

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

**VIDEO CONFERENCE AGENDA
Wednesday, May 20th, 2020
10:15 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.

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| I. Call to Order | Regent Schmidt |
| 1. Roll Call | |
| 2. Approve minutes from May 4 th conference call | p. 3 |
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| II. Other Matters | |
| 1. KU Edwards Campus Transfer Agreement Update | Shannon Portillo & Mickey McCloud p. 6 |
| 2. Discuss Associate-to-Baccalaureate Proposed Transfer Plan | Daniel Archer p. 8 |
| 3. Discuss Strategic Program Alignment (Low-Enrollment Programs) | Daniel Archer p. 16 |
| 4. Direct Support Professionals (DSP) Update | Regent Schmidt |
| 5. Coordinating Council Update | Regent Kiblinger |
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| III. Suggested Agenda Items for BAASC June 1st Conference Call | |
| • Approve minutes from May 20th conference call | |
| • Performance Agreements: Funding Guidelines | |
| • Academic Programs | |
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| IV. Adjournment | |

Date Reminders: (dates are all tentative)

- June 17: Private Post-Secondary (PPS) Report
- June 17: Concurrent Enrollment Partnership (CEP) Report
- June 17: Credit for Prior Learning (CPL) Report

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	Video Conference	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, May 4th, 2020**

The May 4, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 11:02 a.m. The meeting was held by Zoom and live streamed for the public.

In Attendance:

Members:	Regent Schmidt, Chair Regent Kiblinger	Regent Harrison-Lee	Regent Van Etten
Staff:	Daniel Archer Amy Robinson Travis White	Karla Wiscombe Erin Wolfram	Samantha Christy-Dangermond Steve Funk
Others:	Elaine Simmons, Barton CC Michael McCloud, JCCC Brian Niehoff, K-State Linnea GlenMaye, WSU Matt Schuette, KUMC Mark Allen, Independence CC	Lori Winningham, Butler CC Joe McCann, Seward County CC Jean Redeker, KU Robert Klein, KUMC Mike Werle, KUMC Jerry Johnson, K-State Monette DePew, Pratt CC	Michelle Schoon, Cowley CC Jill Arensdorf, FHSU Howard Smith, PSU Jerry Pope, NCKTC JuliAnn Mazachek, Washburn Rick Muma, WSU

Approval of Minutes

Regent Harrison-Lee moved to approve the March 30, 2020 meeting minutes, and Regent Van Etten seconded the motion. With no further discussion, the motion passed.

Consent Agenda

- PSU is requesting approval of a BSE in Early Childhood Unified: Birth through Kindergarten. Howard Smith stated they are modifying a former degree that was within both Family and Consumer Science and Elementary Education. They no longer have a need for the full scope of that program, so Family and Consumer Science is remaking the program to concentrate on birth through kindergarten. The Elementary Education degree was redesigned a few years ago.

Regent Kiblinger moved to approve the PSU request for a BSE in Early Childhood Unified: Birth through Kindergarten. Regent Harrison-Lee seconded the motion. With no further discussion the motion passed.

- K-State is requesting approval of an EdD in Community College Leadership. Brian Niehoff stated this will be a new program at K-State but noted similar community college leadership programs have been offered at the University of Texas and National American University. Many community college presidents, officers, and provosts have completed these programs. Jerry Johnson discussed the estimated enrollment. He stated they will migrate a few cohorts, and at full capacity they expect to serve 100 students at a time. Regent Kiblinger noted she is familiar with the education leadership cohort model used in K-12 and it is very successful and popular.

Regent Kiblinger moved to approve the K-State request for an EdD in Community College Leadership. Regent Van Etten seconded the motion. With no further discussion the motion passed.

Apply Kansas Update

Erin Wolfram provided an update on the Apply Kansas Initiative. A few highlights from the update include:

- The initiative occurs in October each year as part of the American College Application Campaign.
- The initiative's purpose is to increase the post-secondary college-going rate across Kansas.
- The initiative provides a designated date for students, staff, and volunteers to complete applications together during the regular school day.
- In 2019, 83 schools participated. Kansas now has 115 schools that signed up to participate next October.
- Erin discussed how Regents and higher education administration and staff can encourage high school registration, sign-up to volunteer at events, follow social media, and use #ApplyKS in relevant social media posts.

Regent Kiblinger stated this is a good program, and she believes they can do more in SE Kansas to be involved. Regent Schmidt asked if Erin has connected with the Dane G. Hansen Foundation. Erin has a list of foundations and non-profit groups that she plans on connecting with shortly. Regent Schmidt asked if Erin could provide the Committee information that they can use to help connect her with the foundations.

The Committee discussed if the timing of October is right. Erin responded the month of October is designated by the nationwide program. Site coordinators have found this is a good time frame for students that may need assistance or are not sure if they are going to apply. Erin stated the site coordinators are typically high school counselors but can be principals or assistant principals. Regent Harrison-Lee believes October works well but noted the FAFSA application starts prior to that date. Regent Schmidt and Regent Kiblinger noted they will work on gaining more participation in their areas of Kansas.

Erin noted data, the map of participating schools, and the school application can be found on the Apply Kansas website at <https://www.kansasregents.org/students/apply-kansas>.

