

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

**VIDEO CONFERENCE AGENDA
Wednesday, June 17, 2020
10:15 am**

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference (this was originally scheduled as a face-to-face meeting in Topeka) and 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 | |
| A. Roll Call | | |
| B. Approve minutes from June 1, 2020 video conference | | p. 3 |
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II. Consent Items | | |
| 1. Request approval to seek accreditation for MS in Physician Assistant Studies at Kansas State University | K-State | p. 6 |
|
III. Other Matters | | |
| 1. Revision to Performance Agreements: Funding Guidelines | Sam Christy-
Dangermond | p. 8 |
| 2. Concurrent Enrollment Partnership (CEP) Report | Karla Wiscombe | p. 10 |
| 3. Credit for Prior Learning (CPL) Report | Erin Wolfram | p. 11 |
| 4. Act on a Request to Finalize Strategic Program Alignment for FY 21 Low-Enrollment Program Review | Daniel Archer | p. 12 |
| 5. Direct Support Professionals (DSP) Update | Regent Schmidt | |
| 6. Coordinating Council Update | Regent Kiblinger | |
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IV. Suggested Agenda Items for September BAASC Video Conference | | |
| • Approve Minutes from June 17, 2020 | | |
| • New Program Approvals and Requests | | |
| • Direct Support Professionals (DSP), Coordinating Council, and Gen Ed Working Group Updates | | |
|
V. Adjournment | | |

Date Reminders:

- September: Introduce New Members and Confirm Meeting Schedule
- September: Discuss BAASC AY2020 Work Topics
- October: Apply Kansas College Application Month

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	Video Conference	March 11, 2020
April 15, 2020	10:15 am	Canceled	March 25, 2020
May 4, 2020	11:00 am	Video Conference	April 15, 2020
May 20, 2020	10:15 am	Video Conference	April 29, 2020
June 1, 2020	11:00 am	Video Conference	May 13, 2020
June 17, 2020	10:15 am	Video Conference	May 29, 2020

Board Academic Affairs Standing Committee

MINUTES Monday, June 1, 2020

The June 1, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 11:03 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 Julene Miller	Karla Wiscombe Crystal Puderbaugh Natalie Yoza	Samantha Christy-Dangermond Travis White Scott Smathers
Others:	Brian Niehoff, K-State Mark Haub, K-State Shawn Hutchinson, K-State Chuck Martin, K-State Howard Smith, PSU	Jeff Radel, KUMC Mike Werle, KUMC Matt Schuette, KUMC Jill Arensdorf, FHSU	Eric Elsinghorst, KUMC Robert Klein, KUMC Jean Redeker, KU Linnea GlenMaye, WSU

Regent Schmidt welcomed everyone. Roll call was taken for members, presenters, and KBOR staff.

Approval of Minutes

Regent Kiblinger moved to approve the May 20, 2020 meeting minutes, and Regent Harrison-Lee seconded the motion. With no corrections or discussions, the motion passed.

Consent Items

- K-State is requesting a BS in Geographic Information Science and Technology. Brian Niehoff provided a brief overview of the program. Shawn Hutchinson, Professor of Geography and Director of K-State's Geographic Information Systems Spatial Analysis Laboratory was available for questions. Regent Kiblinger moved to approve the new program, and Regent Van Etten seconded the motion. With no further questions or discussion, the motion passed. Regent Schmidt noted this proposal will be forwarded to the Board for approval on June 17, 2020.
- K-State is requesting a BS in Sports Nutrition. Brian Niehoff provided a brief overview of the program. Mark Haub, Department of Food, Nutrition, Dietetics and Health, was available for questions. Regent Kiblinger asked for clarification on the number of students in the first year, and if the program is estimated to grow. Brian responded he believes this program will grow quickly and he noted funding will be available for additional classes. Mark clarified there are about 60 students in the current Nutrition and Kinesiology dual degree option, and 24 students admitted for fall 2020 under the new degree plan. He noted the goal is to have about 80 students in the fall.

Regent Kiblinger moved to approve the new program, and Regent Harrison-Lee seconded the motion. With no further questions or discussion, the motion passed. Regent Schmidt noted this proposal will be forwarded to the Board for approval on June 17, 2020.

