

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

**VIRTUAL MEETING AGENDA  
Wednesday, November 6, 2024  
10:00 a.m. – 11:30 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.

- |   |                        |       |
|---|------------------------|-------|
| <b>I. Call to Order</b>                             | Regent Mendoza, Chair  |       |
| A. Roll Call and Introductions                      |                        |       |
| B. Approve Minutes from September 18, 2024, Meeting |                        | p. 3  |
| <br>  |                        |       |
| <b>II. Board Consent Items</b>                      |                        |       |
| A. All Star High School Awards                      | Mistie Knox            | p. 5  |
| B. KSU BS Cyber Systems Design and Dynamics         | Jesse Mendez, KSU      | p. 8  |
| <br>  |                        |       |
| <b>III. Board Discussion Agenda Items</b>           |                        |       |
| A. AY 2024 Performance Reports – Executive Summary  | Sam Christy-Dangermond | p. 22 |
| <br>  |                        |       |
| <b>IV. Other Matters</b>                            |                        |       |
| A. 2024 Kansas OER Annual Report                    | Mistie Knox            | p. 28 |
| B. Continuation of Program Review Discussion        | Rusty Monhollon        |       |
| C. Continuation of “First 15” Discussion            | Rusty Monhollon        |       |
| D. Academic Affairs Updates                         | Academic Affairs Staff |       |
| <br>  |                        |       |
| <b>V. Announcements</b>                             |                        |       |
| Next BAASC Meeting – November 20, 2024 – KSU        |                        |       |
| <br>  |                        |       |
| <b>VI. Adjournment</b>                              |                        |       |

**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 before each Board meeting. The Committee also meets on the morning of the first day of the monthly Board meeting. Membership includes:

Diana Mendoza, Chair

Alysia Johnston

Neelima Parasker

Vacant

**Board Academic Affairs Standing Committee**

**AY 2025 Meeting Schedule**

<b><i>BAASC Academic Year 2024- 2025 Meeting Dates</i></b>			
<b>Meeting Dates</b>	<b>Location</b>	<b>Time</b>	<b>Agenda Materials Due</b>
September 4, 2024	Virtual Meeting	10:00 a.m.	August 14, 2024
September 18, 2024	Topeka	11:00 a.m.	August 28, 2024
November 6, 2024	Virtual Meeting	10:00 a.m.	October 16, 2024
November 20, 2024	Kansas State University	11:00 a.m.	October 30, 2024
December 4, 2024	Virtual Meeting	10:00 a.m.	November 13, 2024
December 18, 2024	Topeka	11:00 a.m.	November 25, 2024
January 2, 2025	Virtual Meeting	10:00 a.m.	December 11, 2024
January 15, 2025	Topeka	11:00 a.m.	December 24, 2024
January 29, 2025	Topeka	11:00 a.m.	January 8, 2025
February 12, 2025	Topeka	11:00 a.m.	January 22, 2025
February 26, 2025	Virtual Meeting	10:00 a.m.	February 5, 2025
March 12, 2025	Topeka	11:00 a.m.	February 19, 2025
April 2, 2025	Virtual Meeting	10:00 a.m.	March 12, 2025
April 16, 2025	Pittsburg State University	11:00 a.m.	March 26, 2025
April 30, 2025	Virtual Meeting	10:00 a.m.	April 9, 2025
May 14, 2025	Topeka	11:00 a.m.	April 23, 2025
May 28, 2025	Virtual Meeting	10:00 a.m.	May 7, 2025
June 11, 2025	Topeka	11:00 a.m.	May 21, 2025

Please note that virtual meeting times are 10:00 a.m. and Board Day meetings are 11:00 a.m., unless otherwise noted.

**KANSAS BOARD OF REGENTS**  
**BOARD ACADEMIC AFFAIRS STANDING COMMITTEE**  
MINUTES  
SEPTEMBER 18, 2024

Chair Diana Mendoza called the September 18, 2024, Board Academic Affairs Standing Committee meeting to order at 11:00 a.m. The meeting was held in the Kathy Rupp conference room, located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka

MEMBERS PRESENT:           Regent Diana Mendoza, Chair  
                                  Regent Alysia Johnston  
                                  Regent Neelima Parasker

**APPROVAL OF MINUTES**

Regent Johnston moved that the minutes of the September 4, 2024, meeting be approved. Following the second of Regent Parasker, the motion carried.

**INTRODUCTIONS**

Regent Mendoza asked the Student Government Association Presidents and the Faculty Senate Presidents who were in attendance to introduce themselves.

**OTHER MATTERS**

**DISCUSS NEW PROGRAM REVIEW PROCESS**

Dr. Rusty Monhollon provided a presentation summarizing the new program review process. The University of Kansas and Kansas State University are scheduled to review their academic programs for AY2025. Wichita State University will review in AY2026 and Pittsburg State University, Fort Hays State University, and Emporia State University in AY2027. Within this presentation he also presented several questions for the committee to consider and discuss. These discussion items included reviewing the purpose of the program review process and considering modifications to the minima for the number of majors and graduates in interdisciplinary programs without a department, the number of students enrolled in master's programs, the possibility of combining the number of master's and doctoral students and applying different minima for those programs, the same thresholds being applied to all universities despite the difference in size and mission, and including the number of students enrolled in graduate study one year after graduation to supplement the talent pipeline metric. The regents and university provosts expanded on these questions. These items will be discussed more in-depth at a later date.

**ACADEMIC AFFAIRS UPDATES**

Ms. Samantha Christy-Dangermond provided updates on Academic Affairs matters. All programs have selected a gateway math course, and these decisions are available on the KBOR website under the Academic Affairs section. The multiple placement measures for entry into gateway math courses with corequisite support were approved at the last BAASC meeting. An email to CAO's went out on September 4 communicating the new measures that were approved. These measures will be posted to the KBOR website soon.

**PROFESSIONAL DEVELOPMENT SERIES**

Ms. Samantha Christy-Dangermond provided updates on the professional development series KBOR is providing for Math Pathways. The trainings range from one-time events to monthly meetings, such as the Executive Implementation Team meetings. All thirty-two institutions attended the August Executive Implementation Team meeting and 90 percent of institutions were represented at the first Math Faculty Professional Development session on September 6. There are resources available on the website for those who were unable to attend the meetings, such as meeting agendas, notes, and chat questions. Recordings will be posted to the website soon. Two upcoming

trainings were mentioned. The first was an introduction to Math Pathways, which is a general session available to all higher education professionals. This training will be offered as a Zoom webinar on October 8. The second was a "Lunch & Learn" training for advisors, which will be provided on October 15.

#### DISCUSS "FIRST 15"

Dr. Monhollon provided information on a discussion regarding creating a "First Fifteen" pathway more accessible to all transfer students in the general education bucket, beyond just career and technical education. Regents have made overtures to the legislature to fund this initiative but have been unsuccessful in securing that funding. The next steps will involve devising alternative funding options.

#### ANNOUNCEMENTS

As a reminder, no BAASC or KBOR meeting will be held in October. The next BAASC meeting will be virtual on November 6, and the next in-person meeting will be hosted by Kansas State University on November 20.

#### ADJOURNMENT

Regent Johnston moved that the meeting be adjourned. Following the second of Regent Parasker, the motion carried. The meeting adjourned at 12:09 p.m.

## II. Board Consent Items

- A. Receive the Apply Kansas All Star High School Award Winners
- *ACCESS—Enrollment Equity Gap College Going Rate*

Mistie Knox, Associate Director, Academic Affairs

### Summary

*The All Star High School program aims to recognize and promote best practices in postsecondary activities scheduled throughout the school year. Each year, the Kansas Board of Regents will honor high schools participating in the Apply Kansas campaign that host two additional college preparation events during the same academic year as their Apply Kansas application event. This series of consecutive events fosters a college-going culture within the school community. Building on the Apply Kansas mission to enhance college access, the program supports students throughout the application process, assisting with admission applications and financial aid while ensuring that postsecondary pathways for all seniors are valued and celebrated.*

### Background

A college-going culture builds the expectation of postsecondary education for all students, not just the best students. When schools foster this culture, students are encouraged to explore various career and educational options during their high school experience.

The Apply Kansas campaign requires high schools to host a college application event each year, around October. These events provide students with dedicated time and support during the school day to complete applications for universities, community colleges, technical colleges, or other training programs. Additionally, students interested in the military or entering the workforce can complete their military or job applications during these events.

While the guidance and support offered during the Apply Kansas event encourages students to begin their post-graduation plans, the All-Star High School program promotes a best practice model for postsecondary education by requiring two additional preparation events throughout the same academic year.

### Apply Kansas All Star High Schools

All Star High Schools host the following three events in the same academic year:

1. Apply Kansas Application Event (around October)
2. FAFSA Completion Event
3. Senior Signing Day Event (May)

**FAFSA Completion Event:** The Free Application for Federal Student Aid (FAFSA) is an important step for seniors, and many high schools coordinate their FAFSA completion events alongside their application events. Some schools host evening sessions for students and parents, often with the assistance of financial aid staff from a local higher education institution. These events provide students and families with the space, time, guidance, and encouragement needed to complete the FAFSA and explore the financial opportunities available. Such events may take place multiple times throughout the school year.

**Senior Signing Day/National Decision Day:** May 1st, National Decision Day, is the deadline for most college applicants to accept or decline admission offers from universities nationwide. Since this day coincides closely with graduation for our seniors, hosting a college signing day event provides an opportunity to recognize and celebrate the diverse paths graduating seniors choose. Schools can implement this celebration in various ways, such as through bulletin boards, maps, announcements during senior award ceremonies, or at graduation. The only requirement is that the activity acknowledges all seniors in the class and equally celebrates their chosen pathways. Ideally, this should be a public display that engages the entire school community in honoring the seniors' plans for the future.

By hosting and promoting these three college planning events each year, the Apply Kansas site coordinators cultivate an environment that highlights various career paths as valuable, attainable, and affordable. These events illustrate to younger students the destinations their older peers are pursuing, reinforcing that their dreams will be supported. Ultimately, they foster a college-going culture where students can envision pathways beyond high school and recognize that all levels of higher education are within reach.

**2024 APPLY Kansas All Star High Schools**

148 Kansas High Schools qualified as 2024 Apply Kansas All Star High Schools. Schools receiving recognition for the first time will be awarded a large vinyl banner (see example #1). Last year, we recognized 97 All-Star High Schools. Schools being recognized for subsequent years will receive a star sticker to add to their existing banner (see example #2).