Academic Advising Presentation and Potential Collaboration with KSDE

Daniel Archer provided a background on the request to look at academic advising at institutions. The 6 public universities, 1 community college, and 1 technical college provided presentations from January to March, on their academic advising practices and strategies. Their responses are detailed in the issue paper Daniel provided. The presentations centered around four core themes:

1. First Year Advising Experience
2. Online Tools and Resources
3. Advising Assessments
4. How Data is Used

Daniel noted around March the KSDE reached out to KBOR about collaborating on Individual Plans of Study (IPS). He reminded the Committee that they were previously provided a presentation on IPS. This is a career and educational planning resource that every student in Kansas from 8th grade to their senior year of high school completes. Students take interest inventories, they explore how their interests and skills align with majors and careers, and they do this in conjunction with writing narratives about what they want to do after high school. At the end of high school this means they have an academic and career portfolio of qualitative and quantitative data compiled over several years. Daniel believes this could be a valuable resource for higher education advisors. Having this type of information allows a deeper dive into a student's background which can provide an opportunity for meaningful conversation on majors and careers.

Daniel stated if there is potential here, he would propose a working group comprised of K-12 and higher education professionals. He believes it would be beneficial to have high school counselors, college advisors, college career counselors, KSDE staff, KBOR staff, and both 2 year and 4-year representation. Daniel said we could get two things from the group:

1. How to maximize the use of this resource at the secondary level.
2. How we can expand the use of the IPS to post-secondary education, specifically in first-year advising.

Daniel noted that this aligns with the Kansas Coordinating Council which identifies projects that are mutually beneficial for K-12 and higher education. The working group could create a vehicle to address gaps and identify opportunities and challenges that can be worked on together, as well as creating an opportunity to build a stronger bridge between the two. KBOR and KSDE staff have a meeting at the end of the month to start moving forward.

Regent Schmidt asked for details from the PSU academic advising presentation about their Roadmap. Howard Smith stated the Roadmap was designed specifically for PSU as they were rebuilding their degree audit. Howard stated the Roadmap outlines a program for each student in each major from day one, which allows students to see the impact of any adjustments. Howard stated the first piece was the degree audit, and they are hoping to start the next piece when they get closer to normal functions. Regent Schmidt asked Daniel to connect with PSU to gain insight into how this might be expanded.

Direct Support Professional (DSP) Update

Regent Schmidt stated the DSP group met recently online. Developments from the meeting include:

- The Centers for Medicaid and Medicare 12 core areas for a DSP curriculum were shared.
- WSU expressed interest in developing the curriculum and a meeting was scheduled to discuss the possibility of this next step.

Regent Schmidt clarified that they are not looking at a degree or certificate. However, there are opportunities for courses which can improve quality and lead into other areas or professions. Regent Schmidt stated he would share the notes from their last meeting with the Committee.

Coordinating Council Update

While the council has not had their second meeting yet, they have been continuing their work. KSDE has created Senior Leader Conversations where 60+ high school seniors were brought together virtually to discuss how their post-secondary plans have been impacted by COVID-19. KSDE plans to also send a follow up survey to this group of students and provide a summary of student responses. Regent Kiblinger believes this information could be useful to universities in getting formal numbers around a survey. She believes the Coordinating Council will still meet on May 19th virtually. The Committee thanked her for her efforts and agreed this information could be useful. Regent Kiblinger hopes the data includes a breakdown of demographics that will give insight and will help understand why students may choose their post-secondary path and how they can reach underrepresented segments of our population.

Adjournment

Regent Schmidt discussed the next tentative agenda. The next meeting will likely be held via video conference on May 20, 2020 and livestreamed for the public.

Regent Harrison-Lee moved to adjourn the meeting, and Regent Van Etten seconded the motion. With no further discussion, the meeting adjourned at 11:48 a.m.

Kansas Board of Regents Transfer Policy Pilot Overview

Shannon Portillo, Assistant Vice Chancellor of Academic Affairs KUEC sportillo@ku.edu

Mickey McCloud, Vice President of Academic Affairs JCCC, mccloud@jccc.edu

New KBOR Policy Approved March 2019:

(e) The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success.

Overview:

The KU Edwards campus (KUEC) does not offer freshman-sophomore level courses. Students are expected to complete the first two years at another campus and the junior and senior year at KUEC while Johnson County Community College (JCCC) offers freshman and sophomore level courses. The KBOR policy approved in March 2019 provides for a partnership that allows KUEC to ensure all JCCC transfer coursework that meets program requirements for a KUEC bachelor's degree is honored. While this does not guarantee that every course on a JCCC student's transcript will meet KUEC degree program requirements, it does allow KUEC to be far more flexible with transfer courses, aiding in cutting time to completion of the bachelor's degree.

Students are encouraged to meet with advisors at JCCC and academic success coaches from KUEC as early as possible to ensure they are working on the best individual transfer pathway for them.

Johnson County Community College & University of Kansas Edwards Campus KBOR Transfer Policy Pilot Spring 2020 Data Review

August 1, 2019 Johnson County Community College (JCCC) and the University of Kansas Edwards Campus (KUEC) entered into a partnership agreement to execute the proposed Transfer Policy Pilot project approved by the Kansas Board of Regents. That memorandum of understanding included responsibility for a data and reporting plan to demonstrate the impact and effectiveness of the program to be shared annually.

This Spring 2020 report outlines the data available for the first eight months of this pilot program.

Data Collection Process, Definitions, and Data Points

1. Tracking students using this policy augmentation.

Outcome: Measure and report the number of students who benefit from/use this policy augmentation over the course of one academic year.

- 149 JCCC students transferring to KU Edwards Campus were eligible for this pilot program as of March 27, 2020¹.
 - Fall 2019 - 43 students participated in the pilot program.
 - Spring 2020 - an additional 106 students began participating in the pilot program.

¹ We only have fall JCCC to KUEC transfer numbers. In Fall 2018 79 students transferred between institutions and in Fall 2019 80 students transferred between institutions.

