sciences

RUTGERS
School of Health Professions



**Report to the Kansas Board of Regents
regarding the Proposed Program for
a new Doctorate in Clinical Nutrition (DCN),
Department of Dietetics and Nutrition, School of Health Professions,
University of Kansas Medical Center (KUMC)**

August 28, 2019

Review Team Members:

Rebecca Brody, Associate Professor, Department of Clinical and Preventative Nutrition Sciences,
Rutgers, The State University of New Jersey

Norman Hord, Head and Celia Strickland Austin and G. Kenneth Austin III Professor in Public Health and
Human Sciences, School of Biological and Population Health Sciences, Oregon State University (Review
Team Chair)

Kelly Tappenden, Professor and Head of the Department of Kinesiology and Nutrition, University of
Illinois at Chicago, Illinois

Riva Touger-Decker, Professor and Chair, Department of Clinical and Preventative Nutrition Sciences,
The State University of New Jersey

Preamble:

The review team appointed by the Kansas Board of Regents (KBR) completed a site visit from July 31-August 1, 2019 and submits this written evaluation of the program proposal for a new Doctorate in Clinical Nutrition (DCN) in the Department of Dietetics and Nutrition at the University of Kansas Medical Center (KUMC). During our site visit, we made minor recommendations to KUMC leaders, Vice Chancellor Kline, Dean Akinwuntan and Department Chair Sullivan. Based on our site visit, our review of the program proposal, and responses from KUMC to our minor recommendations, we offer the following recommendation and report per KBR policy.

The review committee appointed by the Kansas Board of Regents has judged that each of the six (6) standards described in the Board Policies on New Degree Programs has been met for the proposal for the Doctorate in Clinical Nutrition. The strong support of the DCN proposal by our review team is accompanied by specific commentary providing evidence that each standard has been adequately addressed.

We would like to thank the staff, faculty and administration at KUMC for their time, input and generous assistance during the review process. We were deeply impressed with the commitment to this proposed program and with the broad academic, technological and intellectual resources available to accomplish this proposed innovative program. It is worthy of comment that the review team noted consistent evidence of collaborative support among partners in other academic units, medical center departments, and other Kansas City-based health care institutions. This culture of collaboration and support at KUMC and the Kansas City metropolitan area portends well for the success of existing and proposed programs at this institution.

It is necessary to distinguish the training, clinical experience and research opportunities available to the DCN graduate relative to a research-focused Doctor of Philosophy (PhD) degree. Rapid shifts in the health care environment have driven advancement of education requirements for entry-level practice. Thus, as with practitioners with clinical practice doctorates in pharmacy, physical therapy and occupational therapy, the DCN fulfills this role in the nutrition and dietetics field.

Please note that two members of this review team serve as faculty in the pioneering Doctorate of Clinical Nutrition program in the U.S. at Rutgers, The State University of New Jersey. During the invited review of this proposal, the chair of the Department of Dietetics and Nutrition at KUMC has been responsive to commentary and critique which have led to refinement of the proposal curricula. There is no stronger support that can be voiced for this new proposed DCN program than to have one's potential competitor provide valuable collaborative assistance in program review and planning.

Section 1: Program justification

The review committee reports that the proposed DCN program is strongly justified and provide supportive commentary in six points below.

1. The proposed program supports the Board-approved mission statement of the institution; programmatic goals have 3 foci including advanced practice skills, research and scholarly communication, and professional leadership. The establishment and growth of DCN-prepared clinical practitioners contrasts the expertise of PhD-prepared faculty who are involved in clinically-focused research. In the same vein, the career trajectories of DCN-prepared practitioners are demonstrably broader than PhDs given the “academia or industry” dichotomy often presented to such graduates. It is noteworthy that DCN graduates are employed in a broad range of environments including advanced clinical settings, clinical research, pharmaceutical research, food industry research and academic tenure-track and clinical faculty positions. The necessity for demonstrating competence in advanced practice clinical skills clearly distinguishes the DCN program from a typical academic PhD program.
2. With elevation to a required graduate degree for entry-level practice in the nutrition and dietetics profession in 2024, there will be an anticipated increased need for doctorally-prepared clinical educators to teach in master’s programs. RDs who want to distinguish themselves beyond those with a master’s degree may enter a DCN program for advancement. The Academy of Nutrition and Dietetics supports development of advanced practitioners to strengthen opportunities for RDs in practice, research and clinical education. Adequate growth in student numbers are expected and are clearly described in the proposal.
3. We agree with the Vice Chancellor for Academic Affairs and Graduate Dean who stated the need for developing Registered Dietitians (RD) at the advanced practice level. Their clinical observations indicate that the impact of RDs will grow with advanced practice training as has occurred with other allied health professions. They propose that if RDs want a “seat at the clinical table, having those with advanced expertise, recognized by the DCN, is critical for the profession.”
4. Two similar DCN programs exist in the U.S.; if approved, this would be the third DCN program in the US. The Regents system does not have a similar program nor is there a DCN program in this region of the US. The online platform will extend the reach of the program beyond the Midwest; however, local interest has been demonstrated through surveys and interviews. The program can draw from graduates of the masters degree programs at KUMC.
5. A growing evidence base from DCN graduates surveyed nationally by Rutgers University report that 35% of DCN graduates have enhanced income, 44% report increase in depth and breadth of their current position and 43% report career advancement or promotion.
6. Interviews with current masters-prepared RDs- clinicians and clinical managers in the Kansas City area- report strong desire to participate in the proposed DCN program. This strong evidence of considerable “pent up” demand was striking to the review team. The stated desire of these RDs to pursue the proposed DCN stemmed from interests ranging from enhanced knowledge base to opportunities of promotion and enhanced ability to participate in and lead multidisciplinary health care teams.

Section 2: Curriculum of proposed program

The review committee reports that the DCN program proposal has articulated a strong curriculum and provide supportive commentary in ten points below.

1. It is noteworthy that the KUMC DCN program proposal is modeled after the pioneering DCN program at Rutgers University. The rigor of the proposed program is consistent with advanced practice needs of RDNS in education, skills development (residency), leadership and research and scholarship.
2. The proposed curriculum is mapped to the current advanced practice competencies established through a practice audit conducted by the Commission on Dietetic Registration for development of the advanced practice in clinical nutrition credential. The coursework is comprised of 3 core sections: Communication, Collaboration, and Leadership, Research, and Clinical Nutrition. Students may select electives to support their area of clinical focus. The program offers a diverse selection of evidence-based courses that are expected to prepare graduates for advanced practice. The clinical practice residency, a 360- hour experience, will hone graduates' advanced practice skills. The proposed curriculum provides statistics and research courses to support development of a practice-based research project. Scientific inquiry, oral and written communication and critical thinking are threaded through the curricula.
3. We applaud the interdisciplinary training provided by the interprofessional education (IPE) programming across KUMC. The program goals related to IPE and professional leadership are significant differentiators from the PhD program and an essential element of the proposed program that will enable the graduates to provide professional leadership in collaborative health care settings.
4. The recommendation to include anticipated costs beyond tuition and fees associated with KUMC DCN program, as well as the established curricula for the program via web-based and print materials has been accomplished.
5. The recommendation to clarify the availability of both asynchronous and synchronous live sessions within courses for students to interact with faculty and demonstrate achievement of advanced practice knowledge beyond what is possible with the asynchronous approach has been met.
6. The recommendation that inclusion of interprofessional education (IPE) curricula in the DCN program curricula be "transcript visible" on student academic transcripts for each course or competency completed has been met.
7. The recommendation that the program proposal make clear that the program curricula will meet the knowledge, skills and abilities set forth in the *Advanced Practice Certification in Clinical Nutrition* by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics has been met.
8. The recommendation that the proposal clearly articulate the process for establishing approved residency sites and for approval of qualified advanced practice mentors for the residency component of the DCN has been met.
9. The recommendation that advanced practice clinical skills, particularly as part of their skills assessment for the assessment course and advanced MNT class, be taught using the KUMC Zamierowski Institute for Experiential Learning, the Neis Clinical Skills Lab and Simulation Center has been met. These skills may be accessible asynchronously, via KUMC Blackboard technologies, or synchronously, as appropriate to the course.
10. The recommendation that mentoring for research projects for DCN students include clear communication of mentoring committee composition and expectations for scholarship (including

manuscript development and publication) consistent with doctoral-level programs has been met.

Section 3: Program faculty

The review committee reports that the DCN program proposal provides strong evidence that the faculty are highly qualified and appropriate to provide the current and, pending the new approved hires, for the proposed DCN program and provide supportive commentary in five points below.

1. The successful conduct of master's and doctoral programs in nutrition and medical nutrition science, respectively, demonstrate that the faculty and academic resources have been adequate for current degree programming.
2. The core faculty and adjuncts provide the expertise necessary to build a strong program. The requested and approved new faculty positions are a key strength of the proposed program. It would be supportive for the program director of the proposed DCN program if additional administrative support be provided by one or more graduate assistants.
3. The eight tenured, tenure-track and clinical faculty serving in the Department of Dietetics and Nutrition are excellent scholars and nutrition/dietetics practitioners. The additional three faculty affiliated with this program provide essential collaborative expertise in research and teaching to the program.
4. The recommendation to secure the firm commitment of KUMC administrative leadership to hire, at minimum, 2 faculty to implement the DCN program, has been met through communications from senior KUMC leadership, including Dean Abiodun Akinwuntan.
5. The recommendation to clarify teaching loads across program faculty within the department has been met with the 3-year teaching matrix supplied in response to reviewer recommendations.

Section 4: Academic support

The review committee reports that the DCN program proposal provides strong evidence that the academic support at the department, school and college level are appropriate to support the proposed DCN program and provide supportive commentary in three points below.

1. Comprehensive technical support for distance delivery technologies, as evidenced by current academic programs provided using these modalities, is strong evidence of potential program success.
2. It is clear that strong Institutional Review Board support exists and will be necessary to support DCN student research proposals and projects.
3. It is clear that strong central IT support is available at KUMC and that this infrastructure for online programs extends beyond curricula to all relevant student support services at KUMC (e.g., KUMC Computer Testing Center, Teaching and Learning Technologies, Academic Accommodations, and Counseling and Educational Support. Support services include Leadership, Human Resources, Student Services and Technology, etc.).

Section 5: Facilities and equipment

The review committee reports that the proposed DCN program proposal has met the need to describe available facilities and equipment for program needs and provide supportive commentary in three points below.

1. State-of-the-art clinical and technical facilities are available to support training the DCN program, including synchronous and asynchronous learning experiences.
2. The recommendations to more clearly describe adequate office space and resources for new faculty to perform their duties in teaching, research and administration have been met.
3. An excellent description of the superb career development resources for faculty at KUMC have been provided.

