

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

**VIRTUAL MEETING AGENDA
Tuesday, April 5, 2022
9:00 – 10:30 a.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

- | | | |
|---|------------------------------|-------|
| I. Call to Order | Regent Kiblinger, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from March 16, 2022 | | p. 3 |
|
II. Other Matters | | |
| A. rpk GROUP Update | Rick Staisloff & Katie Hagan | |
|
III. Consent Items | | |
| A. BA and BS in Advertising and Public Relations – K-State | Chuck Taber | p. 5 |
| B. BS in Cybersecurity – K-State | Chuck Taber | p. 15 |
| C. BBA in Business Studies – PSU | Howard Smith | p. 24 |
|
IV. Discussion Items | | |
| A. Program Review Report | Sam Christy-Dangermond | p. 35 |
|
V. Suggested Agenda Items for April 20th Meeting @ FHSU | | |
| A. 2021 Apply Kansas Annual Report | | |
|
VI. Adjournment | | |

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Jon Rolph

Allen Schmidt

Wint Winter

**Board Academic Affairs Standing Committee
AY 2022 Meeting Schedule**

<i>BAASC Academic Year 2021- 2022 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
August 31, 2021	Virtual Meeting	9:00 a.m.	August 10, 2021
September 15, 2021	Hybrid Meeting	1:30 p.m.	August 25, 2021
	*No Meetings in October		
November 2, 2021	Virtual Meeting	9:00 a.m.	October 12, 2021
November 17, 2021	Hybrid Meeting	10:30 a.m.	October 27, 2021
November 29, 2021	Virtual Meeting	9:00 a.m.	November 9, 2021
December 15, 2021	Hybrid Meeting	11:00 a.m.	November 24, 2021
January 4, 2022	Virtual Meeting	9:00 a.m.	December 14, 2021
January 19, 2022	Virtual (Topeka option available)	10:30 a.m.	December 29, 2021
February 1, 2022	Virtual Meeting	9:00 a.m.	January 11, 2022
February 16, 2022	Topeka (Virtual option available)	10:30 a.m.	January 26, 2022
March 1, 2022	Virtual Meeting	9:00 a.m.	February 8, 2022
March 16, 2022	Topeka (Virtual option available)	11:00 a.m.	February 23, 2022
April 5, 2022	Virtual Meeting	9:00 a.m.	March 15, 2022
April 20, 2022	FHSU (Virtual option available)	11:00 a.m.	March 30, 2022
May 3, 2022	Virtual Meeting	9:00 a.m.	April 12, 2022
May 18, 2022	Topeka	11:00 a.m.	April 27, 2022
May 31, 2022	Virtual Meeting	9:00 a.m.	May 10, 2022
June 15, 2022	Topeka	11:00 a.m.	May 25, 2022

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

**Board Academic Affairs Standing Committee
MINUTES**

Wednesday, March 16, 2022

The March 16, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 11:00 a.m. The meeting was held at the Board office, with a virtual option through Zoom.

In Attendance:

Members:	Regent Kiblinger Regent Rolph	Regent Winter	Regent Schmidt
Staff:	Daniel Archer Tara Lebar Lisa Beck	Amy Robinson Karla Wiscombe Judd McCormack	Crystal Puderbaugh Natalie Yoza
Others:	Brenda Koerner, ESU Howard Smith, PSU Jean Redeker, KU JoLanna Kord, ESU Linnea GlenMaye, WSU Mike Werle, KUMC Tanya Gonzalez, K-State	Chuck Taber, K-State Hui Cai, KU Jennifer Roberts, KU Kim Krull, Butler CC Luke Dowell, SCCC Shirley Lefever, WSU Tom Nevill, Butler CC	Gary Wyatt, ESU Janet Stramel, FHSU Jill Arensdorf, FHSU Kim Morse, Washburn Michelle Schoon, Cowley CC Steve Loewen, FHTC Jen Murray, Captioner

Roll call was taken for members and presenters.

Approval of Minutes

Regent Rolph moved to approve March 1, 2022, meeting minutes, and Regent Schmidt seconded the motion. With no corrections, the motion passed.

Consent Items

- Jennifer Roberts and Hui Cai presented the KU request for permission to require more than 120 hours in a BA in Architectural Studies. Currently, KU offers a Master in Architecture, a freshman entry program that requires five years of course work before students can sit for their licensure exam. These students do not receive an undergraduate degree. Granting KU's request to award the BA in Architectural Studies would allow students who leave the Master's program after their fourth year to earn a credential. The BA in Architectural Studies is 136 credit hours, consists of the first four years of the master's program, and only would be awarded to students enrolled in the Master of Architecture program. Regent Kiblinger noted this request will not go on the Board agenda, and the vote will serve as the final approval process.

Regent Rolph moved to approve the KU request for permission to require more than 120 hours in its BA in Architectural Studies. Following the second of Regent Winter, the motion passed unanimously.

- Mike Werle and LaVerne Manos presented the KUMC request to seek accreditation for a Graduate Certificate in Health Informatics (HI). The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is the accrediting organization for degree-granting programs in health informatics and health information management. CAHIIM is beginning to accredit certificate programs and would like the Graduate Certificate in Health Informatics at KUMC to serve as a pilot program. KUMC is beginning to work on standards for the HI certificate, and collaborating with

CAHIIM will be essential for standardization support. The Graduate Certificate in Health Informatics takes 12-18 months. Accreditation of this certificate will provide students and employers assurance the program meets certain standards.

Regent Rolph moved to place the KUMC request to seek accreditation for a Graduate Certificate in Health Informatics as presented under the Board consent agenda for approval. Following the second of Regent Schmidt, the motion passed unanimously.

- Crystal Puderbaugh presented the request for a new certificate of approval for degree-granting authority for Visible Music College. They were established in Memphis and founded in 2000, but also have campus locations in Chicago, Dallas, and Germany. The new campus will be located in Olathe, Kansas, and will offer certificate, bachelor, and master level programs in an online and blended format. The college's focus areas include dance, music, business, music production, worship, modern music, and leadership. They are accredited by the Transnational Association of Christian Colleges and Schools (TRACS).

Regent Winter moved to place the request for a new certificate of approval for degree-granting authority for Visible Music College under the Board consent agenda for approval. Following the second of Regent Rolph, the motion passed unanimously.

Other Matters

- Crystal Puderbaugh presented an update on National American University's (NAU) conditional certificate of approval. NAU was notified of the Board's action to condition their certificate of approval in November 2021, and they provided the requested information shortly after. This included a financial improvement plan, listing of students, additional bonding, and its teach-out agreement. NAU has 29 students currently enrolled in Kansas. Crystal will continue monitoring NAU financially and checking in with them at each new academic term. If NAU meets the minimum requirements on its next renewal application, KBOR will remove the conditional certificate. Regent Kiblinger would like to receive updates while NAU is under a conditional certificate.
- Regent Kiblinger provided an update from the Advantage KS Coordinating Council (AKCC). The council has not met recently. The Governor's budget recommendation to fund a director position within the Kansas Department of Commerce is still in the works. The council is waiting for a final decision to guide their subsequent actions.

Adjournment

The next BAASC meeting is scheduled for April 5, 2022, at 9:00 a.m.

Regent Winter moved to adjourn the meeting, and Regent Schmidt seconded. With no further discussion, the meeting adjourned at 11:47 a.m.

Program Approval

Summary

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

April 5, 2022

I. General Information

A. Institution

Kansas State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Advertising and Public Relations
Degree to be Offered: Bachelor of Arts and Bachelor of Science
Responsible Department or Unit: College of Arts & Sciences, A.Q. Miller School of Journalism and Mass Communications
CIP Code: 09.0900
Modality: Face-to-Face
Proposed Implementation Date: Summer 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The proposed undergraduate major in advertising and public relations represents a degree program that responds to (1) strong industry demand for skilled media professionals and communications strategists, (2) student desire for highly focused curriculum that provides opportunities to sharpen professional and personal skills necessary for a competitive job market, and (3) changing media consumption patterns and societal communications trends.

Increased reliance on social and digital media platforms to communicate with consumers and technical advances in advertising tools, tracking, and targeting capabilities continue to drive career growth in advertising and public relations. An advertising and public relations (Ad & PR) degree prepares students to influence and inform key audiences and publics through results-driven approaches to communications and content strategies. It provides students with industry-focused knowledge and skills in strategic writing, content creation and distribution, relationship management, data-driven decision-making, account management, media planning, media relations, and reputation management. Students are immersed in a culturally rich, highly interactive environment to prepare for a range of careers in agency, nonprofit, corporate, government, community, advocacy, and start-up environments.

Ad & PR graduates accept positions as advertising account executives, public relations and communications specialists, brand managers, fundraising and development officers, publicists, social media managers, copywriters, and more. Some will even start their own businesses and consulting agencies.

Currently, education in advertising and public relations at Kansas State University is deeply embedded within the BA/BS degrees in mass communications offered by the A.Q. Miller School of Journalism and Mass Communications. This proposal highlights the need for an Ad & PR degree that stands on its own utilizing student and industry-recognized terminology and employer-demanded curriculum and training.

Recent studies spotlight the importance of course relevance and job readiness to students contemplating postsecondary education (Greeley, 2019; Marcus, 2021; Tran & Royal, 2021). To attract students to this highly specialized and technical career field, the need exists for a career-focused Ad & PR degree prioritizing knowledge and skills in promotional and public image communications strategies. The new degree would prioritize practical training through internship experience and credentialing from industry-recognized certifications in high career growth areas. Additionally, a career-focused degree would ultimately pave the way for industry professionals to come back for training and re-tooling that enhances their knowledge and skills at any age.

The Ad & PR degree program outlined in this document represents a good investment for Kansas State University, for students, and for the demands of a future workforce.

IV. Program Demand: Market Analysis

Interest Among High School Students is High

Nearly 22,000 9th - 12th graders in Kansas, Missouri, Oklahoma, Nebraska, and Colorado have expressed an interest in studying advertising, public relations, and digital media (Exact Data, 2021).

A Competitive Advantage for Students

With the approval of this degree proposal, Kansas State University will be the only major university in Kansas to offer an advertising and public relations degree. While a few universities, including The University of Kansas, Washburn University, and Emporia State University, offer concentrations or emphasis areas in advertising, public relations, or strategic communications, they are part of a journalism, mass communications, or mass media degree. Students with an advertising and public relations degree will signal their precise knowledge and skills to potential employers in areas of strategic planning, creativity and campaign ideation, branding, consumer behavior and insight research, and digital and social media management.

Workforce Demand is High

The employment section below details a strong workforce demand for students with career-focused advertising and public relations training both nationally and within Kansas.

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

The table below shows the estimated number of cohorts for each year. The numbers are on the higher side because a version of this program already exists as a concentration within the BA/BS in Mass Communications. Given university enrollment patterns, we estimate total enrollment by AY23 to be 130.

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation (2022-2023)	130		3,900	
Year 2	134		4,020	
Year 3	138		4,140	

The estimates for years two and three are based on 3% growth beginning in AY24. Student and industry demand reveals that if the program is marketed and promoted strategically and appropriately, such growth can be achieved.

VI. Employment

Today more than ever, communities, organizations, and businesses need professionals who can effectively communicate with diverse audiences across a variety of mediums. There is a strong workforce demand for students with advertising and public relations education both nationally and within Kansas and Missouri.