**All Star Awards**

Example #1: First Year Banner



Example #2: Star Stickers for Years 2-5



High School	City	High School	City	High School	City
Altoona-Midway High School	Buffalo	Greenbush Virtual Academy	Lawrence	Ottawa High School	Ottawa
Andover Central High School	Andover	Halstead High School	Halstead	Paola High School	Paola
Andover High School	Andover	Hanover High School	Hanover	Parsons High School	Parsons
Ashland High School	Ashland	Hayden Catholic High School	Topeka	Peabody-Burns High School	Peabody
Atchison High School	Atchison	Hiawatha High School	Hiawatha	Pike Valley High School	Scandia
Augusta High School	Augusta	Highland Park High School	Topeka	Pratt High School	Pratt
Baldwin High School	Baldwin City	Hodgeman County High School	Jetmore	Quinter High School	Quinter
Basehor-Linwood	Basehor	Hoisington High School	Hoisington	Rolla Jr/Sr High School	Rolla
Beloit Jr./Sr. High School	Beloit	Hope High School	Hope	Rossville Jr/Sr High School	Rossville
Blue Valley High School	Randolph	Hoxie High School	Hoxie	Royal Valley High School	Hoyt
Bucklin High School	Bucklin	Hugoton High School	Hugoton	Russell High School	Russell
Burlingame Jr./Sr. High	Burlingame	Humboldt High School	Humboldt	Sabetha High School	Sabetha
Burlington High School	Burlington	Jackson Heights High School	Holton	Salina South High School	Salina
Campus High School	Wichita	JC Harmon High School	Kansas City	Satanta Jr/Sr High School	Satanta
Caney Valley High School	Caney	Kinsley Junior Senior High School	Kinsley	Scott Community High School	Scott City
Cedar Vale High School	Cedar Vale	Kiowa County High School	Greensburg	Sedan High School	Sedan
Chanute High School	Chanute	La Crosse High School	La Crosse	Sedgwick High School	Sedgwick

Chase County Jr/Sr High School	Cottonwood Falls	Labette County High School	Altamont	Shawnee Heights High School	Tecumseh Overland Park
Cheney High School	Cheney	Lakin High School	Lakin	Shawnee Mission North High School	Shawnee Overland Park
Circle High School	Towanda	Lebo High School	Lebo	Shawnee Mission Northwest High School	Shawnee Overland Park
Clay Center Community High School	Clay Center	Liberal High School	Liberal	Shawnee Mission South High School	Shawnee Overland Park
Clifton-Clyde High School	Clyde	Linn High School	Linn	Shawnee Mission West	Overland Park
Colby High School	Colby	Lyndon High School	Lyndon	Skyline High School	Pratt
Complete High School	Maize	Macksville High School	Macksville	Smoky Valley High School	Lindsborg
Concordia Jr Sr High School	Concordia Council Grove	Maize High School	Maize	Southeast High School	Cherokee
Council Grove High School	Grove	Maize South High School	Wichita	St. John High School	St. John
Deerfield High School	Deerfield	Marais des Cygnes Valley McPherson High School	Melvorn	St. Mary's Jr Sr High School	St. Marys
Dighton High School	Dighton	McPherson High School	McPherson	Stafford High School	Stafford
Dodge City High School	Dodge City	Meade High School	Meade	Sterling High School	Sterling
Doniphan West High School	Highland	Minneapolis High School	Minneapolis	Sublette High School	Sublette
Douglass High School	Douglass	Minneola High School	Minneola	Sumner Academy of Arts and Science	Kansas City
Eisenhower High School	Goddard	Mission Valley Jr/Sr High School	Eskridge	Syracuse High School	Syracuse
El Dorado High School	El Dorado	Moscow High School	Moscow	Thomas More Prep-Marian High School	Hays
Ellinwood High School	Ellinwood	Mulvane High School	Mulvane	Topeka West High School	Topeka
Ellis High School	Ellis	Nemaha Central High School	Seneca	Ulysses High School	Ulysses Valley Center
Ell-Saline High School	Brookville	Neodesha High School	Neodesha	Valley Center High School	Valley Center
Emporia High School	Emporia	Ness City High School	Ness City	Victoria High School	Victoria
Erie High School	Erie	Newton High School	Newton	Wakefield High School	Wakefield
Eureka Jr Sr High School	Eureka Kansas	Northeast High School	Arma	Washburn Rural High School	Topeka Kansas
FL Schlagle High School	City	Northeast Magnet High School	Bel Aire	Washington High School	City
Flinthills High School	Rosalia	Norwich High School	Norwich	Waverly High School	Waverly
Fort Scott High School	Fort Scott	Olathe East High School	Olathe	White City High School	White City
Fredonia High School	Fredonia	Olathe North High School	Olathe	Wichita County Jr/Sr High School	Leoti
Frontenac High School	Frontenac	Olathe Northwest High School	Olathe	Wichita High School East	Wichita
Garden City High School	Garden City	Olathe South High School	Olathe	Wichita High School Heights	Wichita
Gardner Edgerton High School	Gardner	Olathe West High School	Olathe	Wichita High School South	Wichita
Goodland High School	Goodland	Osage City High School	Osage City	Wichita High School West	Wichita
Great Bend High School	Great Bend	Oskaloosa High School	Oskaloosa	Wichita High School West	Wichita
Greeley County High School	Tribune	Oswego Jr./Sr. High School	Oswego	Wichita North High School	Wichita Kansas
				Wyandotte High School	City

## II. Board Consent Items

- B. KSU BS Cyber Systems Design and Dynamics
  - Program Approval

Jesse Mendez, KSU

### 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. A Program & Employment Analysis is included in Attachment C. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

*November 6, 2024*

## I. General Information

### A. Institution

Kansas State University

### B. Program Identification

Degree Level:	Bachelor's
Program Title:	Cyber Systems Design and Dynamics
Degree to be Offered:	Bachelor of Science in Cyber Systems Design and Dynamics
Responsible Department or Unit:	College of Technology & Aviation / Department of Integrated Studies
CIP Code:	11.0804
Modality:	Hy-Flex
Proposed Implementation Date:	August 2024

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

Cyber Systems Design and Dynamics (CSDD) is an innovative degree program merging the realms of digital design, human-computer interaction, virtual and augmented reality, data science, and intelligent computing systems architecture. This program equips students with unique and in-demand skills to create engaging virtual environments, immersive applications, predictive data systems, cyber physical systems, and interactive media. After extensive research stemming from Kansas State University's Academic Program Review & Revitalization Process, industry partner meetings, and discussions among the faculty within the Department of Integrated Studies on the K-State Salina Campus, it was determined that the CSDD degree is an excellent option to replace the outdated Computer Systems Technology and Digital Media Technology degrees. This new degree option was developed to support advanced industry demands within the areas of Immersive Systems Design and Machine Learning. Moreover, this new degree will be a major component of the \$41 Million Kansas Center for Advanced Immersive Research for Emerging Systems (K-AIRES) currently being built on the K-State Salina Campus and will offer students industry connections with Pure Imagination Studios (**see Attachment A**). The new degree is unique within the region as well as the nation. Industrial demand for the skillsets developed in this new bachelor's degree has grown rapidly over the last 3 years in the region and the nation. Additionally, the employment outlook for bachelor's degree holders in relevant fields is very positive at all geographic levels.



#### IV. Program Demand: Market Analysis

Student demand for degrees in cyber systems and machine learning related fields has grown in the region and the nation. Between 2014 and 2020, the number of regional bachelor's conferrals in machine learning-related fields grew annually at a rate of 48.7 percent, much faster than the average growth rate for all bachelor's conferrals. While the volume of conferrals has been below-average, the substantial completion growth rate indicates a trending emerging field. A review of the regional and national landscape suggests room for an additional bachelor's degree in the state of Kansas. No regional universities currently offer a bachelor's degree in Cyber Systems Design & Dynamics.

Nationwide, few degree programs are directly relevant (in contrast to specializations or concentrations) which suggests viable conditions for a degree option in Cyber Systems Design and Dynamics. Moreover, as of 2022, no Kansas-based institution has reported any bachelor's offerings in relevant fields. The employment outlook for cyber systems and machine learning-related occupations is positive. Federal data projects a faster-than-average employment growth for software developers and other related occupations over a ten-year period in Kansas, the region, and the nation. Recently posted job listings underscore the trend in substantial labor demand, especially for professionals who are versed in the latest programming frameworks related to Immersive Systems Design and Machine Learning and Autonomous Systems.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	8	7	192	105
Year 2	24	12	576	180
Year 3	36	18	864	270

#### VI. Employment

The employment outlook for cyber systems-related occupations is positive. Federal data projects a faster-than-average employment growth for system developers, engineers, and other related occupations over a ten-year period in Kansas, the region, and the nation (Department of Labor Statistics). However, recently posted job listings underscore the trend in substantial labor demand, especially for professionals who are versed in integrated systems design and architecture (EMSI, 2020). An understanding of cyber systems and the ability to think and work systematically when approaching industry problems, is becoming increasingly vital for employees hired in a variety of technical, engineering, science, and business positions (Werner & Pritchard, 2021). Additionally, comprehension of cyber system dynamics is frequently sought after for research and education in many different fields, as well as for analysis by large companies, governments, international agencies, and consulting companies.

#### VII. Admission and Curriculum

##### A. Admission Criteria

Freshmen Students:

- Admission to the university is test-optional and requires achieving EITHER:
  - A cumulative high school GPA (weighted or unweighted) of 3.25 or higher OR
  - ACT composite score of 21, or an SAT ERW+M score of 1060 or higher
- AND, if applicable, achieve a 2.0 GPA on all college credit taken in high school.

Transfer Students:

- Students must have a minimum GPA of 2.0 on all transfer course work by the time they start at K-State.

International Students:

- High school curriculum from an accredited secondary school.
- Minimum 2.5 GPA (Grade Point Average) on a 4.0 scale in high school coursework.

International Transfer Students:

- Completed high school degree
- 24 credit hours completed at a collegiate level
- 2.0 GPA on a 4.0 scale on college or university transcripts

## B. Curriculum

The Cyber Systems Design & Dynamics degree has two program options: Immersive Systems Design and Machine Learning & Autonomous Systems (MLAS). The course sequence below is for the Immersive Systems Design option. The MLAS option is included in **Attachment B**.