Section 6: Program review, assessment and accreditation

The review committee reports that the DCN program proposal has adequately outlined the elements of program assessment, review and accreditation; supportive commentary is provided in four points below.

1. The proposal describes elements of administration- and faculty-led DCN program evaluation including student application rates, retention rates and graduation rates, student course evaluation responses, student publications rates and national/regional presentation rates, program assessment surveys of graduates and employers immediately after graduation.
2. The recommendation to include screening interviews in the admission process with standard questions to evaluate knowledge of evidence-based practice, research experience/interest areas, and ideas for the clinical practice residency has been met.
3. The recommendation to establish and monitor additional student learning outcomes annually during the program has been met.
4. The recommendation to establish an advisory board for the DCN program was acknowledged and, contingent upon program approval and staffing, will be enacted.



August 29, 2019

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

Dear Dr. Christy-Dangermond:

As you know, we received initial feedback on our proposed Doctorate of Clinical Nutrition from the External Review Team with minor recommendations. We agreed with their initial recommendations and updated our proposal accordingly. After reviewing our updated proposal, the External Review Team now concludes that the DCN proposal meets all six standards. Indeed, they feel it is a strong program.

We thank the review team for their efforts and recommendations. We believe the program is stronger and more fully developed based on their suggestions.

Sincerely,

A handwritten signature in cursive script that reads 'Debra K. Sullivan'.

Debra K Sullivan, PhD, RD
Chair and Midwest Dairy Endowed Professor of Clinical Nutrition
Department of Dietetics and Nutrition
University of Kansas Medical Center
3901 Rainbow Blvd M/C 4013
Kansas City, KS 66202

Proposed Amendments to the Private and Out-of-State Postsecondary Educational Institution Act

Summary

Staff recommends a revision to the Private and Out-of-State Postsecondary Educational Institution Act to clarify and strengthen the Board's authority over private and out-of-state postsecondary educational institutions operating in Kansas to allow for additional consumer/student protection and institutional accountability.

Background

Under the Private and Out-of-State Postsecondary Educational Institution Act (Act), the Board regulates certain private and out-of-state educational institutions that operate in Kansas. The most recent comprehensive legislative review of the Act was conducted in 2010. Since that time, there have been significant changes in the industry, the players, and federal regulation. As the Board has attempted to implement the Act in this changing environment, it has become more and more apparent that statutory amendments are necessary to keep pace and provide the Board with enhanced enforcement mechanisms with which to facilitate compliance with, and address violations of, the Act.

The proposed amendments are intended to clarify and strengthen the Board's authority over private and out-of-state postsecondary institutions operating in Kansas, allowing for increased consumer protection and institutional accountability. The changes can be grouped into four primary categories: Jurisdiction; Consumer Protection; Strengthened Oversight; and Penalties.

Jurisdiction

- Update definitions for “distance education,” “ownership,” and “physical presence” to clarify the Board’s subject matter jurisdiction
- Clarify situations that exempt institutions from the Act and courses of study that are exempt from the Act
- Codify the ability of an otherwise exempt institution to voluntarily bring itself under the Board’s jurisdiction if required for Title IV federal student financial aid eligibility

Consumer Protection

- Require accredited status before awarding degrees (grandfathering in the one institution that has long had degree-granting authority but no accreditation)
- Allow the Board to issue provisional certificates of approval when a degree-granting institution has not yet achieved accreditation, with potentially increased bonding amount and additional milestones and reporting requirements
- Add to the list of minimum standards required for a certificate of approval. Most notably:
 - Institutions must institute appropriate measures to protect students’ personally identifiable information
 - Provide the Board the ability to require institutions to publish graduation, placement and loan default rates
- Allow the Board to begin closure procedures once a renewal application is deemed late; closure procedures may include notice requirements, teach-out plans, maintenance of academic records, refund requirements, and a plan for handling transcript requests.

Strengthen Oversight

- Allow the Board to set special standards for institutions that receive Title IV student financial aid, including a requirement for audited financial statements
- Allow the Board to condition a certificate of approval at any time the Board determines additional information is necessary

Penalties

- Allow the Board to fine institutions for violations of the Act
- Expand the coverage of the bond to include any fines imposed by the Board
- Add to the list of violations of the Act
 - Obtaining a certificate of approval through fraud or misrepresentation
 - Failure to submit accurate data on a timely basis
- Increase the amount of civil penalty that can be imposed by a court for violation of the Act from \$5,000 to \$15,000

A draft of the proposed legislative amendments is below.

Section 1. K.S.A. 74-32,162 is hereby amended to read as follows: 74-32,162. K.S.A. 74-32,163 through 74-32,184 and sections 4, 8, and 9, and amendments thereto, shall be known and may be cited as the Kansas private and out-of-state postsecondary educational institution act.

Sec. 2. K.S.A. 74-32,163 is hereby amended to read as follows: 74-32,163. As used in the Kansas private and out-of-state postsecondary educational institution act: (a) “Academic degree” means any associate, bachelor’s, professional, master’s, specialist or doctoral degree.

(b) “Accreditation” means an accreditation by an agency recognized by the United States department of education.

(c) “Branch campus” means any subsidiary place of business maintained within the state of Kansas by an institution at a site ~~which~~ that is separate from the site of the institution’s principal place of business and at which the institution offers a course or courses of instruction or study identical to the course or courses of instruction or study offered by the institution at its principal place of business.

(d) “Distance education” means ~~any course delivered primarily by use of correspondence study, audio, video or computer technologies~~ instruction offered by any means where the student and faculty member are in separate physical locations and includes, but is not limited to, online, interactive video and correspondence courses or programs.

(e) “Out-of-state postsecondary educational institution” means a postsecondary educational institution, public or private, for-profit or not-for-profit, that is chartered, incorporated or otherwise organized under the laws of any jurisdiction other than the state of Kansas.

(f) “Institution” means an out-of-state or private postsecondary educational institution.

(g) “Institution employee” means any person, other than an owner, who directly or indirectly receives compensation from an institution for services rendered.

(h) “Owner of an institution” means:

(1) In the case of an institution owned by ~~an individual, that individual~~ one or more individuals, those individuals;

(2) in the case of an institution owned by a partnership, all full, silent and limited partners;

(3) in the case of an institution owned by a corporation, the corporation, its directors, officers and each shareholder owning shares of issued and outstanding stock aggregating at least 10% of the total of the issued and outstanding shares; and

(4) in the case of an institution owned by a limited liability company, the company, its managers and all its members.

(i) “Person” means an individual, firm, partnership, association, ~~or~~ corporation, or receiver.

(j) “Physical presence” means:

~~(1) The employment in Kansas of a Kansas resident for the purpose of administering, coordinating, teaching, training, tutoring, counseling, advising or any other activity on behalf of the institution; or~~ Operating an instructional site within the state of Kansas, including: (A) Establishing a physical location in Kansas at which students receive instruction; or (B) delivering a course or program that requires students participating in that course or program to physically meet at the same time and place in Kansas to receive instruction;

~~(2) The delivery of, or the intent to deliver, instruction in Kansas with the assistance from any entity within the state in delivering the instruction including, but not limited to, a cable television company or a television broadcast station that carries instruction sponsored by the institution~~ Delivering distance education courses to students who remain in Kansas while participating in the course or courses; or

(3) Maintaining an administrative office within the state of Kansas for the purpose of fulfilling the administrative functions of delivering instruction, whether face-to-face or via distance education.

(k) “Private postsecondary educational institution” means an entity ~~which~~ that:

(1) Is a business enterprise, whether operated on a for profit or not-for-profit basis, ~~which~~ that has a physical presence within the state of Kansas ~~or which solicits business within the state of Kansas;~~

(2) offers a course or courses of instruction or study through classroom contact or by distance education, or both, for the purpose of training or preparing persons for a field of endeavor in a business, trade, technical or industrial occupation, ~~or which~~ offers a course or courses leading to an academic degree; and

(3) is not specifically exempted by the provisions of this act.

(l) “Representative” means any person employed by an institution to act as an agent, solicitor or broker to ~~procure~~ recruit students or enrollees for the institution.

(m) “State board” means the state board of regents or the board’s designee.

(n) “Support” or “supported” means the primary source and means by which an institution derives revenue to perpetuate operation of the institution.

(o) “University” means a postsecondary educational institution authorized to offer any degree including a an associate, bachelor, graduate or professional degree.

(p) “State educational institution” means any state educational institution as defined by K.S.A. 76-711, and amendments thereto.

Sec. 3. K.S.A. 74-32,164 is hereby amended to read as follows: 74-32,164. The Kansas private and out-of-state postsecondary educational institution act shall not apply to:

(a) ~~An institution supported primarily by Kansas taxation from either a local or state source~~ Postsecondary educational institutions established, operated, and governed by this state or a political subdivision of this state;

(b) an institution or training program ~~which~~ that offers instruction only for avocational or recreational purposes as determined by the state board;

(c) a course or courses of instruction or study, excluding degree-granting programs, sponsored by an employer for the training and preparation of its own employees, and for which no tuition or other fee is charged to the student;

(d) a course or courses of instruction or study sponsored by a recognized trade, business or professional organization having a closed membership for the instruction of the members of the organization, and for which no tuition or other fee is charged to the student;

(e) an institution ~~which~~ that is otherwise actively regulated ~~and approved~~ by another regulatory agency of the state under any other law of this state and has received an affirmative approval from that other agency to operate in Kansas;

(f) a course or courses of special study or instruction having a closed enrollment and financed or subsidized on a contract basis by local or state government, private industry, or any person, firm, association or agency, other than the student involved;

(g) an institution financed or subsidized by federal or special funds ~~which~~ that has applied to the state board for exemption from the provisions of this act and ~~which~~ that has been declared exempt by the state board because ~~it~~ the board has found that the operation of such institution is outside the purview of this act;

(h) ~~the Kansas City college and bible school, inc.;~~ Education offered as intensive review courses designed solely to prepare students for graduate or professional school entrance examinations and professional licensure examinations, including but not limited to certified public accountancy tests; examinations for a professional practice in psychology; and bar examinations;

~~(i) Cleveland university Kansas City;~~

~~(j) (i) any~~ each of the following postsecondary educational institution institutions, all of which was were granted approval to confer academic or honorary degrees by the state board of education under the provisions of K.S.A. 17-6105, prior to its repeal, or that the legislature has previously exempted from the provisions of this act, by name, and that continue to confer such degrees in 2020:

(1) Baker university – Baldwin City;

(2) Barclay college – Haviland;

(3) Benedictine college – Atchison;

- (4) Bethany college – Lindsborg;
- (5) Bethel college – North Newton;
- (6) Central Baptist theological seminary – Kansas City;
- (7) Central Christian college – McPherson;
- (8) Cleveland university-Kansas City
- (9) Donnelly college – Kansas City;
- (10) Friends university – Wichita;
- (11) Hesston college – Hesston;
- (12) Kansas Christian college – Overland Park;
- (13) Kansas Wesleyan university – Salina;
- (14) Manhattan Christian college – Manhattan;
- (15) McPherson college – McPherson;
- (16) MidAmerica Nazarene university – Olathe;
- (17) Newman university – Wichita;
- (18) Ottawa university – Ottawa;
- (19) Southwestern college –Winfield;
- (20) Sterling college – Sterling;
- (21) Tabor college – Hillsboro; and
- (22) University of Saint Mary – Leavenworth; and

~~(k)~~ (j) any institution that does not have a physical presence in Kansas and that is otherwise subject to this act, but only to the extent that and for the period of time that such institution is participating in the state authorization reciprocity agreement as authorized under K.S.A. 74-32,194, and amendments thereto, for the purpose of providing distance education

to students in this state. As used in this subsection, the term “distance education” has the meaning ascribed thereto in K.S.A. 74-32,194, and amendments thereto.

