

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

**VIDEO CONFERENCE AGENDA  
Monday, May 4th, 2020  
11:00 am**

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference and the meeting will be live streamed for the public. Meeting information will be sent to participants via email, or you may contact [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- |   |                  |       |
|---|------------------|-------|
| <b>I. Call to Order</b>   | Regent Schmidt   |       |
| 1. Roll Call  |                  |       |
| 2. Approve minutes from March 30th conference call  |                  | p. 3  |
| <br>  |                  |       |
| <b>II. Consent Agenda</b>   |                  |       |
| 1. BSE in Early Childhood Unified: Birth through Kindergarten – PSU                           | Howard Smith     | p. 6  |
| 2. EdD in Community College Leadership – K-State  | Chuck Taber      | p. 14 |
| <br>  |                  |       |
| <b>II. Other Matters</b>  |                  |       |
| 1. Apply Kansas Update  | Erin Wolfram     |       |
| 2. Discuss Summary of Academic Advising Presentations and a Potential Collaboration with KSDE | Daniel Archer    | p. 28 |
| 3. Direct Support Professionals (DSP) Update  | Regent Schmidt   |       |
| 4. Coordinating Council Update  | Regent Kiblinger |       |
| <br>  |                  |       |
| <b>III. Suggested Agenda Items for BAASC May 20th Meeting</b>                                 |                  |       |
| • Approve minutes from May 4th conference call  |                  |       |
| • Discuss Strategic Program Alignment (Low-Enrollment Programs)                               |                  |       |
| • Discuss Associate-to-Baccalaureate Proposed Transfer Plan                                   |                  |       |
| • KU Edwards Campus Transfer Agreement Update   |                  |       |
| <br>  |                  |       |
| <b>IV. Adjournment</b>  |                  |       |

Date Reminders: (dates are all tentative)

- May 19: Coordinating Council 2<sup>nd</sup> Meeting
- June 17: Private Post-Secondary (PPS) Report
- June 17: Concurrent Enrollment Partnership (CEP) Report
- June 17: Credit for Prior Learning (CPL) Update

## 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

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	10:15 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:00 am	Conference Call	November 13, 2019
December 18, 2019	10:15 am	Topeka	November 26, 2019
December 30, 2019	11:00 am	Conference Call	December 11, 2019
January 15, 2020	10:15 am	Topeka	December 26, 2019
February 3, 2020	11:00 am	Conference Call	January 15, 2020
February 19, 2020	10:15 am	Topeka	January 29, 2020
March 2, 2020	11:00 am	Conference Call	February 12, 2020
March 18, 2020	10:15 am	Video Conference	February 26, 2020
March 30, 2020	11:00 am	Conference Call	March 11, 2020
April 15, 2020	10:15 am	Canceled	March 25, 2020
May 4, 2020	11:00 am	Conference Call	April 15, 2020
May 20, 2020	10:15 am	Topeka	April 29, 2020
June 1, 2020	11:00 am	Conference Call	May 13, 2020
June 17, 2020	10:15 am	Topeka	May 29, 2020

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

**MINUTES  
Monday, March 30<sup>th</sup>, 2020**

The March 30, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 11:05 a.m. The meeting was held by conference call.

**In Attendance:**

Members:	Regent Schmidt, Chair	Regent Harrison-Lee	Regent Van Etten
Staff:	Daniel Archer Amy Robinson Julene Miller	Karla Wiscombe Erin Wolfram Natalie Yoza	Scott Smathers Renee Burlingham Samantha Christy-Dangermond
Others:	Elaine Simmons, Barton CC Michael McCloud, JCCC Brian Niehoff, K-State Linnea GlenMaye, WSU Matt Schuette, KUMC	Lori Winningham, Butler CC Joe McCann, Seward County CC Jean Redeker, KU Robert Klein, KUMC Mike Werle, KUMC	Michelle Schoon, Cowley CC Jill Arensdorf, FHSU Howard Smith, PSU LaVerne Manos, KUMC

Regent Schmidt welcomed everyone.

**Accreditation for MS in Health Informatics at KUMC**

LaVerne Manos, Director of Interprofessional Informatics Programs of Study at KUMC, provided a summary of the request. KUMC is seeking approval to pursue programmatic accreditation for its Master of Science in Health Informatics from the Commission on Accreditation for Health Informatics and Health Information Management Education (CAHIIM).

Regent Van Etten asked what their original thoughts were in deciding to pursue accreditation. LaVerne responded that health informatics is a fairly new profession, and seeking accreditation is part of the ongoing process to professionalize the field. This allows students to take a board-certified exam and have some type of credibility with a foundation in education.

Regent Van Etten asked if there is a data analysis component or other institutions around the country that have a similar program. LaVerne responded there are several similar programs throughout the country and noted the University of Missouri-Columbia has applied for accreditation for their similar master's program. LaVerne stated the program does include data analysis, and she briefly discussed the professions in which graduates are employed.

Regent Schmidt asked if the University of Missouri-Columbia program is identical or similar. LaVerne responded that it is similar. She noted all new programs must adhere to the basic fundamental competencies that were released in 2019; however, each program can specialize in different areas.

Regent Schmidt and Regent Van Etten recommended the request for accreditation from KUMC be moved to the full Board for consideration for their April agenda.

### **Program Review Report AY 2018-2019**

Sam Christy-Dangermond presented the Program Review Report for AY 2018-2019. She provided background information, KBOR's program review process, and a summary of the programs reviewed by each of these institutions as part of their regular eight-year cycle for program review. Sam noted there were a total of 215 programs reviewed last year: 198 were recommended to continue, 1 was recommended for enhancement, 2 were recommended to be discontinued, and 14 were recommended for additional review.

Regent Van Etten asked for clarification on the KUMC Master of Science in Health Informatics previously recommended for accreditation approval. Sam responded it is the same program previously recommended for additional review and noted KUMC would like to see if they can grow the program through becoming accredited.

Regent Van Etten asked if early childhood is included elsewhere now that the PSU Early Childhood Unified program has been discontinued. Howard Smith responded that early childhood portions were moved to the Family and Consumer Science area. Howard clarified the new early childhood program has certification for students. Regent Schmidt asked if PSU used their normal review process which allows for institutional input. Howard responded the department leadership and faculty are part of their regular review process.

### **Direct Support Professional (DSP) Update**

Regent Schmidt discussed the importance of DSP workers, especially in light of the current pandemic. He noted the DSP working group has a meeting scheduled for April 14, and this in-person meeting may be converted to a virtual meeting in the near future. Regent Schmidt stated DSP's are part of health care providers out in the field who are "essential" right now, and he thanked them for their service during these uncertain times.

### **Policy Revision on Accreditation “nomenclature”**

Karla summarized the request for approval for policy changes. This change is being requested by KBOR to align the Board policy with recent U.S. Department of Education regulations, as well as to remove outdated language in the Systemwide Transfer and Articulation section of Board policy. These revisions will occur in Chapter III under Academic Affairs:

- Section 2- Transfer and Articulation,
- Section 12- Accreditation of Degree Granting Institutions, and
- Section 13- Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.

Regent Schmidt asked for clarification on removing the language that requires maintaining accreditation with the Higher Learning Commission (HLC) and replacing it with any recognized accrediting agency in the United States. Karla responded this was the language recommended by the U.S. Department of Education (USDE). The Committee discussed how this change may open the door for the possibility for institutions to change accreditation providers; however, the HLC accreditation is a 10-year process. Karla noted there was going to be an HLC conference and webinar to address questions such as this, but both were canceled due to the pandemic. This leaves questions unanswered as of now. Karla stated that KBOR is only requesting changes to the Board policy as recommended by the USDE. Institutions discussed their next accreditation dates, noting that most were not able to switch at this time because of where they are in their accreditation timeline. No institution indicated it has had discussions to change at this time. Regent Van Etten stated it would be a good idea to have a more in-depth conversation closer to the date institutions may be looking at the possibility of changing from HLC.

Regent Schmidt and Regent Van Etten recommended the request to change KBOR policy language be moved to the full Board for consideration on their April agenda.

