

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
Wednesday, January 15, 2025
11:00 a.m. – 12:00 p.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson St, Suite 520, Topeka, Kansas 66612. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person.

- I. Call to Order** Regent Mendoza, Chair
 - A. Roll Call and Introductions
 - B. Approve Minutes from December 18, 2024 Meeting p. 3

- II. Board Consent Items**
No items

- III. Board Discussion Agenda Items**
 - A. New Program Proposal for MS in Medical Dosimetry John Fritch, Washburn University p. 6
 - B. Changes to KU Qualified Admissions Barbara Bichelmeyer, KU p. 10

- IV. Other Matters**
 - A. AY 2025 Performance Report & Rubric Sam Christy-Dangermond p. 13
 - B. Academic Affairs Updates Academic Affairs Staff

- V. Announcements**
Next BAASC Meeting – January 29, 2025 – Virtual

- 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 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

Board Academic Affairs Standing Committee

AY 2025 Meeting Schedule

<i>BAASC Academic Year 2024- 2025 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
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 - Canceled	10:00 a.m.	December 11, 2024
January 15, 2025	Topeka	11:00 a.m.	December 24, 2024
January 29, 2025	Virtual Meeting	10:00 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
December 18, 2024

The December 18, 2024, meeting of the Board Academic Affairs Standing Committee was called to order by Chair Mendoza 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 Neelima Parasker
 Regent Alysia Johnston

Chair Mendoza requested the agenda be modified to include two programs from the University of Kansas under Board Consent Items. Regent Johnston moved to approve the modification. Following a second by Regent Parasker, the motion carried unanimously.

APPROVAL OF MINUTES

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

BOARD CONSENT ITEMS

ROCKY VISTA UNIVERSITY DEGREE-GRANTING AUTHORITY

Director of Academic Affairs Crystal Puderbaugh followed up on concerns raised about the potential shortage of clinical placements. KBOR contacted WSU and KU Medical Center, who confirmed there were significant challenges in securing clinical placements. She added that these concerns are separate from Rocky Vista University's request for program approval. Program needs or clinical placement availability are not part of the statute or regulation requirements for licensing out-of-state programs to operate in Kansas. Upon review, Rocky Vista University meets the minimum requirements established under K.S.A. 74-32,169 and K.A.R. 88-28-2; therefore, issuing a certificate of approval is recommended. Regent Johnston asked the provosts for their input, to which they responded by echoing concerns regarding a shortage of clinical placements and potential implications for program accreditation. Regent Johnston asked Vice President Monhollon if there were opportunities to advocate for statutory change. Vice President Monhollon responded that he would consult with President Flanders and Chief of Staff Oliver regarding this matter. Chair Mendoza assured the provosts that their concerns are being heard. She then moved to approve Rocky Vista University's degree-granting authority. Following a second by Regent Parasker, the motion carried unanimously.

UNIVERSITY OF KANSAS – BA AND BGS IN HEALTH AND SOCIETY AND PSM IN ENVIRONMENTAL GEOLOGY

Provost Bichelmeyer shared that KU's Department of Sociology proposing a BA/BGS in Health & Society, an interdisciplinary program. The degree focuses on the understanding of the social context of health. Graduates will be ready for employment or further training in health services research, healthcare management administration, public health, and health policy. The degree is designed to be completed in 120 credit hours. Regarding the PSM in Environmental Geology, Provost Bichelmeyer shared that KU's department of Geology is proposing to elevate the concentration in Environmental Geology to a major. This change would allow greater career advancement for its graduates. Regent Parasker asked Provost Bichelmeyer if there was a push from employers to identify a specific program. Marcia Schulmeister, KU faculty, responded that this degree reaches non-traditional adult learners seeking employment opportunities in Environmental Geology. It is not directly employer-driven, although many

environmental companies offer to cover tuition for this program. She added that one of the program's goals is to create more licensed geologists. The program helps students obtain the credentials needed to sit for the licensure exam. Chair Mendoza moved to approve the BA and BGS in Health and Society and PSM in Environmental Geology. Following a second from Regent Johnston, the motion carried unanimously.