New Section 4. (a) Any institution, training program, or course or courses of instruction or study exempted from the private and out-of-state postsecondary educational institution act pursuant to K.S.A. 74-32,164(e) may elect to apply for a certificate of approval for the school, training program or course of instruction under the provisions of the act if required to obtain a certificate of approval from the state board to demonstrate it is legally authorized to provide an educational program under 34 CFR Section 600.9 to participate in programs authorized by the Higher Education Act of 1965. The institution may elect to apply by majority action of the institution’s governing body, owner, or director.

(b) Upon application to and issuance of a certificate of approval by the state board under this section, such institution, training program, or course or courses of instruction or study shall be subject to the provisions of the act and the state board’s jurisdiction.

(c) Any institution that obtains a certificate of approval under this section may return to exempt status under the provisions of the act by electing to not apply to renew the certificate of approval. A reversion to exempt status shall not relieve the institution of any liability for indemnification or any penalty for noncompliance with certification standards during the period of the institution's approved status.

Sec. 5. K.S.A. 74-32,165 is hereby amended to read as follows: 74-32,165. (a) The state board may adopt rules and regulations for the administration of this act.

(b) Specific standards shall be set for determining those institutions ~~which~~ that qualify for approval to confer or award academic degrees. Such standards shall be consistent with standards applicable to state educational institutions under the control and supervision of the

state board. At a minimum, each degree-granting institution shall achieve and maintain institutional accredited status with an accrediting agency for higher education recognized by the United States Department of Education; this provision shall not apply to any private postsecondary educational institution that was awarded degree-granting authority prior to July 1, 2004 and that continues to maintain such authority on the effective date of this act.

(c) Additional standards may be established for those institutions that receive federal Title IV student financial aid, including but not limited to requiring audited financial statements. The state board may, by rule and regulation, grant exceptions to this requirement.

(d) The state board shall adopt rules and regulations imposing requirements for any postsecondary institution that is closing, including but not limited to notice requirements, teach-out plans, maintenance of academic records, refund requirements, and transcript requests.

(e) The state board shall maintain a list of institutions that have been issued a certificate of approval.

~~(d)~~(f) Any state agency having information ~~which~~ that will enable the state board to exercise its powers and perform its duties in administering the provisions of this act shall furnish such information when requested by the state board.

Sec. 6. K.S.A. 74-32,167 is hereby amended to read as follows: 74-32,167. (a) No institution ~~may operate~~ shall establish a physical presence within this state without obtaining a certificate of approval from the state board as provided in this act. No institution shall confer or award any degree, certificate or diploma, whether academic or honorary, unless such institution has been approved for such purpose by the state board.

(b) Any contract entered into by or on behalf of any owner, employee or representative of an institution ~~which that~~ is subject to the provisions of this act, but ~~which that~~ has not obtained a certificate of approval, shall be unenforceable in any action.

Sec. 7. K.S.A. 74-32,168 is hereby amended to read as follows: 74-32,168. (a) Each institution shall apply to the state board for a certificate of approval. At least 60 days before an institution which opens or maintains a branch campus in the state it shall notify the state board that it has opened or is maintaining intends to open a branch campus. Such branch campus shall be subject to review by the state board to determine whether it complies with the provisions of this act and the standards of the state board established pursuant thereto.

(b) An application for a certificate of approval shall be made on a form prepared and furnished by the state board and shall contain such information as may be required by the state board.

(c) The state board may issue a certificate of approval upon determination that an institution meets the provisions of this act and all standards established by the state board pursuant thereto. The state board may issue a certificate of approval to any institution accredited by a regional or national accrediting agency recognized by the United States department of education without further evidence.

(d) The state board may issue a provisional certificate of approval to a new or start-up degree-granting institution seeking to establish a physical presence in Kansas but not yet accredited by a recognized accreditation organization. The provisional certificate may be renewed annually as long as the institution continues to progress toward successful attainment of full institutional accreditation within the regular accreditation cycle required by the accreditor. The institution shall submit a plan for achieving accreditation, which shall include

identification of the accrediting entity's eligibility requirements, minimum requirements, and review processes, and the institution's timeline for achieving accreditation. The institution shall submit quarterly updates to the state board of its progress toward full accreditation. Provisional certificates of approval issued pursuant to this subsection may contain limitations as to time, procedures, functions or other conditions that the state board deems necessary. The state board may adopt rules and regulations imposing additional surety bond requirements for the indemnification of any student for any loss suffered as a result of a failure to achieve accreditation.

New Sec. 8. (a) Each certificate of approval shall be issued to the owner of an institution and shall not be transferrable to a new owner. Whenever a change of ownership occurs as a result of death, court order or operation of law, the new owner shall apply immediately for a new certificate of approval. If a change in ownership occurs in any other circumstance, the new owner shall apply for a new certificate of approval at least 60 days prior to the change in ownership.

(b) If there is a change in the ownership of an institution and, if at the same time, there also are changes in the institution's programs of instruction, location, entrance requirements or other changes, the institution shall be required to submit an application for an initial certificate of approval and shall pay all applicable fees associated with an initial application.

(c) The Board may adopt additional requirements to ensure the orderly transition of the institution to new ownership, including but not limited to requiring that the new owner:

(1) maintain and service all student records that were the responsibility of the prior owner;

(2) resolve all student complaints that were the responsibility of the prior owner and filed with the Board prior to the final approval for the change of ownership; and

(3) honor the terms of current student enrollment agreements, institutional scholarship or grants for all students who were enrolled and taking classes at the time of the change of ownership took place.

New Sec. 9. If a court of competent jurisdiction appoints a receiver for an institution holding a certificate of approval, the receiver must provide the state board notice of the appointment and copies of all court orders and reports that are required from the receiver by the court. The court-appointed receiver must comply with all provisions of the act.

Sec. 10. K.S.A. 74-32,169 is hereby amended to read as follows: 74-32,169. The state board shall issue a certificate of approval to an institution when the state board is satisfied that the institution meets minimum standards established by this act, and by the state board by adoption of rules and regulations adopted by the state board pursuant to this act to insure that:

(a) Courses, curriculum and instruction are of such quality, content and length as may reasonably and adequately ensure achievement of the stated objective for which the courses, curriculum or instruction are offered;

(b) institutions have adequate space, equipment, instructional material and personnel to provide education and training of good quality;

(c) educational and experience qualifications of directors, administrators and instructors are such as may reasonably insure that students will receive instruction consistent with the objectives of their program of study;

(d) institutions maintain written records of the previous education and training of students and applicant students, and that training periods are shortened when warranted by such previous education and training or by skill or achievement tests;

(e) except as approved by the state board, no earned certificate or degree is given, awarded, or granted solely on the basis of (1) payment of tuition or fee, (2) credit earned at

another school or schools, (3) credit for life experience or other equivalency, (4) testing out, (5) research and writing, or (6) any combination of these factors;

(f) no honorary degree is given, awarded, or granted by any institution that does not give, award, or grant an earned degree and no fee or other charge is assessed for giving, awarding, or granting an honorary degree;

(g) a copy of the course outline, schedule of tuition, fees and other charges, settlement policy, rules pertaining to absence, grading policy and rules of operation and conduct are furnished to students upon ~~entry into class~~ enrollment;

~~(h)~~ (h) upon completion of training or instruction, students are given certificates, diplomas or degrees as appropriate by the institution indicating satisfactory completion of the program;

~~(g)~~ (i) adequate records are kept to show attendance, satisfactory academic progress and enforcement of satisfactory standards relating to attendance, progress and conduct;

~~(h)~~ (j) institutions comply with all local, state and federal regulations;

~~(i)~~ (k) institutions are financially responsible and capable of fulfilling commitments for instruction, and maintain adequate financial records, including, for institutions receiving federal Title IV student financial aid, financial aid information and loan default rates;

~~(j)~~ (l) institutions do not utilize erroneous or misleading advertising, either by actual statement, omission or intimation;

~~(k)~~ (m) institutions have and maintain a policy, which shall be subject to state board approval, for the refund of unused portions of tuition, fees and other charges if a student enrolled by the institution fails to begin a course or withdraws or is discontinued therefrom at any time

prior to completion. Such policies shall take into account those costs of the institution that are not diminished by the failure of the student to enter or complete a course of instruction; ~~and~~

(n) institutions adopt, publish and adhere to a procedure for handling student complaints. Institutions shall post information so that students will be aware of the complaint process available to them. The information shall be posted in locations that are used or seen by all students on a regular basis such as the institution's web site, enrollment agreement, catalogue or other media;

(o) in accordance with applicable state and federal data protection laws, institutions take appropriate measures to protect students' personally identifiable information and promptly address any breach that may occur; and

(p) institutions publish such graduation rates, placement rates, other information indicating actual employment and earnings in relevant occupations after successful completion of offered programs, and loan default rates as are required by the state board by rule and regulation.

Sec. 11. K.S.A. 74-32,170 is hereby amended to read as follows: 74-32,170. (a) After review of an application for a certificate of approval and if the state board determines that the institution meets the requirements of this act and the standards established by the state board, the state board shall issue a certificate of approval to the institution. Certificates of approval shall be in a form specified by the state board. Certificates of approval shall state:

(1) The date of issuance and term of approval;

(2) the correct name and address of the institution;

(3) the signature of the chief executive officer of the state board or a person designated

by the state board to administer the provisions of this act; and

(4) any other information required by the state board.

(b) Certificates of approval shall be valid for a term of one year.