**Approval of Minutes**

Regent Van Etten moved to approve the March 18, 2020 meeting minutes, and Regent Harrison-Lee seconded the motion. With no further discussion, the motion passed.

**Adjournment**

The next meeting will be via video conference on April 15, 2020. The Committee will hear updates on Apply Kansas, direct support professionals, and the Coordinating Council.

Regent Harrison-Lee moved to adjourn the meeting, and Regent Schmidt seconded the motion. With no further discussion, the meeting adjourned at 11:54 a.m.

## Program Approval

### Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. COCAO and COPS have reviewed the proposal and recommend approval.*

*May 4, 2020*

### I. General Information

**A. Institution** Pittsburg State University

### B. Program Identification

Degree Level:	Bachelor's
Program Title:	Family & Consumer Sciences
Degree to be Offered:	B.S.E. - Early Childhood Unified: Birth - Kindergarten
Responsible Department or Unit:	College of Arts & Sciences, Family & Consumer Sciences
CIP Code:	13.1209
Modality:	Face-to-Face
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 120

**II. Clinical Sites:** Does this program require the use of Clinical Sites? No

The university has memorandums of understanding with public schools in the Southeast Kansas area and two connecting states for the placement of students for field experiences. We use accredited early education and care facilities including the on-campus PSU Early Childhood Preschool Laboratory on campus which will serve as the primary location for students' clinical hours. Additional field experience hours are located in area Kindergarten programs through working with the PSU College of Education Teacher Education program.

### III. Justification

This program will replace an existing program. Pittsburg State University has offered the Early Childhood Unified: Birth through Third Grade degree and teaching license since 2007. It has been a collaborative program offered by the Department of Teaching and Learning and the Family & Consumer Sciences – Child Development program. The PSU College of Education Teaching and Learning department has, with the introduction of the new Elementary Unified degree, selected to no longer offer the ECU: Birth – Third Grade degree. It has been the intention for many years for the Family and Consumer Sciences department to offer the Early Childhood Unified: Birth through Kindergarten degree. With the discontinuation of the Birth – Third Grade degree and the support of the College of Education, the time is right to begin this program.

The ECU: Birth – Kindergarten program will fill the hole created by the ending of the ECU: Birth – Third Grade program. It will capitalize on the strengths of our existing Child Development program and continue the collaboration between the two departments, but with the primary leadership shifting now to Family & Consumer Sciences. This program will run parallel to the Child Development program which is a concentration under the

Family & Consumer Sciences major. The graduates of the child development program are employed in programs such as Head Start and community early childhood programs which do not require licensure.

The ECU: Birth – Kindergarten program will include courses from the Child Development program that currently exist and the courses in the existing Early Childhood Special Education minor. We also include Teacher Education courses needed for the license. This degree will now open the full range of employment options to our students including four-year-old at-risk preschool programs.

**IV. Program Demand:** Select one or both of the following to address student demand:

**A. Survey of Student Interest**

Number of surveys administered: .....	<u>40</u>
Number of completed surveys returned: .....	<u>36</u>
Percentage of students interested in program: ...	<u>50%</u>

Over the past five years we have surveyed our students regularly about their interest in the department pursuing the Early Childhood Unified: Birth – Kindergarten program. Overall the results have been consistent with the results above in that about 50% have indicated an interest in the program. We have also surveyed those students in the old Early Childhood Unified: Birth – Third Grade program and the results indicated that about 50% would have an interest in the ECU: Birth – Kindergarten program if it were offered. Additionally, about 50% of our Child Development graduates have indicated an interest in the ECU: Birth – Kindergarten program to add to their credentialing.

**B. Market Analysis**

With the discontinuation of the ECU: Birth – Third Grade there is a gap in licensure programs in southeast Kansas for preparing these professionals. This program will address that need. The Occupational Outlook Handbook identifies that the early childhood professional job outlook is growing faster than average with an increase of jobs at 7%. That does not even consider that more school districts are expanding their early childhood programming as the P – 20 (public education covering preschool through college with attention to smoothing out transitions) philosophy of education is seeing more adoption. Because this is a unified degree (meaning that it includes Early Childhood Special Education) there is a greater demand for individuals with this educational preparation. Early childhood experiences lay the foundation for a child’s future academic success. The three markers of high-quality early childhood programs are a high level of educational preparation by the teachers, low staff turnover and high levels of teacher pay. Providing teachers with this level of preparation to teach significantly impacts the growth of high-quality early childhood programs in the state.

The programs currently approved by the Kansas State Department of Education to offer the Early Childhood Unified: Birth – Kindergarten license are Kansas State University and the University of Kansas. Emporia State University offers this license but only at the graduate level. Pittsburg State’s program has been approved but it is awaiting final Board of Regents’ approval. The program at Pittsburg State University also serves the region including Southwest Missouri, Northwest Arkansas and Northeast Oklahoma. There are no other comparable programs in those areas.

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

Year	Headcount Per Year		Sem Credit Hours Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	0	310	0
Year 2	10	0	620	0
Year 3	10	0	930	0

## VI. Employment

This program prepares professionals to meet the learning and developmental needs of all infant, toddler, preschool and kindergarten-age children, including those at-risk for and with disabilities. This is done through an interdisciplinary approach that integrates developmentally appropriate child development, early education and early childhood special education strategies for young children and their families.

The program content knowledge and performance goals are aligned with the Kansas Teacher Licensure Standards for the ECU: Birth through Kindergarten (age 6) content area and the professional education standards. The proposed program was submitted to the Kansas State Department of Education for review and was approved as a program during the Spring 2019 review.

Students graduating with this degree will be able to work in programs serving infants through kindergarten that require a teaching license. From the KSDE document “Who Can I Hire as a Teacher/Early Interventionist?” (March 2015) those with the ECU: Birth – K degree can be hired in Parents-As-Teachers, State Pre-K (4 year old at risk) classroom teachers, Kansas Preschool Program classroom teachers, Early Childhood Special Education, and Kindergarten classroom teachers. They will also be able to work in programs that do not require licensure.

## VII. Admission and Curriculum

### A. Admission Criteria

Admittance to Teacher Education by applying and having met the following academic standards.

1. Cumulative GPA = 2.80
2. In-Major GPA = 3.00 with no grade below a “C”
3. Completion of All courses listed under Family & Consumer Sciences, Education, Psychology & Lab Experiences.
4. Completion of a minimum of 100 credit hours.
5. A grade of “C” or higher in 1. FCS 285: Lifespan Human Development; 2. PSYCH 357: Educational Psychology; 3. FCS 390: Interacting with Children & FCS 391: Practicum (preschool lab)
6. At least 6 hours of resident credit at Pittsburg State University.

### B. Curriculum

#### Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
UGS 150	Gorilla Gateway	2
FCS 100	Career Management in FCS	1
ENGL 101	English Composition	3
WGS 200	Introduction to Women’s Studies	3

MATH 204	Math for Education I	3
PSYCH 155	General Psychology	3
		15

**Year 1: Spring**

Course #	Course Name	SCH....
SOC 100	Intro to Sociology	3
COMM 207	Speech Communication	3
FCS 285	Lifespan Human Development	3
ART 311	Art Education	3
HHP 150	Lifetime Fitness	1
MUSIC 140	Children's Music or EDUC 321 Methods of Creative Expression	3
		16

**Year 2: Fall**

Course #	Course Name	SCH....
FCS 290	Introduction and Overview of Childhood Programs	3
BIO 113	Environmental Life Science	4
FCS 230	Consumer Education and Personal Finance	3
ENGL 299	Introduction to Research Writing	3
	Elective	3
		16

**Year 2: Spring**

Course #	Course Name	SCH....
EDUC 261	Explorations in Education	3
FCS 203	Nutrition & Health	3
FCS 390	Interacting with Children	3
FCS 391	Practicum (preschool lab)	1
HHP 260	First Aid/CPR	2
	Elective	3
		15