2. Tracking student graduation/completion rates from JCCC who use this policy augmentation.

Outcome: Measure and report the number of students who graduate from JCCC or complete a credential that benefit from/use this policy augmentation over the course of one academic year.

- 50 of the 149 students completed a degree or certificate from JCCC during an academic year *prior* to 2018-2019.
- 28 of the 149 students completed a degree or certificate from JCCC during academic year 2018-2019.
- 16 of the 149 students completed a degree or certificate from JCCC during academic year 2019-2020².

3. Tracking student retention rates of KUEC students who use this policy augmentation.

Outcome: Measure the retention, persistence, and GPA data available on the students from the Student Group list for each term within the prior academic year being reported.

- 86% of the 43 students from fall 2019 enrolled in spring 2020 courses at KU for baseline³ persistence rate.
- Average JCCC GPA of all participants = 3.16
- Average cumulative hours earned at JCCC from all participants = 83

4. Tracking student graduation/completion rates of KUEC students using this policy augmentation.

Outcome: Measure and report the number of students who graduate or complete a credential from KUEC that benefitted from/used this policy augmentation over the course of the prior academic year. Completions include fall, spring, and summer completions for each academic year. Final GPAs will also be included in this data.

- First student to graduate from KU by utilizing this pilot program – Dec 2019.
- 14 students of the total 149 have applied for graduation for May 2020 from KU.
- 1 student of the total 149 has applied for graduation for July 2020 from KU.

The data points above were compiled by the KU Edwards Campus team. The Pilot Policy Taskforce (members from both institutions) and JCCC Institutional Research reviewed and finalized this report. This report was shared with executive leadership jointly from JCCC and KUEC as appropriate. Additional data points may be added to this plan as the program evolves and usage trends are analyzed.

Stakeholders/Data Representatives:

JCCC Institutional Research: Natalie Beyers

JCCC Pilot Taskforce Data Rep: Gurbhushan Singh

KUEC Pilot Taskforce Data Rep: Misty Chandler

KUEC Student Services Coordinator: Lisa Browning

KUEC Transfer and Early College Coordinator: Amy Sellers

Data Plan Approved by Taskforce July 17, 2019

² The remaining 55 students may earn a degree or certificate from JCCC through dual enrollment or reverse transfer.

³ Enrollment persistence from fall to spring semester does not include students enrolled only at JCCC for spring 2020 term. It is too early to calculate fall 2020 enrollment.

Discuss Associate-to-Baccalaureate Proposed Transfer Plan

Daniel Archer
VP, Academic Affairs

Summary

This issue paper explores and examines the challenges and potential opportunities associated with associate-to-baccalaureate degree program transfer. The paper addresses three core components that are critical in establishing a systemwide associate-to-baccalaureate transfer framework and outlines proposed recommendations.
May 20, 2020

Background

In recent years, Kansas has established systemwide transfer (SWT) as a robust transfer framework for individual courses. The SWT inventory is comprised of 100 courses that transfer among the 32 public colleges and universities in Kansas. This system exists in conjunction with a long-standing tradition of Kansas community colleges playing a vital role in supporting baccalaureate degree completion. In 2019, Kansas ranked second in the nation in the percentage of baccalaureate degree earners who started at two-year public colleges.⁴

While Kansas has built an effective model for individual course transfer and has a documented history of students progressing from two-year colleges to universities, the state does not currently have a systemwide policy or strategy that advances associate-to-baccalaureate degree program transfer. Seeing an opportunity for growth, the Board directed Board staff to collaborate with colleges and universities to design a systemwide transfer framework at the programmatic level.

A systemwide program transfer approach is intended to preserve credits and establish a clear transfer pathway between two-year colleges and universities.⁵ As a result, this approach creates a concrete trajectory in which all courses completed within an earned associate degree transfer and apply toward the completion of specific baccalaureate degree requirements. Implementing a systemwide associate-to-baccalaureate transfer model is advantageous to students, states, universities, and community colleges for a multitude of reasons. Among others, the benefits include:

Benefits to the Student

- Provides a shorter path to completion, thereby reducing time-to-degree⁶
- Decreases the cost of the degree⁶
- Creates more flexibility and increases options for students⁷

Benefits to the State

- Increases efficiencies and reduces course redundancy⁷
- Saves state costs associated with excessive credits⁶
- Aligns with the KBOR Strategic Plan – Promotes affordability, retention, and completion

⁴ National Student Clearinghouse. (2019). *Completing college-state-2019*. Retrieved from <https://nscresearchcenter.org/signature-report-16-state-supplement-completing-college-a-state-level-view-of-student-completion-rates/>

⁵ Gross, B., & Goldhaber, D. D. (2009). *Community college transfer and articulation policies: Looking beneath the surface*. Bothell, WA: Center on Reinventing Public Education, University of Washington.

⁶ Root, M. (2013). *Essential elements of state policy for college completion*. Retrieved from http://publications.sreb.org/2013/013_ess_elem_tran_courses.pdf

⁷ Kisker, C. B., Wagoner, R. L., & Cohen, A. M. (2012). Elements of effective transfer associate degrees. *New Directions for Community Colleges*, 2012(160), 5-11.

Benefits to the University

- Provides an opportunity to attract more non-traditional students as universities adapt to recruiting from smaller high school graduating classes⁸
- Establishes an opportunity to have a larger population of junior transfer students, which could increase the demand for upper-division coursework⁸
- Simplifies transfer student advising and streamlines degree audits because the transferability has previously been determined⁹
- Creates opportunities to increase baccalaureate degree completion (transfer students who have an associate degree are more likely to earn a baccalaureate degree)¹⁰

Benefits to the Community College

- Creates opportunity to increase associate degree completion¹¹
- Simplifies transfer student advising⁹

Core Components in a Systemwide Associate-to-Baccalaureate Transfer Framework

A review of practitioner and scholarly literature revealed that three components are commonly cited when establishing a systemwide associate-to-baccalaureate program transfer model.