~~(c) Each certificate of approval shall be issued to the owner of an institution and shall not be transferable. If a change in ownership of an institution occurs, the new owner shall apply within 60 days prior to the change in ownership for a new certificate of approval. The state board may waive the sixty-day requirement upon determination that an emergency exists and that the waiver and change in ownership would be in the best interests of students currently enrolled in the institution. Whenever a change in ownership occurs as a result of death, court order or operation of law, the new owner shall apply immediately for a new certificate of approval.~~

(d) At least 120 days prior to expiration of a certificate of approval, the state board shall ~~forward to~~ notify the institution ~~a renewal application form~~ that it must apply to renew its certificate of approval to continue maintaining a physical presence in Kansas after the expiration date of its current certificate of approval. Any institution desiring to renew its certificate of approval, shall complete and submit the application for renewal to the state board at least 60 days prior to the expiration of the institution's certificate of approval. An application for renewal shall be deemed late if the applicant fails to submit a completed application for renewal, including all required documentation, information and fees requested by the state board to complete the renewal process, at least 60 days prior to the expiration of the institution's certificate of approval. The Board may require the institution to begin the closure procedure once the application is deemed late.

(e) Unless exempt from the provisions of this act pursuant to K.S.A. 74-32,164, and amendments thereto, an institution shall not accept payments for tuition, fees or other enrollment charges until the institution receives a certificate of approval from the state board.

(f) Any institution ~~which~~ that does not plan to renew a certificate of approval shall notify the state board of its intent not to renew at least 60 days prior to the expiration date of the certificate of approval.

(g) Any institution that is closing, either voluntarily or involuntarily, shall be subject to closure requirements until the Board notifies the institution that all requirements are satisfied.

Sec. 12. K.S.A. 74-32,171 is hereby amended to read as follows: 74-32,171. (a) After review of an application for a certificate of approval and if the state board determines that the applicant does not meet the requirements of this act, the state board shall refuse to issue the certificate and set forth the reasons for the determination.

(b) If an applicant, upon written notification of refusal by the state board to issue a certificate of approval, desires to contest such refusal, the applicant shall notify the state board in writing, within 15 days after the date of service of such notice of refusal, of the desire to be heard. ~~Such~~ Any applicant requesting a hearing pursuant to this section shall be afforded a hearing in accordance with the provisions of the Kansas administrative procedure act. Upon conclusion of any such hearing, the state board shall issue a certificate of approval or a final refusal to do so.

(c) If an applicant, upon service of notice of refusal by the state board to issue a certificate of approval, fails to request a hearing within 15 days after the date of service of such notice of refusal, the state board's refusal shall be a final agency action.

Sec. 13. K.S.A. 74-32,172 is hereby amended to read as follows: 74-32,172. (a) The state board may revoke a certificate of approval or impose reasonable conditions upon the continued approval represented by a certificate.

(b) A certificate of approval may be revoked ~~or conditioned~~ if the state board has reasonable cause to believe that the institution is in violation of any provision of this act or of any rules and regulations adopted under this act. An institution that has had a certificate of approval revoked may not reapply for a certificate of approval for twelve months after the final order of revocation, and then only if the institution establishes that it has cured all deficiencies. Prior to revocation ~~or imposition of conditions upon a certificate of approval~~, the state board shall give written notice to the holder of the certificate of the impending action setting forth the grounds for the action contemplated to be taken and affording the certificate holder an opportunity to request a hearing. If a hearing is requested, it shall be conducted on a date within 30 days after the date of ~~such~~ the notice was sent. Hearings under this section shall be conducted in accordance with the provisions of the Kansas administrative procedure act.

(c) A certificate of approval may be conditioned if at any time the state board has reasonable cause to believe additional information is necessary, a violation of the Act occurred, or it is in the students' best interest to continue operations during a change in ownership or while an institution is winding down. A conditional certificate of approval constitutes authorization to operate, but with conditions such as reporting requirements, performance standard requirements, securing new or additional bonds, limiting the period of time to operate such as during change of ownership, or for the purpose of teaching out students. Any institution with a conditional certificate of approval may also be required to suspend or cease any part of institutional activity, such as enrolling students, advertising, or delivering specified classes or

programs. Such conditions shall remain in effect until circumstances precipitating the conditional status are corrected and the state board has completed all related reviews. The state board's decision to impose reasonable conditions shall be a final agency action.

(d) In addition to or as an alternative to any other penalty prescribed under this act, the state board may assess a civil fine, after proper notice and an opportunity to be heard, against a holder of a certificate of approval for a violation of this act or any rules and regulations adopted under this act. Any such fine shall not exceed \$1,000 for the first violation, \$2,000 for the second violation and \$3,000 for the third violation and for each subsequent violation and, beginning July 1, 2021, may be assessed against the institution's surety bond. All fines assessed and collected under this section shall be remitted to the state treasurer in accordance with the provisions of K.S.A. 75-4215, and amendments thereto. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount in the state treasury to the credit of the state general fund. For the purposes of this section, fines shall be considered administrative fines pursuant to 11 U.S.C. § 523.

Sec. 14. K.S.A. 74-32,173 is hereby amended to read as follows: 74-32,173. Any action of the state board pursuant to K.S.A. 74-32,170, 74-32,171 or 74-32,172, and amendments thereto, is subject to review in accordance with the Kansas judicial review act. If it appears to the state board on the basis of its own inquiries or investigations or as a result of a complaint that any provision of this act has been or may be violated, the state board may request the attorney general to institute an action enjoining such violation or for an order directing compliance with the provisions of this act.

Sec. 15. K.S.A. 74-32,174 is hereby amended to read as follows: 74-32,174. (a) Each representative of an institution shall register with the state board. Application for registration

may be made at any time on a form prepared and furnished by the state board and shall contain such information as may be required by the state board.

(b) Registration of a representative shall be effective upon receipt of notice from the state board and shall remain in effect until expiration of the certificate of approval of the institution employing such representative. Renewal of representative registration shall be in accordance with the renewal application form forwarded to the institution by the state board.

(c) Denial or revocation of registration of a representative by the state board shall be in accordance with the provisions of this act applicable to denial or revocation of a certificate of approval.

(d) A representative employed by more than one institution shall not be required to register for each institution when such institutions have a common ownership.

Sec. 16. K.S.A. 74-32,175 is hereby amended to read as follows: 74-32,175. ~~(a)~~ Before a certificate of approval is issued under this act, a bond in the penal sum of \$20,000 shall be provided by the institution for the period for which the certificate of approval is to be issued. The obligation of the bond shall be that the institution and its officers, agents, representatives and other employees shall be bound to comply with the provisions of this act and standards established by the state board pursuant to this act, including protecting students' personally identifiable information, and upon closure of the institution or if the institution is no longer seeking state board approval, to deliver or make available to the state board the records of all students who are in attendance at the institution at the time of closure or who have attended the institution at any time prior to closure. The bond shall be a corporate surety bond issued by a company authorized to do business in this state on a form required by the board. The bond shall be filed with the state board. If the institution ceases operation, the state board may recover

against the bond all necessary costs for the acquisition, permanent filing and maintenance of student records of the institution.

~~(b) In lieu of the corporate surety bond required under subsection (a), an institution may provide any similar certificate or evidence of indebtedness or insurance as may be acceptable to the state board if such certificate or evidence of indebtedness or insurance is conditioned that the requirements of subsection (a) shall be met.~~

Sec. 17. K.S.A. 74-32,177 is hereby amended to read as follows: 74-32,177. (a) No person shall:

- (1) Operate an institution without a certificate of approval;
- (2) ~~solicit prospective students without being registered as required by this act;~~
- ~~(3) accept contracts or enrollment applications from a representative who is not registered as required by this act;~~
- (3) use fraud or misrepresentation to obtain a certificate of approval;
- (4) use fraud or misrepresentation in advertising or in procuring enrollment of a student;
- (5) use the term “accredited” in the name or advertisement of the institution unless such institution is accredited as defined in this act; ~~and~~ or
- (6) use the term “university” in the name or advertisement of the institution unless such institution is a university as defined by this act.

(b) Violation of any provision of subsection (a) or of any other provision of this act is a class C nonperson misdemeanor and provides grounds for the state board to revoke or condition a certificate of approval.

Sec. 18. K.S.A. 74-32,178 is hereby amended to read as follows: 74-32,178. Upon application of the attorney general or a county or district attorney, a district court shall have

jurisdiction to enjoin any violation of this act and to enjoin persons from engaging in business in this state. In any action brought to enforce the provisions of this act, if the court finds that a person willfully used any deceptive or misleading act or practice or operates an institution without first obtaining and maintaining a certificate of approval, the attorney general or a county or district attorney, upon petition to the court, may recover on behalf of the state, in addition to the criminal penalties provided in this act, a civil penalty not exceeding ~~\$5,000~~ \$15,000 for each violation. For purposes of this section, an intentional violation occurs when the person committing the violation knew or should have known that the conduct of the person consisted of acts or practices ~~which~~ that were deceptive or misleading including the operation of an institution without first obtaining a certificate of approval from the state board. Any violation of this act or any rule or regulation adopted pursuant thereto is a deceptive act or practice under the Kansas consumer protection act. Any remedy provided by this act shall be in addition to any other remedy provided by the Kansas consumer protection act.

Sec. 19. K.S.A. 74-32,179 is hereby amended to read as follows: 74-32,179. Any note or contract taken by any institution or its officers, directors, agents or representatives, without having complied with the provisions of this act, shall be null and void and any person who has entered into a contract with such institution or its officers, directors, agents or representatives shall be entitled to a full refund of the money or consideration paid plus interest accruing from the date of payment at a rate per annum equal to the rate specified in K.S.A. 16-207, and amendments thereto, together with other damages sustained by such person.

Sec. 20. K.S.A. 74-32,180 is hereby amended to read as follows: 74-32,180. Whenever any institution negotiates any promissory instrument or note received from a student or on behalf of a student as payment of tuition or other fees charged by each institution, any person or

assignee or holder to whom the instrument or note is assigned shall take such instrument or note subject to all defenses ~~which~~ that would be available to the student from whom or on behalf of whom the instrument or note was received.