- Advertising, public relations, and related services are experiencing record month-over-month increases in employment opportunities. Robust job growth areas include media coordination, brand strategy, social media management, digital advertising, digital content creation, media buying, and outdoor advertising (Johnson, 2021).
- Public relations specialists rank #3 in 'Best Creative and Media Jobs' (U.S. News & World Report, 2021).
- Data available from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) demonstrate strong job prospects for advertising and public relations professionals:
 - Growth in advertising and public relations-related jobs are projected to be high nationally and within Kansas/Missouri. BLS reported over 678,000 in 2020 with projected workforce growth for 2020 – 2030 ranging between 10% - 13% (faster than average). (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020) In Kansas/Missouri, state workforce projections for 2020-2030 report 40,210 advertising and public relations-related jobs with growth ranging between 4% - 25% (U.S. Bureau of Labor Statistics Occupational Employment and Wage Statistics, 2020). **Missouri is included due to the prevalence of advertising & public relations agencies in the Kansas City, MO metro.*
- Recent job reports and industry outlooks highlight (1) must-have workplace skills prioritized in advertising and public relations education, including corporate communications, content creation, content management, brand awareness, digital advertising, branding, social media management, customer experience management, graphic design, press release writing, and data analytics (Institute for Public Relations, 2020; Southern, 2021; Sy, 2021; Tesserias, 2021; World Economic Forum, 2021, and (2) emerging demand for durable power skills inherent to advertising and public relations education such as critical thinking, communications, collaboration, creativity, adaptability, innovation, and problem solving (America Succeeds, 2021; Morby, 2021; Orrell, 2021).

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria will be consistent with those of the College of Arts & Sciences at Kansas State University. Admission to K-State is test optional and requires achieving either:

- A high school GPA (weighted or unweighted) of 3.25 or higher OR
- ACT composite score of 21 OR an SAT ERW+M of 1060 or higher

AND, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum - Bachelor of Science

The table below demonstrates how a student can progress through the 120-credit hour degree in four years. Briefly, students will complete a core set of courses in advertising and public relations foundations, writing, strategic planning, brand strategy, content development and campaign building, with knowledge enhanced through courses

in diverse communication, media innovations, media law and ethics, consumer behavior, marketing, and economics. Students will also be able to tailor their degree through a combination of six credit hours of electives in various topics such as social media management, persuasion, and strategic communications in tourism, entertainment, health, and sports industries. Finally, students will put into practice their conceptual knowledge and experiential learning through internship experience and a campaigns capstone in which students work with a real-world client to solve a brand or organization challenge with advertising and public relations strategies and tactics.

The advertising and public relations curriculum plan was developed from the following:

- Competitive research looking at top advertising and public relations programs across the country, as well as neighboring universities in Kansas and Missouri, thus identifying gaps, similarities, and competitive advantages for the program at Kansas State University.
- 60 years combined faculty industry experience and expertise and understanding industry's desire for graduates who have multi-dimensional knowledge and skill in advertising, public relations, marketing, and brand communications.
- Recognition of the proposed degree program's competitive advantages over other advertising and public relations programs such as (1) career and industry-focused curriculum and programming built by industry professionals, (2) well-rounded curriculum in advertising, public relations, marketing, and brand and media-focused communications strategies, and (3) a digital content creator studio – courses in video, photo, audio, design, podcasting, content management, and social media - that will generate buzz and excitement among students, alumni, and industry professionals.

It is the mission of the advertising and public relations degree program to train students to support and deliver value (in revenue and reputation) for brands, businesses, and professional organizations. Graduates will be steeped in industry-focused courses and programming to be highly employable in a competitive field.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	12 SCH
MC 100	Orientation	0
MC 130-132	Writing Academy	3
MC 194	Social Media Essentials in the Content Creator Studio	1
MC 195	Creative Design in the Content Creator Studio	1
MC 196	Content Management & Distribution in the Content Creator Studio	1
ENGL 100	English Composition 1	3
MC 120	Principles of Advertising	3

Year 1: Spring

Course #	Course Name	15 SCH
ENGL 200	English Composition 2	3
COMM 106	Public Speaking	3
MC 180	Principles of Public Relations	3
MATH 100	College Algebra (Quantitative #1)	3
MKTG 400	Introduction to Marketing (Elective)	3

Year 2: Fall

Course #	Course Name	16 SCH
MC 280	Writing for Ad & PR	3
MC 370	Social Media Management & Strategy (Ad & PR Elective 1)	3
ENG 455	Exploring Creativity (Literary/Rhetorical Arts)	3

GEOL 100 & 103	Earth in Action w/ Lab (Physical Science w/ Lab)	4
ART 200	3-Dimensional Design (Fine Arts Humanities)	3

Year 2: Spring

Course #	Course Name	15 SCH
COMM 311	Business & Professional Speaking (Elective)	3
CIS 111	Intro to Computer Programming (Quantitative #2)	3
AMETH 160	Intro to American Ethnic Studies (Western Heritage Humanities)	3
MC 265	Innovations in Media & Communication	3
PSYCH 110	General Psychology (Social Science 1)	3

Year 3: Fall

Course #	Course Name	16 SCH
MC 396	Research for Ad & PR	3
MC 445	Digital Brand Strategy	3
BIO 101	Concepts of Biology (Life Science w/ Lab)	4
PHILO 135	Intro to Social & Political Philosophy (Philosophy Humanities)	3
PSYCH 350	Experimental Methods in Psychology (Social Science 2)	3

Year 3: Spring

Course #	Course Name	15 SCH
MC 380	Ideation, Strategy & Planning for Ad & PR	3
MC 446	Media Planning (Ad & PR Elective 2)	3
COMM 470	Building Cultural & Social Connections (Multicultural Overlay)	3
PSYCH 470	Psychobiology (Life or Physical Science 1)	3
PSYCH 545	Consumer Psychology (Elective)	3

Year 3: Summer

Course #	Course Name	2 SCH
MC 491	Internship	2

Year 4: Fall

Course #	Course Name	16 SCH
MC 612	Diversity in Media	3
MC 581	Campaigns in Advertising & Public Relations	3
STAT 100	Statistical Literacy in the Age of Information (Quantitative 3)	3
KIN 220	Biobehavioral Bases of Physical Activity (Life or Physical Science 2)	4
MC 466	Media Law & Ethics	3

Year 4: Spring

Course #	Course Name	13 SCH
MC 491	Internship	1
MC 374	Social Media Content Development (Elective)	3
MC 623	Communicating in Global Markets (International Overlay)	3
MC 331	Commercial Image Storytelling (Social Science 3)	3
COMM 526	Persuasion (Social Science 4)	3

Total Number of Semester Credit Hours 120

VIII. Core Faculty

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Jana Thomas*	Professor of Practice	M.S.	N	Advertising, Marketing, Digital Media, Social Media Management & Strategy, Media Audiences, Campaign Strategy & Planning, Creative Development	1
Dani LaGree	Assistant Professor	PhD	Y	Public relations, strategic planning, leadership, corporate communication, consumer insights and behavior	1
Katie Olsen	Assistant Professor	PhD	Y	Advertising, public relations, marketing, strategy & planning, diversity in media, gender in strategic communications, early-career development, higher education	1
Anan Wan	Assistant Professor	PhD	Y	Advertising, Branding, Media Technology, Social Media, International Communication	1
Nancy Muturi	Professor	PhD	Y	Health Communication Risk/Crisis Communication, Communication Theory Gender/Diversity Issues Strategic Planning and Project Implementation Qualitative Research/Community-Based Participatory Communication	.5
Sean Eddington	Assistant Professor	PhD	Y	Technology, Gender, Organizational Communication, Research Methods	.125
Heather Woods	Assistant Professor	PhD	Y	Technology, Gender, Artificial Intelligence, Interpretive Research	.125
Greg Paul	Professor	PhD	Y	Conflict Management, Organizational Communication, Research Methods	.125
Colene Lind	Associate	PhD	Y	Persuasion, Rhetoric	.125

	Professor				
Jacob Groshek	Associate Professor	PhD	Y	Online and Mobile Media Technologies, Media Content Analysis, User Influence in Social Media, Media Bubbles	.5

Number of graduate assistants assigned to this program 0

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty - Include DL Salary	\$504,126	\$504,126	\$504,126
Administrators (other than instruction time)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (e.g., secretarial)	\$21,478	\$21,478	\$21,478
Fringe Benefits (total for all groups)	\$137,972	\$137,972	\$137,972
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$663,576	\$663,576	\$663,576
Personnel – New Positions			
Faculty -- Add PoP	\$30,000	\$30,000	\$30,000
Administrators (other than instruction time)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (e.g., secretarial)	\$0	\$0	\$0
Fringe Benefits (total for all groups)	\$5,760	\$5,760	\$5,760
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$35,760	\$35,760	\$35,760
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$30,000	\$0	\$0
Physical Facilities: Construction or Renovation	\$30,000	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$60,000	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$	\$	\$
Library/learning resources	\$16,000	\$16,000	\$16,000
Equipment/Technology	\$	\$	\$
Travel	\$	\$	\$
Other	\$30,000	\$30,000	\$30,000

<i>Total Operating Costs</i>	\$46,000	\$46,000	\$46,000
GRAND TOTAL COSTS	\$805,336	\$745,336	\$745,336

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$1,423,350	\$1,233,570	\$1,271,526	\$1,309,482
Student Fees	\$78,300	\$67,860	\$69,948	\$72,036
Other Sources				
GRAND TOTAL FUNDING	\$1,501,650	\$1,301,430	\$1,341,474	\$1,381,518
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$496,094	\$596,138	\$636,183

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All personnel are currently part of the A.Q. Miller School of Journalism and Mass Communications (JMC) or the Department of Communication Studies. JMC faculty already teach to advertising and public relations in the strategic communications sequence of the Mass Communications degree.

Personnel – New Positions

This proposal includes a half-FTE of a strategic hire of one professor of practice beginning in the first fiscal year.

Start-up Costs – One-Time Expenses

Start-up costs are for student-learning oriented technology and software and for the creation of student learning spaces and facilities upgrades to enhance recruitment, program marketing, and retention.

Operating Costs – Recurring Expenses

Recurring costs are for software licenses to be purchased to support student learning (\$6,000), a subscription to the social media and data analytics software Meltwater (\$10,000) and recruiting and marketing activities to draw students to the degree (\$30,000).

B. Revenue: Funding Sources

We include only those dollars that are state-fund or fee-related sources. This revenue is based on enrollment estimates reflected in the table in Section V, which in turn are based on historical enrollments in the Mass Communications – Strategic Communication BA/BS for the past 5 academic years. We anticipate flat enrollment going into year 1 and then increase for years 2 and 3 on the basis of recruitment and marketing investments. For each year, we assume a steady tuition of \$316.30 per credit hour and a fee of \$17.40 per credit hour.

C. Projected Surplus/Deficit

As is evident, the program is anticipated to generate a profit for the university. This profit is contingent on successful recruiting and marketing activities, as well as local, regional, and national attendance and matriculation trends.

XI. References

America Succeeds. (2021, April). *The High Demand for Durable Skills*.

From <https://americasucceeds.org/wp-content/uploads/2021/04/AmericaSucceeds-DurableSkills-NationalFactSheet-2021.pdf>.

Chen, C. (2021, June 2). *These stats illustrate the changing landscape for marketing jobs*. Key Hiring Trends and Insights | LinkedIn Marketing Blog. From <https://business.linkedin.com/marketing-solutions/blog/linkedin-news/2021/the-changing-marketing-jobs-landscape--key-hiring-trends-and-ins>.

Exact Data. (2021, April). Government records, opt-in surveys, purchase behavior for advertising, public relations and digital media.

Greeley, M. (2019, September 9). *How Colleges Help Students Gear Up for Jobs*. U.S. News & World Report. From <https://www.usnews.com/education/best-colleges/articles/2019-09-09/how-colleges-help-students-gear-up-for-jobs>.

Johnson, B. (2021, August 6). *U.S. advertising employment scores record job increase in June*. Ad Age. From <https://adage.com/article/datacenter/us-advertising-employment-scores-record-job-increase-june/2347246>.

Marcus, J. (2021, April 8). *Liberal arts colleges are adding career and technical training*. The Hechinger Report. From <https://hechingerreport.org/some-academic-focused-colleges-are-adding-career-and-technical-training/>.