- Developing a common general education (GE) package^{6,7}
- Creating a framework in which program courses transfer as a block without the loss of credit^{5,6}
- Examining associate and/or baccalaureate degree credit limits⁷

A description of each component, as well as the challenges and opportunities associated with it, are detailed herein.

Developing a Common General Education Package

A common general education package “is the foundation upon which transfer associate degrees are built, and is key to achieving statewide gains in efficiency and cost savings.”⁷ Accordingly, many states have established a common general education framework that guarantees a transferable associate degree automatically satisfies the receiving university's general education requirements.

A breakdown of systemwide general education packages in nine states is detailed below.

State	Total Common General Education Hours	Link to General Education Package
Arkansas	35 Hours	Arkansas GE Package
Colorado	35 Hours	Colorado GE Package

⁸ Jenkins, D., Kadlec, A., & Votruba, J. (2014). *Maximizing resources for student success: The business case for regional public universities to strengthen community college transfer pathways*. Retrieved from http://hcmstrategists.com/maximizingresources/images/Transfer_Pathways_Paper.pdf

⁹ Manz, N. (2015). *The transfer handbook: promoting student success*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

¹⁰ Shapiro, D., Dunder, A., Ziskin, M., Chiang, Y.-C., Chen, J., Harrell, A., & Torres, V. (2013). *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions* (Signature Report No. 5). Herndon, VA: National Student Clearinghouse Research Center.

¹¹ Spencer, G. (2017). *Improving transfer pathways: the impact of statewide articulation policies* (Doctoral dissertation).

State	Total Common General Education Hours	Link to General Education Package
Florida	36 Hours	Florida GE Package
Iowa	40 Hours	Iowa GE Package
Maryland	30-36 Hours	Maryland GE Package
Missouri	42 Hours	Missouri GE Package
Oklahoma	36 Hours	Oklahoma GE Package
Pennsylvania	30 Hours	Pennsylvania GE Package
Tennessee	41 Hours	Tennessee GE Package

In contrast to these states, Kansas does not currently have a policy guaranteeing that completing a transferable associate degree satisfies baccalaureate general education requirements. While there is no such policy concerning associate degrees, [current Board policy](#) specifies that a combination of transfer courses should be recognized as completing general education requirements at state universities and Washburn University.

It should be noted that the combination of courses detailed in policy is dated and does not align with general education requirements used by many Kansas colleges and universities. As an example, this combination of courses requires 45 total hours, including nine hours of science courses. These requirements exceed what is currently prescribed by many Kansas colleges and universities and surpass the credit hour parameters established in the aforementioned systemwide general education packages.

Recommendation

It will be critical to develop a policy that addresses both general education requirements and how such requirements will apply within an associate-to-baccalaureate transfer framework. Therefore, it is recommended that a working group develop a proposed policy that:

- defines a common general education package for transferable associate degrees; and
- guarantees that a transferable associate degree is used to satisfy the general education at the receiving baccalaureate-degree granting university.

The proposed working group is detailed below:

University Members		Two-Year College Members	
Emporia State University	Gaile Stephens, Associate Dean of the College of Liberal Arts & Sciences	Allen County College	Jon Marshall, Vice-President for Academic Affairs
Fort Hays State University	Tim Crowley, Associate Provost	Butler Community College	Lori Winningham, Vice President of Academics
Kansas State University	Brian Niehoff, Associate Provost	Coffeyville Community College	Aron Potter, Vice President for Academic Services
Pittsburg State University	Melinda Roelfs, Registrar	Cowley College	Michelle Schoon, Vice President of Academic Affairs

University Members		Two-Year College Members	
University of Kansas	Barbara Bichelmeier, Provost and Executive Vice Chancellor	Flint Hills Tech	Steve Loewen, Vice President of Instructional Services
Wichita State University	Linnea GlenMaye, Associate Vice President for Academic Affairs	Highland Community College	Erin Shaw, Vice President for Academic Affairs
Washburn University	Jennifer Ball, Associate Vice President for Academic Affairs	Johnson County Community College	Cathy Almai-Mahurin, Director of Career/Transfer Services

Creating a framework in which program courses transfer as a block without the loss of credit

In Kansas, transferring a block of program courses has primarily been based upon a university establishing a set of bilateral agreements with community colleges. Thus, if a university wishes to establish a program transfer agreement with each community college in the state, it must develop 19 individual agreements. This is cumbersome for universities and community colleges and necessitates ongoing oversight because any program change made by either party triggers a need to re-examine and revise the agreement.

In addition to bilateral agreements with community colleges, universities also have transfer guides that specify program-specific courses from community colleges that will transfer. While this is a helpful resource, a transfer guide does not guarantee that community college credits will transfer because it may change between the point at which the student took the course at the community college and the date in which he/she is admitted to the university.¹²

On account of the challenges and limitations associated with transferring program-specific courses, multiple states have established systemwide associate degrees in which a block of program-specific courses transfer and apply toward the completion of baccalaureate degrees in like programs.⁷ This has been executed by using pre-major and early-major courses to 1) fulfill the program portion of associate of arts/science degrees and 2) satisfy specific baccalaureate degree course requirements, without the loss of credit. This model aligns program-specific courses across community colleges and universities, which, in turn, reduces course overlap and eliminates the need to repeat similar courses at the university.