OTHER MATTERS

FIRST 15 INITIATIVE

Vice President for Academic Affairs Rusty Monhollon shared that the expansion of dual and concurrent enrollment to more Kansas high school students was a top priority for the Board. The First 15 initiative aimed to offer 15 credit hours at no cost to high school students. The Board believes this initiative will help the college-going rate and serve underrepresented populations. He gave an overview of the working group's charge, timeline, and approach when determining courses. The working group opted to use the Systemwide General Education Buckets for selecting courses, noting they did not include the natural and physical sciences bucket. This decision was due to finding instructors with the proper qualifications and administrative concerns due to the credit hours assigned to labs. He emphasized KBOR's intention to develop and implement this initiative collaboratively and that this initiative is not a mandate or directive. If an institution is unable to offer the First 15, the Board may allow another provider into that service area to offer those courses. Regent Johnston asked if this initiative would do away with Concurrent Enrollment Partnership agreements. Vice President Monhollon responded that it would not replace these agreements. Regent Mendoza expressed her appreciation for the committee and its efforts to expand access to these courses for Kansas students.

MATH PATHWAYS AND ENGLISH INITIATIVES

Associate Director of Academic Affairs Jennifer Bonds-Raacke gave an update on the initiatives' timelines, KBOR-sponsored fall professional development activities, and next steps. She highlighted the high level of participation from all 32 institutions and expressed gratitude for the many external speakers who presented at the professional development sessions. She added that the next steps include the final professional development session in January for math faculty, spring task force meetings, an Executive Implementation Team meeting on March 28, a professional development & FAQ website, and peer support opportunities. She added that the placement measures for English gateway courses were recently approved, and professional development sessions are underway. The English sessions will conclude by April 4. Regent Parasker asked if the goals for the initiatives have been identified. Associate Director Bonds-Raacke responded that they had been guided by the Board-approved policy and that they have been encouraged by national experts to use SMART goals in their assessment. Vice President Monhollon added the work has been laid out in each institution's performance agreement. Regent Johnston added that statistics support the claim that student success rates are better without the obstacle of prerequisite developmental courses.

ACADEMIC YEAR 2025 PERFORMANCE REPORT

Director of Academic Affairs Sam Christy-Dangermond began by outlining the project-based model with five components comprising 20 percent of the new funding for each year. The project-based model will provide institutions with an incentive to move to the practices outlined. She then shared the performance projects timeline, highlighting that the performance agreements were signed by presidents in the Fall of 2023. Gateway Math Courses by program and multiple measures for gateway courses were selected in the Spring/Summer of 2024. A soft launch of Systemwide Course Placement, Gateway Math Courses, Corequisite Support for Math & English, and updated Degree Maps will be implemented in Fall 2025. Full implementation of the projects and updated Degree Maps are expected in Fall 2026. She then shared an example of a Degree Map, with a superscript that communicates to the student which Systemwide General Education requirement each class fulfills. She clarified that courses without a superscript are not part of the Systemwide General Education curriculum. She also noted

that institutions are expected to include the Systemwide General Education coding on the Degree Maps due on July 1, 2025.

COMPLETE COLLEGE AMERICA (CCA) LAUNCH

Vice President Monhollon shared that Kansas recently became the 48th state to join the CCA alliance. CCA is dedicated to helping students complete college, promoting corequisite models, and providing degree maps. A formal launch will take place on February 11, 2025, including a workshop on various CCA-related topics.

ANNOUNCEMENTS

Upon Chair Mendoza's recommendation and the committee's consensus, the next BAASC meeting scheduled for January 2 was canceled. The next meeting will be held on January 15.

ADJOURNMENT

Regent Johnston moved to adjourn the meeting. Following a second by Regent Parasker, the meeting was adjourned at 12:05 p.m.

Program Approval

Summary

Washburn University may apply for approval of new graduate programs following the guidelines in the [Kansas Board of Regents Policy Manual](#), Ch. III.A.7. As such, the university has submitted an application for approval and the proposing academic unit has responded to the requirements of the program approval process.

This proposal is reviewed by the System Council of Chief Academic Officers and the System Council of Presidents for informational purposes only. It is reviewed by BAASC for placement onto the Board agenda, at which time it is subject to Kansas Board of Regents approval. The Washburn Board of Regents reviewed the cost and funding structure of the program and approved it at its December 5, 2024 meeting. The new program will be fully funded by the University, and no state support will be used.