Morby, J. (2021, June 2). *Durable skills wanted*. National Work Readiness Council. From <https://www.nwrc.org/blogs/post/durable-skills-wanted>.

Institute for Public Relations. (2020, March 17) *New Study finds 81% of communication functions are "important" or "very important" to companies' covid-19 response*. From <https://instituteforpr.org/press-release-on-covid-19-report/>.

Orrell, B. (2021, May 18). *Minding our workforce: The role of noncognitive skills in career success*. ari.org. Retrieved from <https://www.aei.org/research-products/report/minding-our-workforce-the-role-of-noncognitive-skills-in-career-success/>.

Southern, M. (2021, March 4). *LinkedIn: Top 15 in-demand jobs in 2021*. Search Engine Journal. From <https://www.searchenginejournal.com/linkedin-top-15-in-demand-jobs-in-2021/392479/#close>.

Sy, L. (2021, June 8). *Top in-demand marketing jobs & training skills*. Top In-Demand Marketing Jobs & Training Skills | LinkedIn Marketing Blog. From <https://business.linkedin.com/marketing-solutions/blog/linkedin-news/2021/top-in-demand-marketing-jobs---training-skills>.

- Tesseract, L. (2021, May 18). *Steep rise in demand for marketers with Digital Skills*. Marketing Week. From <https://www.marketingweek.com/steep-rise-demand-marketers-digital/>.
- Tran, T. and Royal, D. (2021, August 21). *Impacts and perceptions of career-focused education*. Gallup.com. From <https://news.gallup.com/opinion/gallup/245870/impacts-perceptions-career-focused-education.aspx>.
- U.S. Bureau of Labor Statistics. (2021, March 31). *May 2020 State Occupational Employment and Wage Estimates*. From https://www.bls.gov/oes/2020/may/oes_ks.htm#41-0000.
- U.S. Bureau of Labor Statistics. (2021, September 8). *Occupational Outlook Handbook*. From <https://www.bls.gov/ooh>.
- U.S. News & World Report (2021). *Public Relations Specialist Overview*. From <https://money.usnews.com/careers/best-jobs/public-relations-specialist>.
- World Economic Forum. (2020, January). *Jobs of Tomorrow Mapping Opportunity in the New Economy*. From http://www3.weforum.org/docs/WEF_Jobs_of_Tomorrow_2020.pdf

Program Approval

Summary

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

April 5, 2022

I. General Information

A. Institution: Kansas State University

B. Program Identification

Degree Level:	Bachelor's
Program Title	Cybersecurity
Degree to be Offered:	Bachelor of Science in Cybersecurity
Responsible Unit:	Department of Computer Science
CIP Code:	11.1003
Modality:	Hybrid
Proposed Implementation:	Fall 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The demand for cybersecurity specialists is at an all-time high and growing rapidly. In December 2021, a report from Enterprise KC named "Establishing the State of Kansas as a Cybersecurity Center of Excellence" was prepared for the Kansas Department of Commerce (Kansas Department of Commerce). The report argues that the state of Kansas should establish itself as a leader in cybersecurity due to its unique position and growing tech and cybersecurity sectors. Some of the report's key findings were that the workforce supply has not kept pace and that increasing the educational pathways in cybersecurity across the state is critical.

According to data from cyberseek.org, the US employs 956,341 cybersecurity professionals, with 464,420 openings as of September 2021 (Cyber Seek). In Kansas, there are 6,543 employed cybersecurity professionals with 2,535 open jobs. The KC metro area (including Missouri) has 7,350 employed with 3,149 openings, and the Wichita area has 1,148 employed with 476 openings. When we compare these numbers to 2019 Cyber Seek data that showed there were 4,789 cybersecurity professionals employed in Kansas with 1,785 open positions, we see that the number of cybersecurity professionals employed and the number of open positions have increased by 27.8% and 40.9%, respectively.

Cyber Seek data also shows very high demand. Across all occupations, there are currently 3.9 employed workers for every job opening, but within cybersecurity, there are only 2.1 workers for each job opening. This translates into difficulty in hiring.

In their 2019 *State of Cybersecurity* report, ISACA found that most organizations' open cybersecurity positions are for technical professionals as opposed to nontechnical or managerial (ISACA). However, only 24% of those

organizations reported that they believed that recent university graduates in cybersecurity are well prepared for the challenges in their organizations, and only 20% of organizations felt that 50% or more of their applicants were actually qualified for those positions. These facts indicate a need for higher quality technically trained graduates such as will be provided by an accredited degree.

Cybersecurity degrees have been poorly accepted by hiring managers due mostly to insufficient general Computer Science background. Great strides were made as ABET, the international accrediting body for engineering and computer science, has recently begun accrediting Cybersecurity degree programs through their Computing Accreditation Commission (ABET, 2018). Upon approval of this program, we will seek accreditation from this ABET commission. The accreditation process occurs every six years. It includes the preparation of a self-study by each program, review of randomly selected transcripts of recent graduates to ensure that degree requirements are being enforced, and a site visit by evaluators, who review materials collected from courses, and interview students, faculty, and administrators. We plan to synchronize this process with the review of the B.S. in Computer Science and the Engineering degree programs accredited through the Engineering Accreditation Commission. Hence, we would submit the self-study in the summer of 2023, and the site visit would occur that fall. We would then expect to receive accreditation in the summer of 2024.

Fortunately, the accreditation requirements for a Cybersecurity degree are very close to our existing Cybersecurity Option for our BS in Computer Science. In the Fall of 2019 (when it was first offered), the Cybersecurity Option enrolled 2 students, while in Fall 2021 there were 11 students enrolled.

The proposed B.S in Cybersecurity has the following educational objectives for our graduates to have accomplished within a few years of their graduation:

- Graduates will have progressed in the cybersecurity field by either obtaining an advanced technical or management position, exhibiting entrepreneurial activities or obtaining a graduate degree.
- Graduates will have contributed to societal needs by working with others to develop resilient and secure software systems.
- Graduates will be committed to lifelong learning and contributing back to the profession.
- Graduates will be committed to professional and ethical standards established by related professional societies.

IV. Program Demand: Market Analysis

The primary markets for this major are students who wish to work in the cybersecurity field long-term, thus requiring a baseline knowledge of computer science with a specialization/focus in cybersecurity, information security, information assurance, etc.

Currently, there are only 13 accredited cybersecurity programs in the US (ABET, 2021). Of these, only three are in the central plains region: the University of Central Missouri, Fontbonne University, and Southeast Missouri State University. Within the state of Kansas, there are no other cybersecurity degree programs – accredited or not – at the undergraduate level. The University of Kansas has MS and PhD programs in cybersecurity, but none at the undergraduate level. Wichita State University has a BS in Engineering Technology with a Cybersecurity option, but no computer science-based cybersecurity undergraduate programs. Fort Hays State University has a BA/BS in Information Networking and Telecommunications with a concentration in Computer Networking and Telecommunications with an Information Assurance Emphasis. Emporia State University and Pittsburg State University do not have any type of cybersecurity degrees. Thus, not only would a computer science-based BS in Cybersecurity at Kansas State University be unique in Kansas, but K-State would only be one of two Research 1 universities offering a BS in Cybersecurity in the plains region and the only Research 1 university with a

computer science-based BS in Cybersecurity in the plains region.

The demand among students for Cybersecurity courses has been strong for several years. Since 2018, the K-State computer science introductory undergraduate cybersecurity course has averaged over 27 students each year, while the overall enrollment in all cybersecurity courses has averaged 84 students a year.

We expect this program to be popular with incoming freshmen interested in security-specific jobs in the tech industry. We also expect this to be a popular double-major with Computer Science. Few institutions currently have accredited Cybersecurity degrees, and we expect a formally accredited program to be well-perceived by industry. Furthermore, we are in a unique position, having already established the Cybersecurity Option, to be one of the first major universities to offer an accredited Cybersecurity degree.

V. Projected Enrollment:

The numbers above suggest that we could have 25-50 students enrolled in the program within four years. For this reason, we have prepared a scalable set of courses for all of our requirements that can accommodate a large influx of students as needed.

We have also performed several budget simulations based on low enrollment numbers to minimize our risk and analyze program viability. We believe the numbers presented below are conservative estimates for the students, given that there were 13 computer science students enrolled in the Cybersecurity option of our Computer Science degree program in Spring 2021. Our estimates of enrollment are as follows:

Year	Total Headcount Per Year		Total Sem Credit Hours Per Year	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	15	2	450	24
Year 2	25	4	750	48
Year 3	35	5	1,050	60

VI. Employment

As shown below in Table 1, the Bureau of Labor Statistics predicts that the job market for information security analysts (cybersecurity specialist requiring a bachelor's degree) is expected to grow 31% from 2019 to 2029 (Bureau of Labor Statistics). This demonstrates the phenomenal growth of cybersecurity at the national level. When coupled with the median pay of \$103,590 per year, the field will be very enticing to students.

Table 1. Bureau of Labor Statistics for Information Security Analysts (Bureau of Labor Statistics, 2019)

2020 Median Pay	\$103,590 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2019	131,000
Job Outlook, 2019-2029	31% (Much faster than average)
Employment Change, 2019-29	40,900

As discussed above, Kansas currently employs over 6,500 cybersecurity professionals while there are over 2,500 open jobs, and these number have increased by 27.8% and 40.9% respectively in one year. Those numbers, coupled with the limited accredited Cybersecurity degree options available will make our graduates highly

sought after.

VII. Admission and Curriculum

A. Admission Criteria

Students must first be admitted to the Carl R. Ice College of Engineering, which has admission requirements of 3.25 high school GPA for first-year students and 2.75 cumulative GPA on transfer courses for transfer students. All new students will be initially admitted to the Computer Science pre-professional program and must subsequently be admitted to the professional program before completing the Cybersecurity degree. (*This pathway mirrors the B.S. in Computer Science degree program.*)

In order to be considered for admission to the professional program, a student must have:

1. Passed all pre-professional program courses with a C or better;
2. Achieved at least a 2.3 GPA on all pre-professional courses (including transfer courses); and
3. Received credit in CIS 015 Undergraduate Seminar.

Additionally, an application to the professional program must be submitted to the Department of Computer Science by the end of the eighth week of either the Spring or Fall semester. This submission will be immediately prior to the student's pre-enrollment into any of the professional program courses.

All courses in the pre-professional program must be completed and all grade criteria must be met by the end of the semester that the application is submitted. An exception to this rule is the student who expects to complete these criteria during the summer term. Those students should also make application in the Spring semester prior to pre-enrollment. All eligible applicants will be allowed to pre-enroll into professional program courses with the understanding that they will be dropped if they are not accepted for admission to the professional program prior to the beginning of the subsequent semester.

Applications will be reviewed by the Curriculum Committee of the Department and accepted or rejected as soon as possible after semester grades are issued. The number of students admitted in any given semester will be limited by the number of seats available. If the number of applicants who meet the grade requirements listed above exceeds the number of seats available, then in addition to the minimum grade requirements listed above, the admission will be determined a holistic evaluation of the following factors:

- Grades in college-level courses, particularly computing courses;
- Communication skills;
- Activities and service;
- Socioeconomic disadvantage;
- Status as first-generation college student; and
- History of overcoming personal hardship.

Students who have completed the pre-professional program with the required grades but are denied admission may re-apply in a later semester. Students who have been dismissed from the Computer Science professional program must be readmitted to that program prior to being admitted to the Cybersecurity professional program.