**Year 3: Fall**

Course #	Course Name	SCH....
EDTH 3300	Technology for the Classroom	3
FCS 490	Developmental Planning	3
FCS 491	Preschool Lab	1
FCS 590	Development of the Child: Birth – Age 8	3
SPED 450	Methods Preschoolers with Disabilities	2
	Elective	3
		15

**Year 3: Spring**

Course #	Course Name	SCH....
EDUC 322	Early Literature/Language Development	2
EDUC 323	Literature for Young Children	1
FCS 392	Infant/Toddler Development	3
FCS 591	Supervised Student teaching - Preschool	5

SPED 350	Methods Infant/Toddlers with Disabilities	2
SPED 511	Overview of SPED, Birth – 6 <sup>th</sup> Grade	3
		16

**Year 4: Fall**

Course #	Course Name	SCH....
EDUC 307	Clinical Experience	1
FCS 470	Professional & Social Skills	3
EDUC 366	Primary English Lang Arts W/Practicum	4
FCS 480	Dynamics of Family Relationships	3
PSYC 357	Educational Psychology	3
		14

**Year 4: Spring**

Course #	Course Name	SCH....
SPED 560	Assessment of Young Children	3
EDUC 464	Foundations of Measurement & Evaluation	3
FCS 690	Parent/Professional Relationships	3
EDUC 345	TP: Internship-Kindergarten	3
FCS 572	Senior Seminar	1
		13

**Total Number of Semester Credit Hours ..... 120**

**VIII. Core Faculty**

Note: \* Next to Faculty Name Denotes Director of the Program, if applicable  
 FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Amber Tankersley	Associate Professor	Ph.D.	Y	Early Childhood Education	.25
Duane Whitbeck	Professor	Ed.D	Y	Child Development/ Early Education	.1
Kari Cronister	Instructor	M.S.	N	Child Development	.25
Shawnee Hendershot	Assistant Professor	Ph.D	Y	Child Development	.25
Marti York	Associate Professor	Ed.D	Y	Early Childhood Special Education	.25

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

**IX. Expenditure and Funding Sources** (List amounts in dollars. Provide explanations as necessary.)

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	\$52,221	\$53,264	\$54,331
Administrators ( <i>other than instruction time</i> )	\$10,800	\$11,124	\$11,457
Graduate Assistants	0	0	0
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$3,584	\$3,691	\$3,802
Fringe Benefits ( <i>total for all groups</i> )	\$12,282	\$12,554	\$12,834
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$78,887	\$80,633	\$82,424
<b>Personnel – New Positions</b>			
Faculty			
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> )			
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>	0	0	0
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
<b>Total Start-up Costs</b>	0	0	0
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$500	\$500	\$500
Library/learning resources			
Equipment/Technology			
Travel	\$1,000	\$1,000	\$1,000
Other			
<b>Total Operating Costs</b>	\$1,500	\$1,500	\$1,500
<b>GRAND TOTAL COSTS</b>	\$80,387	\$82,133	\$83,924

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$73,380	\$150,440	\$231,300
Student Fees				
Other Sources				
<b>GRAND TOTAL FUNDING</b>		\$73,380	\$150,440	\$231,300
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$7,007	\$68,307	\$147,376

**X. Expenditures and Funding Sources Explanations**

**A. Expenditures**

**Personnel – Reassigned or Existing Positions**

All faculty are currently employed by the department of Family & Consumer Sciences or the department of Teaching and Learning at Pittsburg State University. Because all of the courses are currently being taught and they are taken by students in other programs, by including these students in the courses, it will replace those lost through the discontinuation of the ECU: Birth – Third Grade programs and will maximize the current capacity of each course. Therefore, there is not an increased percent of faculty time other than the increase in students enrolled in the courses.

**Personnel – New Positions**

None

**Start-up Costs – One-Time Expenses**

None

**Operating Costs – Recurring Expenses**

None

**B. Revenue: Funding Sources**

Funding for the program will be through tuition and student fees. Calculations were made by multiplying credit hours by tuition.

Calculations

Student Credit Hours

YR1: 10 students x 31 credit hours= 310 credit hours

YR2: 10 students x 31 credit hours= 310 credit hours

10 students x 31 credit hours= 310 credit hours

620 credit hours

YR3: 10 students x 31 credit hours= 310 credit hours  
10 students x 31 credit hours= 310 credit hours  
10 students x 31 credit hours= 310 credit hours  
930 credit hours

Tuition/Fees

YR1: 10 students @ full time rate (\$3669) x 2 semesters = \$73,380

YR2: 20 student @ full time rate (\$3761- 2.5% increase) x 2 semesters = \$150,440

YR3: 30 students @ full time rate (\$3855 – 2.5% increase) X 2 semesters = \$231,300

**C. Projected Surplus/Deficit**

There are no new expenses for this degree as our listed faculty are currently already teaching the courses listed for this degree. The estimated expenses do not necessarily reflect “new expenses”. Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue.

**XI. References**

Bureau of Labor Occupational Outlook Handbook, Preschool Teachers.

<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>

Who can I Hire as a Teacher / Early Interventionist. (2015). Early Childhood, Special Education and Title Services, Kansas State Department of Education.



industry, military, profit/nonprofit settings, and the professoriate. The proposed Ed.D. in Community College Leadership will function under the John E. Roueche Center for Community College Leadership (approved by the Kansas Board of Regents in September 2019). Dr. Roueche, who directed the program at UT-Austin and NAU, has been hired to lead this new Ed.D. degree at K-State and to serve as its Executive Director. An associate and assistant director have also been hired to assist with the administration of the program.

Students who began at the previous institution offering the program have been allowed to transfer to K-State and join in an existing doctoral program. Once the new Ed.D. degree is approved, they will matriculate back into the Community College Leadership program. The program is offered using a local cohort model, and delivers courses in hybrid format. More than 50% of the courses will be offered online, with the remainder offered at sites around the country accessible to the local cohorts. Over 50 students have already enrolled at Kansas State University to pursue the community college emphasis, transferring from the previous institution. Current demand indicates the program will soon exceed 100 students. The program will utilize the model from the previous institutions in which capacity is added as local cohorts are enrolled around the country. The K-State College of Education and the leadership of the Roueche Center will be coordinating the program, course offerings, and hiring of qualified adjunct faculty for the program.

#### **IV. Program Demand**

##### **A. Market Analysis**

The market need for the proposed program rests on three assertions: (1) that the nation's 1,200 community colleges are and will remain essential elements of the higher education landscape in the U.S.; (2) that the current supply of individuals equipped with the knowledge and skills to provide senior leadership to community colleges is inadequate to meet increasing demands and lacking in diversity; and (3) that the mechanisms for preparing senior leaders for community colleges are insufficient to meet demand.

The first assertion, that community colleges are vital to higher education and central to the potential for higher education to impact society in positive ways, is supported by literature describing the historic and contemporary role of the institutions:

*In a rapidly changing America and a drastically reshaped world, American community colleges have served as the people's colleges and the Ellis Island of American higher education. They have been the platform from which millions of low- and middle-income Americans have launched their dreams. They do the toughest work in American higher education. And they do some of the most important work in America. They have served our communities and our nation well, and they have done so for more than 100 years. Community colleges, an American invention, are one of the greatest assets of this nation in the task of creating a better future. (American Association of Community Colleges [AACCC], 2012)*

Perceptions of the relevance and value of community college programs have only increased in recent years with the growth of employment opportunities for completers of two-year degrees and industry certifications (Strada and Gallup, 2018).

The second assertion, that the current supply of senior leaders with the requisite knowledge and skills is inadequate to meet increasing demands and lacking in diversity, is supported by research on senior leadership in higher education in general and community college leadership in particular.