Sec. 21. K.S.A. 74-32,181 is hereby amended to read as follows: 74-32,181. (a) The state board shall fix, charge and collect fees not to exceed the following amounts by adopting rules and regulations for such purposes:

(1) For institutions chartered, incorporated or otherwise organized under the laws of Kansas and having their principal place of business within the state of Kansas:

Initial application fees:

Non-degree granting institution	\$2,000
Degree granting institution	\$3,000

Initial evaluation fee (in addition to initial application fees):

Non-degree level	\$750
Associate degree level	\$1,000
Baccalaureate degree level	\$2,000
Master's degree level	\$3,000
Professional or doctoral degree level	\$4,000

Renewal application fees:

Non-degree granting institution	Up to 2% of gross tuition, but not less than \$500, nor more than \$25,000
---------------------------------	----------------------------------------------------------------------------

Degree granting institution	Up to 2% of gross tuition, but not less than \$1,000, nor more than \$25,000
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New program submission fees, for each new program:

Non-degree program	\$250
Associate degree program	\$500
Baccalaureate degree program	\$750
Master's degree program	\$1,000
Professional or doctoral degree program	\$2,000

Branch campus site fees, for each branch campus site:

Initial non-degree granting institution	\$1,500
Initial degree granting institution	\$2,500

Renewal branch campus site fees, for each branch campus site:

Non-degree granting institution	Up to 2% of gross tuition, but not less than \$500, nor more than \$25,000
Degree granting institution	Up to 2% of gross tuition, but not less than \$1,000, nor more than \$25,000

Representative fees:

Initial registration	\$200
Late submission of renewal of application fee	\$500

Student transcript copy fee \$10

Returned check fee \$50

(2) For institutions domiciled or having their principal place of business outside the state of

Kansas:

Initial application fees:

Non-degree granting institution \$4,000

Degree granting institution \$5,500

Initial evaluation fee (in addition to initial application fees):

Non-degree level \$1,500

Associate degree level \$2,000

Baccalaureate degree level \$3,000

Master's degree level \$4,000

Professional or doctoral degree level \$5,000

Renewal application fees:

Non-degree granting institution Up to 3% of gross tuition, but not less than \$1,000, nor more than \$25,000

Degree granting institution Up to 3% of gross tuition, but not less than \$2,000, nor more than \$25,000

New program submission fees, for each new program:

Non-degree program \$500

Associate degree program \$750

Baccalaureate degree program	\$1,000
Master's degree program	\$1,500
Professional or doctoral degree program	\$2,500

Branch campus site fees, for each branch campus site:

Initial non-degree granting institution	\$4,000
Initial degree granting institution	\$5,500

Renewal branch campus site fees, for each branch campus site:

Non-degree granting institution	Up to 3% of gross tuition, but not less than \$1,000, nor more than \$25,000
Degree granting institution	Up to 3% of gross tuition, but not less than \$2,000, nor more than \$25,000

Representative fees:

Initial registration	\$350
Late submission of renewal of application fee	\$500
Student transcript copy fee	\$10
Returned check fee	\$50

(b) Fees shall not be refundable.

~~(c) If there is a change in the ownership of an institution and, if at the same time, there also are changes in the institution's programs of instruction, location, entrance requirements or other changes, the institution shall be required to submit an application for an initial certificate of approval and shall pay all applicable fees associated with an initial application.~~

~~(d) An application for renewal shall be deemed late if the applicant fails to submit a completed application for renewal, including all required documentation, information and fees requested by the state board to complete the renewal process, at least 60 days prior to the expiration of the institution's certificate of approval.~~

~~(e) The state board shall determine on or before June 1 of each year~~ annually the amount of revenue ~~which~~ that will be required to properly carry out and enforce the provisions of the Kansas private and out-of-state postsecondary educational institution act ~~for the next ensuing fiscal year~~ and shall fix the fees authorized ~~for such year~~ at the sum deemed necessary for such purposes within the limits of this section.

~~(f) (d)~~ Fees may be charged to conduct on-site reviews for degree granting and non-degree granting institutions or to review curriculum in content areas where the state board does not have expertise.

Sec. 22. K.S.A. 74-32,182 is hereby amended to read as follows: 74-32,182. (a) The state board shall remit all moneys received pursuant to the provisions of this act to the state treasurer. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount remitted in the state treasury and, except as otherwise specifically provided, shall credit the same to the private and out-of-state postsecondary educational institution fee fund to be used for the purpose of administering this act. All expenditures from such fee fund shall be made in accordance with appropriations acts upon warrants of the director of accounts and reports issued pursuant to vouchers approved by the state board or the board's designee.

(b) On or before the 10th of each month, the director of accounts and reports shall transfer from the state general fund to the private and out-of-state postsecondary educational institution fee fund interest earnings based on: (1) The average daily balance of moneys in such

fee fund for the preceding month; and (2) the net earnings rate for the pooled money investment portfolio for the preceding month.

Sec. 23. K.S.A. 74-32,184 is hereby amended to read as follows: 74-32,184. Within the limits of appropriations therefore, the state board shall develop and maintain a statewide data collection system to collect and analyze private and out-of-state postsecondary educational information, including, but not limited to, student, course, financial aid and program demographics that will assist the state board in improving the quality of private and out-of-state postsecondary education. Failure of an institution to submit complete and substantially accurate data on a timely basis when requested by the state board shall be a violation of this act.

Sec. 24. K.S.A. 74-32,194 is hereby amended to read as follows: 74-32,194. (a) As used in this section:

(1) "Community college" means any community college established under the laws of this state;

(2) "distance education" means any course or program offered by a postsecondary educational institution to students who are located in a state in which the postsecondary educational institution does not have a physical presence;

(3) "independent postsecondary educational institution" means any postsecondary educational institution ~~which~~ that was granted approval to confer academic or honorary degrees by the state board of education under the provisions of K.S.A. 17-6105, prior to its repeal;

(4) "municipal university" means Washburn university of Topeka or any other municipal university established under the laws of this state;

(5) "out-of-state postsecondary educational institution" has the meaning ascribed thereto in K.S.A. 74-32,163, and amendments thereto;

(6) "postsecondary educational institution" means any degree-granting public postsecondary educational institution, independent postsecondary educational institution, private postsecondary educational institution and out-of-state postsecondary educational institution;

(7) "private postsecondary educational institution" has the meaning ascribed thereto in K.S.A. 74-32,163, and amendments thereto;

(8) "public postsecondary educational institution" means any state educational institution, municipal university, community college and technical college, and includes any entity resulting from the consolidation or affiliation of any two or more of such public postsecondary educational institutions;

(9) "state authorization reciprocity agreement" means an agreement among states, districts and territories that establishes comparable standards for providing distance education from their postsecondary educational institutions to out-of-state students;

(10) "state board" means the state board of regents;

(11) "state educational institution" means any state educational institution, as defined in K.S.A. 76-711, and amendments thereto; and

(12) "technical college" means any technical college established under the laws of this state.

(b) The state board is authorized to enter into the state authorization reciprocity agreement for the purposes of:

(1) Authorizing and allowing any postsecondary educational institution with a physical presence in Kansas to voluntarily participate in the state authorization reciprocity agreement and provide distance education in other states in accordance with the terms of the state authorization reciprocity agreement; and

(2) authorizing and allowing any postsecondary educational institution that does not have a physical presence in Kansas and that is a participating member of the state authorization reciprocity agreement to deliver distance education in this state in accordance with the terms of the state authorization reciprocity agreement, notwithstanding the provisions of the private and out-of-state postsecondary education institution act.

(c) A postsecondary educational institution shall be deemed to have a "physical presence" in the state if the postsecondary education institution:

(1) Has established a campus, branch instructional facility or administrative office within the boundaries of the state;

(2) requires students to physically meet for instruction within the state more than twice per full term;

(3) provides information from a physical site located within the state;

(4) offers short courses within the state requiring 10 or more hours of attendance by students; or

(5) maintains a mailing address or phone exchange in the state.

(d) The state board may assume and exercise all powers, duties and responsibilities associated with and required under the terms of the state authorization reciprocity agreement for any postsecondary educational institution ~~which~~ that has a physical presence in the state and has voluntarily submitted to the jurisdiction of the state board to the extent required to

enable the postsecondary educational institution to participate in the state authorization reciprocity agreement.

(e) The state board may terminate membership or participation of any postsecondary educational institution with a physical presence in Kansas that is participating in the state authorization reciprocity agreement if the state board has reasonable cause to believe that the postsecondary educational institution is in violation of any provision of this section or the agreement.

(f) The state board shall be authorized to recover actual costs incurred in the course of investigating and prosecuting complaints against a postsecondary educational institution that is participating in the state authorization reciprocity agreement, and shall be able to recoup tuition on behalf of any student. The amount collected by the state board for the actual costs related to the investigation and prosecution of the complaint or for tuition on behalf of any student, as certified by the president or chief executive officer of the state board to the state treasurer, shall be deposited in the state treasury in accordance with the provisions of K.S.A. 75-4215, and amendments thereto, and shall be credited to the state authorization reciprocity fund.

(g) There is hereby established in the state treasury the state authorization reciprocity fund, which shall be administered by the state board. All expenditures from the state authorization reciprocity fund shall be for reimbursement to the state board for any costs associated with investigating and prosecuting complaints and recovering tuition on behalf of any student under the provisions of the state authorization reciprocity agreement. All expenditures from the state authorization reciprocity fund shall be made in accordance with appropriation acts upon warrants of the director of accounts and reports issued pursuant to

vouchers approved by the president or chief executive officer of the state board or the designee of the president or chief executive officer of the state board.

(h) Nothing in this section shall preclude the state board from exercising its authority under any other provision of law, nor the attorney general from pursuing violations of any provisions of the Kansas consumer protection act.

(i) The state board may adopt rules and regulations as necessary to implement the provisions of this section.

Sec. 25. K.S.A. 74-32,417 is hereby amended to read as follows: 74-32,417. (a) “Career technical education program means a program of vocational or technical training or retraining which is operated at the postsecondary level and is designed to prepare persons for gainful employment.

(b) “Career technical education institution” means any technical college, community college, municipal university, or any state educational institution which operates one or more career technical education programs.

(c) “Community college,” “institute of technology,” “municipal university,” “state educational institution,” “technical college,” and “state board” have the meanings respectively ascribed thereto in K.S.A. 74-32,407, and amendments thereto.

~~(d) “Private postsecondary educational institution” and “out of state postsecondary educational institution” has the meanings ascribed thereto in K.S.A. 74-32,163, and amendments thereto.~~

(e) “Program” means the Kansas training information program established by this act.

Sec. 26. K.S.A. 74-32,419 is hereby amended to read as follows: 74-32,419. (a) Every career technical education institution ~~and private or out of state postsecondary educational institution which~~ that desires to participate in the program, shall:

(1) On or before October 1 in each fiscal year, transmit to the state board (A) the social security number of each person who completed a career technical education program operated by the career technical education institution ~~or private or out-of-state postsecondary educational institution~~ during the prior fiscal year, and (B) such other information as the state board may require in order to conduct follow-up surveys and studies which will assist in the evaluation of career technical education programs; and

(2) prior to or at the time of enrollment at the career technical education institution ~~or private or out-of-state postsecondary educational institution~~, make available to persons enrolling in a vocational education program the most current report published and distributed by the state board.