B. Curriculum

The semester-by-semester curriculum is as follows:

Year 1: Fall Semester Credit Hours

Course #	Course Name	SCH=15-16
ARCH 301	Appreciation of Architecture	3
CIS 015	Undergraduate Seminar	0
CIS 115	Introduction to Computing Science	3
COMM 105/106	Public Speaking I	2-3
ENGL 100	Expository Writing	3
MATH 220	Analytic Geometry and Calculus I	4

Year 1: Spring

Course #	Course	SCH = 15
CHM 210	CHM 210 Chemistry I	4
CIS 200	Programming Fundamentals	4
ECE 241	Introduction to Computer Engineering	3
MATH 221	Analytic Geometry and Calculus II	4

Year 2: Fall

Course #	Course	SCH = 15
COMM 322	Interpersonal Communication	3
CIS 300	Data and Program Structures	3
CIS 301	Logical Foundations of Programming	3
ECON 110	Principles of Macroeconomics	3
ENGL 200	Expository Writing II	3

Year 2: Spring

Course #	Course	SCH = 16
SOCIO 211	Introduction to Sociology	3
MATH 506	Introduction to Number Theory	3
THTRE 261	Fundamentals of Acting	3
CIS 400	Object-Oriented Design, Implementation and Testing	3
MATH 510	Discrete Mathematics	3
CIS 308	C Language Laboratory	1

Year 3: Fall

Course #	Course	SCH = 16
SOCIO/CRIM 550	Technocrime, Security, and Society	3
CHM 230	Chemistry II	4
CIS 501	Software Architecture and Design	3
CIS 415	Ethics and Conduct for Computing Professionals	3
CIS 560	Database Systems	3

Year 3: Spring

Course #	Course	SCH = 15
PHILO 120	Introduction to Philosophy of Art	3
CIS 450	Computer Architecture and Operations	3
CIS 575	Introduction to Algorithmic Analysis	3
ENGL 415/516	Written Communications for Engineers/Written Communications for the Sciences	3
STAT 510	Introduction to Probability and Statistics	3

Year 4: Fall

Course #	Course	SCH = 15
CIS 551	Fundamentals of Computer and Information Security	3
CIS 525	Introduction to Computer Networks	3
CIS 505	Introduction to Programming Languages	3
CIS 655/755	Security and Reliability of Computing Systems / Systems Security	3
MATH 551	Applied Matrix Theory	3

Year 4: Spring

Course #	Course	SCH=12
CIS 553	Fundamentals of Cryptography	3
CIS 599	Cybersecurity Project	3
STAT 511	Introductory Probability and Statistics II	3
CIS 580	Fundamentals of Game Programming	3

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

VIII. Core Faculty

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

The core faculty for the Cybersecurity program consists of three faculty members from the Department of Computer Science in the Carl R. Ice College of Engineering who specialize in cybersecurity. There will be many other faculty involved who are already teaching other degree courses as part of existing programs. The faculty listed below represent the core faculty who will meet regularly to guide and assess the program.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
* Eugene Vasserman	Assoc Professor	PhD	Y	Computer Science	0.125
George Amariuca	Assoc Professor	PhD	Y	Computer Science	0.125
Arslan Munir	Assoc Professor	PhD	Y	Computer Science	0.125

* Denotes Program Coordinator

Number of graduate assistants assigned to this program 0 additional from Computer Science
Cybersecurity classes are also offered as part of the Computer Science B.S. and therefore no *additional* graduate assistant hours are needed.

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			

Faculty	\$40,750	\$41,565	\$42,397
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$8,000	\$16,320	\$16,646
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$14,320	\$15,912	\$16,230
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$63,070	\$73,797	\$75,273
Personnel – New Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$0	\$0	\$0
Start-up Costs – One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Program Accreditation and Upkeep	\$0	\$3,285	\$0
Total Start-up Costs	\$0	\$0	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$0	\$0	\$0
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Program Accreditation and Upkeep	\$0	\$0	\$700
Total Operating Costs	\$0	\$0	\$700
GRAND TOTAL COSTS	\$63,070	\$77,082	\$75,973

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$149,926	\$252,407	\$351,093
Student Fees		\$24,565	\$41,315	\$57,505
Other Sources		\$0	\$0	\$0
GRAND TOTAL FUNDING		\$174,491	\$293,722	\$408,598
C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs)		\$111,421	\$216,640	\$332,625

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All core faculty are currently employed by Kansas State University in the College of Engineering. These faculty members already teach the cybersecurity courses required for the Cybersecurity degree as part of their normal load.

No new faculty or instructor hires are required to initiate or maintain the new program. The percent time dedicated to the program varies by faculty member and the courses taught each year by applying a general rule of 0.125 FTE per in-person course or 0.0625 FTE per online course. As Program Coordinator, Dr. Eugene Vasserman will assist the Department of Computer Science Head (Dr. Scott DeLoach) and Undergraduate Program Director (Dr. Rod Howell) in administering the program within the Department of Computer Science. For budgeting purposes, all salary (faculty, graduate teaching assistants, and administrative support) include a modest 2% pay increase after the first fiscal year.

B. Personnel – New Positions

No new positions are required to initiate the proposed program.

C. Start-Up Costs – One-Time Expenses

There are no additional one-time startup expenses associated with the program. When we seek ABET accreditation there will be a one-time fee of \$3,285 (ABET, 2022).

D. Operating Costs – Recurring Expenses

There are no additional recurring costs. Laboratories used for teaching cybersecurity courses are used in conjunction with other computer science courses and will be kept up to date by the Department of Computer Science. The department will use the current revenue sources used for supporting all computer science laboratories, namely part of the College of Engineering fee amount, which is approximately \$19 per student credit hour. As the number of cybersecurity students grows, they will be contributing to the computer science fund for each computer science course they take. ABET charges a \$700 yearly program upkeep fee to maintain accreditation between site visits (ABET, 2022).

E. Revenue: Funding Sources

The following revenue table uses an in-state, on-campus tuition figure of \$316.30 per credit hour and assumes that approximately 61% of all semester credit hours (SCH) are generated by the College of Arts and Sciences (COAS) and 39% are generated by the Carl R. Ice College of Engineering (COE) respectively.

This analysis is limited in scope to on-campus students so the overall revenue is expected to be higher when this degree is offered, i.e., any students taking the course online will generate even more revenue than projected here as additional online fees are collected for both COAS and COE courses.

COAS has a general fee of \$17.40 per credit hour for on-campus courses, while the COE has a general fee of \$105.60 per credit hour. All funds generated by fees will be retained by the generating college.

Tuition & Fees	Tuition per SCH	YR 1 SCH	Sub-Totals	YR 2 SCH	Sub-Totals	YR 3 SCH	Sub-Totals
In-State On-Campus Tuition	\$316.30	474	\$149,926	798	\$252,407	1110	\$351,093
COE Fees	\$105.60	185	\$19,536	311	\$32,842	433	\$45,725
COAS Fees	\$17.40	289	\$5,029	487	\$8,474	677	\$11,780
Total Revenue			\$174,491		\$293,723		\$408,598

F. Projected Surplus/Deficit

Our estimate suggests that this program will be highly profitable from the first year due to the use of existing courses and the program similarity to the existing Computer Science major with Cybersecurity Option. Projected surpluses are also sufficient to maintain appropriate IT support infrastructure throughout the lifetime of the program at no additional cost to the university.

XI. References

- ABET. (2018). *ABET Approves Accreditation Criteria for Undergraduate Cybersecurity Programs*. Retrieved September 2021, from <https://www.abet.org/abet-approves-accreditation-criteria-for-undergraduate-cybersecurity-programs/>
- ABET. (2021). *Accredited Cybersecurity Programs*. Retrieved September 2021, from <https://amspub.abet.org/aps/category-search?disciplines=91&leadingSocieties=1208>
- ABET. (2022). *Accreditation Fees and Invoice*. Retrieved January 2022, from <https://www.abet.org/accreditation/cost-of-accreditation/>
- Bureau of Labor Statistics. (2019). *Information Security Analysts*. Retrieved September 2019, from <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>
- Cyber Seek. (2021). Retrieved September 2021, from Cybersecurity Supply and Demand Heat Map: <https://www.cyberseek.org/heatmap>
- ISACA. (2019). *State of Cybersecurity*. Retrieved September 2021, from https://www.isaca.org/-/media/files/isacadp/project/isaca/why-isaca/surveys-and-reports/state-of-cybersecurity-2019-part-2_res_eng_0619
- Kansas Department of Commerce. (2021). *Kansas Cybersecurity Task Force Final Report*. Retrieved December 2021, from https://governor.kansas.gov/wp-content/uploads/2022/01/20211209_Cybersecurity-Task-Force-Final-Report.pdf

Program Approval

Summary

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

April 5, 2022

I. General Information

A. Institution Pittsburg State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Business Studies
Degree to be Offered: Bachelor of Business Administration
Responsible Department or Unit: Kelce Undergraduate School of Business
CIP Code: 52.0101 (Business/Commerce, General)
Modality: Face-to-Face
Proposed Implementation Date: Fall Semester 2022

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

Many institutions successfully offer undergraduate generalist business degrees, including those accredited by AACSB. Some smaller schools do not designate disciplinary majors but rather grant degrees in “business” or “business administration.” Larger business schools that do offer disciplinary majors often also offer a generalist major under a variety of titles. Such programs are structured whereby students choose from a menu of upper-division business courses selected across traditional disciplinary boundaries after completing a business college core and the university’s general education requirements. These programs are attractive to students for a variety of reasons, including:

- Generalist business programs allow students to customize their education to fit their career plans. For example, students who plan to start their own firm or enter a family business will need to “wear multiple hats” on the job. A generalist business major may be more appropriate than highly specialized disciplinary training for such students.
- Today’s work environment requires greater flexibility and adaptability than in the past. Most employees will face multiple changes in job responsibilities over their career, and breadth of knowledge is as essential as depth of knowledge to navigate an upward career path.
- Many students may be uncertain of their future career path and seek the ability to explore alternative

possibilities. A generalist major does not lock them into a specific niche of the job market and provides the ability to explore divergent opportunities.

Pittsburg State University has not offered a generalist business degree since the formation of the Kelce College of Business (KCOB) in the mid-1970s. We propose offering an innovative B.B.A. in “Business Studies” to satisfy the needs of students outlined above by “repackaging” existing courses and curricula by “stacking” them to create the new major.

The proposed BBA in Business Studies will consist of four components: (1) Pitt State Pathways Requirements (General Education), (2) Kelce College Core and Prerequisites, (3) Business Studies Major Requirements, and (4) Open Electives.

To satisfy the Business Studies Major Requirements, students will select a combination of at least two disciplinary minors and/or certificate course sequences offered by the Kelce College of Business. The minors or certificates chosen must comprise at least 21 *unique* upper-division credit hours. (Unique credit hours are those earned for courses that are not included elsewhere within a student’s plan of study. Note that some minors and certificates include courses which are also part of the Kelce Core and Prerequisites sequence and that some minors and certificates share common courses – such courses are thus not unique.) Therefore, the proposed Business Studies program will allow students to “stack” existing minors and certificates and thereby build a customized interdisciplinary major to suit their career goals. The KCOB currently offers seven disciplinary minors and three certificate programs:

- Current Disciplinary Minors: Accounting, Business Economics, Computing, Fraud Examination, Internal Auditing, Marketing, International Business
- Current Certificate Programs: Internal Auditing, Professional Sales & Sales Management, Kansas Insurance Certificate

See the Pitt State *University Course Catalog* for specific required courses and details on each of these previously established credentials: <https://www.pittstate.edu/registrar/catalog/>

As new minors and certificates are added to our curriculum portfolio, additional options will naturally become available for students choosing the Business Studies major.

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

A. Survey of Student Interest

Number of surveys administered:	<u>98</u>
Number of completed surveys returned:	<u>40</u>
Percentage of students interested in program: ...	<u>95%</u>

First-year students enrolled in sections of Pitt State’s Gorilla Gateway course (our common freshman and transfer experience class) reserved for students declaring a business major were surveyed via email during the second week of the Fall 2021 semester. The survey provided a brief overview of the proposed Business Studies major and described how stacking existing minors and certificates would provide students with the option to tailor a multidisciplinary degree to meet their own individual career goals. Students were asked the following question: “*How appealing do you find this idea of combining minors and certificates together to create your own interdisciplinary major?*” Using a four-point Likert scale, 50 percent responded “very appealing” and another 45 percent responded “somewhat appealing.” Only five percent of those responding found the idea “very unappealing” or “somewhat unappealing.” Thus, 95 percent of those completing the survey expressed a

positive personal interest in the Business Studies major. The results were similar when the respondents were asked how they thought other students would view the program – 92.5 percent believed other students would find the proposed Business Studies major appealing.