*The ability of higher education to flourish will require an expanded and more diverse pool of talented individuals who aspire to and are prepared for the college presidency. Developing and supporting these new leaders is urgent; at a time when thoughtful leadership is more consequential than ever, three trends suggest the need for immediate action: (1) the enormous turnover of college presidents and senior leaders resulting from a wave of retirements; (2) a shrinking pool of individuals interested in the presidency who hold positions that*

*traditionally precede the presidency; and (3) inadequate systems for preparing diverse and nontraditional candidates for the presidency.* (Aspen Institute, 2017)

Indeed, the need for effective preparation of a diverse cadre of leaders at all levels of the community and technical colleges is critical as senior administrators and faculty, and those next in line, are retiring at record rates with the aging of the Baby Boomer population (Ashburn, 2007; Campbell, 2002; O’Banion, 2007; Shults, 2001; Weisman & Vaughan, 2007). In a national survey of Chief Academic Officers (CAOs) conducted by the American Council of Education in 2007, the mean age of all CAOs was 58.8 years; moreover, only 19% of the 1,715 CAOs who responded were age 50 and below, nearly 47% were between the ages of 51 and 60, and 33% were age 61 or older (Eckel, Cook, & King, 2009). As indicated in the previous section, more than half of community college presidents anticipate retiring within the next five years (AACC, 2018a), while more than one in four expressed pessimism about the prospects for leadership succession and nearly one-third expressed concern for too few women and minority candidates (Jaschik & Lederman, 2018).

The third assertion, that the mechanisms available for preparing the senior leaders needed by community colleges is insufficient to meet demand, is warranted by research on the preparation opportunities available. In 2012, approximately 60 university-based doctoral programs in educational leadership were operating in the nation, only 21 of which focused on community college leadership (Council for the Study of Community Colleges, 2012; Reille & Kezar, 2010). The programs focused on community college leadership have historically produced fewer than 50 graduates per year (O’Banion, 2007). Clearly, this low number of program graduates cannot meet the national demand for community college presidents and vice presidents.

The proposed program is explicitly designed to meet the needs of this market through an innovative delivery model that collaborates with community colleges to intentionally cultivate a diverse pool of aspiring senior leaders and prepare them via a program that is explicitly aligned to the contemporary needs of the field.

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

The College of Education and the Roueche Center have set dramatic and achievable enrollment goals for the new Ed.D. in Community College Leadership as seen in the table below.

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	0	55	0	1,155
Year 2	0	45	0	2,100
Year 3	0	50	0	2,985

#### **VI. Employment**

This degree proposal is aimed at developing senior leaders for community colleges, to specifically include leadership succession preparation for the roles of president and other executive roles such as vice presidents, deans, directors, and more. As noted in previous sections, there are more than 1,200 community colleges in the nation and more than 600 are expected to need new presidents within the next five years (AACC, 2018a, 2019). The actual employment history of graduates from this program provides evidence of the proposed degree’s potential to meet those needs and impact local, state, and national constituencies. The following table provides representative examples of positions held by graduates following completion of the program while it was based at its previous institutions:

Position Title	Institution
President and CEO	American Association of Community Colleges
President	Austin (TX) Community College
Executive Vice President	Austin (TX) Community College
Vice President	Austin (TX) Community College

Chancellor	Bossier Parish (LA) Community College
President	Bowling Green (KY) Technical College
President	Chandler-Gilbert (AZ) Community College
President	Cloud County (KS) Community College
President	Clover Park (WA) Technical College
Vice President	College of the Desert (CA)
President	Cuyahoga (OH) Community College
Vice President	Cuyahoga (OH) Community College
President	Del Mar (TX) Community College
President	Denver (CO) Community College
President	Garden City (KS) Community College
President	Green River (WA) College
Chancellor	Grossmont-Cuyamaca (CA) Community College District
President	Johnson County (KS) Community College
President	Kansas City (KS) Community College
President	Kingwood Campus, Lone Star (TX) College
Provost	Maricopa (AZ) Community Colleges
President	North Harris Campus, Lone Star (TX) College
President	Palomar (CA) College
President	Sinclair (OH) Community College
President	Southern Association of Colleges and Schools
President	Temple (TX) College
Chancellor	The Alamo Colleges (TX) District
President	University Park Campus, Lone Star (TX) College
President	Victoria (TX) College
Vice Chancellor	Wayne County Community College
President	Wichita (KS) Area Technical College

## VII. Admission and Curriculum

### A. Admission Criteria

Because participants in most instances will be employer-selected, it is assured that participants will be well qualified by work experience and pre-identified for likely professional advancement. Participants also must satisfy Kansas State University's admission criteria, as the Department of Educational Leadership will require entrants to meet or exceed these standards:

- Completed application;
- Master's degree or higher from a regionally accredited institution in the U.S. or international institution recognized by the ministry of education or other appropriate government agency;
- Minimum cumulative GPA of 3.00 achieved for all previous graduate coursework;
- Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions;
- Current curriculum vita demonstrating three years of related professional experience;
- Personal and professional goal statements;
- Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential;
- Willingness to participate as a member of a cohort;
- Commitment to successfully completing all courses, practica, and field experiences in a prescribed calendar sequence to earn the degree.

**B. Curriculum**

Total credit hours earned in EdD program = 60, with an additional 30 semester credits transferred from master's degree.

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

Course #	Course Name	SCH=6
EDACE 851	The Historical and Contemporary Community College	1
EDACE 852	Field Study: Historical and Contemporary Community College	1
EDACE 852	Field Study The Historical & Contemporary Community College (var 1-2 credits; repeatable)	1
EDACE 853	Access, Equity, and Success	2
EDACE 854	Field Study: Access, Equity, and Success	1

**Year 1: Spring**

Course #	Course Name	SCH=6
EDACE 882	Introduction to Educational Research	2
EDACE 883	Field Study: Educational Research	1
EDACE 861	Fostering Desired Culture: Fundamentals and Strategies for Organizational Development	2
EDACE 862	Field Study: Organizational Development	1

**Year 1: Summer**

Course #	Course Name	SCH=9
EDACE 857	Effective Leadership and Theory	4
EDACE 858	Field Study: Effective Leadership	1
EDACE 859	Effective Leadership Institute	1
EDACE 991	Internship	3

**Year 2: Fall**

Course #	Course Name	SCH=6
EDACE 863	Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes	2
EDACE 864	Field Study: Enrollment to Outcomes	1
EDACE 855	Aligning Vision, Planning, and Resources	2
EDACE 856	Field Study: Planning and Resources	1

**Year 2: Spring**

Course #	Course Name	SCH=9
EDACE 920	Educational Value Choices: Access, Equity, and Success	2
EDACE 921	Field Study Access, Equity, and Success	1
EDACE 922	Policy Formation for Public Process	2
EDACE 923	Field Study: Policy and Public Process	1
EDACE 924	Effective Governance and Leadership	2
EDACE 925	Field Study: Governance and Leadership	1

**Year 2: Summer**

Course #	Course Name	SCH=6
EDACE 926	Leadership for Transformation	2
EDACE 927	Field Study: Transformational Leadership	1

EDACE 928	Designing a Comprehensive Plan for Success	2
EDACE 929	Field Study: Plan for Success	1

**Year 3: Fall**

Course #	Course Name	SCH=6
EDACE 970	Dissertation Development: Starting the Journey	4
EDACE 971	Field Study: Dissertation Development I	1
EDACE 972	Field Study: Dissertation Development II	1

**Year 3: Spring**

Course #	Course Name	SCH=6
EDACE 999	Dissertation Research	3
EDACE 991	Internship	3

**Year 3: Summer**

Course #	Course Name	SCH=6
EDACE 930	Implementing Leadership Competencies	2
EDACE 931	Field Study (Institute) Leadership Competencies	1
EDACE 999	Dissertation Research	3

<b>Total Number of Student Credit Hours in Program</b>	<b>60</b>
<b>Total Credit Hours transferred from Masters</b>	<b>30</b>
<b>Total Number of Student Credit Hours to Graduate</b>	<b>90</b>

**VIII. Core Faculty**

Note: \* Next to Faculty Name Denotes Director of the Program

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
<b>CORE FACULTY</b>					
<b>John E. Roueche*</b>	Senior Professor of Practice, Executive Director	Ph.D.	N	Founder of the original program will serve as executive director for new Ed.D. program at KSU.	.9
<b>Margaretta Mathis*</b>	Professor of Practice and Senior Director	Ph.D.	N	Federal and state government relations, policy development, and national association management.	.9
<b>Terry O'Banion</b>	Senior Professor of Practice	Ph.D.	N	Will serve as graduate faculty coordinator for the Roueche Center;	.9
<b>Jerry Johnson</b>	Professor Department Chair	Ed.D.	Y	Department Head, 15% of his time will be spent on program	.15