(b) Information transmitted to the state board pursuant to subsection (a)(1) shall be confidential and shall not be disclosed or made public in such a manner that any individual person can be identified thereby.

Sec. 27. K.S.A. 74-32,163, 74-32,164, 74-32,165, 74-32,167, 74-32,168, 74-32,169, 74-32,170, 74-32,171, 74-32,172, 74-32,173, 74-32,174, 74-32,175, 74-32,177, 74-32,178, 74-32,179, 74-32,180, 74-32,181, 74-32,182, 74-32,184, 74-32,194, 74-32,417 and 74-32,419 are hereby repealed.

Sec. 28. This act shall take effect and be in force from and after its publication in the statute book.

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2018 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.
November 4, 2019

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 chooses six “indicators” by which their performance will be measured.

As any new funding awarded is dependent upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2018 (AY 2018). These reports will be the basis of awarding any new funds in July 2020. 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 2018 performance reporting, reviewing, and funding cycle is detailed below.



Per the performance agreement funding guidelines which can be found on the KBOR [website](#), 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:**

- maintaining the baseline
- improving on the baseline or
- declining from the baseline

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

100% of New Funding Available

The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators**.

90% of New Funding Available

An institution will be awarded 90% of the new funding for which it is eligible if:

- o The institution has made a good faith effort;
- o The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
- o The performance report includes specific plans for improvement.

75% of New Funding Available

An institution will be awarded 75% of the new funding for which it is eligible 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 Awarded

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**.

In cases where an institution qualifies for the 0%, 75%, or 90% funding tier, the institution may make a case to move to the next higher funding tier. In such cases, an institution chooses one indicator for which it did not maintain or improve from the established baseline and submits evidence to BAASC that the indicator meets 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 beyond the control of the institution.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports and resubmitted. Consistent with the Board’s performance funding guidelines, staff recommend the schools listed below receive 100% of any new funding for which they are eligible.

University/College	Funding Recommendation	Page
University of Kansas	100% funding	74
University of Kansas Medical Center	100% funding	77
Flint Hills Technical College	100% funding	80
Manhattan Area Technical College	100% funding	83
Northwest Kansas Technical College	100% funding	86
Salina Area Technical College	100% funding	89

University of Kansas Performance Report AY 2018							AY 2018 FTE: 22,453	
Contact Person: Carl Lejuez		Phone and email: 785-864-4904/ clejuez@ku.edu					Date: 7/24/2019	
University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring Institutional Performance 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 Number of Certificates and Degrees Awarded	1	*AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777	5,909	↑	6,037	↑		
2. Increase First to Second Year Retention Rates	1	AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743)	83.0% (3,491/4,204)	↑	83.7% (3,456/4,129)	↑		
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	*AY2013 29.9% (1,789/5,974) AY2014 29.0% (1,675/5,771) AY2015 29.6% (1,654/5,587) Baseline: 29.5% (5,118/17,332)	29.9% (1,765/5,909)	↑	29.9% (1,807/6,037)	↑		
**4. Total Research & Development Expenditures Rankings among Regents Approved Peers	3	FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th			9th	↔		
**5. U.S. News & World Report Graduate Programs in Top 25 of Rankings	3	Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23			45	↑		
6. Increase Level of Philanthropic Support	3	FY 2013 \$169 M FY 2014 \$162 M FY 2015 \$220 M Baseline: \$183.7 M	\$171.7 M	↓	\$185.8 M	↑		

*Updated 6/27/2018

**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.

University of Kansas Performance Report AY 2018

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- This indicator records the number of degrees that are conferred.
- The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
- By improving the student experience, we hope to improve our retention rate and ultimately the number of degrees awarded.

Outcome/Results:

The number of certificates and degrees KU has awarded has been steadily increasing in recent years and we expect this trend to continue for the near future based on current enrollment data and retention rates.

Indicator 2: First to Second Year Retention Rates

Description:

- This indicator records the percent of first-time, full-time freshmen who are retained after one year.
- Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.

Outcome/Results:

KU had a significant increase in the first-year retention rate in 2017 and was able to build on that this year. This increase can likely be attributed to the increase in admission standards, as well as KU's continued focus on activities linked to retention. A few examples include: setting up Academic Information Meetings (AIMs) prior to advising and enrollment appointments to provide students with detailed information about academic requirements for course selection and enrollment, continued expansion of First-Year Seminar courses that are designed to develop critical thinking skills, expansion of peer mentors that help new students identify campus resources to support their success and opportunities for involvement.

Indicator 3: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- This indicator records the percent of students who earned degrees in science, technology, engineering, or mathematics fields.
- STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
- KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative.
- Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Outcome/Results:

KU's efforts to redesign basic science and mathematics courses as well as the additional resources devoted to Engineering have been instrumental in increasing the number of STEM degrees awarded. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we have added faculty to maintain a desirable student/faculty ratio, added support staff to lead expansion of student recruitment, retention, and support activities, and added facilities that address high-tech research, classroom, and office space necessary for successful expansion.

Indicator 4: Total Research & Development Expenditures Rankings among Regents Approved Peers

Description:

- This is our ranking of the amount of total research and development expenditures we receive compared with our Regents approved peers based on the

NSF Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development survey.

Outcome/Results:

KU's total research and development expenditures ranking has held steady for another year. We continue to work to highlight the important research done at KU and to raise our national reputation. We are also pursuing and securing research funds from sources beyond federal research funding to help mitigate future uncertainty of this major source of funding.

Indicator 5: U.S. News & World Report Graduate Programs in Top 25 of Rankings

Description:

- This indicator records the number of KU graduate programs ranked in U.S. News & World Report's Top 25 each year compared to other public institutions.
- U.S. News weighs factors such as faculty resources, employment rates, student selectivity, reputation, research activity, and peer assessment to rank the top graduate programs in Education, Engineering, and Business. All other graduate programs are based upon peer assessment.
- These rankings are widely used by prospective students and faculty as an indicator of the quality and reputation of the programs offered by KU compared to other public institutions throughout the country.
- This goal will be achieved through continued focus on elevating graduate education, maintaining top quality faculty and a strong foundation in research.

Outcome/Results:

The number of KU graduate programs ranked in U.S. News & World Report's Top 25 has been steadily increasing. This reflects KU's ongoing focus on elevating graduate education, maintaining top quality faculty and building on a strong foundation in research. The Graduate Studies Advisory Committee spent the spring semester studying opportunities to strengthen graduate education at KU and identifying innovative approaches to deliver service and support in the future. The implementation of these final plans should help graduate studies at KU continue to thrive. These rankings are a visible indicator of this progress. The magnitude of the increase is due to the frequency and number of programs U.S. News ranked recently.

Indicator 6: Philanthropic Support

Description:

- This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
- Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
- KU Endowment's *Far Above: The Campaign for Kansas* from April 2012 through June 2016, was a \$1.2 billion comprehensive fundraising campaign which seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future.

Outcome/Results:

Despite the conclusion of the Far Above campaign, KU was able to bring in a significant amount of philanthropic support this past year and surpass the high baseline set during the previous campaign.

University of Kansas Medical Center Performance Report AY 2018							AY 2018 FTE: 2,812	
Contact Person: Robert Klein		Phone and email: 913-588-1258; rklein@kumc.edu					Date: 7/24/2019	
University of Kansas Medical Center	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 Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698	738	↑	772	↑		
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6% (1,875/2,093)	90.2% (666/738)	↑	90.3% (697/772)	↑		
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓	21	↓		
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑	209	↑		
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572)	51.7% (3,236/6,264)	↑	47.0% (3,335/7,098)	↓		
6. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237	3,175	↑	3,705	↑		
*January 2019 – BAASC approved the removal of commercialization and entrepreneurship indicator.								

University of Kansas Medical Center Performance Report AY 2018

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).
- Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow.

Outcome/Results: Over 50% of our degrees came from programs in which strong and innovative commitments have been made to alleviate health care professional shortages. We had 209 students conferred with their medical degree (MD), 56 graduates from our Doctor of Physical Therapy program, and 178 undergraduate students who earned their Bachelor of Science in Nursing (BSN) degree. These are some of the highest totals historically for these programs.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields. STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Outcome/Results: We followed up last year's largest graduating class (33) for students awarded the Doctor of Philosophy degree from our suite of biomedical scientist training programs with the next highest total (32) in our history. These new scientists are critical to support clinical trial, biotechnology, and pharmaceutical industries in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings

Description:

- The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria: KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding; KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings; The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings.

Outcome/Results: Holding steady from 2017, and with a total of 21 departments and programs receiving national rankings, we fell 5 short of our baseline goal during 2018. The University of Kansas Medical Center has increased their level of NIH funding over the last 4 years and maintains 6 departments in the top 25 of public medical schools. When setting the baseline, the University of Kansas Hospital experienced well-earned recognition with multiple years of 12 specialties receiving a top 50 *U.S. News* ranking nationally. Last year, we had 9 specialties ranked in the top 50 with another in the high performing category. With the #1 ranked hospital in Kansas and the Kansas City metropolitan area, the University of Kansas Health System continues to achieve excellence in patient outcomes and

satisfaction. Academically, our School of Health Professions maintained 5 programs ranked in the top 25 of public universities. The promotion of our academically-strong programs nationally and a renewed focus on increasing federally-funded research are part of KUMC's strategic plan.

Indicator 4: Number of Medical School Graduates (MDs)

Description:

- The indicator is the number of graduates from the MD program. The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

Outcome/Results: The 209 medical school graduates set a new mark for the highest academic year total in the history of the KU School of Medicine. Over 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, nearly 60% selected residencies in primary care (e.g. family medicine, internal medicine, pediatrics) in which to further their training, prior to entering practice.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC

Description:

- This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC. Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Outcome/Results: Our performance on this indicator, 47.0% of practicing physicians in Kansas trained at KUMC, was significantly down from the mark set the previous year of 51.7%, and below our baseline figure of 49.6%. The percentage involves a denominator (the number of physicians with primary practice location in Kansas) that is based off responses from the annual Kansas Health Care Resource Questionnaire for Medicine and Surgery and data from the Kansas Board of Health Arts License. While the number of practicing physicians that we can link to being trained at KUMC (i.e. numerator) rose 3% from last year, the denominator jumped dramatically (13% increase). The nature of this disparity is currently not well-understood.

Indicator 6: Number of Students Participating in Interprofessional Education Opportunities

Description:

- This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

Outcome/Results: Approximately 3,705 student enrollments in IPE Opportunities were documented (66% above the baseline) and continued a trend of at least seven straight years of growth in interprofessional education on campus. The opening of the Health Education Building has fostered this growth. For example, during academic year 2018, a new program implemented was STATT, Student Teams Assessing and Treating Together. This program is the School of Medicine – School of Nursing simulation curriculum within The Zamierowski Institute for Experiential Learning (ZIEL) on the main Medical Center campus.