The survey results clearly indicate that new students with a desire to major in business find the proposed Business Studies major an option worthy of their consideration. The ability to individualize a program of study is an attractive idea for many students at the beginning of their college experience. We believe these findings indicate that the program will be successful and provide a new avenue for student recruitment.

B. Market Analysis

The proposed B.B.A. in Business Studies major is primarily designed for those students who will work in small businesses or for themselves. The program is not tied to or dependent upon the prospects for any one specialized business occupation or industry. It is intended to support the overall Kansas business economy, and that economy is dominated by small businesses. At the end of last year, only 627 businesses in the state employed more than 250 workers. That was less than one percent of the 88,501 Kansas businesses (Kansas Department of Labor, 2021). (The federal government uses a variety of definitions to classify small businesses based on revenues and employment. However, in practice it is common to define small businesses as those that employ less than 250 workers (U.S. Bureau of the Census, 2021).) Approximately 70 percent of all business employees across our state are employed by small businesses with less than 250 workers (Kansas Department of Labor, 2021). The same employment structure is apparent within Pittsburg State’s primary service region. For example, 98.7 percent of the businesses in Crawford county, home to Pittsburg State, are small businesses with less than 250 workers, and 97 percent of local firms employ less than 100 workers (Kansas Department of Labor, 2021). These firms require employees who are educated and skilled across multiple business disciplines. Small firms do not have the capacity to employ specialists to oversee each important business function. It is common for a small business employee to routinely handle multiple tasks, such as keeping the financial books as well as managing marketing and customer relations. By providing an opportunity for students to build a strong multi-disciplinary business major, the proposed Business Studies program is uniquely designed for Kansans and Kansas businesses.

Graduates of the program will be able to demonstrate a multi-disciplinary business education that will support multiple-proficiencies that are expected by small business employers. Given the relative size of the small business economy in Kansas, as well as the importance of small business in the neighboring states within Pitt State’s primary service region, the employment prospects for graduates of the program are very strong.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year*	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15		450	
Year 2	30		900	
Year 3	40		1200	

*Assuming students enroll in 15 hours per semester.

VI. Employment

As noted above, the potential market for graduates of the proposed Business Studies program encompasses approximately 70 percent of the private business firms within the state of Kansas. The unique structure of the proposed Business Studies major will ensure that it remains current and responsive to market dynamics. Students entering the program will be able to choose from a portfolio of disciplinary minors and certificates to

tailor the degree not only to their personal career aspirations, but also to what the job market is currently demanding. We expect that as the Kansas economy and job market continue to evolve, the popular minors and certificates chosen by students in the major will also change accordingly. For example, as salaries continue to rise in areas such as financial services, it is likely that more students will pursue the Accounting minor and Kansas Insurance Certificate options for their Business Studies major. The ability to mix and match minors and certificates will allow students greater flexibility in preparing for post-graduation employment opportunities.

The proposed Business Studies degree will also support the ability of graduates to build successful lifetime careers. In today's economy, the average American worker will change jobs 12 times before retirement (U.S. Bureau of Labor Statistics, 2019). Often these job changes include not only a new employer, but a new industry, and/or a new occupation. Those who have a multi-disciplinary business education will be more prepared for the natural progression of careers in today's dynamic economy.

Given the diversity of industries and occupations that graduates of the proposed program will pursue it is difficult to forecast salary prospects. However, one recent national study found that employees of small businesses averaged \$45,000 in annual salary (JP Morgan Chase & Co., 2017). These data are four years old and not broken down by educational background and experience. However, it does indicate that financially rewarding careers are available for small business employees.

The unique design and nature of the proposed Business Studies program will not only provide ample employment prospects for graduates but will also prepare them for job changes and opportunities for advancement and professional growth over their careers. Graduates of the program will contribute and support the growth of the Kansas small business economy.

VII. Admission and Curriculum

A. Admission Criteria

Students pursuing the proposed Business Studies major will be admitted to the university according to prevailing Pittsburg State campus-wide policies. Student majoring in Business Studies will also be required to satisfy admission to the Kelce College of Business before enrollment in upper-division major courses.

Formal admission to the Kelce College of Business occurs upon completion of the following requirements:

- Completion of at least 30 credit hours applicable to the degree.
- Achievement of a 2.25 cumulative grade point average (note, a 2.5 cumulative grade point average is required for Accounting and Computer Information Systems majors).
- Completion of these courses with a C or better:
 - English Composition (ENGL 101 or ENGL 190)
 - Introduction to Research Writing (ENGL 299 or ENGL 190)
 - Speech Communication (COMM 207)
 - College Algebra or Calculus (MATH 110, MATH 113, MATH 126, or MATH 150)
 - Elementary Statistics (MATH 143)
 - Computer Information Systems (CIS 130)
 - Financial Accounting (ACCTG 201)

B. Curriculum

The following plan of study is representative of a Kelce College of Business student who chooses two minors or concentrations that sum to 21 unique upper division credit hours. In this case, Minor or Concentration #1

includes 12 unique credit hours (e.g. Accounting), and Minor or Concentration #2 includes 9 unique credit hours (e.g. Business Economics). Different combinations of minors and concentrations may result in more than 21 unique credit hours to satisfy the Business Studies major. As the number of credit hours rises above 21, the number of open elective credit hours falls. Also, note that the Pitt State Pathway general education course choices include some business courses which provide additional options and flexibility for students.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
ENGL 101	ENGLISH COMPOSITION	3
MATH113	COLLEGE ALGEBRA	3
MGT 101 or MGT 105	INTRODUCTION TO BUSINESS or INTRODUCTION TO ENTREPRENEURSHIP	3
PSYCH 155	GENERAL PSYCHOLOGY	3
HHP 150	LIFETIME FITNESS	1
UGS150	GORILLA GATEWAY	2
	SEMESTER TOTAL	15

Year 1: Spring

Course #	Course Name	SCH....
ACCTG 201	FINANCIAL ACCOUNTING	3
CIS 130	COMPUTER INFORMATION SYSTEMS	3
ENGL 299	INTRODUCTION TO RESEARCH WRITING	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	4
	OPEN ELECTIVE	2
	SEMESTER TOTAL	15

Year 2: Fall

Course #	Course Name	SCH....
ACCTG 202	MANAGERIAL ACCOUNTING	3
COMM 207	SPEECH COMMUNICATION	3
ECON 200	PRINCIPLES OF MICROECONOMICS	3
MATH 143	ELEMENTARY STATISTICS	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	SEMESTER TOTAL	15

Year 2: Spring

Course #	Course Name	SCH....
ECON 201	PRINCIPLES OF MACROECONOMICS	3
MGT 330	MANAGEMENT & ORGANIZATIONAL BEHAVIOR	3
MGT 310	BUSINESS STATISTICS	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	SEMESTER TOTAL	15

Year 3: Fall

Course #	Course Name	SCH....
FIN 326	BUSINESS FINANCE	3
MGT 320	BASIC QUANTITATIVE METHODS	3
MKTG 330	PRINCIPLES OF MARKETING	3

MGT 210	BUSINESS PROFESSIONALISM	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	SEMESTER TOTAL	15

Year 3: Spring

Course #	Course Name	SCH....
MGT 420	QUANTITATIVE DECISION MAKING	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	ESSENTIAL STUDIES/PITT STATE PATHWAY	3
	MINOR or CONCENTRATION #1 / COURSE #1	3
	MINOR or CONCENTRATION #2 / COURSE #1	3
	SEMESTER TOTAL	15

Year 4: Fall

Course #	Course Name	SCH....
MGT 430	LEGAL & SOCIAL ENVIRONMENT OF BUSINESS	3
ECON 300+	UPPER DIVISION ECONOMICS ELECTIVE	3
CIS 420	MANAGEMENT INFORMATION SYSTEMS	3
	MINOR or CONCENTRATION #1 / COURSE #2	3
	MINOR or CONCENTRATION #2 / COURSE #2	3
	SEMESTER TOTAL	15

Year 4: Spring

Course #	Course Name	SCH....
MGT 690	BUSINESS STRATEGY	3
	MINOR or CONCENTRATION #1 / COURSE #3	3
	MINOR or CONCENTRATION #2 / COURSE #3	3
	MINOR or CONCENTRATION #1 / COURSE #4	3
	OPEN ELECTIVE	3
	SEMESTER TOTAL	15

Total Number of Semester Credit Hours [120]

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

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

As proposed, the Business Studies major will be comprised of courses taken across all disciplinary fields represented within the KCOB (through the Kelce Core and Prerequisites and through the chosen minors and concentrations). Therefore, given the unique design, it is not possible to assign specific course responsibilities to this major as virtually all courses within the college could potentially be used as part of a Business Studies program of study. The table below shows all 32 current full-time faculty members within the college with 3 FTE prorated equally across each (3 FTE / 32 Faculty = 0.09375). 3 FTE represents the long-term commitment once the program is mature. During start-up, the per faculty member FTE will be less.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Donald Baack	Professor	Ph.D.	Y	Management	0.09375
Alexander Binder	Assistant	Ph.D.	Y	Economics	0.09375

	Professor				
Jae Choi	Associate Professor	Ph.D.	Y	Computer Information Systems	0.09375
Bienvenido Cortes	Professor	Ph.D.	Y	Economics	0.09375
Maeve Cummings	Professor	Ph.D.	Y	Computer Information Systems	0.09375
Linden Dalecki	Associate Professor	Ph.D.	Y	Marketing	0.09375
Michael Davidsson	Associate Professor	Ph.D.	Y	Economics	0.09375
Chris Fogliasso	University Professor	J.D.	Y	Management	0.09375
Mary Jo Goedeke	Assistant Professor	J.D., LLM	Y	Accounting	0.09375
Stephen Horner	Associate Professor	Ph.D.	Y	Management	0.09375
Anil Lal	Professor	Ph.D.	Y	Economics	0.09375
Justin Lallemand	Assistant Professor	Ph. D.	Y	Finance	0.09375
Choong Lee	University Professor	Ph.D.	Y	Management	0.09375
Sang-Hei Lee	Associate Professor	Ph.D.	Y	Management	0.09375
Fang Lin	Associate Professor	Ph.D.	Y	Finance	0.09375
Matthew Lunde	Assistant Professor	Ph.D.	Y	Marketing & Sustainability	0.09375
Kristen Maceli	Professor	Ph.D.	Y	Marketing	0.09375
Michael McKinnis	Instructional Professor	MBA	N	Economics	0.09375
Lynn Murray	Associate Professor	Ph.D.	Y	Marketing	0.09375
Mary Judene Nance	Assistant Instructional Professor	MBA	N	Marketing	0.09375
David O'Bryan	Professor	Ph.D.	Y	Accounting	0.09375
Shipra Paul	Instructional Professor	MBA	N	Management	0.09375
Ashlee Phillips	Assistant Instructional	MAcc	N	Accounting	0.09375

	Professor				
Theresa Presley	Associate Professor	Ph.D.	Y	Accounting	0.09375
Wei Sha	Associate Professor	Ph.D.	Y	Computer Information Systems	0.09375
Connie Shum	Professor	DBA	Y	Finance	0.09375
Dwight Strong	Instructional Professor	MBA	N	Computer Information Systems	0.09375
Jay van Wyk	Professor	Ph.D., D. Phil	Y	International Business	0.09375
Mary Wachter	Instructional Professor	MBA	N	Marketing	0.09375
David Weaver	Assistant Instructional Professor	MBA	N	Accounting	0.09375
Gail Yarick	Associate Professor	Ph.D.	Y	Accounting	0.09375
Open Position To be filled	Assistant Instructional Professor	M.S.	N	Computer Information Systems	0.09375