### *Immersive Systems Design Option*

#### Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
MATH 100	College Algebra (Gen Ed Core 030)	3
ENGL 100	Expository Writing (Gen Ed Core 010)	3
CYBR 103	Computing Principles	3
MLAS 100	Survey of Machine Learning & Autonomous Systems	3
CYBR 137	Principles of Interactive Digital Storytelling	3

#### Year 1: Spring

Course #	Course Name	SCH
MATH 150	Plane Trigonometry	3
COMM 106	Public Speaking I (Gen Ed Core 020)	3
CYBR 163	Fundamentals of Design Thinking	3
CYBR 180	Introduction to Database Systems	3
CYBR 247	Programming I	3

#### Year 2: Fall

Course #	Course Name	SCH
MATH 220	Analytic Geometry & Calculus I	4
PHYS 113	General Physics I (Gen Ed Core 040)	4
CYBR 210	Interactive Media Development	3
CYBR 335	Programming II	3

#### Year 2: Spring

Course #	Course Name	SCH
ENGL 200	Expository Writing II (Gen Ed Core 010)	3
	General Education Elective (Social & Behavioral Science) (050)	3
	General Education Elective (Arts & Humanities (060)	3
CYBR 250	Hardware and Network Fundamentals	3
CYBR 280	Applied Mathematics for Cyber Systems	3

**Year 3: Summer**

Course #	Course Name	SCH
CYBR 301	Immersive Coop Studio I	3

**Year 3: Fall**

Course #	Course Name	SCH
ENGL 302	Technical Writing	3
STAT 325	Introduction to Statistics	3
	General Education Elective (Social & Behavioral Science) (050)	3
CYBR 360	Foundations of Game Engine Design & Development	3
	Immersive Systems Design Elective	3

**Year 3: Spring**

Course #	Course Name	SCH
COT 480	Professional Conduct, Ethics, and Analysis	3
	Business Elective (300 or 400 level preferred)	3
	General Education Elective (Institutional Designated) (070)	3
	Immersive Systems Design Elective	3
	Immersive Systems Design Elective	3

**Year 4: Summer**

Course #	Course Name	SCH
CYBR 401	Immersive Coop Studio II	3

**Year 4: Fall**

Course #	Course Name	SCH
CYBR 495	Immersive Cyber Systems Capstone I	3
	Science Elective	4
	Immersive Systems Design Elective	3
	Immersive Systems Design Elective	3

**Year 4: Summer**

Course #	Course Name	SCH
CYBR 497	Immersive Cyber Systems Capstone II	3
	General Education Elective (Arts & Humanities (060)	3
	General Education Elective (Institutional Designated) (070)	3
	Immersive Systems Design Elective	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
Michael Oetken*	Asst. Prof.	Ph.D.	Y	Immersive Systems Design	1.0

William Genereux	Prof.	Ph.D.	Tenured	Immersive Systems Design	1.0
Tim Bower	Prof.	M.S.	Tenured	Intelligent Systems Design	1.0
Annie Hoekman	Asst. Prof.	Ph.D.	N	Cyber Security	1.0
Balaji Balasubramaniam	Asst. Prof.	Ph.D.	Y	Intelligent Systems Design	1.0
Sri Pudepedi	Asst. Prof.	Ph.D.	Y	Machine Learning	1.0
New Hire	Asst. Prof	M.S.	N	Cyber Operations	1.0

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

**IX. Expenditure and Funding Sources**

<b>A. EXPENDITURES</b>	<b>First FY</b>	<b>Second FY</b>	<b>Third FY</b>
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	500,000	500,000	500,000
Administrators ( <i>other than instruction time</i> )	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration ( <i>e.g., secretarial</i> )	3,150	6,300	6,300
Fringe Benefits ( <i>total for all groups</i> )	125,787	126,574	126,574
Other Personnel Costs	0	0	0
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	<b>628,937</b>	<b>632,874</b>	<b>632,874</b>
<b>Personnel – New Positions</b>			
Faculty	0	0	60,000
Administrators ( <i>other than instruction time</i> )	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration ( <i>e.g., secretarial</i> )	0	0	0
Fringe Benefits ( <i>total for all groups</i> )	0	0	18,000
Other Personnel Costs	0	0	0
<b>Total Existing Personnel Costs – New Positions</b>	<b>0</b>	<b>0</b>	<b>78,000</b>
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources	0	0	0
Equipment/Technology	150,000	2,500	2,500
Physical Facilities: Construction or Renovation	0	0	0
Other (Marketing)	50,000	50,000	50,000
<b>Total Start-up Costs</b>	<b>200,000</b>	<b>52,500</b>	<b>52,500</b>
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	125	250	250
Library/learning resources	0	0	0
Equipment/Technology	2,000	2,000	2,000

Travel	0	0	0
Other	0	0	0
<b>Total Operating Costs</b>	2,125	2,250	2,250
<b>GRAND TOTAL COSTS</b>	831,062	687,624	765,624

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		203,697	518,503	777,754
Student Fees		12,500	31,820	47,730
Other Sources (Univ/Industry/Corporate)		50,000	25,000	25,000
<b>GRAND TOTAL FUNDING</b>		266,197	575,323	850,484
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		-564,865	-112,301	+84,860

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

**Personnel – Reassigned or Existing Positions:** A combined 6.0 FTE will come from faculty members as depicted in section VIII of this document.

**Personnel – New Positions:** A single faculty position at 1.0 FTE is anticipated by year 3 of the program. A varying number of adjunct instructors will be critical to the success of this program from the standpoint of content currency and relevancy and will share the teaching load and we currently estimate this need at 0.25 of an FTE per semester.

**Operating Costs – Recurring Expenses:** Limited to office costs

### B. Revenue: Funding Sources

A combination of Tuition/State Funding + \$50,000 in annual program startup funding from central administration in Manhattan. Additionally, we expect Industry & Corporate funding streams to chip in annually to the program as well. As of 2023, we have tentative commitments from various corporate donors. Of course, our primary funding stream will be generated from student tuition.

Part time students are calculated at 15 hours annually (6 hour per semester twice per year, plus a single 3 hour course over the summer); whereas full time are estimated at 24 hours (12 hours per semester twice per year). And using a blended tuition rate of \$685.85 (Simple Average: \$421 (in-state rate) + \$949 (out-of-state rate)), we then take the total estimated credit hours for full time and part time students. We assume that more full time students, than part time students, will be enrolled in this program; additionally, we also assume more in-state students will be enrolling in this program due to the audience we will be marketing towards. As enrollment

increases, while taking into account CSDD program expenditures, we estimate that we will break even in the second year.

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

The campus intends to develop a digital marketing campaign for this program. We expect program enrollments to increase after the second year of the program. These early cash marketing expenditures will help us to realize the estimated ROI. Additionally, we recognize that the blended tuition rate might not be the only approximation method for forecasting ROI.

#### **In-and-Out-of-State Enrollment Model: Blended Tuition Rate = \$685.85 Per Credit Hour**

This model assumes an even breakdown between in-state and out-of-state tuition:

- Year 1 Estimated ROI: -\$564,864.55
- Year 2 Estimated ROI: -\$112,301.36
- Year 3 Estimated ROI: +\$84,859.96
  
- ✓ *This model is fairly realistic given our target learner audience.*

It is estimated that the program will continue to grow enrollment up to year 6, at which time enrollment is estimated to plateau around 75 full-time students and 25 part-time students. At the current tuition rate, the Year 6 ROI would be estimated at \$726,099.75

### **XI. References**

Economic Modeling Specialists International (EMSI). (2020). *Third Quarter 2020 Report for Aerospace Engineers*. (Provided by Kansas Department of Commerce.)

U.S. Department of Labor. (2023, September 22). See yourself in cybersecurity. U.S. Department of Labor Blog. <https://blog.dol.gov/2023/09/22/see-yourself-in-cybersecurity>

Werner, S., & Pritchard, M.J. (2021). *Aviation versus Aerospace: A Differential Analysis of Workforce Jobs via Text Mining*. International Journal of Transport and Vehicle Engineering. Vol:15, No:10.



October 15, 2023

Kansas State University Salina  
Degree Approval Committee  
2310 Centennial Rd,  
Salina, KS 67401

Dear Kansas State Degree Approval Committee:

Please accept this letter as Pure Imagination Studios' unwavering support of the K-AIRES Center and Cyber Systems Design and Dynamics Degree (CSDD) program as it represents a new era of innovation that will introduce countless new jobs and catapult the community to a cutting-edge position in the spatial computing industry.

Pure Imagination Studios is an award-winning independent studio that combines proprietary spatial computing technology with groundbreaking storytelling to bring the next generation of entertainment to audiences of all ages as our content and experiences have been utilized by hundreds of millions worldwide.

Throughout the next decade, the demand for content will not only continue to rise but the way it's developed, produced, and ultimately consumed will rely heavily on spatial computing and real-time technologies – therefore an entirely new workforce will be pivotal to support our film, television, interactive, experiential, and extended reality (XR) content. Kansas State is currently bringing large companies to the state of Kansas that need solutions to enhance their workforce. With the training models implemented by the K-AIRES and Cyber Systems Design and Dynamics Degree (CSDD) program, we will be able to initiate hands-on, remote training to students, new hires, and professionals alike to prepare them with career-ready knowledge and experiences.

The number of challenges we face as a community are rooted in the lack of skilled resources that can keep up with the ever-evolving advancements in storytelling technology. Therefore, Pure Imagination is deeply committed to supporting the K-AIRES Center and Cyber Systems Design and Dynamics Degree (CSDD) program as the studio and learning center will be a beacon for combining immersive technologies and an extraordinary, unparalleled hands-on training experience.

It's priceless to find a partner so equally committed and aligned not only with our vision, but our overall goals as a company, which are:

- Grow a transformational business around the future of entertainment.
- Educate and build an inclusive workforce.
- Foster development of underrepresented communities.
- Develop, patent, retain, and exploit technology and create intellectual property made from within the K-AIRES Center and Cyber Systems Design and Dynamics Degree (CSDD) program.
- Raise additional private investment to develop new ventures based on the technology created in state, fueling our continued expansion into the enterprise sectors.

Due to this perfect alignment of vision and values, Pure Imagination is committed to a future in Kansas and supporting Kansas State University Salina build the K-AIRES Center and Cyber Systems Design and

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Dynamics Degree (CSDD) program as well as expand and influence advancements made at the University and state level.

