KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Wednesday, May 15, 2024
10:30 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, 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 Lane, Chair	
	A. Roll Call and Introductions		p. 3
	B. Approve minutes from April 30, 2024		
II.	**Other Matters – Program Review Reports**		p. 4
	A. Emporia State University	Brent Thomas	p. 6
	B. Wichita State University	Shirley Lefever	p. 13
	C. Fort Hays State University	Jill Arensdorf	p. 49
III.	**Board Consent Agenda Items**		
	SARA Report	Jennifer Armour	p. 66
IV.	**Next BAASC Meeting – June 4th Virtual Meeting**		
	A. Program Review Recommendations		
	B. Competency-Based Education Presentation - KU		
	C. New Program Approvals		
	D. Systemwide Transfer Associate Degree Approvals		
V.	**Adjournment**		

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

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

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2024 Meeting Schedule

BAASC Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	3:00 p.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Topeka	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Topeka	9:00 a.m.	May 14, 2024
June 18, 2024	Virtual Meeting	10:30 a.m.	May 29, 2024

Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES
Tuesday, April 30, 2024

The April 30, 2024, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 9:00 a.m. The meeting was held in-person at the Board office, with a virtual option available.

In Attendance:
Members: Regent Lane Regent Ice Regent Johnston Regent Mendoza

Approval of Minutes
Regent Ice moved to approve the April 17, 2024, meeting minutes; Regent Johnston seconded, and the motion passed.

Program Review Reports
Regent Lane provided a recap of the intention of the program review process and the expectations. Thirty-one programs have been identified for review. Today Pittsburg State University, the University of Kansas, and Kansas State University will be presenting. On May 15 Emporia State University, Wichita State University, and Fort Hays State University will present. Recommendations for next steps will then be discussed at the June 4 meeting.

Sam provided information about the various statuses in KBOR's Program Inventory, and an explanation of the addendum distributed at the meeting.

Provost Howard Smith, Pittsburg State University, began by explaining the institution's on-campus academic review process and the actions taken in the last two years as a result. Actions taken included the discontinuance of the BA in Music and the BA in History. Provost Smith provided a summary of the review of the BS in Math, the BS in History, the BM in Music, the BS in Polymer Chemistry, and the BS in Physics; all identified by the Board of Regents for this review. Provost Smith explained the action plans for each of these programs as a result of this review process. Provost Smith also shared the review of the BBA in International Business and the resulting phase out plan for this program.

Provost Barbara Bichelmeyer, University of Kansas, provided an explanation of the institution's on-campus program review process and the actions taken in the last two years as a result of this process, including discontinuance of a total of 76 concentrations, minors, certificates, and degrees. Provost Bichelmeyer shared a review of the BSE in Physical Education Plus, which KU proposes to merge with the BSE in Secondary Education. Provost Bichelmeyer then covered the action plans for the remaining programs reviewed, which included the BA/BGS in African & African American Studies, BA/BGS in American Studies, BA/BGS in Religious Studies, BA in Jewish Studies, BA/BFA/BM in Music, BA in Global & International studies, BA/BS in Astronomy, BS in Engineering Physics, BA/BGS in Geography, and the BS in Atmospheric Science.

Interim Provost Debbie Mercer, Kansas State University, explained the on-campus academic review and revitalization process for the institution, the goals of the review process, and results of the review process. Five programs have been phased out and one is in the process of being phased out as a result of this review process. Interim Provost Mercer shared the review of the BA/BS in Geography and the BA/BM in Music programs, as identified by the Board of Regents, and the resulting action plans for those programs.

Adjournment
The next BAASC meeting will be held in-person on May 15, 2024.
The meeting was adjourned at 11:28 a.m.

Summary

Board policy requires that "in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution." (Policy and Procedures Manual, Chapter II., A.5). In June of 2023, the Board approved changes to the KBOR program review process. This report reflects those changes and includes programs reviewed in Academic Year 2024 for Emporia State University, Wichita State University, and Fort Hays State University.

May 15, 2024

Background and History

Per Board policy, Ch. II Section A.5.a.,

> *In cooperation with the state universities, the Board will maintain a regular program review cycle and process that will allow the universities to demonstrate on an ongoing basis that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution. The Vice President for Academic Affairs shall provide guidelines for Program Review and, as part of the review of institutional reports, will include consideration of the Board-approved minima tables.*

Historically, state universities were required to review programs at least once every eight years, a frequency that was established by the Board in 1997. As appropriate, universities would establish their review schedules, and those generally aligned with accreditation reporting requirements and site visits. Within the last six years, there have been some additions to the policy and processes.

In June 2018, the Board approved the addition of a Strategic Program Alignment process to the Program Review Policy, whereby the Board may direct state universities to conduct a strategic program alignment review. Additionally, the policy indicates the Board may direct state universities to evaluate select academic programs outside of the eight-year Program Review cycle. As such, over the next two years, in addition to conducting the regular program review, the six state universities embarked on strategic program alignment, identifying programs that were ultimately approved by the Board for the additional review. As a result, in the spring of 2020, eight programs were identified to be discontinued in the system.

Also in the spring of 2020, the Board requested enrollment data on all undergraduate programs at the six state universities. Sixty-nine programs not meeting the minimum enrollment of 25 students were identified for the universities to review further. In 2021, in addition to conducting the regular program review, universities reported on these "low-enrollment" programs. Of the 69 programs evaluated during this process, 11 programs were identified to merge and 14 were discontinued.

In February of 2022, the Board approved the commission of the rpk Group to do an academic portfolio review and an academic resource utilization. In September of 2022, the Board Academic Affairs Standing Committee (BAASC) agreed to temporarily suspend regular program review for reporting year 2023, as rpk Group would be presenting its findings along that same timeline. The final rpk Group report was submitted to the Board in January of 2023, and provided some of the foundation for the current program review framework. Additionally, the university provosts provided suggestions for changes to the program review process in April of 2023. In June of 2023, the Board approved the current program review framework.

The KBOR Academic Program Review Framework and Process

A. Preliminary Analysis
   1. In Summer 2023, Board staff identified all undergraduate programs that were more than five-years old that did not meet the threshold on two or more of the metrics below:
      a) Student Demand: 25 or more junior and senior majors (four-year average);
      b) Degree Production: 10 or more graduates (four-year average);

c) Talent Pipeline: 51% or more of graduates working in the region after graduation (four- year average); and
d) Student Return on Investment: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280% or more of 2022 poverty level).

2. For any program identified above, when undergraduate program duplication was identified, Board staff provided market-share data from Kansas public and private universities.

B. Identifying the Undergraduate Programs for Review
1. At the October 18, 2023 (BAASC) meeting, BAASC:
a) reviewed the list of undergraduate programs and the corresponding data identified in the preliminary analysis and reviewed associated market share data when program duplication was identified; and
b) officially codified the list of undergraduate programs to be reviewed by each state university in AY 24.