January 15, 2024

I. General Information

A. Institution Washburn University

B. Program Identification

Degree Level:	Master's
Program Title:	Medical Dosimetry
Degree to be Offered:	Master of Science
Responsible Department or Unit:	Allied Health Department/School of Applied Studies
CIP Code:	510907
Modality:	Online
Proposed Implementation Date:	July 2026

Total Number of Semester Credit Hours for the Degree: 44 credits

II. Clinical Sites: Does this program require the use of Clinical Sites? Yes

Each student in the Medical Dosimetry program will be assigned to a clinical site. Clinical sites will be located across the United States and will vary depending on student needs. There are no other Medical Dosimetry programs in Kansas and therefore will not be competing with other state universities for the same clinical sites. We have not had conversations with other Medical Dosimetry programs outside of Kansas about competing for clinical sites. We have talked to clinical preceptors at clinical sites used in the Washburn Radiation Therapy program and have received positive feedback regarding potential use as clinical site for Medical Dosimetry. Typically, clinical sites are selected based on student location. Each clinical site has the authority to approve or deny student placement. The accrediting body for Medical Dosimetry, Joint Review Committee on Education in Radiologic Technology (JRCERT), also informs programs if a site is a shared clinical site. If the site is identified as a shared site, the Medical Dosimetry program faculty will have conversations with the clinical site at the time of securing student placement to verify that the JRCERT's requirements for clinical sites are met and that the student load requirement is not exceeded. Washburn's Allied Health Department is well-versed in this method of securing clinical placements as many of our accredited healthcare programs involve clinical education experiences. The use of clinical sites in the Medical Dosimetry program will be very similar to that of Washburn's existing Radiation Therapy program and we feel confident in our ability to secure the sites needed to serve our students.

III. Justification

The 2020 American Association of Medical Dosimetrists (AAMD) Medical Dosimetry Workforce Study indicated that there will be a steady increase in the demand for certified medical dosimetrists due to a surge in retirement rates and rising cancer incidence. Since 2017, medical dosimetrists are required to graduate from a JRCERT-accredited program to be eligible to take the national certification board exam. However, there are only a small number of accredited programs, and the number of graduates will not be enough to fill the projected job vacancies. Recently, JRCERT and AAMD reached out to existing JRCERT-accredited Radiation Therapy programs, including Washburn, to explain the urgent need for additional programs in medical dosimetry.

A new Medical Dosimetry Program will help alleviate the projected shortage of certified medical dosimetrists in the radiology oncology job market. The program would be organized similar to Washburn’s existing Radiation Therapy program, which has a long tradition of graduating high-quality radiation oncology professionals. This program would offer an additional graduate degree option for allied health professionals and would attract several radiation therapists from across the country.

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

A. Survey of Student Interest

Number of surveys administered:	<u>245</u>
Number of completed surveys returned:	<u>87</u>
Percentage of students interested in program: ...	<u>54</u>

Washburn’s Allied Health Department surveyed current students in the Radiation Therapy program along with program graduates (within the past five years). The intent of the survey was to determine student/graduate interest in obtaining a Medical Dosimetry degree, interest in returning to Washburn, and if clinical sites would be interested in affiliating with a Medical Dosimetry program. The survey included relevant questions asking students if they were considering becoming a Medical Dosimetrist in the near future (60% yes), how soon they would be interested in pursuing Medical Dosimetry (81% of those students would be interested in the next 1-5 years), if they would be interested in returning to Washburn to complete an online Medical Dosimetry program if available (93% responded absolutely), which type of degree they would find most beneficial (41% master’s degree), and whether or not their current employer and/or assigned clinical site would be interested in becoming a clinical affiliate for a Medical Dosimetry program (32% yes and 51% maybe).

B. Market Analysis

A Hanover Research Report concluded that demand for medical dosimetrists appears adequate, and Washburn should establish a Medical Dosimetry program if the investment is minor and if there is a strong internal pipeline of students. Creating a new Medical Dosimetry program does require an initial investment over the next 1.5 years without enrolled students because of the accreditation process for new Medical Dosimetry programs. This investment is minor considering the long-term revenue projections of the program. Washburn does have a strong internal pipeline of students through our well-established Radiation Therapy program. Radiation therapy graduates are the most common pipeline for Medical Dosimetry programs and student/graduate surveys support that Washburn will have a natural pipeline for this program, as 60% of Radiation Therapy graduates who responded were interested in becoming a medical dosimetrist in the near future.