As part of the K-AIRES Center and Cyber Systems Design and Dynamics (CSDD) program, Pure Imagination will help develop a core curriculum ranging from software development, computer animation, volumetric capture, artificial intelligence, augmented reality, computer vision, and embrace virtual reality to heighten the importance of storytelling and the business side of “show business,” as well as so much more.

Additionally, given the deep interrelationship between technology and entertainment, Pure Imagination will also be able to leverage the K-AIRES Center and Cyber Systems Design and Dynamics Degree (CSDD) program’s approach to collaborate on projects directly with the CSDD students, thus leading to early access and exposure of relevant experiences, the latest tools, and current technologies valuable for employment post-graduation.

We look forward to supporting Kansas’ efforts in embracing technology and providing a path of inspiration and infrastructure for education and job placement, not only helping the state of Kansas and Kansas State University Salina recognize their long-term visions but fueling our deepest inspirations for creating to begin with.

Sincerely,

Joshua Wexler  
Chief Executive of Fun  
Pure Imagination Studios, Inc.



Attachment B

**Machine Learning & Autonomous Systems Option**

**Course Sequence Roadmap**

**Freshman Fall Semester: 15 Credit Hours**

MATH 100 – College Algebra .....	3	(Gen Ed Core 030)
ENGL 100 – Expository Writing I.....	3	(Gen Ed Core 010)
CYBR 103 – Computing Principles .....	3	
MLAS 100 – Survey of Machine Learning & Autonomous Systems .....	3	
CYBR 137 – Principles of Interactive Digital Storytelling .....	3	

**Freshman Spring Semester: 15 Credit Hours**

MATH 150 – Plane Trigonometry.....	3	
COMM 106 – Public Speaking I.....	3	(Gen Ed Core 020)
CYBR 163 – Fundamentals of Design Thinking .....	3	
CYBR 180 – Introduction to Database Systems .....	3	
CYBR 247 – Programming I .....	3	

**Sophomore Fall Semester: 14 Credit Hours**

MATH 220 – Analytic Geometry & Calculus I.....	4	
PHYS 113 – General Physics I.....	4	(Gen Ed Core 040)
MLAS 200 – Introduction to Automata & Cybernetic Systems Theory .....	3	
CYBR 335 – Programming II .....	3	

**Sophomore Spring Semester: 15 Credit Hours**

ENGL 200 – Expository Writing II .....	3	(Gen Ed Core 010)
General Education Elective (Social & Behavioral Sciences) .....	3	(Gen Ed Core 050)
General Education Elective (Arts & Humanities).....	3	(Gen Ed Core 060)
CYBR 250 – Hardware and Network Fundamentals .....	3	
CYBR 280 – Applied Mathematics for Cyber Systems.....	3	

**Sophomore/Junior Summer Semester: 3 Credit Hours**

MLAS 350 – Machine Learning Data Structures.....	3	
--	---	--

**Junior Fall Semester: 15 Credit Hours**

ENGL 302 – Technical Writing.....	3	
STAT 325 – Introduction to Statistics.....	3	
General Education Elective (Social & Behavioral Sciences) .....	3	(Gen Ed Core 050)
ETB 310 – Applied Data Analysis & Tools.....	3	
MLAS 390 – Unsupervised Learning in Autonomous Systems .....	3	

**Junior Spring Semester: 15 Credit Hours**

COT 480 – Professional Conduct, Ethics, and Analysis .....	3	
Business Elective (300 or 400 level preferred):.....	3	
General Education Elective (Institutional Designated).....	3	(Gen Ed Core 070)

MLAS 400 – Supervised Learning in Autonomous Systems .....	3
MLAS 410 – Natural Language Processing .....	3

**Junior/Senior Summer Semester: 3 Credit Hours**

STAT 705 – Regression & Analysis Variance .....	3
---	---

**Senior Fall Semester: 13 Credit Hours**

STAT 730 – Multivariate Statistical Methods .....	3
Science Elective.....	4
MLAS 412 – Deep Learning .....	3
MLAS 500 – Reinforcement Learning in Autonomous Systems .....	3

**Senior Spring Semester: 12 Credit Hours**

General Education Elective (Arts & Humanities).....	3	<i>(Gen Ed Core 060)</i>
General Education Elective (Institutional Designated) .....	3	<i>(Gen Ed Core 070)</i>
MLAS 501 – Artificial Intelligence Studio .....	3	
MLAS 502 – Autonomous Systems Senior Capstone.....	3	

**TOTAL CREDIT HOURS: 120**

## Kansas State University BS in Cyber Systems Design & Dynamics (CIP 11.0804)

### 1. Market-Share Figures

There are no other programs in the state that share the same Classification of Instructional Program code as this proposed program.

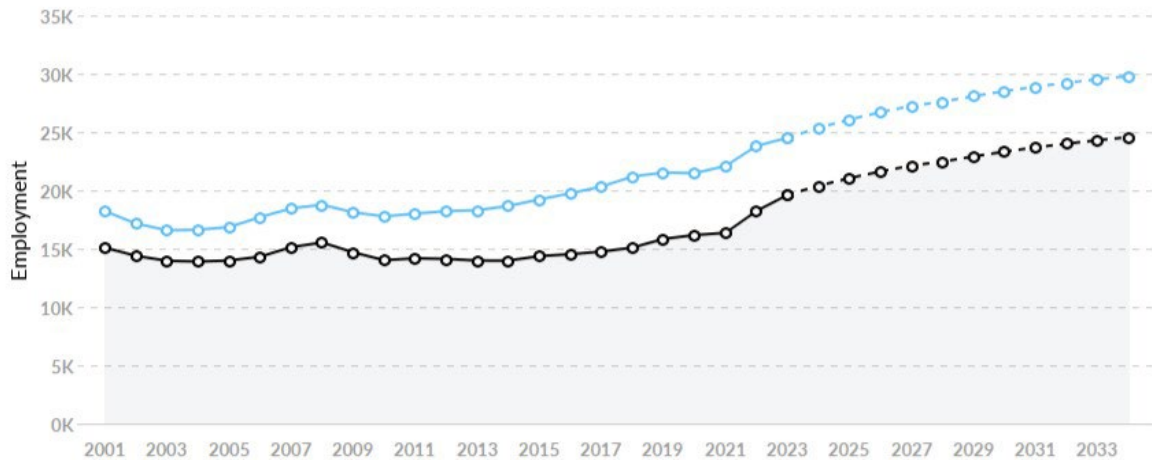
There are seven “target occupations” as identified by Lightcast for this program of study.

- Software Developers
- Graphic Designers
- Computer Programmers
- Art Directors
- Special Effects Arts & Animators
- Computer & Information Research Scientists
- Other Computer Occupations

### 2. State & National Projections for Employment Linked to the Proposed Degree Program 2024-2030

#### Regional Employment Is Lower Than the National Average

An average area of this size typically has 25,369\* jobs, while there are 20,402 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

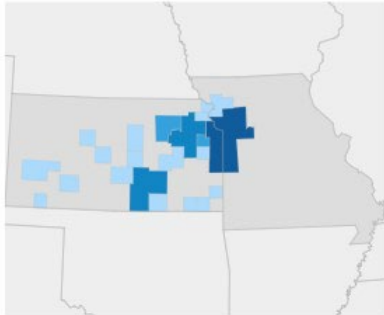


Region	2024 Jobs	2030 Jobs	Change	% Change
● Kansas	20,402	23,326	2,923	14.3%
● National Average	25,369	28,509	3,140	12.4%

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

### 3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

#### Regional Breakdown

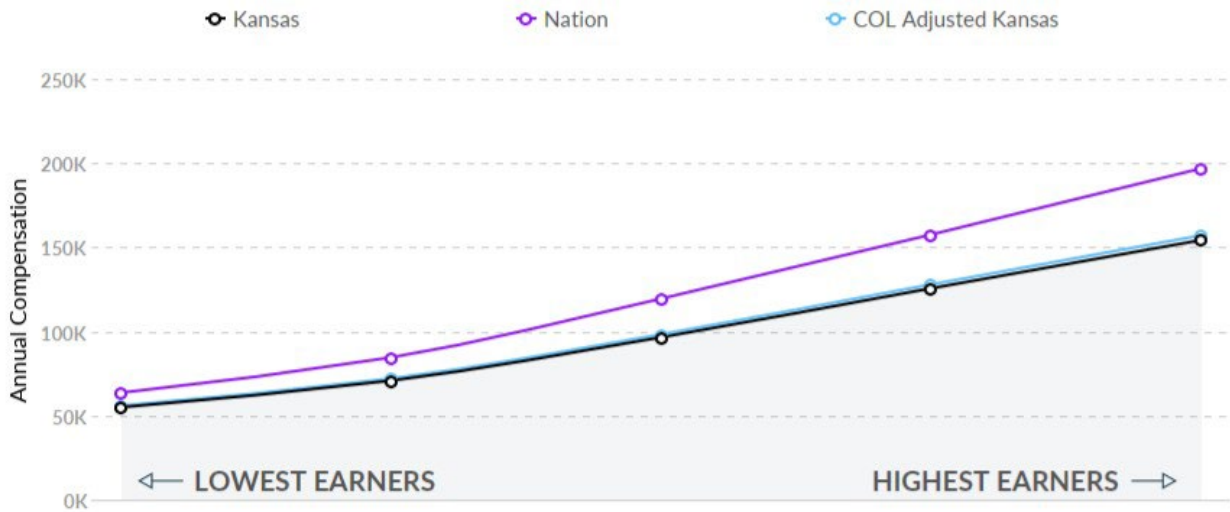


MSA	2024 Jobs
Kansas City, MO-KS	19,472
Wichita, KS	2,813
Topeka, KS	1,798
Manhattan, KS	812
Lawrence, KS	736

### 4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

#### Regional Compensation Is 19% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is \$96,518, while the national median wage is \$119,453.