C. Reviewing the Undergraduate Programs on Campus and Issuing a Recommendation
1. For each undergraduate program on the academic program review list codified by BAASC, each state university submitted a written recommendation to Board staff by April 19, 2024, to:
a) phase out the undergraduate program and detail a plan to reinvest the resources from the phased-out program into other academic programs and/or services (phase-out plan);
b) merge the undergraduate program in a manner that generates substantive cost savings (merger plan); or
c) place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

D. Reviewing the Recommendation and Making a Final Decision
1. BAASC shall review each recommendation to place an undergraduate program on a phase-out plan, a merger plan, or an action plan and advise the Board on potential actions regarding each recommendation
a) Pittsburg State University, the University of Kansas, and Kansas State University shall present recommendations at the April 30, 2024, meeting;
b) Emporia State University, Wichita State University, and Fort Hays State University shall present recommendations at the May 15, 2024, meeting; and
c) BAASC will hear any additional information provided by the universities at the June 4, 2024, meeting before deciding on recommendations to the Board.
d) The Board shall make the final determination on whether the undergraduate program is placed on a phase-out plan, a merger plan, or an action plan at the June 20, 2024, meeting.

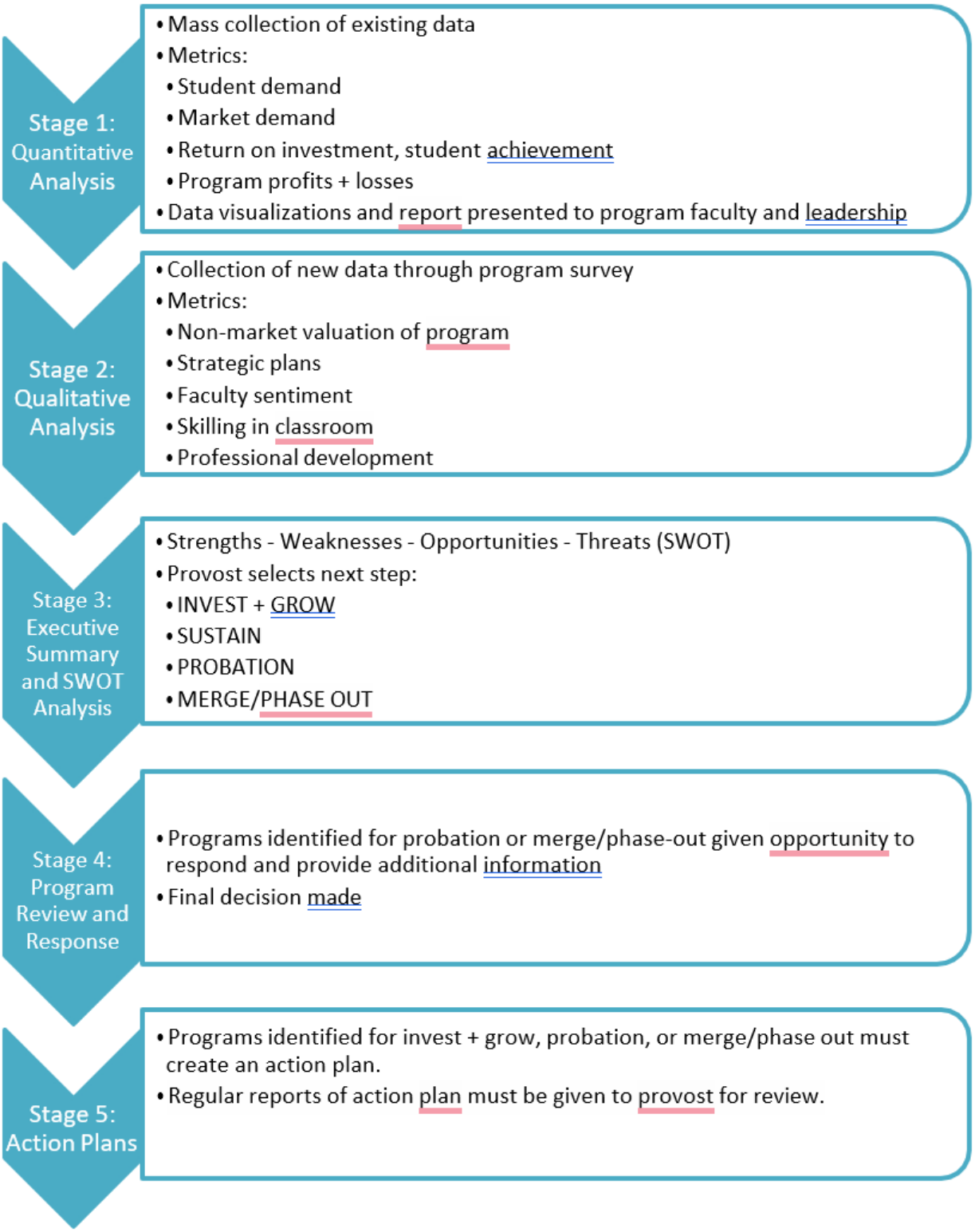
Summary of Institutional Recommendations

Per the process identifying programs for review,

- Emporia State University reviewed two programs; one is recommended for phase out and one is recommended for an action plan;
- Wichita State University reviewed five programs; one is recommended to merge and four are recommended for an action plan; and
- Fort Hays State University reviewed five programs; one is recommended to merge and four are recommended for an action plan.

Institutional Program Review – ESU

1. In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)



^ **Indicates data masked when representing cell size < 5**

2. Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.

   Our comprehensive review of all academic programs in 2022 led to the difficult decision to phase-out 27 academic programs, as well as a variety of minors and concentrations that were not listed as stand-alone programs within the KBOR program inventory. All these programs had low enrollments, and many had experienced chronic long-term trends of declining enrollments. In August 2022, there were 130 active ESU programs listed in the KBOR program inventory. At that time, the inventory included a few inactive programs that had already been discontinued. However, those were not counted as part of the total within the summary below. Therefore, because of our comprehensive program review efforts in 2022, we announced our decision to phase-out ~20.8% of the ESU programs that appeared within the KBOR program inventory at that time.

   Continuation and completion plans were created for all the students enrolled in the affected programs that chose to complete their program at ESU.

List of Suspended Programs

Program Title	Award	CIP	Program Code
Information Systems	BSB	11.0401	ISY
History Certificate	PBCER	13.1318	HIC
English	BA	23.0101	ENG
English	MA	23.0101	ENG
English Certificate	PBCER	24.0101	ENC
Physical Science	MS	40.0101	PSC
Chemistry	BA	40.0501	CHE
Earth Science	BA	40.0601	ERS
Earth Science	BS	40.0601	ERS
Physics	BA	40.0801	PHY
Physics	BS	40.0801	PHY
Economics	BS	45.0603	ECN
Political Science	BA	45.1001	POL
Political Science	BS	45.1001	POL
Political Science	PBCER	45.1001	POL
Music	MM	50.0901	MUS
Music Performance (MUP)	PBCER	50.0901	MUS
International Student Music Performance (MPI)	PBCER	50.0901	MUS
Rehabilitation Education	BS	51.231	REH
Interdisciplinary Entrepreneurship	BA	52.0701	IDE
Management	BSB	52.1001	MGT
Business Data Analytics	BSB	52.1301	BDA
Marketing	BSB	52.1401	MKJ
History	BA	54.0101	HIS
History	BS	54.0101	HIS
History	MA	54.0101	HIS
History	PBCER	54.0101	HIS

^ Indicates data masked when representing cell size < 5

Emporia State University

1. Business & Innovation/Entrepreneurship Teacher Ed (Bachelor of Sci in Business, Business Ed)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
12.5 Majors (4-Year Average)	1.75 Degrees (4-Year Average)	100% Employed in Region Within 1 Year After Graduation (4-Year Average)	$46,708 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
1: FHSU	N/A	9.83%