Flint Hills Technical College Performance Report AY 2018					AY 2018 FTE: 561			
Contact Person: Lisa Kirmer			Phone and email: 620-341-1325, lkirmer@fhct.edu			Date: 8/8/2019		
Flint Hills Technical College	Foresight Goals	3yr 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: 77/125=61.6% Fall 13 Cohort: 113/143=79% Fall 14 Cohort: 65/91=71.4% Baseline: 255/359=71%	79.1% (68/86)	↑	72.0% (54/75)	↑		
2. Increase the number of certificates and degrees awarded	1	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 487	435	↓	376	↓		
3. Increase the wages of students hired	2	AY 2012: \$26,128 AY 2013: \$25,006 *AY 2014: \$29,370 *Baseline: \$26,835	\$29,362	↑	\$29,693	↑		
4. Increase the number of students who successfully complete a 100 level math course	1	AY 2013: 113 AY 2014: 144 AY 2015: 194 Baseline: 150	120	↓	97	↓		
5. Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 Baseline: 280	777	↑	922	↑		
6. Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 65% AY 2014: 152/221 69% AY 2015: 148/244 61% Baseline: 433/669=65%	72% 101/140	↑	68% 124/182	↑		

*Updated 7/10/2018

Flint Hills Technical College Performance Report AY 2018

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

Description: Retention is critical to the success of students and the programs of study at FHTC. Faculty and staff have implemented several strategies to assist in the retention process including an early intervention plan for faculty to visit with and assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and an orientation course covering a variety of methods for college success. A new Academic Advisor/Counselor position was created during 2016 to assist students.

Outcome/Results: Increase from the baseline – 72%

Communication between faculty and academic advisors in the Student Success Center has been critical to the success of this objective. Faculty intervene early with students who are struggling and in addition to visiting with the student, notify an academic advisor. The academic advisor then reaches out to the student to provide additional resources and information.

Indicator 2: Increase the number of certificates and degrees awarded

Description: FHTC has had a decline in post-secondary students pursuing a certificate or AAS degree. This is due to the low unemployment rate and the fact that many adults are not in need of training or re-training, struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Conversely, high school students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased.

Outcome/Results: Decrease from the baseline - 376

FHTC continued to see a decline in post-secondary enrollment during the 2017-2018 academic year resulting in fewer certificate and degree seeking students, while high school dual credit enrollment continued to rise. FHTC saw an increase in post-secondary enrollment for the 2018-2019 year as a result of enhanced recruiting and marketing strategies.

Indicator 3: Increase the wages of students hired

Description: Many FHTC graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. Some FHTC graduates, especially in the power plant and dental hygiene areas, can earn \$40,000 - \$60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit.

Outcome/Results: Increase from baseline - \$29,693

Faculty continue to help place students in high-pay, high-demand positions throughout the state. The college also plans to increase career services to students beginning in the fall 2019 semester.

Indicator 4: Increase the number of students who successfully complete a 100 level math course

Description: Math is one of the most difficult subjects for students at Flint Hills Technical College. 100-level math courses include Technical Math and College Algebra and a student must complete a 100-level math course in order to attain an Associate of Applied Science Degree. In order to better place students in the appropriate level of math, a testing scale was developed in conjunction with COMPASS and ACT recommendations and remedial math courses were developed and aligned. Free math tutors are made available to help students prepare for and successfully complete the 100-level math courses. Math instructors are encouraged to work together to reinforce similar concepts to students and identify teaching strategies which may help students succeed. The Director of Information Resources/Assessment will also be promoting online math resources.

Outcome/Results: Below baseline – 97

FHTC continues to struggle with this indicator. The college did not even have 150 students enrolled in 100 level math courses during the 2017-2018 academic year. Many students enter FHTC with their math requirements completed.

Indicator 5: Increase the number of high school students completing a course with a grade of C or better

Description: FHTC offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The college continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit.

Outcome/Results: Increase from the baseline - 922

FHTC has made many connections and articulation agreements with high schools throughout the area and our dual credit enrollment at high schools and with students attending on campus in one of our programs of study continues to increase.

Indicator 6: Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree

Description: The Hispanic population at FHTC has continued to increase throughout the last several years. In many cases, Hispanic students are coming to FHTC with a GED and/or some level of a language barrier. Hispanic students are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Outcome/Results: Increase from baseline – 68%

As FHTC continues to see an increase in high school dual credit, many high school students are taking advantage of earning high and college credit while completing certifications such as Certified Nurse Aid and OSHA. Tutoring at both the main campus and through the Adult Education Center also helps ESL students successfully complete courses, technical certificates and AAS degrees.

Manhattan Area Technical College Performance Report AY 2018							AY 2018 FTE: 544	
Contact: Kimberly Withroder			Phone and email: 785-320-4564 kimwithroder@manhattantech.edu				Date:8/21/2019	
Manhattan Area Technical College	Foresight Goals	3 year 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	1.1	AY 2013 = 400 AY 2014 = 365 AY 2015 = 396 Baseline = 387	431	↑	396	↑		
2 Upon completion of their programs, increase the percent of students employed or transferred	2.2	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% *AY 2014: 268/359 = 74.7% *Baseline: 787/1,162 = 67.7%	70.5% (285/404)	↑	63.0% (237/376)	↓		
3 Upon completion of their programs, increase the number of industry credentials earned by students	2.5	AY 2013 = 302 AY 2014 = 341 AY 2015 = 405 Baseline = 349	AY 2016: 383	↑	AY 2017: 355	↑		
4 Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase percent retained to the next academic year	1.2	AY 2014: 75.5% (213/282) AY 2015: 76.1% (175/230) AY 2016: 60.8% (113/186) Baseline = 71.8% (501/698)	AY 2017: 64% (41/64)	↓	AY 2018: 59.6% (65/109)	↓		
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	AY Data: 2014: Avg. Score=74.9% (N=643) 2015: Avg. Score=78.1% (N=707) 2016: Avg. Score=78.7% (N=668) Baseline = 77.3%	Avg. Score = 78.8% (N=432)	↑	Avg. Score: 89.5% (N=39)	↑		
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1.1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%	AY 2013: 18.5% + 41% = 59.5%	↓	AY 2014: 52.0% + 12.1% = 64.1%	↔		

*updated 7/10/18

Manhattan Area Technical College Performance Report AY 2018

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

Description: In order to increase completion rates, MATC has implemented a variety of initiatives that should result in more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, as will be expanded on under Indicator 4, modifications were made to the Workplace Writing (COM-100) and Workplace Math (MAT-099) courses, which should result in higher pass rates in English and Math courses that fulfill the general education requirements. Second, we have a computer program (Accudemia) that serves as an early alert system for at-risk students. It provides a platform for referrals by Faculty and Student Services staff and notifies the Director of the Learning Resource Center and the student's advisor resulting in proactive responses that facilitate early intervention. This indicator is in line with Foresight 2020 Goal 1.

Outcome/Results: MATC awarded 396 certificate and degrees in AY 2018, an increase of 2.3% over the established baseline.

Indicator 2: Upon completion of their programs, increase percent students employed or transferred.

Description: This indicator is tied to Indicators #1 above and #3 below. Without retention through successful completion of the program (Indicator 1) and successful acquisition of an industry credential (Indicator 3), increasing the numbers of students employed after leaving MATC would be impossible. Thus, retention is the key to success on all three indicators. That being said, MATC is taking additional steps to facilitate employment after graduation. First, several programs have mechanisms (Occupational Work Experience (OWE), clinical, internships, etc.) in place to ensure their students have opportunities to meet and talk to individuals in program-related businesses. Many students are hired by the companies at which they have completed OWE and/or internships. In terms of students continuing their education at another institution new articulation agreements were developed at the college level, as well as the statewide agreements facilitated by KBOR. This more seamless approach to transfer through articulation agreements results in more students moving on to complete bachelor degrees and beyond at other institutions. Given all of the initiatives related to facilitating contact between students and potential employers, and the steps taken for a seamless transition to other postsecondary institutions, the numbers of students employed and/or continuing their education will continue to increase. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: Based on AY18 Academic Year report data, MATC awarded 396 degrees to 327 students. Due to a transition in staffing, turnover in program faculty, and miscommunication MATC had poor results in the Follow Up report where the majority of students did not respond. Therefore, the follow up status for those students was marked as unknown, which resulted in a lower number reported for students employed or transferred placement. For AY19 Academic Year and Follow Up reports, MATC has identified improved procedures based on suggestions from KBOR staff.

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students.

Description: Possession of an industry credential or credentials greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, 13 of 16 programs (certificate only, certificate or degree, and Stand Alone Parent Programs) provide students with opportunities to earn one or more industry credentials. We are currently exploring the availability of ISO-17024 certifications for the remaining three programs. Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: The most recent year resulted in a 1.7% increase over the baseline. The actual number of students is lower than compared to the previous year. This could be due to updates undertaken by the institution to move away from a manual data process, which could be prone to errors, to a streamlined process. This updated process devoted resources to the utilization of the institutional SIS database resulting in more efficient results. Overall, this is a growth from years prior.

Indicator 4: Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase the percent who are retained to the next academic year.

Description: One of the main obstacles for students to finish their Certificate or AAS Degree is the completion of the general education requirements, including

English and/or Math. MATC uses ACCUPLACER exams to evaluate incoming students in reading, writing, and math courses for the purpose of placement. Students who have ACCUPLACER Sentence Skills scores < 69 must take Workplace Writing (COM-100) and students who have a ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71 must take either Workplace Math (MAT-099—2 credit hours) or Technical Mathematics I with Review (MAT-102—5 credit hours). Students must pass COM-100 with a “C” or better to be eligible to take an English course that fulfills the general education requirement (i.e., English Composition (COM-105) or Technical Writing (COM-110)). Students must pass MAT-099 with a “C” or better to be eligible to take Technical Mathematics I (MAT-101), the course that fulfills the certificate option. Students who pass MAT-102 with a “C” or better will meet the general education math requirement for a certificate. This indicator is in line with Foresight 2020 Goal 1 in that it will serve to increase retention rates at MATC.

Outcome/Results: Due to the changes in remedial education and the guidelines presented by KBOR to incorporate a more discretionary placement approach, both aforementioned changes were piloted in AY16. These changes in approach resulted in the overall number of students testing into remedial courses declining from the baseline to 109 students in AY18. While the retention of the AY18 students is compatible with the prior year, it is still below the established baseline. The focus in AY2018 was on remedial and technical math providing a recitation and a review component to allow additional resources to improve completion. The goal is to improve retention of these students with the additional resources being implemented, so they can proceed in completion of their chosen program of study.