RELATED FACULTY					
<b>Field-based instructors and supervisors (6 per cohort)</b>	Cadre of Professors of Practice and other professional titles	Variously Ed.D Ph.D.	N	The Ed.D. program utilizes nationally qualified field-based adjuncts who are successful senior leaders and CEOs in the community college world, all with terminal degrees. These leaders will teach some courses, supervise internships, serve as liaisons to partnership community college sites, and may serve as doctoral committee members.	.2

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

**IX. Expenditure and Funding Sources** (List amounts in dollars. Provide explanations as necessary.)

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	-	-	-
Administrators (other than instruction time)	91,980.27	91,980.27	91,980.27
Graduate Assistants	-	-	-
Support Staff for Administration (e.g., secretarial)	-	-	-
Fringe Benefits (total for all groups)	28,513.88	28,513.88	28,513.88
Other Personnel Costs	-	-	-
<b>Total Personnel Costs – Reassigned or Existing</b>	120,494.15	120,494.15	120,494.15
<b>Personnel – New Positions</b>			
Faculty	352,400.00	822,400.00	940,400.00
Administrators (other than instruction time)	248,200.00	248,200.00	248,200.00
Graduate Assistants	-	-	-
Support Staff for Administration (e.g., secretarial)	103,009.66	103,009.66	103,009.66
Fringe Benefits (total for all groups)	137,419.39	175,489.39	185,047.39
Other Personnel Costs	-	-	-
<b>Total Personnel Costs – New Positions</b>	841,029.05	1,349,099.05	1,476,657.05
<b>Start-up Costs – One-Time Expenses</b>			
Library/learning resources	-	-	-
Equipment/Technology	15,000.00	5,000.00	5,000.00

Physical Facilities: Construction or Renovation	-	-	-
Other	-	-	-
<b>Total Start-up Costs</b>	15,000.00	5,000.00	5,000.00
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	97,500.00	162,500.00	260,000.00
Library/learning resources	1,500.00	2,500.00	4,000.00
Equipment/Technology	1,000.00	1,666.67	2,666.67
Travel	50,000.00	83,333.35	133,333.36
Other	163,480.00	260,770.00	357,620.00
<b>Total Operating Costs</b>	313,480.00	510,770.02	757,620.03
<b>GRAND TOTAL COSTS</b>	1,290,003.20	1,985,363.22	2,359,771.23

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		1,097,250.00	1,995,000.00	2,835,750.00
Student Fees		-	-	-
Other Sources		28,875.00	52,500.00	74,625
<b>GRAND TOTAL FUNDING</b>		1,126,125.00	2,047,500.00	2,910,375.00
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		-163,878.20	+62,136.78	+550,603.77

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

A portion of the current Educational Leadership faculty will be used to support the new program.

- Administrator expenditure calculations are based upon 50% of one 9-month tenured faculty salary, 15% of one 12-month department head salary, and 10% of one 9-month non-tenured faculty salary.
- Fringe is calculated at 31% of the specified salary expenditures.

#### Personnel – – New Positions

This is an executive leadership program that competes in costly national markets. The program requires additional resources to attract reputable faculty who demand higher salaries.

- Faculty expenditure calculations are based on the cost of one new 12-month faculty member (Senior

Professor of Practice) plus adjunct salaries. Adjunct faculty salaries are based upon the number of predicted cohorts and corresponding field-based instructor needs (three cohorts/18 field-based instructors in year one, five cohorts/30 field-based instructors in year two, and eight cohorts/48 field-based instructors in year three) and the cost of adjunct faculty to serve on committees.

- Year 1:
    - Full time faculty: \$112,400
    - Adjunct faculty: \$240,000
  - Year 2:
    - Full time faculty: \$112,400
    - Adjunct faculty: \$710,000
  - Year 3:
    - Full time faculty: \$112,400
    - Adjunct faculty: \$828,000
- Administrator expenditure calculations are based upon the cost of two new 12-month administrators (Senior Professors of Practice).
  - Support Staff expenditure calculations are based upon two new 12-month staff positions (one Assistant Director and one Office Specialist III).
  - Fringe is calculated at 31% of the specified salary expenditures.

Note: program intent calls for additional tenure-track faculty based on enrollment performance.

#### **Start-up Costs – One-Time Expenses**

Start-up costs include initial investments for technology and equipment. Year one includes the cost of technology and equipment purchases for new personnel, and years two and three include estimated costs for maintenance.

#### **Operating Costs – Recurring Expenses**

Built on a cohort model delivering high quality executive programming on community college campuses across the nation, this initiative requires additional resources to remain competitive. Program delivery includes cohort-based institutes delivered at off-campus locations. Significant investment in rental space and travel for field-based instructors for face to face course sessions will be required. Other operating costs include estimated faculty and staff service center investments for university services. These resources are critical to support the curriculum and delivery of the program.

#### **B. Revenue: Funding Sources**

Tuition and fee structure will be sufficient to adequately fund the program after the one-year investment by the College of Education. Tuition includes course materials, fees, books, distance education software, thesis work, etc. The proposed tuition rate for the program is \$975 per student credit hour (including \$25 Global Campus administration fee).

Revenue calculations for are based upon the SCH data reported in section V and the \$975 per SCH rate—specifically, the *Tuition/State funds* amounts are based upon \$950 per SCH for tuition/fees and the *Other Sources* amounts are based upon \$25 per SCH for Global Campus administration fees.

#### **C. Projected Surplus/Deficit**

The stimulus for this terminal degree initiative relates to an urgent need for a formal and sustained leadership succession program for the nation's 1,200+ community colleges. Many community college presidents and other

senior leaders are nearing retirement, and the measurable supply of new top-quality leaders is both unclear and unorganized absent this initiative. The target student audience is, in almost all cases, employees of community colleges who have been singled out by their respective institutions for hiring to nearby or eventual leadership roles. The need is so significant that in many cases these students' tuition is partially or completely supported by their respective schools. By accepting the challenge to prepare a new generation of doctoral graduates, K-State is perfectly positioned to impact a large number of the more than 1,200 community colleges in the nation. After a one-year investment, the program will be self-supported by tuition generated by the program.

## **XI. Program Review, Assessment, and Accreditation**

The Ed.D. in Community College Leadership will be subject to multiple and continuous reviews, including internal reviews by Kansas State University's Graduate School; program and budget reviews by the College of Education; program oversight and maintenance by the Department of Educational Leadership; and external reviews including by the Kansas Board of Regents. The Roueche Center further plans to create a national community college advisory board. All facets of the new Ed.D. degree in Community College Leadership will report to the Dean of Education and the Chair of the Department of Educational Leadership. Student reviews will be required as well, including but not limited to surveys at points during and at conclusion of their degree programs to help faculty make improvements. Data from surveys and student assessments will be aggregated, reported, and used for adjustments. Student learning outcomes (SLO) based on the College of Education's Conceptual Framework and the 2018 AACC *Competencies for Community College Leaders* (AACC, 2018b) will be used to assess program effectiveness. The program will be subject to the external requirements of the Higher Learning Commission (HLC) as part of the university's HLC accreditation process.