Recommendation (Phase out, Merge, or Action Plan): PHASE OUT

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

ESU began work in 2023 to create a new and expanded program review process. We chose to beta test the draft process by using these new methods to review a few programs. Both theatre and the BSE Business Education were among the list of programs that were selected for review. At the conclusion of the review process, the faculty in the School of Business & Technology (SOBT) recommended discontinuance of the BSE Business Education program. In addition, both the Dean of the SOBT and the Dean of The Teachers College (TTC) supported their recommendations. Per the ESU policy on program discontinuance, the provost forwarded those recommendations to both the ESU President and the Faculty Senate President. Faculty Senate leadership then followed the procedures outlined within our policy manual and submitted their recommendation in support of discontinuance. The provost reviewed the recommendations and supporting materials and then submitted his recommendation to discontinue the BSE Business Education program. The ESU President's decision was consistent with all the prior recommendations, and he has communicated his decision to the university and members of the Kansas Board of Regents.

The phase-out of the BSE Business Education program will not result in significant cost savings. However, the elimination of this program will reduce the workload of the faculty and leadership of both the SOBT and the TTC. The assessment and reporting requirements for accredited teacher preparation programs are extensive, and it is even more difficult to adequately assess programs with extremely small numbers of students.

^ Indicates data masked when representing cell size < 5

Therefore, the elimination of this program will allow faculty and leadership in both the SOBT and the TTC to reallocate their time and effort to our other programs, and this should help strengthen the quality of the programs that remain in their schools.

When the decision to discontinue the program was made (March 2024), there were only 6 students that had declared BSE Business Education as their major, and one of those 6 students had an anticipated graduation date of May 2024. The faculty and advisors have collaborated with the registrar to create continuation and completion plans for the other 5 students.

2. Drama & Dramatics/Theatre Arts, General (Bachelor of Arts/Fine Arts in Theatre)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓		✓	
32.25 Majors (4-Year Average)	8.5 Degrees (4-Year Average)	74.29% Employed in Region Within 1 Year After Graduation (4-Year Average)	$29,174 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
3: KSU, KU, & WU	11	14.44%

Recommendation (Phase out, Merge, or Action Plan): ACTION PLAN

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview of the ESU Theatre Program

The Emporia State University Theatre BA/BFA program has a rich and extensive history of providing high-impact and quality theatre education in the state. The theatre program provides exceptional cultural enrichment for the campus and local area communities and serves as one of ESU's primary "front-facing" academic programs. Additionally, the theatre program supports the Speech + Theatre BSE program, providing nearly half of the required core credit hours (education programs have been identified as a strategic focus for the university). The courses offered to support the BSE program have a strong overlap with the BA and BFA courses (about 37% of the BA/BFA courses are required in the BSE and only two of the theatre courses in the BSE are unique to the degree program).

Moreover, exploration of the local area market has identified sufficient demand for graduates from this program with the potential of earning salaries competitive with many other majors. Graduates from this program often go into graduate school (often pursuing careers in higher education) and those that do not pursue jobs ranging from acting (median local job-posting salary of $41,544) to management (median local job-posting salary of

$80,857).

^ Indicates data masked when representing cell size < 5

For these reasons, Emporia State University has identified the program to be mission critical and has chosen to pursue an action plan at this time.

Three-Year Action Plan

The key indicators that were not met for this academic program for this cycle are in student completions and return on investment. The action plan to address each of these is listed below.

Indicator: Degree Production

The ESU Theatre program averaged 8.5 completions annually between 2019-2022. Examination of our data has identified that completions increased in 2023 (10 completions). While an improvement, the university is committed to supporting student success and has identified some additional supports to maintain or grow this count.

For this action plan, the theatre program will focus on improving student retention rates, specifically focusing on first-to-second year retention. This will include the formation of a *Theatre Student Retention Committee*, consisting of all faculty and staff, with the goals of early detection of struggling students and supporting improvements to student success through the following actions:

- Create a Peer Mentorship Program – Establish a peer mentoring program where experienced students can guide and support incoming and struggling students, offering academic assistance, advice, and encouragement.

- Establish Regular Check-ins - Currently, Theatre Program Faculty conduct mandatory student evaluations each semester of all theatre majors. More frequent interaction with students, outside of the classroom in an atmosphere devoid of what they consider negative criticism is necessary. These check-ins should be one-on-one with faculty and staff, rather than in an evaluation session before the entire faculty.

- Organize Workshops and Seminars – Develop workshops and seminars on study skills, time management, and available student resources.

- Utilize Retention Tools – A designated faculty member will be responsible for acquiring knowledge of currently available retention tools and training colleagues on their implementation and use. Canvas has limited retention tools that should be used program wide.

It should be noted that the theatre program has amplified their recruitment efforts by partnering with admissions, marketing, and the provost and they expect anywhere from 16 to 22 new theatre majors in the fall of 2024. Continued efforts for recruitment are expected moving forward.

Indicator: Student ROI

The ESU Theatre program's median five-year salary for graduates was $29,174. This figure is likely influenced by the large number of students that are pursuing further education following graduation and the nature of the job market (gigs rather than salaried jobs) and career progressions (development of portfolios required for higher paid employment can take many years) for students graduating from this program. Analysis of local market data has identified higher paying opportunities in occupations related to this field, which is promising for future graduates.

Regardless, the theatre program has identified several mechanisms that can assist students in improving their returns soon after graduation, including the following:

Comprehensive Career Guide---Establish a living document for theatre majors to accompany every possible career path for a theatre major to pursue. These are covered in various courses, but we will have it all in one

place for theatre majors to access immediately upon enrollment. Added emphasis on business, marketing, management, and drama therapy.

- Encourage a minor---Based on the career guide, encourage a minor in marketing, business, management, public relations, or I.T.
- Alumni Advisory Board---Assemble a group of alumni to meet virtually with students specifically about 'real world' experience in the artistic field. They can speak about good skills to acquire in school outside of direct theatre training that could make our students more desirable to an employer. Also, alumni who ended up in a different field can share their stories how their theatre training was excellent preparation for that field.
- Career Services Partnership---In addition to the resources the faculty are familiar with in the pursuit of career, encourage students to also work with career services regarding other fields that match up well for a theatre major: Career Counseling & Testing, Internships, Job Search Strategies, Professional School
- Stage Management Course---Introduce a stage management course, which will not only incorporate the management of a theatre production, but also event and business management.

Institutional Program Review – WSU

1. In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)

Institutional Overview of program review process

Wichita State University academic program review is organized around a year-long preparation and review of a self-study that is intended to create a thoughtful assessment of the quality and relevance of academic programs and to establish goals for improvements. The process of reviewing these programs (which includes department (faculty and chair), the college deans, dean of the Graduate School (for graduate programs), the University Program Review committee, the senior associate vice president for institutional effectiveness and strategic enrollment management, and the executive vice president and provost) is expected to strengthen the academic programs, identify program needs and campus priorities, identify areas for reorganization, and provide opportunities for both short and long-term goal setting.