There are currently no Medical Dosimetry programs in Kansas or the surrounding states, and Washburn will become the only accredited program in the area. Currently there are only six accredited Master’s Degree programs in the United States, located in Michigan, Indiana, Illinois, Massachusetts, Florida, and Wisconsin. The program will be fully online and will also be able to attract students nationally, similar to Washburn’s Radiation Therapy program.

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 (FY27)	10	0	440	0
Year 2 (FY28)	15	0	660	0
Year 3 (FY29)	20	0	880	0

Due to JRCERT's initial accreditation application requirements, our first program students will enroll in FY 27 and the above table reflects that as the "Implementation" year.

VI. Employment

Medical Dosimetrists work primarily in Radiation Oncology clinics. They are responsible for creating radiation treatment plans that meet a prescribed tumor/target dose while limiting radiation dose and damage to surrounding anatomy. The Bureau of Labor Statistics reports that the average salary for Medical Dosimetrists in 2023 was \$132,880 per year. To become certified in Medical Dosimetry, a person must pass a national certification exam, which requires graduation from a JRCERT-accredited program.

From the *2020 American Association of Medical Dosimetrists (AAMD) Workforce Study*: "In 2020, supply approximately equals demand, between 2021 and 2035, the undersupply will grow from 10 to nearly 50 Medical Dosimetrists less than the number of positions open per year. The model predicts the undersupply is expected to steadily increase with the continued increase in cancer incidence as well as the surge in retirement around 2028-2030 when all baby boomers will be over 65, leading to a possible surge in retirement rates. The cumulative effect will be a potential shortage of over 400 Medical Dosimetrists by 2035 given no changes in workload per Medical Dosimetrist or change in cancer incidence."

VII. Admission and Curriculum

A. Admission Criteria

Admission requirements include the following:

1. Bachelor's degree or higher in a health or science field.
2. Minimum cumulative GPA of 3.0 (on a 4.0 scale)
3. Prerequisite Coursework:
 - Human Biology (BI100 or equivalent)
 - Human Anatomy & Physiology (BI250 & BI230 or equivalent), no lab required
 - College Algebra (MA116 or equivalent) or higher
 - Radiation Physics
 - Medical Terminology (AL141 or equivalent)
 - Introductory Writing (EN100 or equivalent)
 - Communication (any course in verbal or public speaking)
 - 8+ hours of documented on-site observation in Medical Dosimetry

*Experience in Radiation Therapy is preferred but not required.

B. Curriculum

Year 1: Summer

SCH = Semester Credit Hours

Course #	Course Name	SCH
AL 630	Foundations of Radiation Oncology	3
AL 632	Cross-sectional Anatomy for Medical Dosimetry	3

Year 1: Fall

Course #	Course Name	SCH
AL 634	Oncology Principles I	3
AL 636	Radiation Oncology Treatment Planning I	4
AL 638	Radiation Physics	3
AL 640	Ethics & Professionalism in Medical Dosimetry	2
AL 660	Medical Dosimetry Clinical I	4

Year 1: Spring

Course #	Course Name	SCH
AL 644	Oncology Principles II	3
AL 646	Radiation Oncology Treatment Planning II	4
AL 648	Research Methodology for Medical Dosimetry	3
AL 650	Quality Improvement in Radiation Oncology	2
AL 665	Medical Dosimetry Clinical II	4

Year 2: Summer

Course #	Course Name	SCH
AL 670	Medical Dosimetry Clinical III	3
AL 675	Medical Dosimetry Capstone	3

Total Number of Semester Credit Hours 44

VIII. Core Faculty

A program director with expertise in medical dosimetry will be hired to oversee this program.

IX-X. Expenditure and Funding Sources

The Washburn Board of Regents approved the Master of Science in Medical Dosimetry at its December 5, 2024 meeting. The Board reviewed the cost and funding structure of the program and fully supported moving forward with creating this important program. The new program will be fully funded by the University, and no state support will be used.