## **XII. Notes**

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**Report to the Kansas Board of Regents  
Regarding the Proposed Program for  
a New Doctorate in Community College Leadership  
at  
Kansas State University**

**March 13, 2020**

**External Review Team Members**

**Leonard A. Valverde, Professor Emeritus, College of Education, Arizona State University, Review Team  
Chair**

**Larry Ebbers, Endowed Professor, College of Education, Iowa State University**

**William Lasher, Professor Emeritus, The University of Texas at Austin**

Introductory Comments

Upon the selection of the members of the External Review Team, Regents' staff provided a written packet of information to each member. A conference call was arranged so that clarification could be provided and to arrange for future actions. After understanding our purpose, it was decided to interview three persons from Kansas State University (K-State). They were: Dr. John E. Roueche, Executive Director, Community College Leadership Program; Dr. Debbie Mercer, Dean of the College of Education; and Dr. Jerry Johnson, Chair of the Department of Educational Leadership. In addition to the information gathered from the three interviewees, information was given about other graduate degree programs at the other six universities within the Kansas university system. This information was requested in response to an inquiry raised by the team when discussing additional documentation. The team expresses its appreciation for all the assistance provided by the staff persons in the Regents' office, the K-State Provost's office, and the Dean's office of the College of Education. Their rapid response to assistance allowed the External Review Team to stay on its timeline for completion.

Preface

The External Review Team was aided in undertaking its responsibility and recommendation of the Community College Leadership Program (CCLP) by three factors: 1) Two members having historical involvements with the program through its operation at The University of Texas at Austin and at National American University. 2) All three members having firsthand working knowledge of the program and its evolution. 3) Each member having broad experience in higher education, i.e., Academic Vice President, Provost office, Deanship background at the College of Education level, and teaching in the community college arena. Consequently, its review of information and especially through the interviews with Kansas State University key representatives, the External Review Team was able to come to a unanimous set of recommendations.

Overall Recommendation

Comments provided in response to each of the six Board of Regents criteria will substantiate the favorable overall recommendation. That is:

***The External Review Team has concluded the Community College Leadership Program has met and exceeded all six of the standards established by the Kansas Board of Regents. It strongly recommends that the Kansas Board of Regents continues the Community College Leadership Program.***

In general, this favorable recommendation is supported by several facts. First, the CCLP is not just a formally welcomed new addition to the College of Education with high priority, but an educational endeavor that shares its values and preparation approach to student learning with the College of Education, and also shares the Department of Educational Leadership's principles and practice in academic curriculum. Second, all parties (Provost, COE, and Department) are fulfilling their commitments during the CCLP's first year of operation. Third, after one year in existence, the CCLP has gained a commitment from Ranger Community College in Texas to start a new cohort of students; 60 students from the National American University cohorts have

transferred to complete their formal set of studies with K-State; the College of the Desert, in California, is discussing a second cohort of students with K-State; and one of the transferred students has completed their doctoral degree from K-State and participated in the university's graduation ceremony.

### The Kansas Board of Regents Six Criteria

#### Justification

The External Review Team finds the need requirement to be well documented and moreover for the Community College Leadership Program to exceed in responding to the need. The justification provided in the original Program Approval request is very strong and persuasive. Three facts underscore this recommendation:

- On April 30, 2018, the American Association of Community Colleges published *Executive Leadership Transitioning at Community Colleges* and reported that "...more than 50 percent of the presidents of colleges that award associate degrees reported that they anticipate stepping down within the next five years, yet only 21.2 percent of these colleges report having a succession plan in place." K-State has accepted the challenge of providing a doctoral program that produces community college leaders for the future and across the nation.
- The CCLP has evolved from a highly regarded doctoral program, originally developed at The University of Texas at Austin to the cohort program recently offered at National American University. Both iterations of the CCLP have been led by the current Executive Director, who has already demonstrated growing K-State's doctoral student body for the Department of Educational Leadership.
- "Why did K-State accept the challenge?" This question was posed to all three K-State interviewed officials. While all three gave a similar response, the Dean of the College stated it the best. "K-State was one of the first operational land grant universities. This meant that K-State was tasked with teaching agriculture, science, military science and engineering to interested students." The CCLP is a natural extension of the original academic areas. This response is also found in the K-State's Strategic Plan.
- The K-State orientation also fits the primary features of the CCLP. The program's cohort design provides an innovative approach to enhancing the leadership competences of its students. Nationally known faculty who have had successful careers in the community college movement are engaged to teach future leaders. This model fits well with the other educational leadership programs that are provided by the K-State College of Education, especially those in adult learning and leadership.

#### Curricula

The External Review Team finds the standard for doctoral course of study to be exceptional. Beyond attending to all the Regents' points, the CCLP demonstrates the following:

- The course of study is based upon the Student Learning Objectives of K-State, the College of Education conceptual framework, and the American Association of Community College competencies for community college leadership.
- The long-established curriculum has been blended with the Department of Educational Leadership emphasis on practical application. For example, the inclusion of credit-based Field Studies for almost all course work.
- The CCLP's established curriculum, which has served previous graduates extremely well, has been updated to emphasize the changing circumstances of community college education, i.e. the growth of diversity in the student bodies.
- The incorporation of understanding small and rural community colleges, their agendas of concern, and the sharing of approaches with the K-12 public school leadership programs.

### Faculty

The External Review Team believes the faculty standard exceeds the expectations of faculty excellence and believes that the faculty and related faculty are exceedingly well qualified to provide an excellent educational experience to students enrolled in the program. The following justify the recommendation:

- The core faculty of the CCLP are among the most distinguished and well recognized leaders in community college leadership and scholarship. The two senior professors of practice are among the most distinguished scholars in community college research. In addition, they are viewed as the most thought-provoking leaders in the mission, vision, and values for the community colleges of the future. Both have led distinguished careers among scholars and practitioners. The External Review Team concurs that the leadership of the two most recognizable names in community college leadership will establish the prominence of the program for many years to come.
- The professor of practice and senior director is a scholar in her own right and has a distinguished record of administrative acumen in administering cohort-based programs such as the University of Texas and the National American University.
- The Review Team interviewed the Department Chair of Educational Leadership at K-State. The team found the chair to be knowledgeable about community colleges and the role community colleges play in the P-20 continuum. The chair's interest in and knowledge of rural education will be an asset to the implementation of the program, given that 25 percent of community colleges across the U.S. are small and rural.
- With respect to related faculty, the leadership of the CCLP has selected six scholar practitioners for each cohort who meet K-State's requirements to teach in the program and conduct graduate research. The Review Team is familiar with each of these scholar practitioners and are pleased with the selection process and appointments. To date, K-State has reviewed each scholar practitioner and approved them all.

### Academic Support

The External Review Team finds that Academic Support has been met more than satisfactorily. The expenses are explained in the Start-Up Costs/One-Time Expenses section adequately and the program's first year of operation demonstrate sufficient support. Furthermore, the following factors minimized the Academic Support requirements:

- The uniqueness of the CCLP is shown by what is emphasized. Some of these unique characteristics include: cohort-based institutes delivered at off campus locations; investment in rental space or donation of classrooms by the local cohort campus; travel for field-based instructors for face-to-face course sessions; faculty and staff service center investments for university services. These are the things that a high-quality cohort-based leadership program for future community college executives need in order to be competitive.
- Moreover, the fact that the CCLP is cohort based and provided at the cohort's community college allows students to form support systems that are available to provide the kind of personal support that all students find important at various stages of their doctoral program. Such student relationships help grow the network of community college leaders of the future.

### Facilities and Equipment

The External Review Team finds that the requirements for Facilities and Equipment have been met and exceeded. Three specific findings buttress this recommendation:

- The current configuration of the facilities within the College of Education at K-State more than adequately meet the needs of the CCLP. Specifically, since the program is cohort-based and administered in a similar model to the K-12 Educational Administration Academies approach, there will not be a significant need for on-site facilities at K-State.
- The proposed staffing structure will be accommodated to a large degree at cohort sites, i.e., community college locations/campuses.

- An initial investment in technology (as demonstrated by the first year of operation) is evidence that K-State will support the administrative structure and adequately facilitate the delivery of content in this cohort-based model.