On a four-year cycle each academic unit prepares a self-study using a standard reporting template. These four-year reports then feed into the required review by the Kansas Board of Regents (i.e., each program is required to be reviewed twice during an 8 year period). Programs that demonstrate the need for additional support are asked to complete interim reports. Hence, there is a continuous review process of each academic unit.

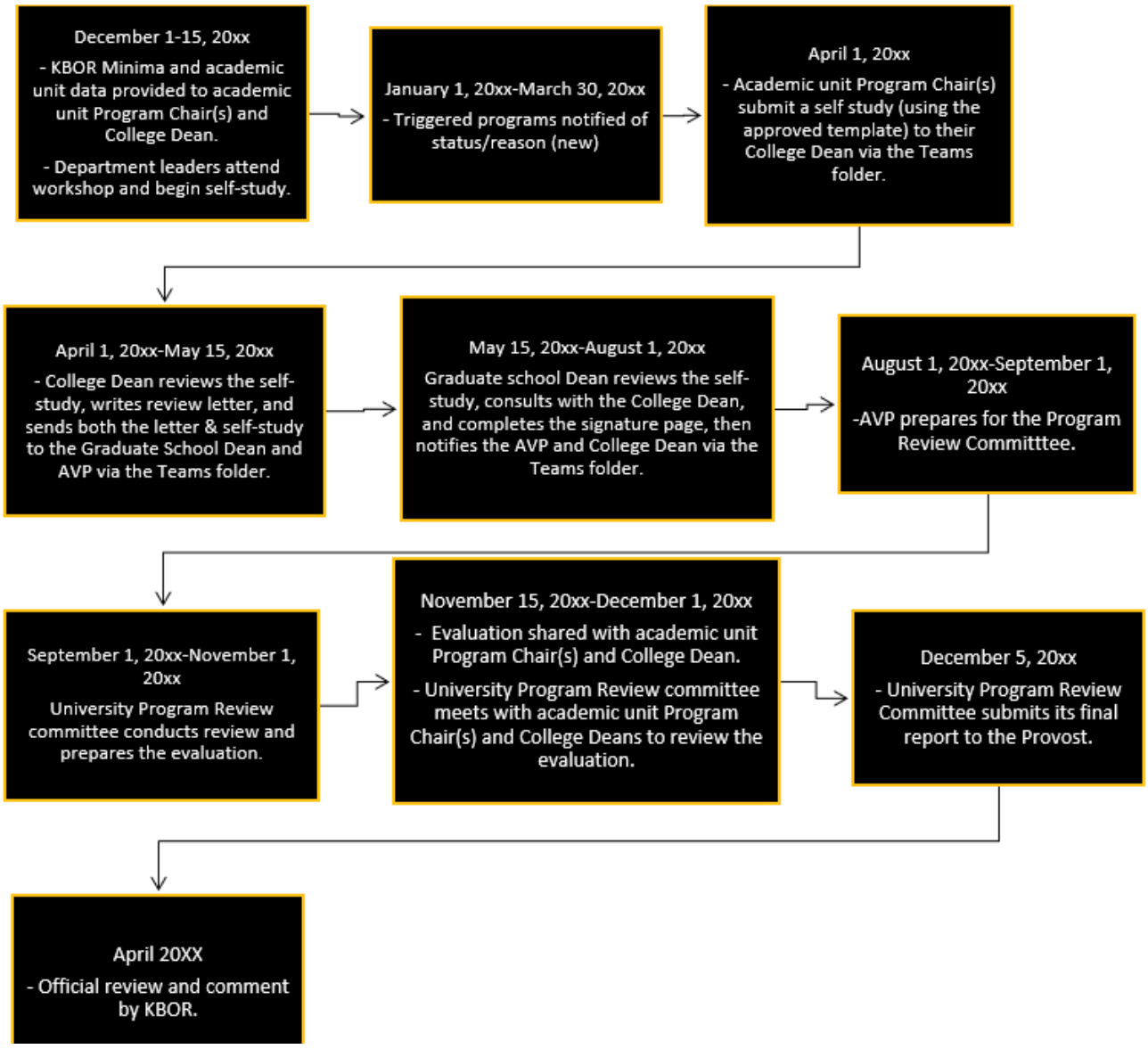
The quadrennial reporting cycle begins in December, one year in advance of the due date, (on a staggered schedule so that college programs are reviewed together). The review cycle begins with a workshop for chairs and assessment coordinators which is hosted by the Office of Accreditation and Assessment within the Division of Academic Affairs. The first submission deadline is April 1st when the program self-study and supporting documentation is submitted to the respective Dean's office for review. After which, the self-studies are reviewed by the Dean, Graduate School (as appropriate) and the University Program Review committee (consisting of the senior associate vice president for institutional effectiveness and strategic enrollment management; assistant director of the Office of Planning Analysis; the president, president-elect, and past-president of the Faculty Senate; a dean appointed by the executive vice president/provost, two department chairs, and three faculty at large representatives), where each department/unit is provided with an opportunity to discuss and clarify their reviews. The university committee then submits its final report with recommendations to the executive vice president/provost by December 5th of the next year.

All programs are reviewed including those at the bachelor, master, and doctoral level.

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

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

Annual Timeline for Program Review



2. Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.

As indicated in the table below, six programs were inactivated and two programs were merged during the 2022-2023 and 2023-2024 academic years. These actions were taken to improve efficiencies and to respond to declines in student demand and/or industry need. In the case of the Athletic Training program, the bachelor's degree program was discontinued as a result of a change in accreditation standards. New standards went into effect in Fall, 2023 requiring all athletic training programs to be at the graduate level.

Program Title	Effective Term	Certificate	Minor	Bachelor's	Dual	Master's	Doctorate	Online	Notes
AY2023-2024 Inactivated Programs									
Field Major/BGS in Aging Studies	Spring 2022			x				x	inactivated the online program code only
Minor in Ethnic Studies	Summer 2022		x						Minor in Ethnic Studies and Women's Studies combined into new minor (#544: Minor in WEIS)
Minor in Women's Studies	Summer 2022		x						
Program Title	Effective Term	Certificate	Minor	Bachelor's	Dual	Master's	Doctorate	Online	Notes
AY2022-2023 Inactivated Programs									
BA in Athletic Training	Summer 2021			x					
Certificate in Entrepreneurship and Innovation	Fall 2022	x (Graduate level)							
MBA - Entrepreneurship & Innovation Concentration	Fall 2022					x			
MACC - Master of Accountancy: Taxation Concentration	Fall 2022					x			
BAED - PreK-12 Latin (Secondary)	2017			x					
BA in Communication - Electronic Media Emphasis	Fall 2022			x					

Wichita State University

The programs being reviewed this year in the Fairmount College of Liberal Arts and Science include:

Program	**CIP**
Women's Studies	05.0207
Philosophy	38.0101
Geology	40.0601
Physics	40.0801
Forensic Science & Technology	43.0106

^ Indicates data masked when representing cell size < 5

1. Women's Studies (Bachelor of Arts in Women's, Ethnicity, & Intersectional Studies)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
11.25 Majors (4-Year Average)	4.25 Degrees (4-Year Average)	58.33% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
2: K-State & KU	N/A	8.59%

Recommendation (Phase out, Merge, or Action Plan): Merge

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview of Program:

The Department of Women's, Ethnicity, and Intersectional Studies (WEIS) is a recently redesigned department that combines the courses from Women's Studies and Ethnic Studies through the lens of intersectional experiences. WEIS builds on a long history of addressing the challenges that women and men face in a transforming workspace, the complexities of work/life balance, the different needs and experiences of urban and rural women and families, and the academic needs of the Wichita community and the SE Kansas region.