- KUMC is requesting an MS in Genetic Counseling. Eric Elsinghorst, Chair of the Department of

Clinical Laboratory Sciences, and Jeff Radel, Department of Occupational Therapy Education, provided a brief overview and were available for questions. Eric noted this is a 57-credit hour, 2-year master's program. He stated genetic testing is the most rapidly growing area in the clinical laboratory. The ability to provide an interpretation and communication of the outcome of that kind of testing to both patients and healthcare teams, while also providing counseling in terms of that interpretation and the impact of that meaning, is a rapidly growing aspect of healthcare teams. Eric noted there is no similar program in Kansas. Jeff commented that he has been contacted by students interested in this program, and they have facilitated a survey to Genetic Counselors in the region which also demonstrated support. Regent Van Etten asked about science prerequisites for the program. Jeff responded they have expectations of basic science prerequisites and counseling psychology prerequisites or other courses with similar content. There aren't many specific course requirements, besides biochemistry and genetics. One of the letters of recommendation they require for admission is a letter from a supervisor who can speak to the applicant's advocacy experience. Eric noted they have left requirements relatively broad to avoid exclusion. Accreditors will have input on prerequisite courses.

Regent Van Etten moved to approve the new program, and Regent Harrison-Lee seconded the motion. With no further questions or discussion, the motion passed. Regent Schmidt noted this proposal will be forwarded to the Board for approval on June 17, 2020.

Act on Request for a New Certificate of Approval for Degree Granting Authority for National University

Crystal Puderbaugh presented an overview of the request. Crystal noted the application includes catalogs, enrollment agreements, financial statements, refund policies, mission and attendance requirements, and that they meet Kansas Statute requirements. Crystal stated she looks at faculty qualifications and the programs and compares them to similar programs offered in Kansas or elsewhere. This includes looking at regional and national standards, certifications, or accreditation to ensure the course work is relevant to the program offered.

Regent Harrison-Lee moved to approve the request, and Regent Kiblinger seconded the motion. With no further questions or discussion, the motion passed.

Private Post-Secondary (PPS) Report

Crystal Puderbaugh provided an overview of the private and out-of-state postsecondary footprint in Kansas from July 2017 to June 2019. Crystal highlighted the following background information:

- Kansas Private and Out-of-State Postsecondary Educational Institution Act enacted in 2004 by K.S.A. 74-32, 162. This authorizes private and out-of-state institutions to operate in Kansas with a Certificate of Approval.
- Approved institutions offer instruction in business trades, technical and industrial occupations, and confer degrees.
- Institutions complete an annual renewal application for continued approval. The application includes ownership, financial statements, admission documentation, recruiting and marketing materials, program course work, and faculty qualifications. This includes an application fee. Schools must also submit an annual renewal application.

Crystal provided data and highlighted the following information:

- In 2018 and 2019 there was a continued decrease in approved institutions.
- Of the 128 approved institutions in 2019, 76 were in-state both physically located and incorporated or organized in Kansas.
- Only one institution is public, and they offer a dental hygiene program at Colby Community College.
- The largest level of approved programs is at the certificate/diploma level, and this includes real estate and insurance prelicensure programs. Most completions are in business and health related professions.
- Approved institutions have seen a decline in enrollment. In FY 2018 there were 19,422 enrolled, and in

FY 2019 there were 18,032.

Crystal provided legislative updates. Due to the shortened legislative session, the Private and Out-of-State Postsecondary Educational Institution Act will be proposed next session. This legislation would strengthen the Board's authority by focusing on:

- Jurisdiction
- Consumer Protection
- Strengthening Oversight
- Penalties

Regent Schmidt asked if the certificates could be sorted out from the diplomas. Crystal responded that they combine these in the title because institutions call these different things, and there is nothing that delineates the difference. Regent Schmidt asked if the number of credits are consistent. Crystal responded that the credits or awarded program details are different for each and are based on the type of program. They are usually less than the 60-hour level. Regent Schmidt would like to look further into how many credit hours are going out-of-state to private institutions. Crystal will provide this as a follow-up.

Direct Support Professional (DSP) Update

Regent Schmidt will provide an update at the next meeting on June 17, 2020.

Coordinating Council Update

Regent Kiblinger noted the Council met on May 28, 2020. Items discussed include:

- Finalizing their charter;
- Standardizing spring break dates for post-secondary and K-12 schools;
- KBOR Workforce Development developing a database of online CTE courses for high school seniors;
- Developing advising connections between K-12 counselors and post-secondary academic advisors; and
- Discussions on developing common advisory committees for career and technical education programs.