XI. References

Hanover Research. (2023). *Academic Program Assessment Post-Bacc in Medical Dosimetry*.

Joint Review Committee on Education in Radiologic Technology & American Association of Medical Dosimetrists. (2022). *Letter to Washburn's Radiation Therapy Program Director*.

Mills, M. (2020). Medical Dosimetrist Workforce Study 2020. *American Association of Medical Dometrists Annual Meeting*.

United States Bureau of Labor Statistics. (2024, August 29). *Occupational Outlook Handbook – Medical Dosimetrists*. <https://www.bls.gov/ooh/healthcare/medical-dosimetrists.htm>

Act on KU Request to Change Qualified Admission Requirements

Summary

The University of Kansas is proposing changes to Qualified Admissions for freshman applicants under the age of 21. KU proposes to admit such students having a 24 or higher ACT score and a cumulative high school GPA of at least a 2.5, or students having a cumulative high school GPA of at least a 3.0, regardless of test score. KU also proposes to reinstate a February 1 deadline for freshman applicants under the age of 21 for the following fall semester. Such applicants would still be required to have at least a 2.0 GPA on any college coursework taken while in high school. KU's original request is included as Attachment A. Board staff recommends approval. If the changes in admissions requirements are approved, regulatory amendments are required to effect such changes.

January 15, 2025

Background

In September of 2019, the Board approved changes to Qualified Admission criteria, removing the pre-college curriculum requirement for freshman applicants under the age of 21, and the option of ranking in the top one-third of the class, and adding the option for guaranteed admission with at least a 2.25 cumulative high school GPA for freshmen at Emporia State University, Fort Hays State University, Pittsburg State University, and Wichita State University, regardless of ACT score. For Kansas State University, the requirement is at least a 3.25 cumulative high school GPA regardless of ACT score. All five institutions will also admit freshmen under the age of 21 with an ACT score of at least 21. All the aforementioned options require a student to achieve at least a 2.0 GPA on any transferable college coursework taken while in high school. The only requirement change for the University of Kansas at that time was the removal of the required pre-college curriculum. KU maintained the requirements of a cumulative high school GPA of at least a 3.25 and ACT score of 21 or higher, or a cumulative high school GPA of at least a 3.0 and ACT score of 24 or higher, and required at least a 2.5 GPA on all transferable college credit taken while the applicant was in high school.

With the onset of the COVID-19 pandemic in the spring of 2020, ACT/SAT testing sites were shut down, and in-person testing appointments were canceled. Since many applicants were not able to take either entrance exam and, therefore, weren't able to meet the guaranteed admission requirements, KU exercised the option to refer those applications to a review committee for consideration. (This option was outlined in K.A.R. 88-29b-5 and 88-29b-7, which have since been replaced by K.A.R. 88-29d-5 and 88-29d-7.) The review committee admitted students with a minimum 3.4 cumulative high school GPA and a minimum 2.5 GPA on all transferable college credit the applicant completed while in high school, regardless of test score. In 2021, KU was approved for two different guaranteed options effective for freshmen applicants for Summer 2022 and later:

- 1) Minimum of 21 on the ACT and a minimum 2.0 high school GPA or
- 2) minimum 3.25 high school GPA¹ regardless of test score.

Another change was that both above options require a student to achieve at least a 2.0 GPA on any transferable college coursework taken while in high school. KU had also removed a February 1 deadline for these applicants.

Proposal

KU is proposing the following guaranteed options for freshmen, with the caveat they **submit an application by or before February 1 for the following fall semester:**

- 1) minimum of 24 on the ACT and a minimum 2.5 high school GPA or
- 2) minimum 3.0 high school GPA¹ regardless of test score.

¹ Accredited high schools only

Both above options would continue to require a student to achieve at least a 2.0 GPA on any transferable college coursework taken while in high school.

Timing

KU would like the above options to be effective as soon as possible. Should the Board approve these changes, Board staff will begin the process of updating the associated regulations, which typically requires nine to twelve months. Once that process is completed, the Board will need to act on the regulations. Further, per [K.S.A. 76-717](#),

Rules and regulations adopted pursuant to this subsection that are more rigorous than those set forth in subsection (a) shall not be effective prior to the first day of the fourth academic year following the year in which the rules and regulations are adopted.