Currently, WEIS offers a Bachelor of Arts major and minor, a Bachelor of Science major, and an emphasis within the Bachelor of General Studies (BGS). Over 94 percent of students enrolled in WEIS courses take them to fulfill general education requirements, College of Liberal Arts and Sciences (LAS) competencies, and/or university-level diversity bucket requirements.

In 2020, prior to the KBOR Program Review, the department began addressing its low enrollment, student demand, and degree production trends by making radical changes to its department and structure, major/minor degree requirements, and course offerings. The 2020 Program Review resulted in a new structure for the major and minor and a redesigned department, changing from Women's Studies to Women's, Ethnicity, and Intersectional Studies (WEIS).

Response to data and patterns indicated by the data:

Student Demand and Degree Production – Not Met

In **Fall 2020**, the Dean of the Fairmount College of Liberal Arts and Sciences convened an interdisciplinary strategic planning committee to create an action plan (redesign) to change the downward direction of enrollment numbers, student demand, and degree production, for the Women's Studies department (now WEIS).

The redesign **approved in AY23** addressed the two areas the KBOR program review identified as deficient—student demand and degree production—by focusing on creating easier pathways for double majors and strategically

^ Indicates data masked when representing cell size < 5

developing curriculum that addresses the university, college, and departmental needs of students.

In addition, within this redesign, WEIS, as an interdisciplinary department, has actively worked to increase course offerings and reactivate cross-listing of courses with other LAS departments that WEIS shares a strong Interdepartmental Dependency, meaning that students from other departments and other majors frequently take WEIS courses to supplement their major or to fulfill general education requirements. Student Credit Hour production in the WEIS program during AY23 is summarized in the following table.

Department	SCH Totals in WEIS Coursework
Psychology	441
Social Work	162
Communications	138
Criminal Justice	123
Education	93
Public Health	87
English	51
Sociology	36
Political Science	33
History	24
Anthropology	18

In addition to the 11 departments listed above, more complete data indicates students in over 47 programs enroll in WEIS courses to fulfill university, college, and major requirements.

However, the 2023 redesign has not resulted in an increase of WEIS majors and in turn has not increased degree production from this program.

Merge Plan:

Given the robust student demand for courses in the discipline, the program is proposing to dissolve the Women's, Ethnicity, and Intersectional Studies (WEIS) department and major. Instead, WEIS will merge with the English Department. This merger of the program within the English department will ensure students' interest in this area of study will remain a priority and students are afforded continued opportunities for in-depth study of the discipline through the field major, an emphasis within the Bachelor of General Studies degree, or as a minor. The English Department will coordinate the development and administration of these three pathways.

A field major will allow students to have Women's, Ethnicity, and Intersectional Studies as a primary focus within their chosen degree program (major). This approach allows a student to focus their studies in multiple areas of interest which in turn equips the student with skills and knowledge tailored to their career goals or graduate school plans. Wichita State Field Majors are housed in the Fairmount College of Liberal Arts and Sciences and this approach allows for cross-college connections to grow organically as student demand changes over time.

The Field Major is well designed for a small, interdisciplinary degree like WEIS.

- supports the degree flexibility that WEIS already has built in
- allows students to add a major or minor to their plan of study that fits their degree requirements and occupational aspirations.
- allows for cross-college connections to grow organically as student demand changes over time.
- allows students to receive a broad appreciate of the cultural and dynamic factors of human conduct

^ Indicates data masked when representing cell size < 5

Field Major Requirements:

- Three areas of study (1 primary & 2 additional allied areas)
- Requires a minimum of 36 credit hours
  - 18 credit hours in a primary area
  - 9 credit hours in 2 additional allied areas
- 12 of the 36 hours must be upper division
- 1st and 2nd area must be LAS or historically LAS
- 3rd area can be cross college lines or be thematically or occupationally designed

Students can complete the Bachelor of General Studies (BGS) degree and utilize the WEIS as a field major within this existing degree.

The **Bachelor of General Studies (BGS)** degree:

- allows students to design a major plan of study crossing departmental or even college lines
- allows generalists, pre-professionals, or nontraditional career students greater flexibility in planning their academic major plans.

Requirements of the BGS Degree:

- Minimum of 33 hours divided over 3 areas of study
  - 1st and 2nd areas must be in LAS departments
  - 3rd area may cross college lines or be thematically or occupationally designed
    - Minimum of 15 credit hours in the 1st area
  - Minimum of 6 hours in each of the 2nd and 3rd areas
    - No more than 30 credit hours may be counted toward the degree in any one subject
    - No more than 60 credit hours may be counted toward the degree in one division
    - Minimum of 94 LAS credit hours must be completed

A minor is an additional credential that a student can pursue while completing their major. It is a secondary area of specialization a student can pursue while completing their coursework for their major. A minor in Women's, Ethnicity and Intersectional Studies will give the student a basic understanding of women's lives through internationalism, representation, and social issues, and will expose them to the diversity of experience of many racial and ethnic groups. The minor is a valuable addition to majors such as social work, education, political science, history, pre-law, psychology, criminal justice, and others.

The proposed change to move WEIS from a stand-alone degree to a field major, as an emphasis within the Bachelor of General Studies degree, or as a minor is consistent with the structural changes that WEIS has made over the last four years and aligns with the current student enrollment in WEIS coursework as demonstrated in the following data:

- Minors: 18
- Double majors: 4
- Triple majors: 4
- Quadruple majors: 1
- Bachelor of General Studies/Field Majors: 11

Student-Demand Trends

- Though WEIS has made several changes, as of AY24 it continues to see declining majors and believe the merger of this department into a field major, an emphasis within the Bachelor of General Studies degree, and a minor coordinated in the Department of English will better serve the students at Wichita State.
- WEIS double+ majors and minors and Bachelor of General Studies (BGS) WEIS field majors and minors account for 77 percent of the current WEIS department's production. With the merger plan, the potential for an increase in the number of WEIS minors and field majors will be enhanced as it will provide an integrated option within the current English and Bachelor of General Studies degree programs.

Outcomes of merger:

^ Indicates data masked when representing cell size < 5

Faculty: Currently, WEIS consists of:
- 2 tenured faculty
- 5 adjunct faculty (per course instructors, hired as needed basis)

After the merge:
- The two current tenured faculty will be redistributed to current LAS departments.
- Adjunct faculty will be hired at the discretion of the new department and LAS.

Current WOMS and WEIS students: Students who are already declared WOMS or WEIS departmental majors will be allowed to complete their degrees, but no new departmental majors will be accepted beginning Fall 2024.

Goal of this transition is to increase enrollment within the WEIS courses offered within the field major, as an emphasis within the Bachelor of General Studies degree, and a minor.