Adjournment

Regent Schmidt discussed the next tentative agenda. The next meeting will be via video conference on June 17, 2020 and livestreamed for the public. There is a chance that Board members and university Presidents may be present in person, but all others will be virtual.

Regent Kiblinger moved to adjourn the meeting, and Regent Harrison-Lee seconded the motion. With no further discussion, the meeting adjourned at 11:42 a.m.

Request to Seek Accreditation for Master of Science in Physician Assistant Studies –Kansas State University

Summary and Recommendation

Kansas State University is seeking approval to pursue programmatic accreditation for its Master of Science in Physician Assistant Studies (MSPAS) program from the Council for Higher Education Accreditation (CHEA). The total cost of initial accreditation is \$32,000. Board staff recommends approval.

June 17, 2020

Background

Board policy (II.7.1.i.) on accreditation requires state universities to seek approval prior to pursuing initial accreditation for an academic program.

Request: Master of Science in Physician Assistant Studies

Kansas State University requests approval to seek accreditation for the Master of Science in Physician Assistant Studies program with the Council for Higher Education Accreditation (CHEA). CHEA is a national advocate and institutional voice for self-regulation of academic quality through accreditation, focusing exclusively on higher education accreditation and quality assurance. The Accreditation Commission on Education for the Physician Assistant (ARC-PA), an accrediting agency recognized by CHEA, awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards.

The following costs are associated with this accreditation:

Costs for Accreditation		
Fee	Amount	Due
Provisional Application Eligibility Fee (non-refundable)	\$2,000	One-time fee, due with institution's letter to ARC-PA regarding interest in starting a program
Provisional Application Fee	\$15,000	One-time fee, due with institution's formal written letter of intent requesting entry into provisional accreditation process
Interval Assessment Fee – Provisional Monitoring* (includes site visit expense)	\$7,500	One-time fee due within 45 days of the date of invoice
Interval Assessment Fee – Final Provisional** (transition to continuing accreditation, includes site visit expense)	\$7,500	One-time fee due within 45 days of invoice date
Total for Initial Accreditation	\$32,000	
Annual Accreditation Maintenance Fee	\$15,000	First year is prorated based on date that provisional is granted; due annually within 45 days of May 1

*Provisional Monitoring site visit is schedule within 6 months of graduation of first cohort.

**Final Provisional site visit is scheduled within 18-24 months of the Provisional Monitoring.

Advantages of Accreditation

ARC-PA recognizes that high quality education for all physician assistants best serves the interests of both the public and the PA profession, and that continual self-study is the foundation for improving quality in the content and processes of education.¹ Some of the benefits of this accreditation include:

- Encouraging educational institutions and programs to continuously evaluate and improve their processes and outcomes;
- Helping prospective students identify programs that meet nationally accepted standards;
- Protecting programs from internal and external pressures to make changes that are not educationally sound;
- Involving faculty and staff in comprehensive program evaluation and planning and stimulating self-improvement by setting national standards against which programs can be measured;
- Benefitting society by providing reasonable assurance of quality educational preparation for professional licensure and practice.

Recommendation: Total cost of initial accreditation is \$32,000, with an annual renewal fee of \$15,000 thereafter. Board staff recommends approval of this request.

¹ ARC-PA (2020). *Accreditation Review Commission on Education for the Physician Assistant, Inc.* Retrieved from <http://www.arc-pa.org/about/mission-philosophy-goals/>.

Changes to Performance Agreements: Funding Guidelines

Summary

Due to the COVID-19 pandemic, institutions are struggling to adjust to unprecedented circumstances. Many measures of institutional performance could be negatively affected for AY 2019-20 and AY 2020-21. At its April 15, 2020 meeting, SCOCAO agreed the Performance Agreement Working Group should reconvene to discuss ways to mitigate the impact on performance reporting. The Working Group recommends changes to [Performance Agreements: Funding Guidelines](#) as outlined below. At its May 20, 2020 meeting, SCOCAO recommended these changes for approval. Board staff concurs with SCOCAO in recommending approval.

June 17, 2020

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution's receipt of "new state funds" shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Each performance agreement consists of several performance indicators chosen by the institution by which their performance is measured. The performance agreements for AY 2020 – AY 2021 were approved by the Board March 18, 2020.