Paraphrasing subsection (a) of the statute, each resident graduating from an accredited high school (under the age of 21) must achieve one of the following:

- Completion of pre-college curriculum (or functional equivalent) with a minimum 2.0 high school GPA **OR**
- Minimum of 21 on ACT **OR**
- Rank in top one-third of high school class

KU's proposed admission requirements for a resident graduating from an accredited high school include an application deadline of February 1 and one of the following:

- Minimum of 24 on ACT and a minimum 2.5 high school GPA **OR**
- minimum 3.0 high school GPA (no pre-college curriculum) regardless of test score

The proposed requirements appear more rigorous than those set forth in subsection (a) of K.S.A. 76-717. **Given the levels of approval required and the waiting period required by state statute, the soonest the proposed requirements could go into effect would be for students applying for the Fall 2029 semester (Academic Year 2030).**

Rationale

KU has provided the following rationale to support the proposed changes.

- Most institutions in the Midwest with high or very high research activity utilize a 3.0 minimum GPA for admission.
- Expanding the GPA-based admission pathway to students with a cumulative high school GPA of 3.0 - 3.241 provides increased access for qualified high school students.
- GPA-based admission and merit scholarships have contributed to considerable enrollment growth at KU. Studies at KU and nationally continue to demonstrate that high school GPA is a far better predictor of college outcomes than standardized test scores.
- Students who do not meet qualified admission requirements will still go through a holistic committee review. These processes have been refined to identify students who are more likely to have positive retention and graduation outcomes.

Recommendation

Board staff recommends approval of KU's proposed changes to Qualified Admission requirements. If approved, Board staff will begin the regulatory change process.

UNIVERSITY OF KANSAS AGENDA ITEMS
September 2024

ACT ON KU REQUEST TO CHANGE QUALIFIED ADMISSION REQUIREMENTS

Background

In September of 2019, the Board approved changes to Qualified Admission criteria, removing the pre-college curriculum requirement and the option of ranking in the top one-third of the class, and adding the option for guaranteed admission with differential cumulative high school GPA depending on the Regents institution. KU still required a test score for all pathways. During the COVID-19 pandemic, KU exercised the option to refer certain applicants to a committee for holistic review (K.A.R. 88-29b-5 and 88-29b-7) with the shutdown of standardized testing sites.

For Summer 2022 admission, the Board approved changes to KU's freshmen guaranteed admission criteria to require a 21+ ACT with a minimum 2.0 high school GPA, or a minimum 3.25 high school GPA. Holistic review remains available for applicants not meeting minimum criteria.

Since this time KU has closely monitored the retention and progression outcomes of students. Freshmen admitted under the 2.0 high school GPA and 21+ ACT pathway, despite intentional student success initiatives, do not retain at the same level as their peers. However, KU has found that students admitted under holistic review with a 3.0-3.24 high school GPA regardless of test score have positive retention outcomes, as do students admitted with a minimum 3.25 high school GPA. Finally, KU also needs flexibility to shape incoming cohorts of freshmen due to instructional and housing constraints, so it is requesting an application deadline for guaranteed admission of February 1st, regardless of high school GPA or test score.

Proposed Requirements

Currently, KU offers two guaranteed admission options for freshmen:

- 3) 21+ ACT and a minimum 2.0 high school GPA or
- 4) minimum 3.25 high school GPA¹ regardless of test score.

Both options also require that a student achieve at least a 2.0 GPA on any transferable college course work taken while in high school.

KU proposes the following changes for guaranteed admission options for freshmen, effective for Fall 2026 applicants:

- 1) 24+ ACT and a minimum 2.5 high school GPA or
- 2) minimum 3.0 high school GPA² regardless of test score.
- 3) Must submit an application by February 1st.

The requirement of a 2.0 GPA on transferable college courses taken while in high school work remains.