The states that are often cited as having effective systemwide associate-to-baccalaureate transfer models are detailed below.

State	Total Systemwide Associate-to-Baccalaureate Transfer Programs
California	38 Programs
Colorado	36 Programs
Connecticut	27 Programs
Ohio	51 Programs
Pennsylvania	25 Programs
Tennessee	57 Programs

¹² Schudde, L. (2019). *Why Texas should mandate that associate degree credits can be readily transferred from two- to four-year colleges*. Retrieved from <https://scholars.org/contribution/why-texas-should-mandate-associate-degree-credits-can-be-readily-transferred-two-four>

A review of these associate-to-baccalaureate program transfer inventories revealed that there are many common program areas among the states. The common associate-to-baccalaureate transfer program areas are highlighted below.

All Six States Implemented the following as Systemwide Associate-to-Baccalaureate Transfer Programs	
1. Business	6. English
2. Biology	7. History
3. Chemistry	8. Political Science
4. Criminal Justice	9. Psychology
5. Early Childhood Education	10. Sociology
Five out of the Six States Implemented the following as Systemwide Associate-to-Baccalaureate Transfer Programs	
1. Communications	5. Physics
2. Computer Science	6. Social Work
3. Geography	7. Spanish/Modern Languages
4. Philosophy	8. Theatre
Multiple States Implemented the following as Systemwide Associate-to-Baccalaureate Transfer Programs	
1. Accounting	12. Exercise Science
2. Agriculture Business	13. Finance
3. Agriculture Plant Sciences	14. Geology
4. Animal Science	15. Information Systems
5. Art	16. Journalism
6. Art History	17. Marketing
7. Economics	18. Management
8. Elementary Education	19. Music
9. Engineering	20. Nursing
10. Engineering Technology	21. Nutrition and Dietetics
11. Environmental Science	22. Secondary Education

Nearly all these states have created degree sheets that detail the associate degree course requirements within systemwide associate-to-baccalaureate transfer programs. Examples of systemwide associate degree sheets in common program areas are detailed below.

State	Systemwide Program
Colorado	Business
Connecticut	Biology
Ohio	Psychology
Pennsylvania	Criminal Justice
Tennessee	Early Childhood Education

In addition to highlighting the common program areas in other states, it is also essential to recognize the common program areas selected by Kansas students who have transferred from community colleges to state universities. When reviewing the fall enrollment data between 2014 and 2018:

- 51% of incoming state university students who transferred from a community college were enrolled in 10-program areas;

- 61% of incoming state university students who transferred from a community college were enrolled in 15-program areas; and
- 75% of incoming state university students who transferred from a community college were enrolled in 30-program areas.

These data show that much of the incoming community college transfer student population were concentrated in select program areas. To provide more context, the five-year enrollment averages for the top 30 program areas selected by community college students who transferred to state universities in the fall between 2014 and 2018 are detailed below.

Top 30 Programs Selected by Community College Students Who Transferred to Universities	5 Year Average
Teacher Education and Professional Development, Specific Levels and Methods	294.4
Liberal Arts and Sciences, General Studies and Humanities	255.8
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	193
Psychology, General	139.8
Business Administration, Management and Operations	136.8
Social Work	99.6
Biology, General	97
Accounting and Related Services	97
Teacher Education and Professional Development, Specific Subject Areas	78
Health and Physical Education/Fitness	74.8
Criminal Justice and Corrections	64
Communication, General	58.2
Animal Sciences	54.2
Mechanical Engineering	53.8
Fine and Studio Arts	53.2
Marketing	44.8
Agricultural Business and Management	43
Computer and Information Sciences, General	36.4
Allied Health Diagnostic, Intervention, And Treatment Professions	34.4
Finance and Financial Management Services	33.8
English Language and Literature, General	33.6
Business/Commerce, General	32.4
Sociology	32.2
Construction Management	20.8
Political Science and Government	20.8
History	20.8
Communication Disorders Sciences and Services	20.4
Health Services/Allied Health/Health Sciences, General	19.2
Design and Applied Arts	17.8
Human Resources Management and Services	13.8

When considering these data in relation to the systemwide program inventories in other states, it should be noted that nearly all the top 30 programs selected by community college students who transferred to state universities are classified by multiple states as associate-to-baccalaureate transfer programs.

Recommendation

Kansas has a tremendous opportunity to create a systemwide approach to support program transfer. Before any concrete steps are taken, it will be vital to establish the foundational components that are needed to construct a robust systemwide associate-to-baccalaureate transfer initiative.

After the proposed working group establishes a common general education package, it is recommended that the proposed working group:

- develops a conceptual framework for a systemwide associate-to-baccalaureate transfer initiative;
- identifies the potential programs for a systemwide associate-to-baccalaureate transfer initiative; and
- establishes a proposed timeline for creating and implementing systemwide associate-to-baccalaureate transfer programs.

Examining Associate and/or Baccalaureate Degree Credit Limits

Current policy states that a “Baccalaureate degree” means a degree:

(a) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of 120 semester credit hours in the liberal arts, sciences or professional fields.

(b) Incorporating in its program design the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at or above the baccalaureate level, and a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions, except as authorized in paragraph 2(e). Institutions may make a limited number of exceptions from the 60-hour requirement for individual students, up to a maximum of 6 hours.

(c) The degree shall require distinct specialization, i.e., a “major,” which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.

(d) The equivalent of the first two academic years of full-time study (associate degree programs ordinarily require 64, but in some cases may extend up to 72, semester credit hours) may be from institutions that have a majority of degree conferrals below the baccalaureate level.

(e) The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success.