Due to the unprecedented disruption caused by the COVID-19 pandemic, many measures of institutional performance could be negatively affected for Academic Year 2019-20 and Academic Year 2020-21. At its April 15, 2020 meeting, SCOCAO agreed to reconvene the Performance Agreement Working Group to discuss ways to mitigate the negative effects on performance reporting. The group met Friday, May 1, 2020, and recommends changes to the "Annual Evaluation of Compliance and Funding" section of [Performance Agreements: Funding Guidelines](#) to allow for additional flexibility for institutions while maintaining accountability and the current funding tiers.

Annual Evaluation of Compliance and Funding

To be eligible for any new funding appropriated by the Legislature and approved by the Governor, each institution annually submits a performance report that updates the Board on an institution's progress toward meeting the indicators in the performance agreement. The performance report provides the Board a basis for awarding any new funding.

Institutions establish a baseline for each indicator in the performance agreement. Awarding of new funding is based on the following three outcomes for the indicators in the performance agreement:

- (1) maintaining the baseline; (2) improving on the baseline; or (3) declining from the baseline. The Board annually awards new funds based on the following levels of compliance:

- 100% of New Funding Available

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

- 90% of New Funding Available

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

- The institution has made a good faith effort;
- The effort has resulted in the institution maintaining the baseline or improving from the baseline in three of indicators; and

- The performance report includes specific plans for improvement.
- 75% of New Funding Available

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

- The institution has made a good faith effort;
- The effort has resulted in the institution maintaining the baseline or improving from the baseline in two of the indicators; and
- The performance report includes specific plans for improvement.
- No New Funding Awarded

The institution did not make a good faith effort, as defined by:

- Lacking an approved performance agreement;
- Failing to submit a performance report; or
- Maintaining or improving from the baseline in only one indicator, or none of the indicators.

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

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances beyond the control of the institution.

If more than one indicator was affected by an unforeseen emergency, such as the COVID-19 pandemic or a natural disaster, the institution may make a case for each indicator affected. Each case shall include a narrative with specific evidence to substantiate that the unforeseen emergency contributed to the institution's inability to meet the indicator. BAASC will review the evidence case and determine if an institution warrants recommended funding at the next a higher funding tier. If such a determination is made, the institution shall only be recommended for funding at the next higher funding tier and shall not qualify for funding tiers beyond that.

Compliance is evaluated annually, and levels of funding are determined on an annual basis. Funding levels awarded in one reporting year do not affect funding levels in subsequent years. For each reporting year, an institution may be awarded 100%, 90%, 75%, or 0% of new funding, based on its compliance with the performance agreement.

Concurrent Enrollment Partnership Report for Academic Year 2019

Summary

Participation in Concurrent Enrollment Partnerships (CEP) has consistently grown in Kansas since the creation in 1993 by state statute. While various forms of dual enrollment are available to high school students to earn college credit, Board policy applies only to Concurrent Enrollment Partnerships (CEP). CEP is defined in Board policy as an agreement between a district and postsecondary institution in which a high school faculty member teaches a college-level course to enrolled high school students during the regular high school day. The Concurrent Enrollment Report for AY 2019 (fall 2018 & spring 2019) summarizes CEP course enrollments by headcount and credit hours for all CEP courses and then examines the subset of Systemwide Transfer (SWT) courses offered through CEP.

6/17/2020

Background

Concurrent Enrollment Partnerships began as part of the 1993 Kansas Challenge to Secondary School Pupils Act (K.S.A. 72-11a1-05) with the purpose and intention to “provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities in this state.”

Board policy requires the establishment of an agreement between the postsecondary institution and the district. The agreement summarizes the liaisons for both parties, courses offered, student assessment, awarding of credit, compensation and qualifications of faculty, and a process to review the agreement at least every five years. Many districts strongly encourage offering Systemwide Transfer (SWT) courses through CEP. However, CEP courses may also be technical courses, which grew substantially after SB155 legislation was passed in 2012. All high school faculty teaching CEP courses must attain the instructional eligibility established by the Higher Learning Commission (HLC), the accrediting body for all public postsecondary institutions.

In 2017, HLC implemented criteria regarding the qualifications of faculty and required faculty teaching general education courses to hold a master’s degree or higher in the discipline or subfield relevant to what they teach, or a master’s degree in any subject area and 18 graduate credit hours in a discipline or subfield relevant to what they teach. This clarification affected the number of courses offered at high schools as many high school teachers did not meet the HLC qualifications. The institutions in our system worked diligently to assist high school faculty interested in obtaining the necessary credentials and this work is ongoing.