Number of graduate assistants assigned to this program [0]

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty – Approximately 1 FTE added each year	\$85,000	\$170,000	\$255,000
Administrators (other than instruction time) - Advisor	\$3,500	\$3,500	\$3,500
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	\$17,000	\$34,000	\$51,000
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$105,500	\$207,500	\$309,500
Personnel – New Positions			
Faculty			
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)			
Other Personnel Costs			

Total Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$500	\$1,000	\$1,500
Library/learning resources			
Equipment/Technology			
Travel	\$500	\$1,000	\$1,500
Other			
Total Operating Costs	\$1,000	\$2,000	\$3,000
GRAND TOTAL COSTS	\$106,500	\$209,500	\$312,500

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	Existing	\$106,500	\$209,500	\$312,500
Student Fees				
Other Sources				
GRAND TOTAL FUNDING*		\$106,500 (Existing)	\$209,500 (Existing)	\$312,500 (Existing)
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$0	\$0	\$0

*The Grand Total Funding shown here reflects the required pro-rated funding that is already budgeted and allocated to teach the minors and certificates that make up the proposed Business Studies program. **No additional funding beyond current allocations is required to start the program.** See X. B. below for projected tuition revenue based on anticipated enrollments.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The proposed Business Studies program is a “repackaging” of existing courses and curricula. All of the courses, minors, and concentrations are already available and being taught by existing faculty members on staff. Currently, due to the recent decline in campus enrollment, there is capacity within the current and planned schedule of course offerings to accommodate the new students projected to enroll in the proposed program. This program will allow the college to more efficiently utilize its existing resources by filling currently empty seats.

Given the proposed curriculum, we anticipate that approximately 1 FTE faculty member’s worth of credit hours will be needed to teach the courses in support of the projected enrollment in the first year. If enrollment grows as anticipated, an approximate additional 1 FTE worth of courses would be reallocated in year two and again in year 3.

As the courses for the proposed program are spread throughout the college, the expenditure figures reported here are based on the mean salary for the Core Faculty. The program will be coordinated by the Director of the Kelce Academic Advising Center. It is anticipated that five percent of this position’s time will be devoted to the program. The cost of this administration is therefore a reallocation of five percent of this already-budgeted 12-month position. The fringe benefits costs for all personnel are calculated at 20 percent. All numbers are rounded.

Personnel – New Positions

No new positions are required to operate the proposed Business Studies program. All courses and curricula are already in place and being taught by current KCOB faculty members. Due to the recent declines in enrollment at Pitt State, classroom capacity exists to accommodate the number of new students projected to enroll in the proposed program. New positions will only be required in the long-run if enrollment in the program grows overall total enrollment in the college beyond previously experienced levels.

Start-up Costs – One-Time Expenses

Again, no additional one-time start-up costs are anticipated. Needed resources and facilities are already in place to support the existing courses and curricula that are being repackaged to create the Business Studies program. By spreading the costs of these existing fixed resources over more students, financial and operational efficiencies will be realized.

Operating Costs – Recurring Expenses

It is estimated that each FTE faculty member on average consumes \$500 in supplies/commodities and utilizes \$1,000 in travel per academic year. These costs are reported for one FTE in year one, two FTE in year two, and three FTE in year three. Again, these expenditures are already budgeted and represent a reallocation of use into the proposed program. No new funds will be necessary to support these direct outlays.

B. Revenue: Funding Sources

All Core Faculty positions in the Kelce College of Business are fully funded by Pittsburg State University through annual state appropriations and self-generated student tuition and fees revenue. Because the proposed Business Studies program is built by repurposing existing courses and curricula, and because we currently have excess capacity due to recent enrollment declines, **no new revenues will be required to operate the program.** The revenue to operate the program is already in our annual budget.

To provide a sense for the tuition revenues that will be generated from the proposed Business Studies program based on the projected enrollments noted earlier, the following is provided:

Year 1: 450 credit hours x \$274 per credit = \$123,300

Year 2: 900 credit hours x \$274 per credit = \$246,600

Year 3: 1200 credit hours x \$274 per credit = \$328,800

If enrollments are within approximately 90% of our targets, the program will more than cover the already budgeted expenditures required to teach the program.

C. Projected Surplus/Deficit

The proposed Business Studies program is expected to approximately break even for the first three years as reflected in the figures above. If we are able to grow the program beyond our projections, in the long-run the program should produce a net surplus for the university. Our recent campus-wide return on investment analysis reveals that Pitt State business programs on the margin generate more revenue than costs. Thus, the university and college both have an incentive to support and grow this program over time.

XI. References

J.P. Morgan Chase & Co. 2017. "The Ups and Downs of Small Business Employment."

<https://www.jpmorganchase.com/institute/research/small-business/report-small-business-payroll>

Kansas Department of Labor. 2021. Custom report prepared for Pittsburg State University's Center for Business and Economic Research. Original Data from Labor Market Information Services and the Bureau of Labor Statistics, Quarterly Census of Employment and Wages.

U.S. Bureau of the Census. 2019. "Number of Jobs, Labor Market Experience, and Earnings Growth: Results From a National Longitudinal Survey." <https://www.bls.gov/news.release/nlsoy.htm>

U.S. Bureau of the Census. 2021. "The Majority of U.S. Businesses Have Fewer Than Five Employees." <https://www.census.gov/library/stories/2021/01/what-is-a-small-business.html>

Summary and Recommendations

Board policy requires that “in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission.” These reviews are “institutionally based and follow the departmental or unit structure of the institution.” (Policy and Procedures Manual, Chapter II., A.5). This item is the report on programs reviewed in academic year 2020-2021. Copies of individual campus reports are available at http://www.kansasregents.org/academic_affairs/618-program-review-reports. Board staff recommends acceptance of this report.

April 5, 2022

Background

Program review is inextricably bound to academic quality and the allocation of resources within the public universities governed by the Kansas Board of Regents. The primary goal of program review is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively coordinating the use of faculty time and talent.

Each university’s Program Review report is comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed; (3) analysis of data compiled in Kansas Higher Education Database (KHEDS) regarding minimum requirements for majors and graduates; and (4) follow-up summary on concerns raised in previous years.

The Academic Program Review Process

State universities are required to review programs at least once every eight years. It is important to note universities are not required to review programs every year of the eight-year cycle, but the institutions must review all programs within that timeframe. As appropriate, universities establish their review schedules, and those generally align with accreditation reporting requirements and site visits.

A. Criteria

The following criteria are used in reviewing academic programs:

1. centrality of the program to fulfilling the mission and role of the institution;
2. quality of the program as assessed by the strengths, productivity, and qualifications of the faculty;
3. quality of the program as assessed by its curriculum and impact on students;
4. demonstrated student need and employer demand for the program;
5. service the program provides to the discipline, the university and beyond; and
6. cost-effectiveness.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accrediting bodies, and various institutional data (e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality). The institution may also provide additional information that relates to these criteria and add additional criteria that are meaningful and appropriate.

B. Data and Minima Tables

The Board has established minimum criteria appropriate to each degree level. Data collected on each academic program are critical to the program review process. Academic programs which fail to meet minimum criteria are identified as part of the review process. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while, at the same time, maintaining exceptional quality and/or serving crucial roles within the university. Below are data minima for programs, which are based on five-year averages. Though

number of faculty and average ACT score are included, the focus of this report is on the number of majors and number of graduates in each program.

	Number of Majors	Number of Graduates	Number of Faculty FTE	Average ACT score
Bachelor's	25	10	3	>=20
Master's	20	5	6	-
Doctorate	10	2	8	-

C. Programs Requiring Additional Review

Based on review of both qualitative reports and program review data institutions identify areas of possible concern and determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review beyond that done during the regular review cycle. In addition, some programs may require temporary monitoring to assess progress in rectifying problems as identified in the regular program review.

The minimum data criteria in specific categories serve as the guidelines for additional review or monitoring. Academic programs which fail to meet any one of these minimum criteria may be targeted for additional review in addition to the regularly scheduled self-study.

In addition to programs identified by the minima tables, the university may designate any other program for additional review based on other information in the program review database or other information sources (such as assessment results and accreditation reports).

Board staff monitors campus activities regarding programs identified for additional review through annual program review reports, or until issues are resolved. For programs that are discontinued, each university teaches out students in the program, but does not accept new enrollments.

D. Final Report and Recommendations

Upon the conclusion of the program review process, each state university submits to Board staff an executive summary of its annual review and recommendations for each program. Board staff develops the annual program review report based on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions. Regarding the minima data, Board staff pay particular attention to the numbers of majors and graduates in each program reviewed. All fractions resulting from the calculation of a five-year average for this report have been rounded up.

Those programs up for review this iteration that were reported on to the Board under the Low Enrollment Program Review last year are highlighted in the program review summary tables for each institution in this report.

Summary of AY 2021 Reports from ESU, FHSU, KSU, PSU, KU, KUMC, and WSU

For the 2020-2021 program review cycle, Emporia State University, Fort Hays State University, Kansas State University, Pittsburg State University, the University of Kansas Medical Center, and Wichita State University reviewed a total of 107 degree programs. What follows is a summary of the programs reviewed in AY 2021 by each of these institutions as part of its regular eight-year cycle for program review; the University of Kansas had no programs to review for that year of the cycle. In addition, a brief overview of the institution's review process is included.

Emporia State University

At Emporia State University, administrative units have the responsibility to organize program review efforts in a manner that best suits their environment and the nature of the program being reviewed. It is considered essential that all faculty connected to the program participate fully and actively in the program review process. While some

departments appoint individual faculty and/or committees to process data associated with the review, reports are provided to the faculty as a whole for discussion, reflection, and decision making.

The program review process at the departmental level requires gathering quantitative and qualitative program information. Both types of data assist units to reflect upon the quality of the program and lend validity to the self-evaluation and resulting recommendations. Budget and financial information is provided by Fiscal Affairs. The Office of Institutional Effectiveness compiles quantitative data related to numbers of majors, credit hour production, productivity per full time/part-time FTE, etc. Surveys of recent graduates, current students, and employers provide qualitative data. For some programs, qualitative data may also include numbers of students who matriculate into graduate programs of study.

Once data are collected, faculty, staff, and administrators engage in serious and on-going dialogue about the implications of the data. Department chairs provide written summaries, including recommendations for each program of study, to the respective school/college dean and to the provost.

ESU reviewed a total of ten degree programs at the undergraduate level and four at the master's level for a total of 14 programs this year. There was some overlap with programs that were included in the Low Enrollment Program Report done last year; those programs are highlighted in the table below; the recommendations here align with the recommendations made in the Low Enrollment Program Report.

The bachelor's programs in Communication/Speech Communication and the bachelor's and master's programs in Biology all met minima and are recommended to continue. The BS in Biochemistry and Molecular Biology did not meet the minimum numbers of majors or graduates, but it is an interdisciplinary and coordinated program, and has positive net revenues. The BSE in Physical Science has been continued as a licensure option only (the BA and BS options were discontinued in 2018), and is an academic support program serving as the middle school teacher licensure option for future science teachers. Though neither minima were met, the program is essentially cost neutral with positive net revenues. The MS in Physical Science met both minima and is recommended to continue. The bachelor's programs in Chemistry, Earth Science, and Physics did not meet either minima, but the programs are academic support programs and have positive net revenues. The programs in Chemistry and Earth Science are recommended for continuation, while the program in Physics is recommended for additional review. The MS in Forensics met minima and is also being recommended to continue. The bachelor's programs in Theatre fell shy of the minimum number of graduates by one, but the program is recommended for continuation. The department has increased recruiting efforts that are starting to create growth, and the number of program faculty has been reduced, increasing efficiency. The bachelor's programs in both Art and Nursing met minima and are being recommended to continue. Finally, the Master of Science in Nursing is new and has not had the requisite five years to build full enrollments or establish five-year averages. Consequently, it is being recommended for continuation.