There is Board interest in examining section e, which allows the University of Kansas Edwards campus (KU-Edwards) to apply more than 60 hours from Johnson County Community College (JCCC) toward the completion of a baccalaureate degree. This particular provision was approved as a pilot program in March 2019. On May 20, 2020, KU and JCCC are scheduled to present the early results of the pilot to the Board of Academic Affairs Standing Committee (BAASC).

Recommendation

Given that this is relatively new, it will be essential to continue collecting data to analyze and assess the effectiveness of the pilot. This will provide an opportunity to determine how the alternative parameters have impacted credit hour completion at each institution as well as baccalaureate completion at KU-Edwards. Thus, it is recommended that KU continue reporting outcomes to BAASC before any large-scale baccalaureate degree policy changes are recommended.

Discuss Strategic Program Alignment (Low-Enrollment Programs)

Daniel Archer
VP, Academic Affairs

Summary

The Board has recently reviewed low-enrollment program data and determined that some low-enrollment undergraduate programs will be reviewed under strategic program alignment. This month, it is requested that the Board of Academic Affairs Standing committee discuss the parameters that will determine which low-enrollment programs are reviewed under strategic program alignment.

May 20, 2020

Background

On January 15, 2020, the Board reviewed and approved the degree programs in which Emporia State University, Fort Hays State University, and Kansas State University requested to review under strategic program alignment. During this discussion, the Board requested enrollment data on the current academic programs offered by the six state universities. As such, data for all undergraduate programs were discussed at the February 19, 2020 Board meeting and data and information concerning low-enrollment undergraduate programs (less than 25 majors) were discussed at the April 15, 2020 Board meeting. For reference purposes, the latter is detailed in Appendix A. A summary of the number of active low-enrollment undergraduate programs that are at least 5-years old are detailed below by each average major range:

University	# of Programs Averaging 17-24 Majors	# of Programs Averaging 8-16 Majors	# of Programs Averaging 1-7 Majors	Totals
Emporia State University	6	5	2	13
Fort Hays State University	1	4	1	6
Kansas State University	1	6	0	7
Pittsburg State University	6	7	3	16
University of Kansas	5	6	4	15
Wichita State University	1	1	1	3
Totals	20	29	11	60

The data presented in April were intended to provide foundational information about these programs. Given that the review was limited, the Board determined that more detailed analysis is needed to gauge the breadth and depth of these programs. Consistent with this premise, the Board concluded that the state universities would review some of these programs under strategic program alignment.

As background, strategic program alignment is a process whereby a university conducts a thorough review of an existing degree program and subsequently recommends that the program be:

- Continued;
- Discontinued;
- Additionally Reviewed; or
- Merged.

Next Steps

Going forward, it will be important to address the details of this upcoming review. Aside from specifying that the low-enrollment strategic program alignment review findings and recommendations would be presented to the Board in November 2020 to January 2021, no additional details were discussed at the April 15, 2020 Board meeting. Knowing that more direction is needed, it is requested that the Board of Academic Affairs Standing committee discuss the parameters that will determine which low-enrollment programs are reviewed under strategic program alignment.

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

For reference purposes, the detailed inventory of low-enrollment programs that was presented to the Board on April 15, 2020 is included herein. For each low-enrollment program, this inventory includes:

- The average number of majors;
- The average number of graduates; and
- A notes section that provides information regarding certain programs.

It should be noted that the KBOR undergraduate minimum threshold for 1) majors is an average of 25 over a 5-year period 2) and degree completers is an average of 10 over a 5-year period.

None of the programs listed in this inventory met the major threshold and five met the graduation threshold.

An explanation of the notes section is detailed below.

Note	Explanation
New Program	A program that in its infancy stage and has not existed long enough to establish a 5-year enrollment average.
Interdisciplinary Program	A program that integrates a variety of related courses from existing programs into one degree. As a result, this program typically utilizes the resources of more than one existing program.
Phase-Out Status	A program that is teaching out its existing students but is no longer accepting new enrollments. The programs under this status will eventually be discontinued.
On-Hold Status	A status used for a program that is considered inactive. No enrollments of any kind can be submitted in an on-hold status program. Institutions may reactivate an on-hold status program, allowing for student enrollments.
Supports General Education	A program that has courses that support the university's general education course requirements.
Supports Other Programs	A program that supports other programs at the university.

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

EMPORIA STATE UNIVERSITY

The updated data show that 17 programs at Emporia State University are below the minimum enrollment threshold.

Of the 17 programs:

- 4 programs are new or are being/will be phased out
 - 2 are new;
 - 1 is being phased out; and
 - 1 is scheduled to move into phase-out status.
- 13 programs are active and at least 5-years old.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
BUSINESS AND INNOVATION/ ENTREPRENEURSHIP TEACHER EDUCATION.	8	4	• Supports Other Programs
HEALTH TEACHER EDUCATION.	6	6	• Supports Other Programs
MUSIC TEACHER EDUCATION.	14	5	• Supports Other Programs
FOREIGN LANGUAGES AND LITERATURES, GENERAL.	19	6	• Supports General Education
GENERAL STUDIES.	23	N/A	• New • Interdisciplinary
BIOCHEMISTRY AND MOLECULAR BIOLOGY.	20	7	• Supports General Education • Interdisciplinary
MULTI- /INTERDISCIPLINARY STUDIES, OTHER.	5	2	• In Phase-Out Status
PHYSICAL SCIENCES, GENERAL.	5	4	• Supports General Education • Interdisciplinary
CHEMISTRY, GENERAL.	18	9	• Supports General Education
GEOLOGY/EARTH SCIENCE, GENERAL.	17	9	• Supports General Education
PHYSICS, GENERAL.	12	7	• Supports General Education
ECONOMETRICS AND QUANTITATIVE ECONOMICS.	16	9	• Supports General Education

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
POLITICAL SCIENCE AND GOVERNMENT, GENERAL.	16	7	• Supports General Education
DRAMA AND DRAMATICS/THEATRE ARTS, GENERAL. ³	24	7	• Supports General Education
ATHLETIC TRAINING/TRAINER.	15	4	• Will move to Phase-Out Status (ESU recommended to discontinue in 2019 Program Review Report)
MANAGEMENT SCIENCE.	2	N/A	• New
HISTORY, GENERAL.	24	12 (Meets Graduation Threshold)	• Supports General Education

¹ Represents the 5-year average number of juniors and seniors majoring in a program between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018.