Data on Concurrent Enrollment Partnerships

This report includes data submitted by institutions via the Kansas Higher Education Data System (KHEDS). All CEP courses taught by high school faculty during the regular high school day are included with subsets of SWT courses.

Summary

Credit for Prior Learning (CPL) is the awarding of college credit for equivalent knowledge and skills gained outside the traditional post-secondary classroom and supports the Board's goal to increase higher education attainment among Kansans. This is the third year for reporting CPL data; this report provides data for AY 2019.

June 17, 2020

Background

Credit for Prior Learning (CPL) awards credit for college-level equivalent knowledge and skills and includes credit evidenced by national standardized exams, military training transcripts, industry credentials, portfolios, and other methods. By increasing the number of students receiving postsecondary credentials and degrees, CPL clearly supports the goals of the Kansas Board of Regents' strategic plan, *Foresight 2020*. Studies carried out by the Council for Adult and Experiential Learning (CAEL) show that facilitated access to CPL helps students accelerate completion. Further, these studies suggest students who earn CPL demonstrate higher graduation rates, better retention rates, and shorter time to degree¹.

In June 2014, the Board received a guide titled *Credit for Prior Learning: Best Practices for Kansas Public Institutions* to assist colleges and universities with implementing CPL in Kansas. This guide was a result of the Kansas CPL Steering Committee's project funded by Jobs for the Future. Representation on the Steering Committee was solicited from all system institutions, and membership included representatives from more than half the system's two- and four-year institutions.

The Board directed institutions to review their CPL policies and practices and placed the project under the direction of the Board Academic Affairs Standing Committee (BAASC).

In October of 2015, participation on the Kansas Credit for Prior Learning Task Force was solicited from the original CPL Steering Committee to facilitate the Board Goal of further implementation. In 2016, the Board approved a formal CPL Policy recognizing the Kansas Credit for Prior Learning Task Force as responsible for CPL oversight, as directed by the BAASC.

As a result of the policy, CPL guidelines, and multi-state collaborative grants via the Midwestern Higher Education Compact (MHEC), institutions use consistent practices and quality standards to award credits for CPL. CPL data has been officially collected from KBOR system institutions since 2017. The data has been reported to the BAASC annually and represented on the KBOR CPL website. This report provides information on CPL credits awarded across institutions for AY 2019.

¹Klein-Collins, R. (2010, March). *Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes*. Chicago, IL: Council for Adult and Experiential Learning. Retrieved from http://www.cael.org/pdfs/PLA_Fueling-the-Race

**Act on a Request to Finalize Strategic Program Alignment for FY 21
Low-Enrollment Program Review**

**Daniel Archer
VP, Academic Affairs**

Summary

In February and April 2020, the Board reviewed low-enrollment program data and determined that low-enrollment undergraduate programs will be reviewed under strategic program alignment. Most recently, on May 20, 2020, the Board of Academic Affairs Standing Committee recommended that all low-undergraduate programs would be reviewed under strategic program alignment. This month, it is requested that the Board finalizes the guidelines for this review.

June 17, 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. As such, the Board concluded that the state universities would 1) review some or all their low-enrollment programs under strategic program alignment and 2) report their findings and final recommendations to the Board between November 2020 and January 2021.

Program Review Process

On May 20, 2020, the Board of Academic Affairs Standing Committee (BAASC) recommended that each university review all its low-enrollment undergraduate programs under strategic program alignment in FY 21. While BAASC outlined this as a proposed parameter, the committee also suggested that there should be a commitment to providing flexibility to a university that expresses concerns with completing this entire review amid COVID-19. Thus, it is suggested that the following is applied as a guideline to provide additional flexibility:

Each university will present its low-enrollment strategic program alignment findings and recommendations to the Board in the middle of FY 21 (November 2020, December 2020, and January 2021). If a university wishes to extend its review beyond this period due to the challenges involving COVID-19, it may request an extension from

the Board of Academic Affairs Standing Committee. If approved, the university will present a minimum of 50% of its low-enrollment programs to the Board in the middle of FY 21 and any remaining such programs will be presented to the Board at the end of FY 21 (May and June 2021).

Scope of the Review

While there are no policy-defined Strategic Program Alignment review criteria, Board policy states strategic program alignment “guidelines will be established by the Board.”