Merge next steps:
During the reminder of AY24 and AY25, WEIS will take steps to discontinue the current WEIS department and major. In addition, the program will work with the College of Liberal Arts and Sciences and the Office of the Registrar to:
- dissolve the WEIS department and relocate the 2 permanent faculty in WEIS to English and Sociology
- develop WEIS field major requirements
  - as a primary track (18 hours); and
  - as one of the allied area tracks (9-12 hours)
- move the current WEIS courses into the Department of English
- work with foundation and general counsel to revise the existing scholarship guidelines to no longer require a WEIS major
- work with the Registrar to make the necessary catalog changes for AY26
- market WEIS as a field major, as an emphasis within the Bachelor of General Studies degree, and minor
- deploy recruitment activities
- share program information with Admissions and One Stop
- promote the program at Campus and Community through events Fall events (e.g. Words By Women, and Global Village Assembly) and Spring events (e.g. International Women's Day Keynote, and Diverse Women's Summit). In addition connect with Plaza of Heroines. This group has contributed a sculpture, Sophia Vari's *Danseuse Espagnole,* to the Martin H. Bush Outdoor Sculpture Collection at Wichita State and has provided a $10,000 student scholarship through donations and celebrates and commemorates women in the center of WSU's campus.

2. Philosophy (Bachelor of Arts in Philosophy)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
17 Majors (4-Year Average)	3.5 Degrees (4-Year Average)	60% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
4: FHSU, KSU, KU, & WU	3	10.19%

Recommendation (Phase out, Merge, or Action Plan): Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview of Program:

The philosophy program has a rich history of service to other programs in areas such as logic and applied ethics, Engineering Ethics as well as through four concentrations in Analytic Reasoning, Ethics, Pre-Law, and World Philosophy. The program also provides a pipeline to graduate school in popular fields including Law, Philosophy and Communications. The Philosophy Major at WSU develops maximally versatile skills that are highly sought by employers in all sectors. Those skills include but are not limited to critical reasoning, ethical insight, intellectual creativity, and philosophical foundations of global diversity. Students in this program thrive in a workforce that currently faces unprecedented transformative pressures and opportunities due to AI, CRISPR, blockchain currencies, social shifts, and other 21st Century developments. Additionally, graduates of this program are prepared to responsibly invent new paths, adapt to new roles, and creatively prevent or solve the problems of the future.

Response to data and patterns indicated by the data:

Student Demand: - Not Met

- **WSU Philosophy** is currently triggered for student demand. As of February 2024 we have 13 declared majors and 12 minors. As reported in Fall 2023, our 4-year average is 17 majors, with 3.5 degrees produced.
- **The number of philosophy majors is only one aspect of student demand for philosophy.**
    - The vast majority of student credit hour production (97-98%) supports other programs (non-majors). More specifically, philosophy courses in ethics support accreditation requirements for the College of Engineering and the College of Health Professions. In AY 2022-23 alone, over 4,000 credit hours were earned by over 1000 students in over 50 programs.
    - Currently, this academic year (Fall 2023 and Spring 2024) the department has generated over 3200 student credit hours serving over 1000 students who are non-majors. An additional 500+ student credit hours are anticipated during the Summer 2024 term for non-majors/

^ Indicates data masked when representing cell size < 5

  - Advisors from our OneStop office have reported incoming students indicate a strong desire for philosophy courses designed to immerse them in a philosophical exploration of who they can be, their places in the world, and what futures they can build.

- **Nationally**, philosophy is in high demand. According to College Factual, "If you pursue a degree in philosophy, you won't be alone. … In 2024, College Factual analyzed 4 [**Texas**] schools … these colleges and universities awarded 463 degrees in philosophy during the 2020-2021 academic year." Since Texas is part of the **WSU I-35 recruitment zone**, these numbers provide clear evidence that we have ample opportunity to recruit philosophy majors to **Kansas**. Moreover, because our small department offers a highly flexible and customized degree plan in which students learn directly from faculty rather than graduate student instructors, the marketing opportunity for philosophy is rich. Marketing to these prospective students is part of our Action Plan below.
- Regional employers and national employers alike indicate strong interest in a workforce with the skills in which philosophy graduates excel: critical reasoning and problem-solving, ethics, and the ability to work well with a diverse team and customer base. (See for example Spirit Aerosystems DEI, Cargill DEI, Cargill ethics)

Degree Production: - Not Met

- Given that our 4-year average of 17 declared majors includes an average of 4 seniors per year, we are unavoidably also triggered for degree production.
- We have 1 graduate in Fall 2023 and we anticipate 1 graduate in Spring 2024.
- Please see our action plan below for actions and initiatives to support our majors through to degree completion.

Talent Pipeline: - Met

See Considerations below for more information

Student ROI: - Met

See Considerations below for more information

The following **action plan** includes components designed to

a) **increase declared BA Philosophy majors** through a newly available marketing plan through WSU Strategic communications, 4 new concentrations and other curriculum development, and several high school outreach initiatives (**recruitment**);

b) **support those students through their graduation** into their next career phase through emergency funding support, a new Philosophy at Work applied learning initiative, and personalized mentoring (**retention**); and

c) **continue to operate as a high service department** throughout the university for programs that require our expertise for professional development and accreditation (**service**).

Summary:

- As indicated in our internal preliminary analysis for this review, the Department of Philosophy has taught an average of 5,400 credit hours over the past three years.
- The department's service teaching (97.5%) has remained fairly constant over the past three years. Recently, course offerings have grown to support the College of Engineering and Health Professions in Bioethics, Engineering Ethics, Biomedical Engineering Ethics, Ethics and Computers, and Logic as a foundational course for computer science majors. We anticipate that the Wichita Biomedical Campus, in partnership with the Academic Center for Biomedical and Health Humanities (HealthHum), will increase demand for Bioethics and other health-related philosophy courses.
- The 4-year average enrollment is 17 majors. This is a drop from an average of 30-35 majors pre-pandemic from which we are still in the process of rebounding and this is representative in the 13 new Spring 2024 majors.
- There were 3 majors who graduated in AY22-23 and 2 who graduated in AY21-22. We anticipate a similar graduation rate this year.

As our Action Plan below explains, we have a variety of initiatives underway to increase majors, promote degree

completion, and continue expert service to other programs.

Action Plan:

Overview

Our action plan includes components designed to address three areas:

a) Student demand/Recruitment: increase declared **BA Philosophy majors**

Philosophy is not taught in K-12 programs in our region and WSU has a very high percentage of first generation students (45.99% overall and 57.4% underserved) who are unaware of what philosophy is and the value it offers. In addition, it is common for students to choose their major on the basis of a particular course that 'hooked them'. Since our service courses to Engineering and Health Professions (65%) are upper division courses that students take in their junior or senior year, these courses are not good recruitment opportunities. These students are unlikely to change their major by the time they take their first philosophy course. The **outreach and marketing** activities below will therefore directly address this primary obstacle to recruiting philosophy majors by closing the gap through **high school outreach and early exposure**.

b) Degree Production/Retention: support those students through their graduation into their next career phase (**degree production**)

Due to the low number of philosophy majors, degree production is unavoidably low. As majors increase, degree production will increase. We have identified two additional factors that have recently impacted degree completion for our students: **financial challenges** and health challenges. As explained below, we have established an **emergency fund** which, for example, helped one student remain in the program after their trailer burned down. With the university's growing emphasis on wrap around services and greater attention to meeting student health needs, the Philosophy department is committed to partnering with Student Affairs and Student Support offices (all of which will soon be housed in the Shocker Success Center) to better address student health needs.

c) Service: continue to operate as a high service department for programs across campus that require our expertise for professional development and **accreditation**.