#### Review, Assessment, and Accreditation

The External Review Team finds that the Regent's requirements for review, assessment and accreditation have been met and exceeded. In addition to conforming to the Department's evaluation, the College's assessment, and the Provost Office Review, the following facts support the finding:

- Since the CCLP curriculum incorporates data collection and analysis in problem solving as well as in class assignments, this aspect of field-based data will be used by program leadership to measure the rate of progress or hinderance, if any.
- The CCLP will establish an Advisory Committee which will examine annual data about the program's yearly operation and may provide ideas of what can be done better, such as: suggest instructors, identify potential internship sites, identify common problems to address, and emphasize topics for dissertation work.
- Accreditation has been granted to the CCLP due to its relationship with K- State, its previously accredited status with the National American University, and its long-standing accreditation at The University of Texas at Austin.
- Finally, it should be noted that while at The University of Texas at Austin and under the leadership of its long-standing current Executive Director, the CCLP consistently ranked as the number one community college leadership program in the nation.

#### **Institutional Response to Review Team Recommendations**

Because the Review Team made no specific recommendations and had no additional questions, a response from Kansas State University is not required.

## Discuss Summary of Academic Advising Presentations and a Potential Collaboration with KSDE

*The purpose of this issue paper is threefold. First, it provides a summary of the academic advising methodologies and practices that were presented over the last several months. Second, it highlights the potential benefits of using an emerging academic and career planning resource that may strengthen postsecondary academic advising, the Kansas State Department of Education's (KSDE) Individual Plan of Study (IPS). Third, the paper recommends that a working group consisting of postsecondary education academic advisors/first-year experience representatives, postsecondary education career services counselors, high school counselors, KBOR staff, and KSDE staff is formed to explore ways to 1) maximize the effectiveness of the IPS resource at the secondary level and 2) expand its use into first-year postsecondary academic advising programs.*

*May 4, 2020*

### Background

In Fall 2019 and Spring 2020, the state universities, one community college, and one technical college presented advising methodologies and practices to the Board of Academic Affairs Standing Committee. These presentations revealed that these institutions emphasize academic advising as a foundational component of the student experience.

By integrating student-centered principles and major and career exploration practices, these institutions have developed effective and innovative strategies that cultivate engagement and foster success. Among the many issues covered, each institution demonstrated that it is committed to facilitating a successful transition for incoming students, employing resources to help students recognize strengths, interests, and potential academic and employment opportunities, utilizing data to identify at-risk students and support academic advising decisions, and continually assessing academic advisement to foster ongoing improvement.

### Summary of Presentations

A summary of the core areas addressed in the presentations is detailed below.

#### *First-Year Advising Practices*

Institution	First-Year Advising Elements
Emporia State University	<ul style="list-style-type: none"> <li>● Stinger Success Program                             <ul style="list-style-type: none"> <li>○ Academic advisor</li> <li>○ First-year seminar class</li> <li>○ Free tutoring</li> <li>○ Academic coaching</li> </ul> </li> <li>● Stinger Success Program Plus                             <ul style="list-style-type: none"> <li>○ E-Experience</li> <li>○ Orientation</li> <li>○ Peer mentor</li> </ul> </li> </ul>
Fort Hays State University	<ul style="list-style-type: none"> <li>● All freshmen take a one-credit hour seminar course</li> <li>● Major and Career Exploration course</li> <li>● In office career exploration</li> <li>● Classroom presentations across disciplines</li> </ul>
Kansas State University	<ul style="list-style-type: none"> <li>● Orientation and Enrollment</li> <li>● Summer Bridge Programs</li> </ul>

	<ul style="list-style-type: none"> <li>• K-State First <ul style="list-style-type: none"> <li>○ Learning communities</li> <li>○ Mentoring</li> <li>○ First-year seminars</li> <li>○ Kansas Book Network</li> </ul> </li> <li>• HLC Initiative First Gen Student Success</li> </ul>
Pittsburg State University	<ul style="list-style-type: none"> <li>• Gorilla Gateway &amp; Transitions Courses</li> <li>• Academic Plan Assignment</li> <li>• Online Individual Plans of Study</li> </ul>
University of Kansas	<ul style="list-style-type: none"> <li>• All freshmen pursue one of six exploratory Pathways. These are explored through: <ul style="list-style-type: none"> <li>○ Academic advising in the Undergraduate Advising Center</li> <li>○ Curriculum guides</li> <li>○ Exploratory courses</li> <li>○ Involvement/exploration opportunities</li> <li>○ Events</li> <li>○ Study abroad</li> <li>○ Career communities</li> <li>○ Mentoring (Alumni Association)</li> </ul> </li> <li>• Monthly Newsletter</li> </ul>
Wichita State University	<ul style="list-style-type: none"> <li>• First semester schedule built by advisors and approved by student</li> <li>• Students receive Student Education Plan based on their major</li> <li>• Mandatory 2nd semester advising meetings in the Fall to prepare for spring enrollment</li> </ul>
Butler Community College	<ul style="list-style-type: none"> <li>• Guided Academic Pathways in all majors</li> <li>• Meta majors for those who are undecided</li> <li>• Selection of major is in dialogue with academic advisors, with contributions from faculty to assist along the way</li> <li>• All pathways have key courses to track successful progression to degree</li> <li>• Initial application and then modification, after initial classes that are appropriate for the Pathway and /or Meta major</li> <li>• Personal development course to assist in the process</li> </ul>
Flint Hills Technical College	<ul style="list-style-type: none"> <li>• First-Year Experience Course</li> <li>• Develop a degree plan</li> </ul>

*Online Tools for Major and Career Exploration*

University	Online Resource Tools
Emporia State University	<ul style="list-style-type: none"> <li>• Career Thoughts Inventory (CTI) <ul style="list-style-type: none"> <li>○ Self-administered and objectively scored assessment designed to identify individuals who would benefit from counseling assistance and pinpoint the nature of their career problems</li> </ul> </li> <li>• Strong Interest Inventory (SII) <ul style="list-style-type: none"> <li>○ Provides robust insight into a person's interests, so users can consider potential careers, their educational path and the world of work</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Myers Briggs Type Indicator (MBTI) <ul style="list-style-type: none"> <li>○ An introspective self-report questionnaire indicating differing psychological preferences in how people perceive the world and make decisions</li> </ul> </li> </ul>
Fort Hays State University	<ul style="list-style-type: none"> <li>• Mymajors.com <ul style="list-style-type: none"> <li>○ The program will recommend a user's best-fit majors that match his/her academic achievement, aptitude, unique interests, and preferences</li> </ul> </li> </ul>
Kansas State University	<ul style="list-style-type: none"> <li>• K-State Interest Area Website <ul style="list-style-type: none"> <li>○ A resource that allows users to view the majors that are aligned with different interest areas</li> </ul> </li> <li>• FOCUS2 <ul style="list-style-type: none"> <li>○ An online, interactive education and career planning system that combines self-assessment, major and career exploration, and decision making into one comprehensive program</li> </ul> </li> <li>• Self-Directed Search (SDS) <ul style="list-style-type: none"> <li>○ An assessment helps tie a user's personal work preferences to corresponding work environments</li> </ul> </li> </ul>
Pittsburg State University	<ul style="list-style-type: none"> <li>• AchieveWORKSKS <ul style="list-style-type: none"> <li>○ Reveals different aspects of an individual's talents, gifts and preferences, as well as recommended careers, for an even greater understanding of each client</li> </ul> </li> <li>• Holland Career Interest <ul style="list-style-type: none"> <li>○ A theory of personality that focuses on career and vocational choice, with a specific focus on six different categories of occupation</li> </ul> </li> </ul>
University of Kansas	<ul style="list-style-type: none"> <li>• HawkQuest: <ul style="list-style-type: none"> <li>○ Online inventory recommending majors as they relate to individual interests and values</li> <li>○ Results include the top 5 KU majors</li> </ul> </li> <li>• Focus <ul style="list-style-type: none"> <li>○ Self-paced career and academic planning tool that will assist users in self-assessment and career exploration</li> </ul> </li> <li>• Strong Interest Inventory <ul style="list-style-type: none"> <li>○ An assessment to take when considering choosing a major and discovering new career paths, and the college profile recommends majors, internships and activities</li> </ul> </li> <li>• TruTalent <ul style="list-style-type: none"> <li>○ Personality assessment that provides feedback about users' patterns of behavior, their work preferences and a list of careers suited for their personality type</li> </ul> </li> <li>• CliftonStrengths <ul style="list-style-type: none"> <li>○ helps users recognize their unique talents and learn how these talents can be used in their everyday lives to maximize their potential for personal growth and career satisfaction</li> </ul> </li> </ul>
Wichita State University	<ul style="list-style-type: none"> <li>• Mynextmove: <ul style="list-style-type: none"> <li>○ An inventory that can help users find out what their interests are and how they relate to the world of work</li> </ul> </li> </ul>