Additional Rationale

- Most institutions in the Midwest with high or very-high research activity utilize a 3.0 minimum GPA for admission.
- Expanding the GPA-based admission pathway to students with a cumulative high school GPA of 3.0-3.241 provides increased access for qualified high school students.
- GPA-based admission and merit scholarships have contributed to considerable enrollment growth at KU. Studies at KU and nationally continue to demonstrate that high school GPA is a far better predictor of college outcomes than standardized test score.
- Students that do not meet qualified admission will still go through a holistic committee review. These processes have been refined to identify students that are more likely to have positive retention and graduation outcomes.

² Accredited high schools only

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include:

- a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and
- b. A plan to implement Math Pathways full scale in 2026-2027
(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)

20 Points
(a = 10 pts)
(b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections:	# of students per course section:
# of Contemporary Math course sections:	# of students per course section:
# of Elementary Statistics course sections:	# of students per course section:

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found [here](#) for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

Contemporary Math:

Elementary Statistics:

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	20 Points

	Meets	Partially Meets	Does not Meet
1 (20 points total)	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or an explanation is missing)	Did not provide information or did not complete
Link(s) showing at least one section of each gateway math course applying to degrees on campus for Fall 2025	5	NA	0
Link showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR (if schedule hasn't been set yet) statement indicating intent to offer at least one section of each gateway math course applying to degrees on campus	5	NA	0
Plan to implement math pathways full scale in 2026-2027 - Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)	5	2.5	0
List number of course sections and number of students estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027	5	2.5	0
2 (20 points total)	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or an explanation is missing)	Did not provide information or did not complete
Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025	5	NA	0

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR (if schedule hasn't been set yet) statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026	5	NA	0
Plan to implement corequisite math support developmental education full scale in AY 2027 - Indicate whether you plan to continue to offer prerequisite for these courses during AY 2026. (If you plan to continue with prerequisite support for any of the math courses what will you do over AY 2026 to fully implement corequisite developmental education for math by AY 2027?)	5	2.5	0
Identify number of students and number of course sections estimated to be taught in each respective corequisite math support developmental education course per year when initiative is fully scaled in 2026-2027	5	2.5	0
3 (20 points total)	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or a statement is missing)	Did not provide information or did not complete
Link(s) showing at least one section of corequisite English support developmental education for Fall 2025	5	NA	0
Link(s) showing at least one section of corequisite English support developmental education for Spring 2026 OR (if schedule hasn't been set yet) statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:	5	NA	0

Plan to implement corequisite English support developmental education full scale in AY 2027 - Indicate whether you plan to continue to offer prerequisite support for English Comp I during AY 2026. (If you plan to continue with prerequisite support for any of the math courses what will you do over AY 2026 to fully implement corequisite developmental education for English Comp I by AY 2027?)	5	2.5	0
Identify number of students and number of course sections estimated to be taught in each English Comp I support developmental education course per year when initiative is fully scaled in 2026-2027	5	2.5	0
4 (20 points total)	Meets	Partially Meets	Does not Meet
	Includes all components	Includes some components but something is missing (institutional placement measures for a course, answer to question, or explanation)	Did not provide information or did not complete
placement measures (for English Composition I) - What institutional measures will you use alongside approved systemwide placement measures for English Comp I?	5	2.5	0
Will you adopt approved systemwide measures and institutional measures above full-scale for AY 2026? If not, please explain what measures you will use and how this will work alongside the soft launch.	5	2.5	0
Plan to implement systemwide math course placement measures for 3 gateway math courses - What institutional measures will you use alongside approved systemwide placement measures for each of the 3 gateway math courses?	5	2.5	0
Will you adopt approved systemwide measures and institutional measures above full-scale for AY 2026? If not, please explain what measures you will use for each of the math courses and how this will work alongside the soft launch.	5	2.5	0

<p style="text-align: center;">5 (20 points total)</p>	<p>Includes all components: link and degree map for each program</p>	<p>Includes some components: may be missing single landing page, did not include degree map for all programs, does not include semester-by-semester layout for degree map, or degree map does not adhere to the guidance or general education coding standards</p>	<p>Did not provide any degree maps</p>
<p>Provide a link to a single landing page for all academic degree maps for each undergraduate program effective for students starting in Fall 2024 or Spring 2025, which should reflect new Systemwide General Education Framework for Universities and Community Colleges (includes certificates)</p>	<p style="text-align: right;">20</p>	<p style="text-align: right;">10</p>	<p style="text-align: right;">0</p>