## 5. Minimum Education Breakdown for Jobs Posted January 2024 – September 2024

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	588	0	7%
Associate's degree	494	45	6%
Bachelor's degree	4,657	565	54%
Master's degree	196	1,032	2%
Ph.D. or professional degree	19	123	0%

## 6. References

- Lightcast. (n.d.). *Program Overview*. Retrieved October 7, 2024, from [https://analyst.lightcast.io/analyst/?t=4j3B0#h=4HNFA0NxVH0URmByK4ojFWkR9SG&page=program\\_market\\_demand&vertical=standard&nation=us](https://analyst.lightcast.io/analyst/?t=4j3B0#h=4HNFA0NxVH0URmByK4ojFWkR9SG&page=program_market_demand&vertical=standard&nation=us)
- Lightcast. (n.d.). *Occupation Overview*. Retrieved October 7, 2024, from [https://analyst.lightcast.io/analyst/?t=4j3B0#h=6ods7VEpcVuKM\\_z6\\_ZQW\\_F2pqec&page=occupation\\_snapshot&vertical=standard&nation=us](https://analyst.lightcast.io/analyst/?t=4j3B0#h=6ods7VEpcVuKM_z6_ZQW_F2pqec&page=occupation_snapshot&vertical=standard&nation=us)
- Lightcast. (n.d.). *Job Posting Analytics*. Retrieved October 8, 2024, from [https://analyst.lightcast.io/analyst/?t=4j4Dr#h=2nU5p1SmjSSkLwRpbTkvsU2PzBN&page=postings\\_report&vertical=standard&nation=us](https://analyst.lightcast.io/analyst/?t=4j4Dr#h=2nU5p1SmjSSkLwRpbTkvsU2PzBN&page=postings_report&vertical=standard&nation=us)

### III. Board Discussion Agenda Items

#### A. AY24 Performance Reports

Sam Christy-Dangermond

#### Summary

*In accordance with K.S.A. 74-3202d and the Board-approved [Performance Agreement Funding Guidelines](#), the Academic Year 2024 Performance Reports are presented for review. Staff recommends approval of the performance reports found [here](#) and associated funding levels in this report.*

*November 6, 2024*

#### Background

With the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) for the state's public postsecondary institutions, and 2) determine the amount of new state funds they should receive as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines, both of which have been updated periodically over the years.

In 2019, the performance agreements were scheduled to be restructured, but the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating "bridge agreements." Ultimately, the bridge agreements were approved to cover AY 2020, AY 2021, and AY 2022. For the bridge agreements, about half of the institutions replaced at least one of their indicators<sup>1</sup> while the remaining institutions continued using the same indicators that were used in the older agreements.

Previously, the Board of Academic Affairs Standing Committee (BAASC) and the Board identified multiple limitations with the performance funding framework. Among the limitations were:

- Some indicators fell outside the scope of the Board's strategic plan;
- Some indicators were selected because an institution believed it would naturally meet the indicators based on trends and patterns, rather than through improvement in key areas;
- Some indicators were heavily influenced by sharp enrollment declines and increases;
- Performance expectations were too low. An institution that met the baseline on four out of six indicators (67 percent) received a 100 percent funding award, with institutions meeting three indicators having the option to make a case to qualify for the 100 percent funding tier;
- Not having standardized indicators across all institutions resulted in a considerable amount of time devoted to performance funding by Board staff and institutions, with five to six BAASC meetings a year primarily devoted to performance funding.

On May 17, 2023, the Board approved a projects-based system for reporting years 2024 through 2026.<sup>2</sup> The current performance funding framework is based upon an institution employing four proven practices that will position the system to move the needle on the Board's *Building a Future* strategic plan. These include:

- corequisite support developmental education;
- math pathways;
- systemwide course placement measures for math and English gateway courses; and

<sup>1</sup> For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

<sup>2</sup> Please see pp. 60-72 of the [May 17, 2023, Board Agenda](#) for details on the new projects-based system for future reporting.

- academic degree maps.

These practices will help drive innovation, reduce achievement gaps, and enhance student success and completion for all students. The current project-based performance funding structure is detailed below.

*Project-Based Performance Funding Structure*

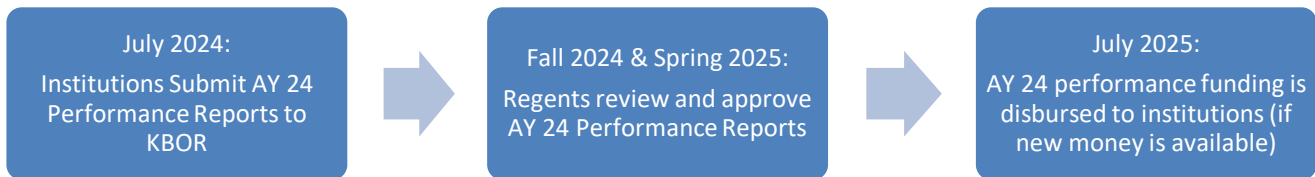
<b>Proposed Project-Based Performance Funding</b>					
<b>Project</b>	Math Pathways in Accordance with Amended Chapter III.A.14.	Corequisite Math Support Developmental Education in Accordance with Amended Chapter III.A.14.	Corequisite English Support Developmental Education in Accordance with Amended Chapter III.A.14	Systemwide Course Placement Measures in Accordance with Amended Chapter III.A.14.	Academic Degree Maps All <a href="#">Basic Standards</a> Apply beginning with AY 2025 Report
<b>Percentage of Funding Each Year</b>	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

With five indicators, the funding tier recommendations follow:

<b>Institution Meets</b>	<b>Percentage of New Funding Available</b>
5 indicators	100 percent
4 indicators	80 percent
3 indicators	60 percent
2 indicators	40 percent
1 indicator	20 percent

**Under this framework, when new legislative dollars are allocated to higher education, an institution will receive a full performance funding allocation through full participation in meeting basic conditions in the five aforementioned projects.** Thus, the current system provides a vehicle to recognize and reward institutions for doing their part to drive needed systemwide change. The rubric provided in Attachment A shows how institutions were awarded percentage points for each component of the performance report.

As any new funding awarded depends upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2024. These reports will be the basis for awarding any new funds in July of 2025. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2024 performance reporting, reviewing, and funding cycle is detailed below.



## Executive Summary

The Academic Year 2024 Performance Reports are largely plans for Academic Year 2025, focused on the implementation of math pathways, corequisite developmental support for math and English courses, systemwide course placement measures for math and English courses, and the creation of degree maps for all programs on campus, to be included on a single landing page on each institution's website.

In its AY 2024 Performance Report, each institution consistently detailed their processes and timing to implement math pathways, develop corequisite support for gateway math courses, and develop corequisite support for English Composition I, as well as lists of the individuals involved in each of these projects. They also developed plans to ensure individuals on campus involved in these three projects who are unable to attend KBOR-provided professional development sessions and webinars would receive the information missed. (Academic Affairs is recording professional development sessions and webinars for faculty and staff, and will be posting those recordings, as well as agendas and notes from these sessions on the KBOR [Math Pathways Professional Development & Implementation](#) web page, and the [English Initiatives](#) web page.)

The final component of these reports is the development and posting of the degree maps for all programs on each institution's website. This was a bigger challenge for some institutions, which required some ongoing discussions between staff at the institutions and Academic Affairs staff. However, institutions created degree maps for all programs, from stand-alone programs (or certificates of completion) consisting of only one course, such as the Certificate for the Home Health Aide, to technical certificates consisting of up to 59 hours, and full associate and bachelor's programs. Further, each degree map was posted on a single landing page on each institution's website. The new Systemwide General Education Framework is reflected for all appropriate programs, though the specific coding previously identified was not required for the degree maps this year. As a reminder, next year, the Systemwide General Education coding specified [here](#) will be required for the degree maps. There was only one institution that could not get all the degree maps created with the required layout (recommended/required courses listed semester by semester) in time for this year's report, and that institution is working on the layout of the degree maps and plans to have them available on the website soon. Currently, this institution has degree maps for all of its programs, but with a different layout. As such, the funding recommendation for this institution reflects ten percent out of a possible twenty for this component (please see funding recommendations below). This recommendation is consistent with the rubric on pages 5 and 6 (Attachment A.)

In summary, 31 of the 32 institutions completed all requirements for the five components of the report, and are recommended for full funding. The one institution that did not meet all requirements for the fifth component, the degree maps, is recommended to receive 90 percent of any new funding based on the performance report.

## Recommendation

As institutions turned in their reports, staff provided a preliminary review and shared any concerns with the institution, which subsequently revised the report and resubmitted it. Consistent with the Board's performance funding guidelines, and with the rubric on pages 5 and 6 (Attachment A), staff recommends that the institutions listed below receive the given percentage of any new funding for which they are eligible.

University/College	Funding Recommendation
Emporia State University	90%
Fort Hays State University	100%
Kansas State University	100%
Pittsburg State University	100%
University of Kansas/University of Kansas Medical Center	100%
Wichita State University	100%
Washburn University	100%



Allen Community College	100%
Barton Community College	100%
Butler Community College	100%
Cloud County Community College	100%
Coffeyville Community College	100%
Colby Community College	100%
Cowley Community College	100%
Dodge City Community College	100%
Fort Scott Community College	100%
Garden City Community College	100%
Highland Community College	100%
Hutchinson Community College	100%
Independence Community College	100%
Johnson County Community College	100%
Kansas City Kansas Community College	100%
Labette Community College	100%
Neosho County Community College	100%
Pratt Community College	100%
Seward County Community College	100%
Flint Hills Technical College	100%
Fort Hays Tech North Central	100%
Fort Hays Tech Northwest	100%
Manhattan Area Technical College	100%
Salina Area Technical College	100%
Wichita State University Campus of Applied Sciences & Technology	100%

## Attachment A

Component/Subcomponent	Meets	Partially Meets	Does not Meet
<b>Detail Institution's Commitment to Implementing Math Pathways (20 pts possible)</b>	Includes all components (both process and timing are covered, and list includes name and title of more than one person who will lead the work.)	Includes some components (missing process or timing, or list has one name and/or is missing title(s))	Did not provide process or timing; did not provide list
Process & timing required on campus to create & approve gateway math courses for math pathways into degree programs during AY 2025	10	5	0
List of group members who will lead work on campus	10	5	0
<b>Detail Institution's Commitment to Implementing Corequisite Math Support Developmental Education (20 pts possible)</b>	Includes all components (both process and timing are covered, and list includes name and title of more than one person who will lead the work.)	Includes some components (missing process or timing, or list has one name and/or is missing title(s))	Did not provide process or timing; did not provide list
Process & timing required on campus to create & approve corequisite math support developmental education during AY 2025	10	5	0
List of group members who will lead work on campus	10	5	0
<b>Detail Institution's Commitment to Implementing Corequisite English Support Developmental Education (20 pts possible)</b>	Includes all components (both process and timing are covered, and list includes name and title of more than one person who will lead the work.)	Includes some components (missing process or timing, or list has one name and/or is missing title(s))	Did not provide process or timing or did not provide list
Process & timing required on campus to create & approve corequisite English support developmental education during AY 2025	10	5	0
List of group members who will lead work on campus	10	5	0