Butler County College	<ul style="list-style-type: none"> <li>• Career Coach <ul style="list-style-type: none"> <li>○ A self-guided tool for students is promoted by academic advisors</li> </ul> </li> </ul>
Flint Hills Technical College	<ul style="list-style-type: none"> <li>• Careers Internet Database <ul style="list-style-type: none"> <li>○ An interest inventory to help users decide what kind of job is right for them.</li> </ul> </li> </ul>

*Advising Assessment*

Institution	Assessment Instruments
Emporia State University	<ul style="list-style-type: none"> <li>• Undergraduate Academic Advising Committee Annual Evaluation</li> <li>• Annual Senior Survey</li> <li>• National Survey of Student Engagement</li> </ul>
Fort Hays State University	<ul style="list-style-type: none"> <li>• FHSU Student Evaluation of Advising</li> <li>• National Survey of Student Engagement</li> <li>• Seminar Pre and Post Data</li> </ul>
Kansas State University	<ul style="list-style-type: none"> <li>• Annual Advisor Evaluations</li> <li>• Annual Senior Survey</li> <li>• National Survey of Student Engagement</li> <li>• Online Student Experience</li> </ul>
Pittsburg State University	<ul style="list-style-type: none"> <li>• PSU Advisement Survey</li> </ul>
University of Kansas	<ul style="list-style-type: none"> <li>• Advising Student Learning Outcomes</li> <li>• KUAN Campus-Wide Student Survey – 2018</li> <li>• National Survey of Student Engagement – 2018 <ul style="list-style-type: none"> <li>○ Advising Topical Module</li> </ul> </li> <li>• Individual Unit Assessment <ul style="list-style-type: none"> <li>○ Advising Appointment Experience</li> <li>○ Overall Advising Needs &amp; Experience</li> </ul> </li> </ul>
Wichita State University	<ul style="list-style-type: none"> <li>• University Exit Survey</li> <li>• CAS Standards for Higher Ed</li> </ul>
Butler County College	<ul style="list-style-type: none"> <li>• Campus-wide Survey of Entering Student Engagement in the Fall and Community College Survey of Student Engagement survey in the Spring</li> <li>• Internal Survey every 1-2 years to assess students' satisfaction</li> </ul>
Flint Hills Technical College	<ul style="list-style-type: none"> <li>• Student Satisfaction Surveys <ul style="list-style-type: none"> <li>○ During the fall semester of the first year and spring semester of the second year</li> </ul> </li> </ul>

*Data-Driven Practices*

Institution	Data-Driven Practices
Emporia State University	<ul style="list-style-type: none"> <li>• First Year Student Retention Cohort Dashboard</li> <li>• Midterm Grade Reports</li> <li>• Final Grade Reports</li> <li>• Referrals: <ul style="list-style-type: none"> <li>○ Early Alert</li> <li>○ Care Team</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Submitted from all of campus</li> <li>▪ Student Accommodations</li> </ul>
Fort Hays State University	<ul style="list-style-type: none"> <li>● Early Tiger Alert</li> <li>● Plan B Creation</li> <li>● FHSU MyMajors.com Resources</li> <li>● Academic Suspension and Probation; Financial Aid Suspension</li> <li>● Course Explore for Trigger Points</li> <li>● Utilizing Directed Self Placement for English</li> </ul>
Kansas State University	<ul style="list-style-type: none"> <li>● EAB – Smart Guidance <ul style="list-style-type: none"> <li>○ Student-facing tool for degree planning &amp; communication</li> </ul> </li> </ul>
Pittsburg State University	<ul style="list-style-type: none"> <li>● Identifying Students in Need of Support or Specialized Services <ul style="list-style-type: none"> <li>○ Admission Type -Exceptions for Fall 19</li> <li>○ College Student Inventory</li> <li>○ Gateway Students Completed</li> <li>○ Early Alerts</li> <li>○ Midterm Grade Reports</li> <li>○ Faculty Referral</li> <li>○ Self-Referral</li> <li>○ Student Accommodations</li> </ul> </li> </ul>
University of Kansas	<ul style="list-style-type: none"> <li>● Jayhawk GPS – Platform &amp; App</li> <li>● Enrollment Campaigns</li> <li>● Progress Reporting (Pilot Spring 2020)</li> <li>● Interest Inventory</li> <li>● Jayhawk Plan for Success</li> <li>● Probation and Dismissal</li> <li>● Review of Competitive/Direct Admissions</li> <li>● Pre-Health Collaboration</li> <li>● Student Affairs New Student Check-in Survey &amp; Outreach Campaign</li> </ul>
Wichita State University	<ul style="list-style-type: none"> <li>● Identify At-Risk Students <ul style="list-style-type: none"> <li>○ At-Risk Report</li> <li>○ Student Success Collaborative Navigate</li> <li>○ Student Early Alert System</li> </ul> </li> </ul>
Butler County College	<ul style="list-style-type: none"> <li>● For the Office of Disability Services, the students self-identify and then meet therein</li> <li>● When students drop classes, data is gathered at time of drop to ascertain reasons</li> <li>● Advisor will further track students' success and failure and will provide data to faculty and advising</li> </ul>
Flint Hills Technical College	<ul style="list-style-type: none"> <li>● Early alert system</li> <li>● Individual student learning outcomes that are assessed by faculty and staff through an online evaluation system (provides data on communication, professionalism, and problem solving)</li> </ul>

### Opportunity for Growth

While Kansas institutions have robust academic advising programs, it is important to maintain an openness to exploring new emerging tools that may strengthen existing academic advising initiatives. One such emerging tool in which colleges and universities may benefit from utilizing is the KSDE's academic and career planning instrument, the IPS. The IPS is a multi-year work construct that intentionally guides secondary students in the

exploration of career, academic, and postsecondary opportunities. The IPS became a requirement for every public-school student in eighth through twelfth grade during the 2018-2019 school year, so this is a relatively new resource in Kansas. The minimum components of an IPS are detailed below:

- A graduated series of strength finders & career interest inventories to help students identify preference toward career clusters;
- An 8th-12th grade scheduling process with course selections based on career interests;
- A general post-secondary plan (workforce, military, certification program, 2-yr. college, 4-yr. college); and
- A portable electronic portfolio.

The IPS would provide academic advisors with long-term student-level data and a series of narratives in which the student has articulated academic and career-related goals between eighth grade and the senior year of high school. As a result, this resource would allow academic and career advisors to comprehend the advisee's strengths and interests as well as gain insight on his/her growth and development over a four-year period. In the end, this would help the advisor shape questions and conversations in early advising sessions, pinpoint potential meta-majors/majors to discuss, and identify campus resources and academic support services.

### **Recommendation**

KSDE recently contacted KBOR staff and expressed an interest in having both systems explore ways to maximize the effectiveness of the IPS resource at the secondary level and expand its use into first-year postsecondary academic advising programs. Knowing that the IPS will provide useful student information coupled with the fact that it will be a zero-cost resource at the postsecondary education level, the IPS has the potential to be a valuable systemwide resource for postsecondary education academic advisors.

With these issues in mind, it is recommended that a working group that is comprised of postsecondary education academic advising/first-year experience representatives, postsecondary education career services representatives, high school counselors, KBOR staff, and KSDE staff is formed to address the aforementioned issues.

The proposed working group will create an avenue to exchange information and vet ideas through both a secondary and postsecondary educational lens. This will establish an opportunity to build capacity through collaboration by integrating secondary and postsecondary education knowledge, skills, and expertise from across the state. As such, this work will support the recently formed Kansas Coordinating Council's goal of promoting P-16 success through increasing cohesion between both education systems.