Marketing (recruit majors and degree production)

- To raise visibility and promote the major the department is using website development, social media, digital signage, and print media. We are taking advantage of a newly available **WSU Strategic Communications** program to maximize our marketing effectiveness for the major
- The department is accelerating our engagement with **Advising** units, with whole-department meetings to continue our program development in response to expressed student interests and ensure that our professional Advisors are well informed about the philosophy major so that they can advise the appropriate students that the philosophy major would be a good choice for them.
- High School Outreach:
    - The department has begun working directly with Admissions to send information about the Philosophy Major to prospective students and admitted students who have not yet decided their major.
    - The department has initiated an annual Philosophy Summer Camp for high school students through newly available Wichita State Connect opportunities. Our first camp is scheduled for August 2024.
    - Department faculty will promote our departmental strength in philosophy of science at the Science Olympiad on April 6, 2024.
    - Department faculty will begin regularly visiting local high schools to host Lunch and Learn events at area high schools to promote the philosophy program at WSU, careers in philosophy, and courses that may be of special interest to students.
- On-Campus Recruitment:
    - Department faculty will participate in the newly restructured **WSU Orientation** program beginning in Summer 2024.

- The department will **continue** to participate in WSU and LAS **recruitment** opportunities such as Black and Yellow Days, Shocker Honors Scholar Reception, and Academic Open House.

Curriculum Development for Recruitment and Career Development (recruit majors and degree production)

Again, since the primary obstacle to recruiting philosophy majors is that our incoming students and their families don't know what philosophy is, our curriculum and career development plan is focused on closing that gap as described below.

- To make the **content and value** of the philosophy major more **concrete and recognizable** to students, parents, and employers, the department has recently introduced **concentrations** in:
  - Analytical Reasoning,
  - Ethics,
  - Pre-law, and
  - World Philosophy

  These credentials are only available as part of a major in philosophy.
- The philosophy major is part of the **Legal Education Accelerated Degree** (**LEAD**) program, a 3+3 program with KU Law which is positioned for growth in the near future. Students who do not wish to pursue the accelerated degree will still be made aware of the philosophy department's new Pre-Law Concentration through LEAD.
- The department is teaching **First Year Seminars** to maximize our outreach to incoming students while they still have some flexibility in choosing their major.
- The philosophy department is participating in the Shocker Academy, a **dual enrollment program for high school students** to introduce students to philosophy before they declare a major during the Admissions process.
- The **Applied Learning** course *Philosophy at Work* was approved Spring 2024. This course is designed to simplify our applied learning program requirement, promote opportunities like paid internships and study abroad, and better integrate philosophical knowledge and skills into career development for students who choose not to pursue graduate school. This is expected to make the major more attractive to students who want to major in philosophy but who have reservations about their plans after graduation.
- In partnership with HealthHum, Philosophy is participating in the development of a **Health Humanities Certificate**, which we expect to include Bioethics, Biomedical Engineering Ethics, and Philosophy of Medicine courses. The Certificate and these courses themselves support several programs and career paths:
  - pre-Med students who may go on to KansasCOM or KUMC,
  - public health, nursing, and students in other WSU College of Health Professionals programs
  - Psychology students on the Counseling track
  - Students pursuing health-related careers like social work, public administration, kinesiology, or biotech development.

  Students who pursue this Certificate will have **increased potential exposure** to a philosophy class, which will in turn increase our opportunity to recruit majors who may have been unaware of **health-related career opportunities in philosophy**, or philosophy minors. As many students change their major between their freshman year and graduation, this is an opportunity to recruit philosophy majors from the pool of students who want to pursue a health-related career, but perhaps not as a healthcare provider.
- To demonstrate the continued **critical relevance and practical application** of philosophy, ethics courses have been developed for legal professionals, data ethics, biomedical engineering ethics, and ethics of AI. Again, exposure to philosophy courses is an opportunity for students to identify our major as a good fit.

As AI developments are already radically re-visioning professional work in ways that require a sharper focus on intelligent implementation of ethical principles and CRISPR is empowering us to radically reconceptualize humanity itself, **the need for philosophical education and research has never been higher.** The philosophy department is **adaptively responding** to the needs of our students, industry, and our community. Our marketing and outreach plan and curriculum development plan are designed to **advertise this.**

Retention Through Graduation (degree production)

- The department has recently added an **Undergraduate Coordinator** position to more effectively recruit and retain majors, and to support their career development.
- The department has recently established an **emergency fund** to support Pell-eligible students who, for example, cannot afford books or who cannot quite cover their medication costs. As mentioned above, financial challenge is a crucial factor for retention in our department.)
- The department is using available **analytics** to monitor DF rates, potential bottleneck courses, and other student success parameters **to promote persistence and retention** through graduation for philosophy majors as well as other majors we serve. We have replaced, restructured, and redeveloped the few courses that have had high DF rates, with only one remaining course to be addressed.
- As indicated in the curriculum development section, the **Applied Learning** course *Philosophy at Work* was approved Spring 2024. This course is designed to simplify our applied learning program requirement, promote opportunities like paid internships and study abroad, and better integrate philosophical knowledge and skills into career development for students who choose not to pursue graduate school. We expect this to improve retention, particularly for juniors and seniors.
- We are engaging as a department and with available support opportunities for instructional development to promote **excellence in the student experience** and adapt to AI developments.
- Faculty will continue to teach Directed Readings seminars **tailored to our majors' particular philosophical interests and career goals**.

Additional Considerations

T1: Student Credit Hours, Students Enrolled, Percent non-Majors by Academic Year

	Academic Year (fall-spring-summer sequence) at Census					
	2019	2020	2021	2022	2023	2024
Department Courses:	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Student Credit Hours (SCH)						
610401 Philosophy	7,641	7,125	6,885	5,168	4,576	tbd
Students Enrolled in Courses						
610401 Philosophy	2,576	2,375	2,295	1,836	1,732	tbd
% non-Majors in Course						
610401 Philosophy	98.1%	98.7%	98.9%	98.6%	99.0%	tbd

Student Credit Hours (SCH)

Consistently 97-98% of our SCH is service to students who are not philosophy majors. In AY 2022-23 we taught 4,151 SCH to well over 1000 students in over 50 programs at WSU, including philosophy:

- 1,798 SCH Engineering and Computer (43.3%)
- 894 SCH Biology and Health Professions (21.5%)
- 478 SCH Business (11.5%)
- 100 SCH Law and Criminal Justice (2.4%)
- 881 SCH for Honors, Arts, Sciences, Humanities, Education and other (21%)

- **Accreditation Support for Engineering**: The philosophy department teaches ethics courses for the entire College of Engineering required for their majors and their accreditation (Engineering Ethics, Ethics and Computers, Biomedical Engineering Ethics). Engineering is a central driver for the WSU mission, with expected growth in several areas.
- **Growth in Bioethics and Health Humanities**: We teach Bioethics for the College of Health Professions, which is required for Public Health and recommended for many other programs. We expect demand to increase significantly in this area as the **Wichita Biomedical Campus** and The Academic Center for Biomedical and Health Humanities (HealthHum) accelerates over the next 2-3 years. See the article in WSU News "WSU's HealthHum intertwines health care and humanities" for more context.
- **Growth in Business Ethics**: We teach Business Ethics as a General Education course for which demand is now growing.