	<b>Meets</b>	<b>Partially Meets</b>	<b>Does not Meet</b>
<b>Detail Institution's Commitment to Faculty &amp; Staff Participation in KBOR-Sponsored Professional Development (20 pts possible)</b>	Includes all components for lists: at least one name/title for each of the categories of people listed in parenthesis. Includes all components for plans: covers all target populations and addresses how missed information will be shared	Includes some components for lists: (missing one or more categories of people and/or is missing title(s) for list. Includes some components for plans: does not include all target populations or does not address how information will be shared	Did not provide list or plan
<b>List of individuals who will participate in professional development for a) English &amp; Math Corequisite support developmental education (math and English faculty, advisors, and institutional research staff); b) for Math Pathways (faculty &amp; advisors); and c) for course placement measures for gateway &amp; corequisite math and English courses (math and English faculty, advisors, institutional research staff, and testing center personnel)</b>	10	5	0
<b>Plan to ensure faculty &amp; staff who are unable to attend professional development meeting(s) and/or webinar(s) for a) English &amp; math corequisite support developmental education; b) Math Pathways; and c) course placement measures will receive information missed</b>	10	5	0
<b>Provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025, which should reflect new Systemwide General Education Framework for Universities and Community Colleges. (20 pts possible)</b>	Includes all components: link and degree map for each program	Includes some components: may be missing single landing page or may not include degree map for all programs	Did not provide any degree maps
Create single landing page and include a link to a degree map for each undergraduate program (includes certificates)	20	10	0

# Open Education Initiatives in Kansas Higher Education

Executive Summary and Report



Kansas Board of Regents OER Steering Committee

[https://www.kansasregents.org/academic\\_affairs/open-educational-resources](https://www.kansasregents.org/academic_affairs/open-educational-resources)

October 2024

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# Executive Summary

On March 19, 2024, the KBOR OER Steering Committee distributed a survey to all public higher education institutions in Kansas. This survey was created to gather baseline information on how Open Educational Resources (OER) are currently being implemented across the various colleges and universities in the state. The 2024 survey represents the fourth year this survey has been distributed. After reviewing the responses to the 2024 survey, major findings were identified:

**There has been little change in the number of institutions with a policy, program, or committee to support OER, but increased interest.**

Seventeen of the 30 responding institutions indicated that they have a policy, program, or committee to support OER use on campus. One institution, Colby, which had been planning to adopt, has done so, while the list of institutions planning an OER initiative this year rose from 2 to 5.

**Access to grant money, a huge driver of OER Initiatives, is missing from most institutions.**

Institutions continued to cite funding as a concern. While five institutions outlined their internal OER funding opportunities, only four indicated applying for external grants, with only two receiving them. As these national and international opportunities for funding related to OER initiatives are often awarded to large consortia, Kansas institutions, even acting collectively, have often been considered too small for consideration. As such, the KBOR OER Steering Committee has investigated state-level funding solutions.

**Time, resources, and awareness are challenges to OER adoption.**

**Funding/support was the most common support or service suggested to overcome these barriers.**

In line with last year's assessment, the reported common challenges to OER adoption were lack of time, resources, and awareness. Funding/support was the most commonly suggested support or service to overcome these challenges.

# Introduction

(Footnotes are available in Appendix A.)

Open Educational Resources (OER) “are teaching, learning and research materials in any medium—digital or otherwise—that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions<sup>1</sup>.” OER includes built-in permission to retain, reuse, revise, remix, and redistribute the material<sup>2</sup>.

Since 1967, the cost of educational books and supplies (which is primarily textbook costs) has increased over 2000% compared to an 800% increase in the overall consumer price index<sup>3,4</sup>. As of 2023, textbooks have continued to increase in cost at three times the rate of inflation, with average costs at community colleges exceeding those at four-year institutions<sup>5</sup>. Because of their high cost, many students forgo the purchase of textbooks due to limited funds, putting them at a disadvantage. In 2019, the Kansas Board of Regents Student Advisory Committee conducted a survey to demonstrate the burden of textbook costs on students at Regent Institutions. 48 percent of 6,474 regent institutions’ students indicated they did not purchase or rent a required textbook in the spring semester. Sixteen percent said they did not buy or rent three or more required textbooks<sup>6</sup>. With OER, all students get equal and immediate access to educational materials.

The cost of textbooks is having a more profound impact on college students. A 2018 survey of 1,651 former and current students found that “Thirty percent of survey respondents said they had forgone a trip home to see family, 43 percent said they skipped meals, 31 percent registered for fewer classes, and 69 percent worked a job during the school year—all to save money for books<sup>7</sup>.”

There is also evidence that student success is positively impacted by replacing commercial textbooks and materials with OER. A recent analysis showed a 29 percent decrease in the risk of college students withdrawing from open textbook courses (78,593 students) compared to commercial textbook courses (100,012 students)<sup>8</sup>. Learning outcomes were equal between the courses. In a study at the University of Georgia system (sample of 21,822 students), students in courses using OER had a final GPA that was significantly higher than students in courses using traditional textbooks, and DFW rates (students earning a grade of D, F, or withdrawing from a course) decreased compared to non-OER courses. Further, they found that OER course student improvements in GPA and DFW rates were more significant among Pell recipients, part-time, and non-white students, who traditionally had lower student success<sup>9</sup>. Content tailored to a course by the instructor is a contributor to student success. After financial savings and easy access, customization was the third most cited benefit by K-State students<sup>10</sup>. Several other states, like Colorado, Georgia, Oregon, California, and New York, have been pushing OER implementation for years, and students in their systems are reaping the benefits.

## Who We Are

To encourage OER use across public institutions in Kansas, the OER Steering Committee was created in 2019 and is made up of representatives from all Kansas public higher education institutions interested in learning more and expanding OER use across our system.

We understand that OER is one of many answers to the problem of expensive course materials; however, we would like to increase awareness of these resources and the work being done to make them better for students and instructors in Kansas.

This survey was created to review and quantify the work done to support OER adoption and creation across the state. After the baseline established by the 2021 survey, ongoing research identifies similar challenges and subtle changes that we hope inform the future of OER's use and benefits in the state of Kansas.

## Participants

The survey was sent to the Chief Academic Officer at each institution to direct the appropriate respondent to answer the survey questions accurately.

Thirty-two of the 33 public higher education institutions in Kansas completed the survey. Respondents included 19 community colleges, five technical colleges, and seven universities, including the University of Kansas Medical Center. A full list of the institutions that replied can be found in Appendix B.

## Results

Seventeen of 30 institutions indicated that they have a policy, program, or committee to support OER use on campus. Breaking out by institution type, 7 of 7 Universities (the University of Kansas Medical Center is considered its own type of institution and is not aggregated with the others), 11 of 19 community colleges (Colby, Hutchinson, Fort Scott, Barton, Johnson, Seward, Cowley, Dodge City, Garden City, and Butler), and 0 of 5 technical colleges have a policy, program, or committee to support OER use. Among those who did not have one established, nine indicated they are exploring the possibility of adding a policy, program, or committee to support OER. Data show an increase in one policy now known to be in place compared to last year, as well as four additional institutions exploring policies.

Respondents ranked institutional entities' role in coordinating institutional OER initiatives (Figure 1). Library and Academic Departments were the most highly ranked, continuing a trend of ranking administration less involved than in previous years. Whereas last year, English was the most often



identified academic department, this year, respondents cited myriad departments, including Business, Mathematics, Social Sciences, and others.

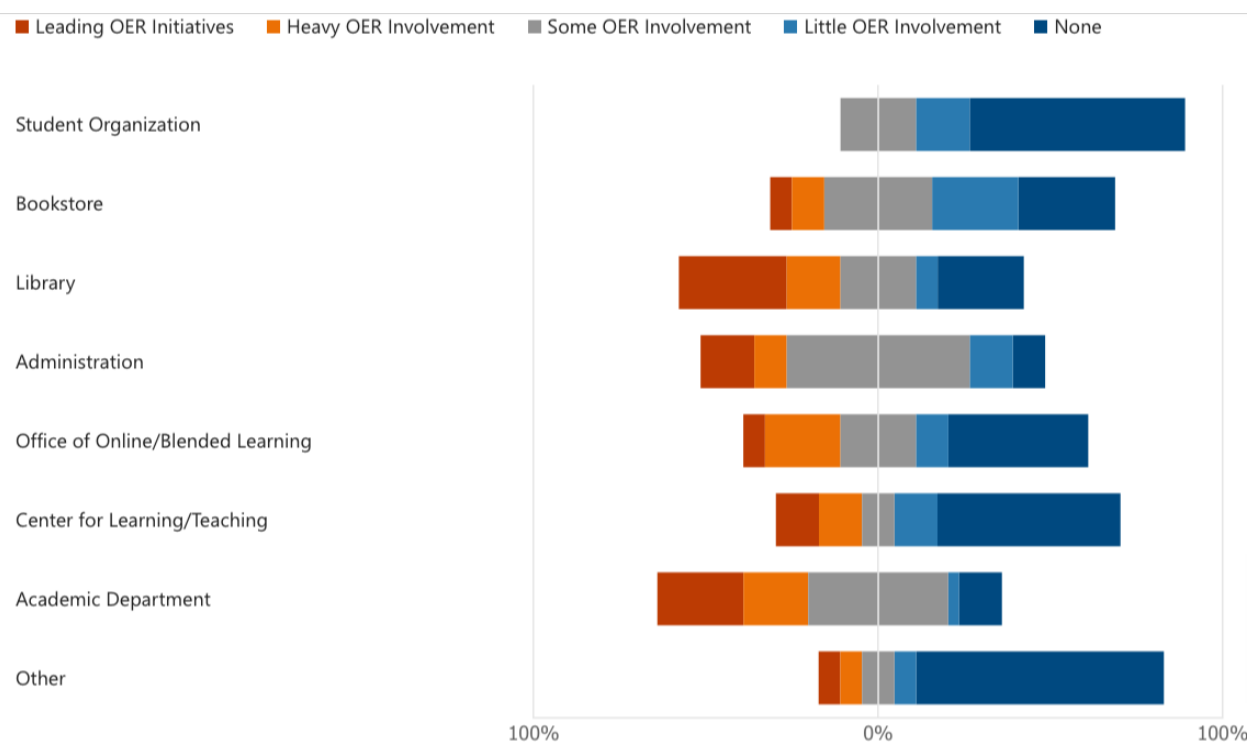


Figure 1. Reported ranking of roles institutional entities played in coordinating institutional OER initiatives

Among the practices reported to be in place, Professional Development support, OER Committee/Working Group, and Instructional design support were the most commonly available (Figure 2). Reports were similar to previous years.