**Emporia State University
Program Review Summary Table AY 2021**

Program	CIP	Degree Level	Recommendation
Communication/ Speech Communication	09.0101	B	Continue
Biology	26.0101	B, M	Continue
Biochemistry And Molecular Biology	26.0210	B	Continue
Physical Science	40.0101	B, M	Continue
Chemistry	40.0501	B	Continue
Earth Science	40.0601	B	Continue
Physics	40.0801	B	Additional Review

Forensics	43.0406	M	Continue
Theatre	50.0501	B	Continue
Art	50.0701	B	Continue
Nursing	51.3801	B, M	Continue

M= Master's; B=Bachelors; D= Doctorate

*Recommendation options are: Continue, Additional Review, Enhance, Discontinue

The BS in Economics, the Master of Music, and the BS/BA in Political Science had all been identified previously for additional review. They are recommended to continue on additional review. Last year, ESU identified the MS in Information Technology, the MS in Informatics, and the BSB in Business Data Analytics for additional review. Those programs are also recommended to continue on additional review. The institution will continue to monitor minima for these programs.

Emporia State University
Status of Programs Identified AY 2017-2020 as Needing Additional Review

Program	Year of Review	CIP	Degree Level	Recommendation
Economics	2020	45.0603	B	Additional Review
Music	2020	50.0901	M	Additional Review
Political Science	2020	45.1001	B	Additional Review
Information Technology	2021	11.0103	M	Additional Review
Informatics	2021	11.0104	M	Additional Review
Business Data Analytics	2021	52.1301	B	Additional Review

Fort Hays State University

Effective Fall 2015, Fort Hays State University reviews all programs on a five-year cycle. Each cycle is dedicated to the programs within one of the university's five colleges. Fort Hays State University procedures for Program Review are contained within the Memorandum of Agreement between the FHSU Chapter of the American Association of University Professors and Fort Hays State University/Kansas Board of Regents, under Program Discontinuance, which can be found [here](#). To summarize, the Provost, in consultation with the Faculty Senate President, appoints a Program Review Committee (PRC) consisting of faculty members. Each department with programs to be reviewed conducts a self-study and submits a report to the Associate Provost for Academic Affairs (APAA) and the PRC. The PRC reviews the report and makes program recommendations, determining if programs are subject to Intensive Program Review. The report is shared with the APAA and the Provost. The APAA completes program recommendations and shares a summary report with the Provost and President before submitting to KBOR. Any departments with a program that needs to undergo Intensive Program Review are notified and the PRC meets with the department chair to discuss the requirements for the process.

FHSU reviewed nine bachelor programs and one master's program for a total of ten degree programs. None of these were included in the Low Enrollment Program Report. Revenues for each of these departments exceeded expenses. Further, all met program minima and are being recommended to continue.

Fort Hays State University
Program Review Summary Table AY 2021

Program	CIP	Degree Level	Recommendation
Information Networking And	11.0401	B	Continue
Business Education	13.1303	B	Continue
International Business And Economics	45.0605	B	Continue

Business Administration	52.0201	M	Continue
Management	52.0205	B	Continue
Accounting	52.0301	B	Continue
Finance	52.0801	B	Continue
Tourism And Hospitality Management	52.0901	B	Continue
Management Information Systems	52.1201	B	Continue
Marketing	52.1401	B	Continue

FHSU previously identified four programs for additional review that were not included in the Low Enrollment Program Report. They are listed in the table below. The MS in Communication is being recommended for discontinuance after teaching out existing students. The remaining associate and bachelor programs exceed the minimum number of majors, but do not meet the minimum number of graduates. Consequently, all are recommended to remain on additional review for continued monitoring of minima.

**Fort Hays State University
Status of Programs Identified AY 2017-2020 as Needing Additional Review**

Program	Year of Review	CIP	Degree Level	Recommendation
Technology and Leadership	2017	52.0210	A	Additional Review
Technology Leadership	2017	14.3501	B	Additional Review
Communication	2019	09.0101	M	Phase out/Discontinue
History	2019	54.0101	B	Additional Review

Kansas State University

The program review process at K-State began with each program examining its assessment of student learning. The Office of Assessment reviewed all reports with the Graduate School Assessment and Review committee additionally reviewing graduate programs’ reports on the assessment of student learning. Reviewers provided feedback and recommendations for improvement. Each program examined the statistical data and drafted a summary report resulting from their program’s self-review including the six criteria listed on page one of this report. In consultation with the College Dean’s Office and/or the respective College or Program Committee on Planning, each department finalized the Program Review Report for its academic programs (by CIP code) as required by KBOR. The college dean then forwarded the reports to the Office of Assessment for review and comment. The Office of Assessment returned the reports with any suggested revisions to the college dean, which were returned with revisions for final approval.

K-State submitted a total of 29 degree programs for review representing the College of Arts and Science, including 14 bachelor’s, nine master’s, and six doctoral programs. Additionally, the BA/BS programs in American Ethnic Studies and Women, Gender, & Sexuality Studies were scheduled for review this year, but they merged as a result of the Strategic Alignment Report process in 2021. Finally, K-State also reviewed the second major in International Studies, but that program is not a “stand-alone” degree program; as such, it is no longer tracked in KBOR’s Program Inventory.

All programs are recommended to continue. Of the 14 bachelor-level programs, only the BA in Humanities, the BA/BS in Physical Sciences, and the BA/BS in Medical Lab Science did not meet either minima. Each of these programs was reviewed during the Strategic Program Alignment process in November 2020, and each was approved to continue. Each program is interdisciplinary, comprises several different departments, and costs little to nothing to administer. Further, the BA/BS in Medical Lab Science is growing. The BA/BS in Geography was

only one student short of meeting the minimum number of graduates. The department has made improvements, such as increasing the number of computer workstations in the geospatial teaching lab, adding wall monitors and white boards, and recently completed the Richard A. Marston Earth Systems Science Laboratory, which provides hands-on experience for students in the major. Further, the department recently added the BS in Geographic Information Science & Technology to help satisfy the market need for Geographic Information System (GIS) professionals, so numbers in this major are expected to continue to rise. The remaining ten bachelor programs met both minima.

Of the nine master’s level programs, the MS in Psychology and the MPA in Public Administration met both minima. The MA in Security Studies met the minimum number of graduates while falling just one student short of the minimum number of students in the major. The remaining six master’s programs did not meet minima. The MS in Mass Communications has added an online degree option focusing on strategic communications. The MA in Economics is a feeder program into the PhD program in Economics, and graduate level economics courses are taught to students in Business, Agricultural Economics, and other disciplines. The MAs in Geography, Political Science, Sociology, and History are graduate feeder programs for the doctorate programs in those disciplines. All master’s programs are recommended to continue.

The doctoral programs in Psychology, Economics, Geography, Security Studies, Sociology, and History all meet program minima and are also recommended to continue.

**Kansas State University
Program Review Summary Table AY 2021**

Program	CIP	Degree Level	Recommendation
American Ethnic Studies	05.0200	B	Merged with Gender, Women, & Sexuality Studies
Gender, Women And Sexuality Studies	05.0207	B	Merged with American Ethnic Studies
Mass Communication	09.0401	B, M	Continue
Humanities	24.0103	B	Continue
Life Sciences	30.1801	B	Continue
Physical Sciences	40.0101	B	Continue
Psychology	42.2799	B, M, D	Continue
Public Administration	44.0401	M	Continue
Social Work	44.0701	B	Continue
Social Sciences	45.0101	B	Continue
Anthropology	45.0201	B	Continue
Economics	45.0601	B	Continue
Economics	45.0603	M, D	Continue
Geography	45.0701	B, M, D	Continue
Security Studies	45.0901	M, D	Continue
Political Science	45.1001	B, M	Continue
Sociology	45.1101	B, M, D	Continue
Medical Laboratory Science	51.1005	B	Continue
History	54.0101	B, M, D	Continue

K-State had previously identified the MA in Theatre for additional review. The program shows an increase in majors from the previous year and met the minimum number of graduates last year. K-State is recommending keeping the program on additional review to review again next year.

Kansas State University
Status of Programs Identified AY 2017-2020 as Needing Additional Review

Program	Year of Review	CIP	Degree Level	Recommendation
Theatre	2020	50.0501	M	Additional Review

Pittsburg State University

The 2020-21 academic year was the tenth year of implementation of the revised program review process that was developed and approved in 2010-2011 for Pittsburg State University. The PSU program review process was designed to enhance overall institutional quality and accountability. The focus continues to be on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plan, and resource allocation. Program Review is a major opportunity for departments to complete a comprehensive self-study in order to demonstrate that programs are current, of sufficient size and quality, and help the institution serve its mission. As previously submitted, this process provides two pathways to review: through an external accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or by an external reviewer. Programs accredited by an external agency are scheduled for the PSU Program Review during the academic year following the visit, using the response from the accrediting body in lieu of an additional external review.

In AY 2021, a total of 20 programs were reviewed. Twelve of the programs recently completed the program review process through external accrediting agencies. For these accredited programs, the Program Review Committee reviewed the accreditation self-study document and site visit team report, reviewed the program response to Regents minima, reviewed the program assessment of student learning, reviewed the past Program Review Committee feedback, and met with program faculty.

For the programs without discipline-specific accreditation, program faculty completed a written self-study report, with a primary emphasis on student learning and other indicators of program quality. This report was submitted to both the Program Review Committee and an external evaluator. The external reviewer examined the self-study documents and submitted a final report.

The Program Review Committee prepared individual feedback for all programs in the form of the Committee Response, included in the full PSU Program Review Academic Year 2021 Report. The Committee Response includes an overview, concerns, and recommendations for each individual program.

Overall, the programs reviewed were in alignment with the mission and role of the institution. Accreditation visit reports identified no major challenges. The MS in Education (School Health), and the MS in Polymer Chemistry underwent an initial review.

Pittsburg State University reviewed eleven baccalaureate programs that met program minima. Eight of those programs are recommended to continue, and include Career & Technical Education; Electronics Engineering Technology; Plastics Engineering Technology; Manufacturing Engineering Technology; Mechanical Engineering Technology; Recreation Services, Sport, & Hospitality Management; Psychology; and Nursing. Though they met program minima, PSU recommends enhancing the BGS in General Studies, the BST in Construction Management, and the BSET in Construction Engineering Technology programs. The review committee recommended the BGS in General Studies develop a plan to assess student performance and to foster continuous improvement. Further, they recommend the program develop a replicable plan to annually recruit students who have stopped out of PSU

and who may be eligible for degree completion through General Studies. The review committee also recommended that the bachelor programs in Construction Engineering Technology and Construction Management evaluate the number of degrees awarded relative to the enrollment of upper level undergraduate students and the high progression rate to determine impediments to degree completion and develop a plan of response.

The bachelor programs in Integrated Studies; Music; and History did not meet either minima. These programs were all reviewed during the Strategic Program Alignment process last year. Last year, PSU recommended to continue the BIS in Integrated Studies with the plan for the review committee to review thoroughly this year. Consequently, PSU recommends the program for enhancement. The review committee recommended the program develop a plan outlining how it will continue to raise the enrollment of majors and number of degrees awarded, and how it will raise the junior-to-senior progression rate to address program attrition. They also recommend the development of an effective assessment plan for measuring student performance and fostering continuous improvement. PSU discontinued the BA option for History, maintaining the BS, as it is a feeder program into the master's program (which meets program minima). They also merged the bachelor degree options into the Bachelor of Music (discontinuing the BA and BSE options) as a result of the strategic program alignment process. The review committee recommended both history and music departments prioritize the development of recruitment and retention plans. As such, PSU recommends continuing the bachelor programs in History and Music.