³ Teacher education students are not included in these counts.

FORT HAYS STATE UNIVERSITY

The updated data show that 12 programs at Fort Hays State University are below the minimum enrollment threshold.

Of the 12 programs:

- 6 programs are new, being/will be phased out, or being reviewed under strategic program alignment
 - 3 are being phased out;
 - 2 will be phased out; and
 - 1 is currently being reviewed under strategic program alignment.
- 6 are active and at least 5-years old.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
ART TEACHER EDUCATION.	11	3	• Supports Other Programs
COMPUTER ENGINEERING TECHNOLOGIES/TECHNICIANS, OTHER.	1	N/A	• Under strategic program alignment Review (will report to the Board in June)
FOREIGN LANGUAGES AND LITERATURES, GENERAL.	13	6	• Interdisciplinary • Supports General Education
BIOLOGICAL AND PHYSICAL SCIENCES.	11	9	• Will Phase Out (Recommended by FHSU to discontinue in 2019 Program Review)

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
PHILOSOPHY.	15	3	• Supports General Education
PHYSICS, GENERAL.	20	6	• Supports General Education
GEOGRAPHY.	24	5	• In Phase-Out Status
ART/ART STUDIES, GENERAL.	5	3	• Supports Other Programs.
MUSIC, GENERAL.	13	7	• Supports General Education
ATHLETIC TRAINING/TRAINER.	5	5	• Will phase out based on accreditation requirement
ADMINISTRATIVE ASSISTANT AND SECRETARIAL SCIENCE, GENERAL.	12 ³	2	• In Phase-Out Status
BUSINESS/CORPORATE COMMUNICATIONS, GENERAL.	2	3	• In Phase-Out status. Will be discontinued in 2023.

¹ Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018.

³ Also includes freshman and sophomores because this is an associate program.

KANSAS STATE UNIVERSITY

The updated data show that 11 programs at Kansas State University are below the minimum enrollment threshold.

Of the 11 programs:

- 4 programs are new or in phase-out status
 - 3 are new; and
 - 1 is being phased out.
- 7 programs are active and at least 5-years old.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
LATIN AMERICAN STUDIES.	3	3	• In Phase-Out Status
ETHNIC STUDIES.	10	4	• Interdisciplinary • Supports General Education (Diversity Area)
WOMEN'S STUDIES.	15	7	• Interdisciplinary • Supports General Education (Diversity Area)
BIOENGINEERING AND BIOMEDICAL ENGINEERING.	2	N/A	• New

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
HUMANITIES/HUMANISTIC STUDIES.	8	7	<ul style="list-style-type: none"> • Interdisciplinary (General Humanities Degree)
STATISTICS, GENERAL.	21	6	<ul style="list-style-type: none"> • Supports Other Programs • Supports general education area of quantitative reasoning
PHYSICAL SCIENCES, GENERAL.	12	3	<ul style="list-style-type: none"> • Interdisciplinary (General Science Degree)
AIRFRAME MECHANICS AND AIRCRAFT MAINTENANCE TECHNOLOGY/TECHNICIAN.	5	N/A	<ul style="list-style-type: none"> • New associate degree (Phasing out bachelors and starting an associates)
AIRLINE/COMMERCIAL/ PROFESSIONAL PILOT AND FLIGHT CREW.	9	N/A	<ul style="list-style-type: none"> • New associate degree (Phasing out bachelors and starting an associates)
CLINICAL LABORATORY SCIENCE/MEDICAL TECHNOLOGY/TECHNOLOGIST.	12	1	<ul style="list-style-type: none"> • Interdisciplinary – Program is composed of courses from other programs (BIOL, CHEM, etc.)
ACCOUNTING AND BUSINESS/MANAGEMENT. ³	16	6	<ul style="list-style-type: none"> • Specified that the program will be enhanced to improve recruitment

¹ Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018.

³ Also includes freshman and sophomores because this is an associate program.

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

PITTSBURG STATE UNIVERSITY

The updated data show that 25 programs at Pittsburg State University are below the minimum enrollment threshold.

Of the 25 programs:

- 9 programs are new or being phased out
 - 8 are being phased out; and
 - 1 is new.
- 16 programs are active and at least 5-years old.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
FAMILY AND CONSUMER SCIENCES/HOME ECONOMICS TEACHER EDUCATION.	17	6	
MATHEMATICS TEACHER EDUCATION.	18	6	• Supports Other Programs
BIOLOGY TEACHER EDUCATION.	9	3	• Supports Other Programs
CHEMISTRY TEACHER EDUCATION.	4	1	• In Phase-Out Status
FRENCH LANGUAGE TEACHER EDUCATION.	3	1	• In Phase-Out Status
PHYSICS TEACHER EDUCATION.	1	N/A	• In Phase-Out Status
SPANISH LANGUAGE TEACHER EDUCATION.	19	2	• In Phase-Out Status
PSYCHOLOGY TEACHER EDUCATION.	1	2	• In Phase-Out Status
TEACHER EDUCATION AND PROFESSION DEVELOPMENT, SPECIFIC SUBJECT AREAS, OTHER.	5	2	
FOREIGN LANGUAGES AND LITERATURES, GENERAL. ³	12	4	• Supports General Education
SPANISH LANGUAGE AND LITERATURE. ³	1	5	• In Phase-Out Status
MATHEMATICS, GENERAL.	19	6	• BS Active (BA in Phase-Out Status)
MULTI-/INTERDISCIPLINARY STUDIES, OTHER.	21	9	• In Phase-Out Status
POLYMER CHEMISTRY.	3	1	
PHYSICS, GENERAL.	9	3	• Supports General Education
ECONOMICS, GENERAL.	14	4	• Supports General Education