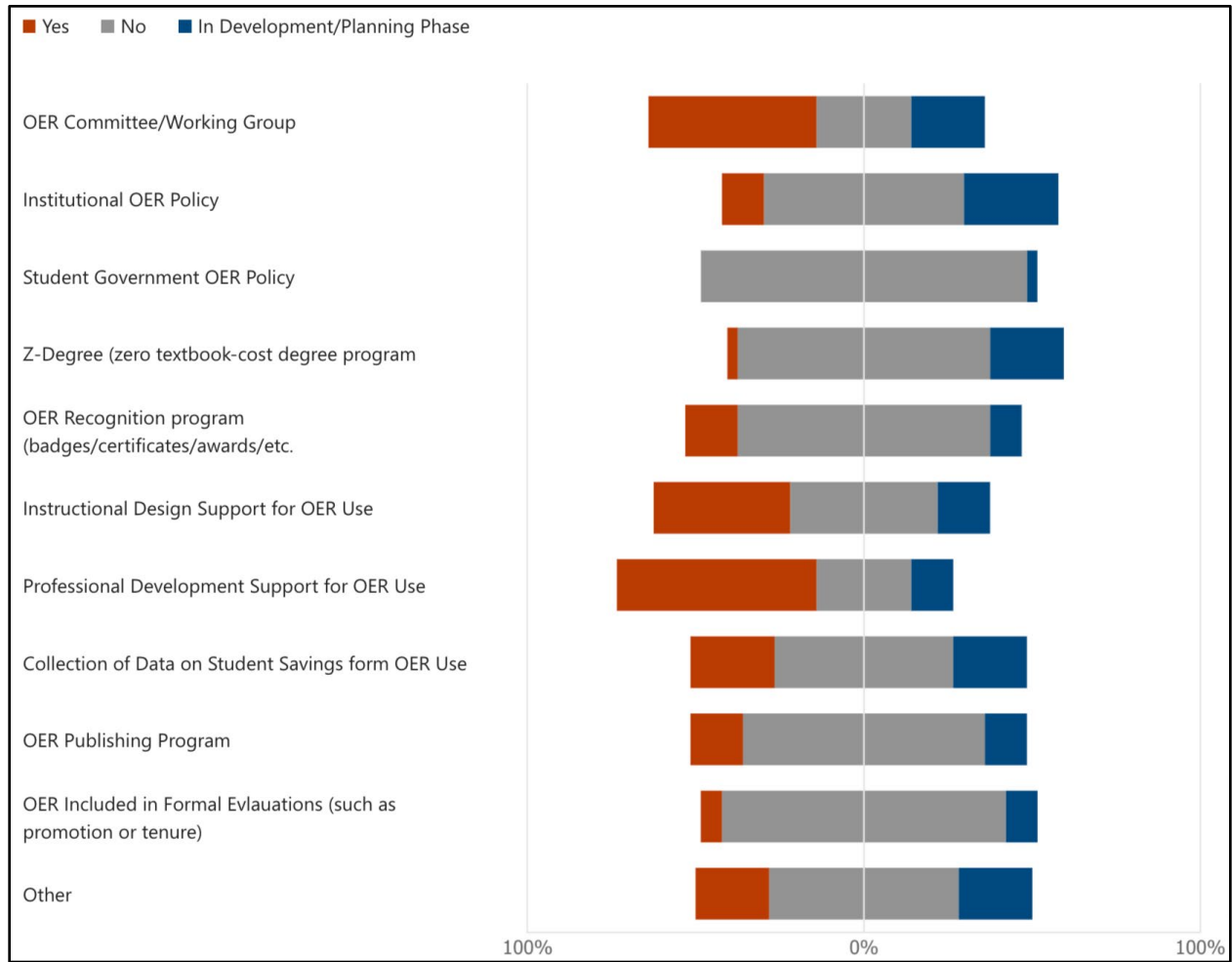


Figure 2. Reported practices currently in place to support OER

The library, bookstore, and administrators were more often reported to be “extremely aware” of OER than students and faculty. However, there is an increase in both administrator and faculty awareness since 2023 (Figure 3).

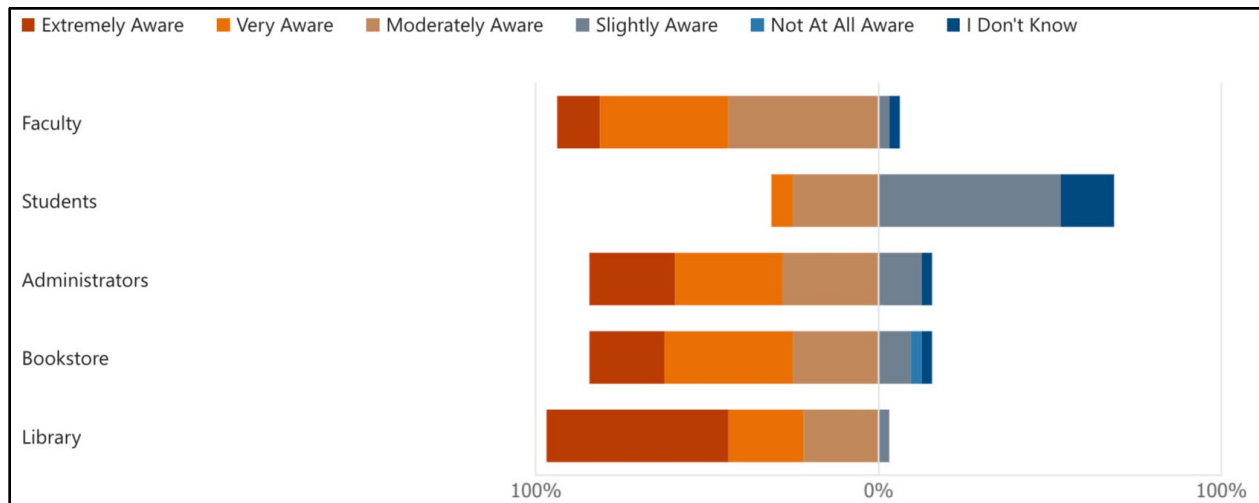


Figure 3. Reported Awareness of OER

Breaking this down by different institution types, reported faculty awareness was higher at technical and community colleges than at universities (Table 1). Reported student awareness was low and similar among different types of institutions. Reported administrator awareness was highest in technical colleges, but universities were lower than other institution types. Reported bookstore awareness was higher at universities and community colleges than technical colleges, though reported awareness at technical colleges was higher than in previous years. Reported library awareness showed great disparity between the three institution types, though still some of the highest awareness across institution types.

Table 1. Mean OER Awareness by institution types

Institution Types	Faculty	Students	Administrators	Bookstore	Library
Universities	2.3	1.5	2.4	2.9	3.9
Community Colleges	2.7	1.4	2.7	2.7	3.1
Technical Colleges	2.8	1.5	3	2.2	2.8

Calculated by assigning scores as follows for responses: 0 - Not aware at all, 1 - Slightly aware, 2 - Moderately aware, 3- Very Aware, 4 - Extremely aware, I don't know - no score assigned.

Previous reports on percentages of instructors utilizing OER as primary course resources (textbooks, lab books, or textbook replacements) were limited to “More than 10%”. This year, the categories included: More than 20%, 11-20%, 6-10%, 1-5%, Less than 1%, None, and Unknown/I don't know. What was found was that 6-10% was the most common response, but more reported more than 20% than 11-20% (Figure 4).

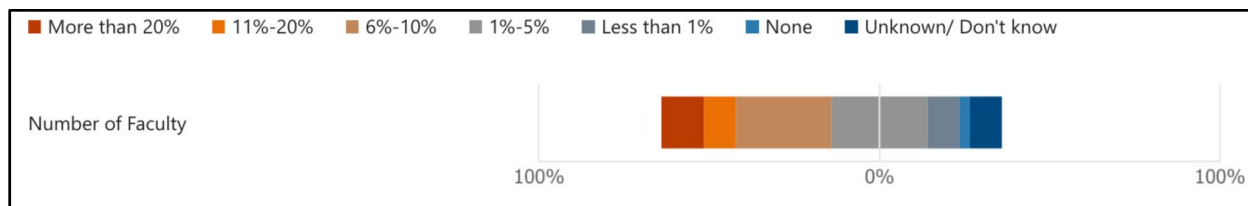


Figure 4. Reported percentage of instructors at institutions that are utilizing OER as their primary course resource in at least one of their courses

We also asked what percentage of General Education/Kansas Systemwide Transfer courses use OER at each institution (Figure 5). The largest category of response from institutions was 1-5%, though More than 10% and 6-10% were also sizable.

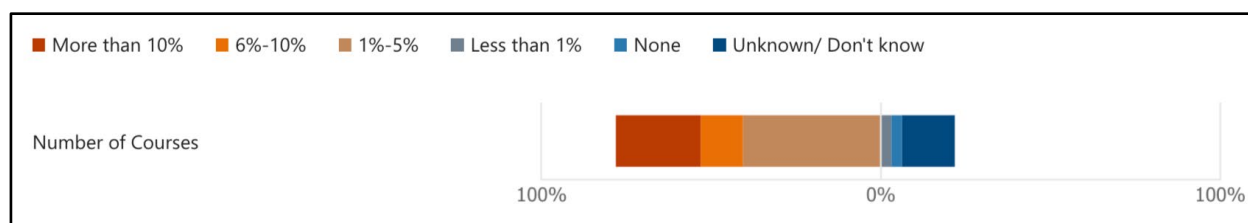


Figure 5. Reported percentage of instructors at institutions that are utilizing OER as their primary course resource in General Education/Kansas Systemwide Transfer Courses

All seven universities, as well as Barton, Colby, and Butler Community Colleges, have implemented OER/free/low-cost course marking. Five institutions now indicate plans for course marking. In choosing the language for marking courses, most institutions chose an indicator of “zero cost.”