In the first cycle of strategic program alignment program review, no explicit guidelines were prescribed. Given the issues surrounding this specific review, it is suggested some foundational guidelines are outlined to ensure that the program review focuses on examining institutional fit and viability. A detailed summary of the criteria that will guide this review will be provided in a supplemental handout.

Appendix A

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.

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
POLITICAL SCIENCE AND GOVERNMENT, GENERAL.	16	7	• Supports General Education

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
DRAMA AND DRAMATICS/THEATRE ARTS, GENERAL. ³	24	7	<ul style="list-style-type: none"> • Supports General Education
ATHLETIC TRAINING/TRAINER.	15	4	<ul style="list-style-type: none"> • Will move to Phase-Out Status (ESU recommended to discontinue in 2019 Program Review Report)
MANAGEMENT SCIENCE.	2	N/A	<ul style="list-style-type: none"> • New
HISTORY, GENERAL.	24	12 (Meets Graduation Threshold)	<ul style="list-style-type: none"> • 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)
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	<ul style="list-style-type: none"> • In Phase-Out Status
ETHNIC STUDIES.	10	4	<ul style="list-style-type: none"> • Interdisciplinary • Supports General Education (Diversity Area)
WOMEN'S STUDIES.	15	7	<ul style="list-style-type: none"> • Interdisciplinary • Supports General Education (Diversity Area)
BIOENGINEERING AND BIOMEDICAL ENGINEERING.	2	N/A	<ul style="list-style-type: none"> • New
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

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
			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.

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

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	<ul style="list-style-type: none"> • New
AFRICAN STUDIES.	14	8	<ul style="list-style-type: none"> • Supports General Education
AMERICAN/UNITED STATES STUDIES/CIVILIZATION.	18	14 (Meets Graduation Threshold)	<ul style="list-style-type: none"> • Interdisciplinary • Supports General Education
EUROPEAN STUDIES/CIVILIZATION.	2	2	<ul style="list-style-type: none"> • Interdisciplinary
RUSSIAN STUDIES.	5	2	<ul style="list-style-type: none"> • Interdisciplinary • Unit federally funded; Title VI National Resource Center since 1965
LATIN AMERICAN AND CARIBBEAN STUDIES.	5	4	<ul style="list-style-type: none"> • Interdisciplinary • Unit federally funded; Title VI National Resource Center
ART TEACHER EDUCATION.	17	6	<ul style="list-style-type: none"> • Supports Other Programs
PHYSICAL EDUCATION TEACHING AND COACHING.	18	10 (Meets Graduation Threshold)	<ul style="list-style-type: none"> • Supports Other Programs
SLAVIC LANGUAGES, LITERATURES, AND LINGUISTICS, GENERAL.	15	7	<ul style="list-style-type: none"> • Interdisciplinary • Supports General Education
GERMAN STUDIES	17	7	<ul style="list-style-type: none"> • Supports General Education
CLASSICS AND CLASSICAL LANGUAGES, LITERATURES, AND LINGUISTICS, GENERAL.	6	4	<ul style="list-style-type: none"> • Interdisciplinary • Supports General Education

Program	Average Number of Majors ¹	Average Number of Graduates ²	Notes
LEGAL PROFESSIONS AND STUDIES.	11	2	<ul style="list-style-type: none"> • New
BIOTECHNOLOGY	13	1	<ul style="list-style-type: none"> • New
HUMANITIES/HUMANISTIC STUDIES	12	5	<ul style="list-style-type: none"> • Supports General Education • Interdisciplinary
ANCIENT STUDIES/CIVILIZATION.	14	5	<ul style="list-style-type: none"> • Interdisciplinary • Supports General Education
RELIGION/RELIGIOUS STUDIES.	15	7	<ul style="list-style-type: none"> • Supports General Education
JEWISH/JUDAIC STUDIES.	5	3	<ul style="list-style-type: none"> • New
ASTRONOMY.	13	3	<ul style="list-style-type: none"> • Interdisciplinary
DEVELOPMENTAL AND CHILD PSYCHOLOGY.	5	8	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Folding into an interdisciplinary program per strategic program alignment
MANUFACTURING ENGINEERING.	16	4	<ul style="list-style-type: none"> • Specified it will place this program under additional review.
LIBERAL ARTS AND SCIENCES/LIBERAL STUDIES.	23	7	<ul style="list-style-type: none"> • Moving to phase-out status (plan to discontinue per strategic program alignment)
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.