PSU reviewed five master level programs. The master's programs in Career & Technical Education; Psychology; and History all met minima and are recommended to continue. The Master in Music did not meet either minima but is recommended to continue. The review committee recommended the program develop and implement a recruitment and retention plan that includes addressing the efficacy of offering graduate assistantships and impediments to degree completion. Further, they suggest the program evaluate the advantages and disadvantages of continuing to offer online graduate level coursework, particularly in progressing students toward degree completion. The Master of Science in Nursing did not meet the minimum number of students enrolled but is recommended to continue. The review committee recommended the program develop a formal plan of recruitment. Given the number of degree completions exceeds the minima expectation, retention does not appear to be an issue. The committee also recommended the program develop a mechanism for measuring the impact of renovation and construction on teaching and learning.

Finally, PSU reviewed the Doctor in Advanced Practice Nursing. The program exceeds program minima and is recommended to continue.

Pittsburg State University
Program Review Summary Table AY 2021

Program	CIP	Degree Level	Recommendation
Career & Technical Education	13.1309	B, M	Continue
Electronics Engineering Technology	15.0303	B	Continue
Plastics Engineering Technology	15.0607	B	Continue
Manufacturing Engineering Technology	15.0613	B	Continue
Mechanical Engineering Technology	15.0805	B	Continue
Construction Engineering Technology	15.1001	B	Enhancement
General Studies	24.0101	B	Enhancement
Integrated Studies	30.9999	B	Enhancement
Recreation Services, Sport and Hospitality Management	31.0101	B	Continue

Psychology	42.0101	B, M	Continue
Music	50.0903	B, M	Continue BM Merged BA with BM Continue MM
Nursing	51.3801	B	Continue
Nursing	51.3808	M	Continue
Advanced Practice Nursing	51.3818	D	Continue
Construction Management	52.2001	B	Enhancement
History	54.0101	B, M	Replaced BA with BS Continue MA

As a result of the Strategic Program Alignment Process, PSU decided to merge the bachelor program in Geography with Political Science. Consequently, they added this program for additional review for the next few years. Last year, PSU recommended the MS in Education (School Health) for additional review as it was not meeting program minima. PSU recommends keeping the program on additional review at this time.

Pittsburg State University
Status of Programs Identified AY 2017-2020 as Needing Additional Review

Program	Year of Review	CIP	Degree Level	Recommendation
Geography	2017 (& 2021)	45.0701	B	Additional Review
Education (School Health)	2021	13.9999	M	Additional Review

University of Kansas

KU's program review is typically structured around a detailed self-study conducted by the academic unit with summary information and well-substantiated assessments reported to the deans and provost. However, the university completed its review of all programs for the eight-year cycle with last year's report, and has no programs to report on this year, nor does it have programs previously identified for additional review.

University of Kansas Medical Center

Due to the inherent professional nature of many of the programs at the KU Medical Center, such programs are reviewed and evaluated by an appropriate discipline-specific accrediting agency with site visits occurring on a schedule determined by the accreditation body. These reviews are rigorous and measure progress toward the program's stated mission, identify its strengths and weaknesses, and, if appropriate, state improvements necessary to meet national standards. Many accrediting bodies now require annual updates on benchmark data related to outcome minima.

All degree programs at the University of Kansas Medical Center are accredited under the umbrella of the Higher Learning Commission (HLC), with the most recent Reaffirmation of Accreditation effective in 2015 for a full ten-year period. Additionally, most of our professional programs are accredited by a discipline-specific agency, viewed as a critical component for having a valid program in the eyes of students and employers. To take advantage of the activities associated with this type of accreditation, the Medical Center makes efforts to coordinate the Program Review year with site visits from the accrediting body.

Leading up to the Program Review year, programs are provided minima tables from KHEDS data, instructions related to the PR process, and the six Board of Regents criteria required to be incorporated into the narratives. The department may use information compiled during internal self-review, annual updates required by the accrediting body, and/or a self-study report produced for an accreditation site visit team. Data comes from centralized sources involving student, human resource, research, and financial systems, as well as internal

department record keeping. Departments may use course evaluation and program evaluation data from students and other stakeholders to make necessary modifications, or to further enrich their programs. Many departments run exit surveys on student satisfaction as well as surveys on recent graduates regarding employment.

For programs that do not have additional accreditation outside of the HLC, the Office of Postdoctoral Affairs and Graduate Studies institutes a process of internal self-review based upon a set of standard criteria, with the end result being a recommendation to Vice Chancellor of Academic Affairs regarding the program (e.g. enhancement, continuation, deletion) from the Dean of Graduate Studies. For professional programs with specific accreditation, the University understands the rigors undertaken to maintain accreditation and to prepare for site visits or annual updates. In these cases, Academic Affairs does not mandate additional internal review in preparation for Program Review. The final recommendation by Academic Affairs is made based on these inputs in conjunction with strategic planning and external forces (e.g. financial support, research landscape, state health-professional needs).

For this program review year, KUMC assessed six master’s programs and six doctoral programs in the biomedical sciences, including Biochemistry & Molecular Biology; Cell Biology & Anatomy; Microbiology; Cancer Biology; Pharmacology; and Toxicology. The first-year core curriculum for graduate students interested in becoming biomedical researchers is provided by the Interdisciplinary Graduate Program in Biomedical Sciences (IGPBS). Students are admitted to this program at the doctoral level. Currently, around 13-16 students are admitted into the IGPBS each year.

During the IGPBS year, students meet faculty from the various departments and become acquainted with the types of research being conducted in their laboratories. Each student selects three laboratories for research rotations, which helps facilitate their choice of a research mentor. Students may choose among one of nine PhD programs (Biochemistry and Molecular Biology; Cell Biology & Anatomy; Microbiology; Cancer Biology; Pharmacology; Toxicology; Molecular and Integrative Physiology; Neurosciences; Pathology; and Laboratory Medicine). The choice of a mentor determines the doctoral program which the student pursues and the department providing support. Occasionally, a student may not be able to complete all the requirements for the PhD. In that case, the student will be awarded a master’s degree, provided they have completed the minimum requirements for that level. As such, the Medical Center addresses the Board minima requirements for these programs at the doctoral level only. Each of these programs meets both minima, with the exception of Cancer Biology, which is a newer program and does not have the requisite five years of data for number of graduates, and Pharmacology, which does not meet the minimum number of students in the program, but is being monitored internally.

University of Kansas Medical Center
Program Review Summary Table AY 2021

Program	CIP	Degree Level	Recommendation
Biochemistry And Molecular Biology	26.0210	M, D	Continue
Cell Biology And Anatomy	26.0407	M, D	Continue
Microbiology	26.0503	M, D	Continue
Cancer Biology	26.0911	M, D	Continue
Pharmacology	26.1001	M, D	Continue
Toxicology	26.1004	M, D	Continue

The MS in Molecular Biotechnology was approved last year for additional review. KUMC recommends keeping the program on additional review status at this time. The School of Health Professions values the program’s intent and need within the region. It is undertaking steps to re-assess the first-year (non-practicum) curriculum, which has provided challenges to sustained enrollment. Further, leadership is helping identify potential pipelines for student recruitment.

University of Kansas Medical Center
Status of Programs Identified AY 2017-2020 as Needing Additional Review

Program	Year of Review	CIP	Degree Level	Recommendation
Molecular Biotechnology	2021	26.0204	M	Additional Review

Wichita State University

WSU’s program review is organized around a year-long preparation and review of a self-study that is intended to create a thoughtful assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, the Assistant Vice President for Academic Affairs and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization and provide opportunities for both short and long-term goal setting.

On a four-year cycle each academic unit prepares a self-study using a standard reporting template. These four-year reports then feed into the required review by the Kansas Board of Regents (i.e., each program is required to be reviewed twice during an eight-year period). Programs that demonstrate the need for additional support are asked to complete interim reports. Hence, there is a continuous review process of each academic unit.

The quadrennial reporting cycle, begins in November, one year in advance of being due, (on a staggered schedule so that college programs are reviewed together) when the Office of Accreditation and Assessment within the Division of Academic Affairs offers a workshop for chairs and assessment coordinators, and continues until April 1st when the studies are submitted to the respective Dean’s Office for Review. Thereafter, the studies are reviewed by the Deans, Graduate School (as appropriate) and the University Program Review Committee (consisting of the Vice President for Strategic Engagement and Planning, Assistant Director of the Office of Planning Analysis, the President, President-Elect, and Past-President of the Faculty Senate, and a Dean appointed by the Executive Vice President/Provost), each unit is provided with an opportunity to discuss and clarify those reviews. The University committee submits its final report to the Executive Vice President/Provost by December 1st.

To assist programs in writing their self-studies, departments/programs had access to:

- Program minima data provided by the Office of Planning and Analysis. These data were made available fall 2020.
- Past self-studies performed by past department chairs.
- Data from exit surveys and other surveys collected by the University and within departments.
- External specialty accreditation reports (as appropriate).

For this review cycle, WSU reviewed 11 bachelor’s, ten master’s, and one doctoral program, for a total of 22 programs, all from the Fairmount College of Liberal Arts and Science. Two of the baccalaureate programs reviewed, Women’s Studies and Philosophy, (which do not meet program minima) had been included in the Strategic Program Alignment process. At that time, WSU indicated the Women’s Studies program would be folded into a more interdisciplinary program, and WSU recommended Philosophy for continuation because it supports general education. Since then, the Women’s Studies department was renamed to Women’s, Ethnic, and Intersectional Studies to encourage interdisciplinary study and increase enrollment. It is being recommended for additional review. The remaining nine baccalaureate programs meet minima and are recommended to continue.

The master’s programs in Anthropology, Criminal Justice, Public Administration, and Social Work all meet program minima, though the master’s programs in Spanish, English Language & Literature, Creative Writing, and Sociology do not meet either program minima. The MA in History exceeds the minimum number of students

enrolled but is one student short of reaching the minimum number of graduates. The MA in Psychology is not a direct-entry program; it is sometimes awarded to PhD students who have completed certain requirements and who apply for the degree, but those students are admitted as PhD students, and they typically continue on that path. Finally, the doctoral program in psychology far exceeds both program minima. All graduate programs are recommended to continue.

**Wichita State University
Program Review Summary Table AY 2021**

Program	CIP	Degree Level	Recommendation
Women's Studies	05.0207	B	Additional Review
Modern And Classical Languages & Literature / Spanish	16.0101	B, M	Continue
English Language and Literature	23.0101	B M	Continue
Creative Writing	23.1302	M	Continue
Philosophy	38.0101	B	Continue
Psychology	42.0101	B, M, D	Continue
Anthropology	45.0201	B, M	Continue
Political Science	45.1001	B	Continue
Sociology	45.1101	B, M	Continue
History	54.0101	B, M	Continue
Criminal Justice	43.0104	B, M	Continue
Public Administration	44.0401	M	Continue
Social Work	44.0701	B, M	Continue

Additional Programs Monitored

No programs were identified during WSU's program review last year for additional review.

Program Review Summary

As a result of the 107 degree programs reviewed in AY 2021, two programs are recommended for additional review: 1) ESU's BA/BS/BSE in Physics; and 2) WSU's BA in Women's Studies.

Four programs from PSU are recommended for enhancement: 1) BSET in Construction Engineering Technology; 2) BGS in General Studies; 3) BIS in Integrated Studies; and 4) BST in Construction Management.

Two were recommended to merge, including K-State's BA/BS in Ethnic Studies and the BA/BS Women, Gender, & Sexuality Studies. PSU merged the BA in Music with the BM in Music, though per program review practice, the two have already been counted as one undergraduate degree program.

The remaining programs are all recommended to continue.

For the 14 programs institutions had identified for additional review in *previous* review years, all but one are recommended to continue under the "additional review" category for another year. Fort Hays State University is recommending discontinuing the MS in Communication.

Staff Recommendation

Staff recommends acceptance of this report.