Most institutions cited a lack of resources as the leading barrier to OER adoption. Universities frequently cited a need for more time and funding for OER to be adopted, as well as infrastructure and sustainability concerns. Desires for units like dedicated staff and librarians for material review, selection, and faculty support were also included in responses. University-reported challenges can be found in Appendix C. In addition to time and fiscal resources, community colleges and technical colleges frequently cited faculty perceptions of interest and material quality as barriers. Those faculty attitudes critical of OER demonstrated concerns about the time required for OER adoption and resistance to change. A complete listing of reported challenges for community and technical colleges can be found in Appendices D and E.

Among the support or services referenced, universities most commonly reported that funding/support would help overcome challenges related to OER use. A complete listing of university responses can be found in Appendix F. Community colleges cited funding, promotion, and training around OER resources as desired support. They were also the only group to have a response of “none” or “n/a”, with one institution indicating that they believed their progress and support were adequate. A complete listing of community college responses can be found in Appendix G. Technical colleges repeated concerns from last year that material may not yet be available for some career and technical education

courses. Lack of support staff and existing contracts with textbook vendors were also cited as challenges. A complete listing of technical college responses can be found in Appendix H.

## Conclusion

These survey results will help inform our approach, activities, and strategies as we seek to continue to support the growth and development of OER throughout Kansas higher education. We greatly appreciate the time taken to complete the survey and look forward to conducting similar surveys to understand OER progress and changes throughout the system.

# Appendix A

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# Appendix B

## *List of Institutions Participating in the Survey*

1. Allen Community College
2. Barton Community College
3. Butler Community College
4. Cloud County Community College
5. Coffeyville Community College
6. Colby Community College
7. Cowley College
8. Dodge City Community College
9. Emporia State University
10. Flint Hills Technical College
11. Fort Hays State University
12. Fort Scott Community College
13. Garden City Community College
14. Highland Community College
15. Hutchinson Community College
16. Independence Community College
17. Johnson County Community College
18. Kansas City Kansas Community College
19. Kansas State University
20. Labette Community College
21. Manhattan Area Technical College
22. Neosho County Community College
23. North Central Kansas Technical College
24. Pittsburg State University
25. Pratt Community College
26. Salina Area Technical College
27. Seward County Community College
28. University of Kansas
29. University of Kansas Medical Center
30. Washburn University
31. Wichita State University
32. Wichita State University Campus of Applied Sciences and Technology

# Appendix C

## *Reported Challenges (Universities)*

- "Incentive/compensation -The majority of faculty are aware of Open Educational Resources but lack the time to locate and/or adapt the materials to fit their course.
- Availability -OER options are limited for some disciplines and upper-level courses.
- Ancillary Materials -OERs often lack ancillary materials which dampers faculty interest.
- Homework Management Platforms -Few OERs offer software to help manage coursework.
- Awareness - Faculty awareness of OER continues to grow, but we still have work to do in this area.
- Publisher Representatives - Publisher representatives make it easier to find traditional materials."
- Faculty interest and funding
- Lack of time
- "Limited staffing: we're doing as much as we presently can in the Libraries' with our current staffing level and competing obligations.
- Limited fiscal resources: we're very lucky to have funds dedicated to support OER
- Grants and other projects. However, a \$1000 adoption grant doesn't begin to address the labor of redesigning a complex program that enrolls hundreds or thousands of students per academic year. Course releases for instructors to adopt/create OER would be incredibly useful, but those cost money.
- Capacity: when instructors are curious about OER they have limited additional capacity to think about implementing OER in their classrooms. Another unknown is how using OER might impact evaluation (annual eval, P&T, etc.)
- Lack of awareness: more instructors are aware of textbook cost issues and how that impacts their students, that OER are a solution and where to find and implement OER but this awareness isn't widespread across campus.
- Communication: consistent and clear messaging about OER to all campus groups (faculty, instructors, students and administrators); so how they engage with OER is a challenge."
- Faculty Time, not enough money to justify work involved, Awareness/Interest
- Dedicated personnel for promoting and curating OER.
- Same as above, most key texts are already provided free of use for students. A medical center is a different from most undergraduate programs in that there are key texts that our library subscribes from Access Medicine and Clinical Key where students don't have to purchase most textbooks as they are already provided free of charge from the library.
- not enough money, conflict with the campus bookstore (Barnes and Noble), and trying to build University support



# Appendix D

## *Reported Challenges (Community Colleges)*

- Time commitment and a lack of uniform processes regarding OER creation and adoption (although this is in the works).
- "LMS or course software support is of interest to faculty, Faculty time, some courses have few or no resources"
- Even though there have been ample opportunities (internal and external) for employees to learn about what can be developed through OER, some fear OER because it is a change that is not understood and, therefore, is unwanted. Some employees have expressed concern over how long it would take to make their courses OER. Also, some employees feel they should be compensated if they restructure courses to be OER.
- Revenue loss. Getting faculty on board.
- Convincing faculty that "Free" or "Low Cost" OER can be just as good or better than the established presses.
- Faculty support for OER textbooks and the quality of the OERs.
- I think adoption is fairly widespread.
- Resistance at the leadership level to OER, no cost instructional materials, seems to be the key issue -- as the current practice is to charge per credit hour fees regardless of the type of instructional materials being used. Providing faculty incentive and time to explore, develop, implement OER is another challenge. Another challenge is the lack of staffing in my area to administrate additional initiatives, even those as important as this one.
- Most faculty use Cengage Unlimited which provides textbooks for approximately \$4 per credit hour.
- Probably the biggest challenge to us is faculty awareness and acceptance of these resources.
- Lack of funding that would result from a shift to OER (from textbook rental/digital textbooks). If we remove the textbook rental, we would have to shift that fee to something else to make-up for the loss in revenue. For example, if we remove textbook fees then we would need to add or increase our technology fee.
- "Time limitations
- Lack of interest
- Lack of knowledge
- Lack of acknowledgement for the need"
- Faculty unwilling to make the change due to the ease of use of materials that are included with their purchase when they buy a normal textbook (completed lesson plans, grading assistance/software, etc.). The idea that free is not as high of a quality than that of something that one has to buy. Money = Quality and Ease to our faculty.
- The publishers make it hard to get faculty to change with all their included resources
- Funding, time, faculty knowledge, vendor incentives

- Time and material availability. There are certain areas of study (e.g. Allied Health) where there just isn't as much OER available as opposed to other areas.
- I'm often told there aren't enough choices for the instructors. They "can't find" any books relevant to their course. Instructors seem to back away from OER usage. Perhaps it is not perceived as a viable tool for their classes. I am told by instructors that the OER books they have access to are not "acceptable" for their class. Because they are free, I think the instructors think OERs do not have the same value.
- Faculty who like to use 3rd party applications and textbooks that they are familiar with and have more content.
- Instructors independently evaluate course materials and most are reluctant to use OERs. Additionally, we have a rental system for textbooks which decreases the financial burden significantly for students.

# Appendix E

## *Reported Challenges (Technical Colleges)*

- Applicability across technical programs.
- Training for faculty on the use of OER.
- There are no OER options for technical education courses (automotive technology, industrial engineering technology, computerized machine tool, welding technology, etc.)
- Staffing
- Contract with our textbook platform provider, BibliU stipulates we have a certain percentage of our textbooks with them.

# Appendix F

## *Support or Services to Help Overcome Identified Challenges (Universities)*

- "Funding to compensate faculty for adopting, adapting, and/or creating OER.
- Funding for course release/stipend for two or three faculty leading OER efforts on campus.
- A list of recommended OER textbooks/platforms/ancillary materials for high enrollment courses.
- Access to support/training for faculty interested in OER adoption/adaptation/creation.
- LibreText training sessions."
- funding
- Funding for course release time for faculty working on OERs
- "Recommended reward structures for instructors; what incentives are most valued by instructors so they are both empowered and attracted to use OER if/when it meets their needs?"
- Data: help surveying students and instructors about their knowledge, needs, experiences, etc. Also help analyzing that data."
- Support or services that increases the value of using OER so it increases the priority of it would be helpful.
- See Question 28 (Dedicated positions).
- We continue to promote OER's as a resources and help support any faculty wishing to know more.
- Grant suggestions, other types of funding from KBOR, and suggestions on how to deal with organizations working against OER initiatives

# Appendix G

## *Support or Services to Help Overcome Identified Challenges (Community Colleges)*

- A study regarding the cost-to-benefit ratio of release time for faculty to create and/or adopt OER.
- course software support that could replace access codes
- An OER-dedicated resource center to support those personnel developing or migrating courses to an OER format.
- Access to professional development funds; statewide support for access to an OER resource hub.
- A possible grant to help compose a repository for OER that faculty can access and review.
- Financial support to allow faculty to create OER and or time to explore OER options.
- None.
- Perhaps conversation about the benefits of OER in committees where Presidents and Chief Financial Officers could share the benefits of OER as well as how to meet challenges of initiating/implementing campus-wide OER>
- External financial support.
- Professional development opportunities here on campus for my faculty. Resources for me to share with them or some other presenter at our in-service or training days.
- The OER task force has done a great job providing examples of how OER benefits students. More work needs to be done with Presidents, CFO, Board of Trustees, etc. on how this benefit for students more directly impacts enrollment and revenue especially given diminishing enrollments and increasing costs.
- Time for OER education and research, etc.
- Forced adherence to a new OER policy.
- Funding to pay faculty for development and adoption
- State focused funding, active faculty collaboration between institutions
- n/a. I think the Steering Committee has done a lot of work to make resources readily available.
- Perhaps if we presented the books that are available, prior to the instructors knowing they are OERs, they might take another look at them. Those that have adopted OERs, they are very happy with them.
- Being on the OER committee has helped with our plan, however I am the representative and have class at the time it is held this semester. Hoping to attend more in the upcoming months
- none

# Appendix H

## *Support or Services to Help Overcome Identified Challenges (Technical Colleges)*

- A more robust OER library.
- Professional Development opportunities virtually
- Grant information and recommendations,
- Money for staffing
- Support to help with research and selection of OER material that meets the needs of our faculty and students.