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
GEOGRAPHY.	6	5	• Supports General Education
POLITICAL SCIENCE AND GOVERNMENT, GENERAL.	21	7	• Supports General Education
SOCIOLOGY, GENERAL.	13	6	• Supports General Education
INTERIOR DESIGN.	17	5	• New
GRAPHIC DESIGN.	6	20 (meets graduation threshold)	• In Phase-Out Status
MUSIC PERFORMANCE, GENERAL.	15	4	• Supports General Education
CLINICAL LABORATORY SCIENCE/MEDICAL TECHNOLOGY/ TECHNOLOGIST.	8	3	
INTERNATIONAL BUSINESS/TRADE/COMMERCE .	23	8	
HISTORY, GENERAL.	20	10 (Meets Graduation Threshold)	• Supports General Education

¹ Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018

³ Due to the incapability of determining the degree code of the major, the major count could be either BA (Spanish Language and Literature) or BSE (Spanish Language Teacher Education).

UNIVERSITY OF KANSAS

The updated data show that 20 programs at the University of Kansas are below the minimum enrollment threshold.

Of the 20 programs:

- 5 are new or being phased out
 - 4 are new; and
 - 1 is being phased out.
- 15 are active and at least 5-years old.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
INTERIOR ARCHITECTURE.	1	N/A	• New
AFRICAN STUDIES.	14	8	• Supports General Education
AMERICAN/UNITED STATES STUDIES/CIVILIZATION.	18	14 (Meets Graduation Threshold)	• Interdisciplinary • Supports General Education
EUROPEAN STUDIES/CIVILIZATION.	2	2	• Interdisciplinary
RUSSIAN STUDIES.	5	2	• Interdisciplinary • Unit federally funded; Title VI National Resource Center since 1965
LATIN AMERICAN AND CARIBBEAN STUDIES.	5	4	• Interdisciplinary • Unit federally funded; Title VI National Resource Center
ART TEACHER EDUCATION.	17	6	• Supports Other Programs
PHYSICAL EDUCATION TEACHING AND COACHING.	18	10 (Meets Graduation Threshold)	• Supports Other Programs
SLAVIC LANGUAGES, LITERATURES, AND LINGUISTICS, GENERAL.	15	7	• Interdisciplinary • Supports General Education
GERMAN STUDIES	17	7	• Supports General Education
CLASSICS AND CLASSICAL LANGUAGES, LITERATURES, AND LINGUISTICS, GENERAL.	6	4	• Interdisciplinary • Supports General Education
LEGAL PROFESSIONS AND STUDIES.	11	2	• New

Appendix A: Inventory Shared at April 15, 2020 Board Meeting

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
BIOTECHNOLOGY	13	1	• New
HUMANITIES/HUMANISTIC STUDIES	12	5	• Supports General Education • Interdisciplinary
ANCIENT STUDIES/CIVILIZATION.	14	5	• Interdisciplinary • Supports General Education
RELIGION/RELIGIOUS STUDIES.	15	7	• Supports General Education
JEWISH/JUDAIC STUDIES.	5	3	• New
ASTRONOMY.	13	3	• Interdisciplinary
DEVELOPMENTAL AND CHILD PSYCHOLOGY.	5	8	• In Phase-Out Status
DANCE, GENERAL.	22	9	

¹ Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018.

WICHITA STATE UNIVERSITY

The updated data show that 7 programs at Wichita State University are below the minimum enrollment threshold.

Of the 7 programs:

- 4 programs are merging, being phased out/will be phased out, or new
 - 1 is folding into an interdisciplinary program (per strategic program alignment);
 - 1 is being phased out (plan to discontinue per strategic program alignment);
 - 1 will be phased out based on a programmatic accreditation requirement; and
 - 1 is new.
- 3 programs are active and at least 5-years old.

The average number of majors and graduates in each low enrollment program is detailed below.

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
WOMEN'S STUDIES.	17	5	• Folding into an interdisciplinary program per strategic program alignment
MANUFACTURING ENGINEERING.	16	4	• Specified it will place this program under additional review.
LIBERAL ARTS AND SCIENCES/LIBERAL STUDIES.	23	7	• Moving to phase-out status (plan to discontinue per strategic program alignment)

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Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
MULTI- /INTERDISCIPLINARY STUDIES, OTHER.	2	1	<ul style="list-style-type: none"> • Interdisciplinary
PHILOSOPHY.	20	7	<ul style="list-style-type: none"> • Supports General Education
HOMELAND SECURITY.	7	N/A	<ul style="list-style-type: none"> • New
ATHLETIC TRAINING/TRAINER.	23	5	<ul style="list-style-type: none"> • Will be phased out due to accreditation requirements.

¹ Represents the 5-year average number of juniors and seniors majoring in a program each fall between 2014-2018.

² Represents the 5-year average number of program graduates between 2014-2018.