Indicator 5: Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs.

Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. These core skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on. Core skills are regularly used in practice resulting in the development of a series of rubrics that serve as guides to assessment. Each rubric consists of 20 criteria; 5 of which are broad enough to be used in any discipline, while the remaining 15 provided higher degrees of specificity and applicability in particular disciplines. Members of the Assessment Committee work with individual faculty to show how these rubrics can be used to assess something they are already doing as part of the technical training. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: AY18 showed a decrease in the number of students who were administered the rubrics from 432 in AY17 to 39, however the assessment score of those 39 exceeded the baseline by 12.2%. The decline in students assessed on their core workplace skills is due to numerous factors. Initially, the college was preparing for the mid-cycle review visit from the Higher Learning Commission, which consumed college’s focus due to a newer administration coming in. Secondly, our number of students is significantly lower due to our directive from HLC to reexamine our assessment procedures. This, along with the implementation of Canvas and a pilot of the new assessment process in Canvas, resulted in only 39 students assessed using the prior methods. Another 161 students were assessed using the Canvas pilot, but results were not reported due to inconsistencies in implementation methods. Full implementation for the new core workplace assessment procedures occurred in AY19.

Indicator 6: Increase the percent of students who complete their certificate or degree within two years or are retained at MATC.

Description: Since 2010, upon receiving full accreditation from the HLC, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings. The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention. This indicator is in line with Foresight 2020 Goal 1.

Outcome/Results: The data submitted for past cohorts were of students who started in program courses specific to programs of study, and not based off when the student entered MATC. Changes in administration and staff has resulted in focus being towards utilizing our database (Jenzabar) more so than in past years, which resulted in the addition of cohorts based off when students first enter our institution. This is a necessity in order to report IPEDS and other KBOR reports more accurately. Overall degree completion and retention is 64.1%, which is in line with the baseline years.

Northwest Kansas Technical College Performance Report AY 2018 AY 2018 FTE: 674

Contact Person: Ben Schears Phone and email: (785) 890-1501, ben.schears@nwktc.edu Date: 10/16/2019

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)	↑		
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	↑		
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑	357	↑		
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)	↑		
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)	↓		
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)	↑		

*Updated October 16, 2019

**Updated 4/20/2018

Northwest Kansas Technical College Performance Report AY 2018

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

Description: Northwest Tech aims to increase the first to second-year retention rates for students enrolled in two-year programs, including the college ready and non-college ready cohorts.

Outcome/Results:

Retention is essential to successfully achieving the other goals defined in the Performance Agreement. Northwest Tech enrollment grew steadily for the past four years. With the continued growth in enrollment, we maintain solid retention rates, and they remain high when measured against cohort groups. The college is continuing to revise the Student Success Seminar course to more closely align with best practices. The college aims to increase the first to second year retention rates of the college ready and non-college ready populations as a whole. We continue to see many transfer-bound student-athletes which can, at times, have had a negative impact on our overall retention if they transfer early. That said, we have increased the recruitment and enrollment of non-athlete career-bound technical students, which we anticipate will help improve overall retention rates.

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

Description: Northwest Tech aims to increase the number of students who achieve third-party credentials, including both the college ready and non-college ready cohort.

Outcome/Results:

Advisory board members, made up of business and industry professionals, provide valuable input into the value of third-party credentials. Northwest Tech faculty are continually seeking opportunities to obtain relevant certifications in their program areas for our students, such as Certified Nurses Aid, Certified Medication Aide, Kansas Journeyman's Electrical license, Kansas Cosmetology license, Safety (OSHA 10), and Microsoft certifications. These additional certifications increase student competencies and employment opportunities following graduation.

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

Description: Northwest Tech aims to increase the number of certificates and degrees awarded annually.

Outcome/Results:

Northwest Tech has worked to grow enrollment, and as enrollment has increased, so have the numbers of certificates and degrees awarded. As we work to continue enrollment growth in technical programs, we anticipate the number of certificates and degrees awarded each year to continue to increase. We also experience 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.

Outcome/Results:

While we reached the benchmark this year, we are continuing to make improvements in order to increase math course success rates. Expanded math lab hours as well as additional tutoring services have helped to improve student success rates in mathematics. We continue to have a significant number of student-athletes who

transfer without completing their degree, and we are currently implementing strategies to decrease the number of early transfers. An additional factor we are watching closely is the implementation of the first accelerated technical math track starting in Fall 2019, which will have an unknown impact, on this performance indicator in the future.

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

Description: Northwest Tech aims to increase the number of students employed in their field of study within one year of graduation.

Outcome/Results:

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 two academic years, and we are actively strengthening relationships with area school districts and employers. While we saw a significant increase in this data point, which would suggest more students are seeking in-state employment, we would 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 our technical graduates where salaries exceed those offered by Kansas competitors. 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, can adversely impact our data point. This will likely continue, and border colleges will continue to be impacted, until Kansas employers are willing to substantively compete in the market.

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.

Outcome/Results:

Northwest Tech has increased overall enrollment and expanded the diversity of our student body with the implementation of our athletic program. As our diverse 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.

Salina Area Technical College Performance Report AY 2018							AY 2018 FTE: 380	
Contact Person: Denise Hoeffner			Phone and email: 785-309-3110, denise.hoeffner@salintech.edu				Date: 10/21/2019	
Salina Area 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 the three-year graduation rates of college ready cohort.	Fall 09 Cohort: 61% (83/136) Fall 10 Cohort : 61.5% (91/148) Fall 11 Cohort : 65.1% (84/129) *Baseline: 62.5% (258/413)	76.5%** (127/166)	↑	69.9% (100/143)	↑		
2	Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2012: 74.3% (410/552) 2013: 77.3% (418/541) *2014: 82.0% (346/422) *Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑	78.6% (298/379)	↑		
3	Increase the wages of students hired.	2013: \$27,516 2014: \$19,930 2015: \$21,912 Baseline: \$23,119	\$26,168	↑	\$23,508	↑		
4	Increase the number of college-level credit hours completed by concurrently-enrolled students.	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑	4,390	↑		
5	Increase the number of students completing programs in high demand occupations in Kansas	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑	309	↑		
6	Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑	62.0% (119/192)	↓		

*Updated 7/10/2018

**Updated 8/2/2019

Salina Area Technical College Performance Report AY 2018

Indicator 1: Increase the three-year graduation rates of college ready cohort.

Description: The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them once they've enrolled. We have implemented an Early Alert system and we continue to communicate the importance and advantage of degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. Salina Tech has an Outreach Coordinator to assist students with barriers to college entrance. For this indicator, three years of historical data was taken from the IPEDS Grad Rates Within 150% Survey.

Outcome/Results:

Our three-year (a.k.a. 150%) graduation rate, which we reported to IPEDS during AY 2019 (based on our 2015 adjusted cohort of students), was 69.9% (100/143). Our baseline three-year (a.k.a. 150%) graduation rate was 62.5%. Therefore, we met our goal of increasing the graduation rate of our college-ready cohort.

Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation (KBOR/KDOL data).

Description: Every program at SATC has its own industry based advisory board that guides the program instructors as to the best employment skills for the program graduates to have upon graduation. In addition, Student Services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the valued opinions of the advisory boards, gives college faculty and instructional staff the information that they need to ensure that students are learning the skills they require to find and keep employment in Kansas. SATC will also work with the Chamber of Commerce to develop and promote mini job fairs at the College in early spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. For this indicator, three years of historical data was taken from KBOR and KDOL.

Outcome/Results:

The data for AY 2018, which were provided by KBOR, showed that 78.6% (298/379) of our students were employed in Kansas one calendar year after graduation. Our baseline was 77.5%, so we met our goal of increasing this percentage.

Indicator 3: Increase the wages of students hired.

Description: Many Salina Area Technical College graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. SATC continues to recruit and encourage students to enter high wage, high demand occupations such as Commercial Truck Driving, Heating Ventilation and Air Conditioning, Computer Aided Drafting, Emergency Medical Technicians and Electricians. Students graduating from these programs can expect to earn a higher than average starting salary right after graduation. As these are high demand occupations as well, there are many employment opportunities throughout Kansas. The wages of students hired were provided by the Kansas Department of Labor and were included in the KBOR K-TIP Report.

Outcome/Results:

The AY 2017 K-TIP report shows that the institutional grand total for SATC, under the "Average Wage: Graduates Exited and Employed" column, was \$23,508. Our baseline average wage was \$23,119. Therefore, we met our goal of increasing the wages of students hired.

Indicator 4: Increase the number of college-level credit hours completed by concurrently-enrolled students.

Description: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has placed significant time

and effort in partnering with local and area high schools in order to expose students to career and technical education. New partnerships and agreements are being developed and implemented. For this indicator, three years of historical data was taken from KHEDS AY files. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students.

Outcome/Results:

Based on our KBOR AY 2018 Registrations and Enrolled Flags files, our unduplicated head count of high school students who completed college-level credits during AY 2018 was 538. Those 538 students completed 4,390 college-level credit hours during AY 2018. Our baseline was 1,803 credit hours. Therefore, we met our goal of increasing the number of college-level credit hours completed by concurrently-enrolled students.

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas.

Description: The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry based advisory board that guides the program instructors as to the best skills to have for employment. In addition, Student Services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. The high demand programs are: CDL, HVAC, Medical, Dental, CAD, EMT, and Electricians. Data were pulled from our KHEDS Completions file for each academic year.

Outcome/Results:

Our KBOR AY 2018 Completions file shows we had 309 (unduplicated head count) students who completed programs in high-demand occupations in Kansas as identified in the KDOL website. These were the SATC programs that matched those listed on the Kansas 2018 High Demand Occupations List: (CNA, Automotive Technology, Business Administrative Technology, Construction Technology, Commercial Truck Driving, Dental Assistant, Diesel Technology, Electrical Technology, Emergency Medical Technician, HVAC, Medical Assistant, Machine Tool Technology, and Welding Technology). Our baseline was 68 graduates/year. Therefore, we met our goal of increasing the number of students completing programs in high-demand occupations in Kansas.

Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year.

Description: We identified our non-college-ready group based upon math placement scores. We used placement scores that would place students into either Tech Math with Review or below. Our goal is to increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year.

Outcome/Results:

We found that 192 non-college-ready students were enrolled as degree/certificate-seeking students at SATC during AY 2017. We found that 119 of the 192 students (61.98%) completed their programs in AY 2017 and/or were retained for the next academic year (AY 2018). Our baseline was 73.8%, so we did not meet our goal in this area.