^ Indicates data masked when representing cell size < 5

- **Core courses for higher education**: We teach other essential Humanities courses for General Education such as Philosophy of Science, Ancient Greek Philosophy, Contemporary Chinese Philosophy, Philosophy of Religion, and Critical Reasoning.

Faculty expertise. Every member of the department holds a PhD in philosophy, and all of the applied ethics faculty have a research or professional background in the areas they teach.

- The engineering ethics faculty all have a background in engineering, e.g. one of our faculty worked in nuclear engineering and one regularly works with NASA engineers.
- The faculty member who teaches biomedical engineering ethics worked on the Human Genome Project and has publications in biomarker research.
- One of our faculty was elected a Fellow of the American Association for the Advancement of Science (AAAS) for her work on philosophy of AI and philosophy of scientific models.
- Two of our faculty are members of Sigma Xi, the scientific research honor society.

Without the Bachelor of Arts (BA) in Philosophy and a philosophy department in which research faculty can flourish, WSU will be unable to hire or retain genuine experts in crucial STEM support areas. Three philosophy department faculty have written or are currently *writing the book* for their applied ethics courses to improve the quality of available materials and offer these to our students at no cost.

Talent Pipeline Considerations

- The BA in Philosophy major at WSU meets the talent pipeline criterion with a 4-year average 60% employment in the region after graduation. It should be noted that our program is a pipeline to **top-tier graduate programs** outside Kansas, after which some students return to the region. Consequently the 60% employment indicated in the KBOR analysis may be a low estimate.
- As mentioned in our program description, philosophy is a **maximally versatile degree that provides core competencies in the highly sought skillsets of the 21st Century**.
- As the American Philosophical Association highlights, philosophy majors in the US pursue careers in a wide variety of fields "from academia to business to entertainment to politics". For a list of prominent philosophy majors and testimonials, please see the APA webpage Who Studies Philosophy?
- **Our own graduates** with a BA Philosophy from WSU tend to pursue law degrees, STEM careers, and leadership roles in a variety of fields. Our alumni have gone on to practice law, work for the Kansas Leadership Foundation, start up a local brewpub, found a local startup incubator, specialize in computer architecture, serve on a local hospital Ethics Board, and succeed in a variety of other endeavors. **Testimonials** from our alumni can be found on our website. Two are provided below:
    - "I entered Wichita State University as an art history major; the second degree in philosophy arose out of the pleasures and rewards of each additional philosophy class. The drive for additional courses was fueled in part by the way the Wichita State philosophy professors sharpened their students' thinking--it was as if the mental mud was slowly washed away. The second major reward was the way the historical courses brought together, or seemed to give a larger meaning to, courses in the same period from other disciplines. That attempt to identify and examine the most salient or telling issues relating to a particular subject still drives my work as a cultural historian." - Stephen Gleissner, former Chief Curator, Wichita Art Museum
    - "In the world of business, there are too many misconceptions regarding the relevance and value of studying philosophy. Majoring in philosophy taught me how to think, not what to think. It taught me several valuable lessons that continually apply to my business and my life. Here are a few of them: It is more important to ask the right questions than it is to have the right answers. Critical thinking trumps functional knowledge. It is more important to understand the "why" rather than the "what" or "how." The world of business is full of clutter and it is very easy to get lost in it. Studying philosophy gave me the tools to better discern what is strategically relevant and disregard that which is not. If you are able to understand complex problems, subjects, and issues, and articulate them into relevant and straightforward terms, people will pay you a lot of money for it. No one has all the answers and be

wary of those who claim they do. As our world becomes increasingly smaller, having the ability to step outside of your own frame of reference and understand and assimilate different perspectives is a huge advantage." - Troy L. Carlson, Founding President and CEO, Initiatives, Inc.

Student ROI Considerations

- The BA in Philosophy at WSU meets the Student ROI criterion.
- As the American Philosophical Association documents:
    - "Data gathered by PayScale from the 2020–2021 academic year shows that people with bachelor's degrees in philosophy tend to earn more over their lifetime than people with degrees in any other humanities field. Philosophy students have both the **highest starting salary of any humanities major** ($52,600) and the highest percent increase between starting and mid-career salary ($94,300).
    - Additionally, the National Association of Colleges and Employers found for the graduating class of 2021 that, within six months, **more than 77 percent of graduates with bachelor's degrees in philosophy had either found employment or were continuing their education**."

Service Program provides to:	Metric
Non-majors	○ Consistently 97-98% of our SCH is service to students who are not philosophy majors. In AY 2022-23 we taught 4,010 SCH for over 50 programs at WSU **excluding** philosophy: • 1,798 SCH Engineering and Computer (44.8%) • 894 SCH Biology and Health Professions (22.3%) • 478 SCH Business (12%) • 100 SCH Law and Criminal Justice (2.5%) • 740 SCH for Honors, Arts, Sciences, Humanities, Education and other, excluding philosophy (18.4%) Through our service to other programs, we teach: • Engineering Ethics (Engineering and computer science program accreditation) • Four concentrations in Ethics; Analytic Reasoning, Ethics, Pre-Law, and World Philosophy. • Provide coursework for General Education Framework, • Professional ethics coursework for business, health professions
SCH workload of service to Interdisciplinary opportunities (cross list, team teach, etc.)	• The department regularly offers cross listed courses for the Cohen Honors College. • Philosophy faculty teach courses in other departments, e.g. Space Politics for Political Science, and courses that are cross listed with WEIS, Japan Studies, and other programs. • Philosophy faculty are often invited guest lecturers in other courses, e.g. in the Engineering Sustainability course and the Cybercrime course in the School of Criminal Justice, which are not reflected in SCH.
SCH workload of the service the Program (e.g. minors, double majors, certificates, badges, microcredentials, industry credentials) provides to the institution and beyond.	• We are now offering four new Concentrations (Analytic Reasoning, Ethics, Pre-Law, and World Philosophy) within the major. • We are currently developing or preparing to develop additional credentials to meet demand. • As described above, we are participating in the development of a Health Humanities Certificate.

^ Indicates data masked when representing cell size < 5

	• Collaboration with industry partners such as Cargill through the Fairmount College of Liberal Arts and Sciences industry outreach efforts, is poised to yield new initiatives and credentials.

The department's administrative support has been reduced from 1.0 FTE pre-pandemic to .5 FTE.

Strategic planning for efficiency:

- As described above in the Action Plan above, the philosophy department has recently developed our curriculum in several ways to maximize the credentials we offer and attract new students.
- Every semester the chair ensures that any low enrollment courses for the majors are effectively balanced by high enrollment courses for our regular faculty. The department teaching expectation for high-research faculty (e.g. tenure-track) is 3/3, which is higher than comparable departments.
- The department utilizes high quality adjunct teaching to adapt to enrollment fluctuations.
- The department regularly "deepens our bench" by developing faculty expertise to meet unexpected increases in demand in specialties like Philosophy of Law or Cyberethics.

The WSU department of philosophy actively works to achieve a right-sized department to ensure our faculty maintain standard teaching loads.

3. Geology (Bachelor of Arts/Science in Geology)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
23 Majors (4-Year Average)	7.75 Degrees (4-Year Average)	67.86% Employed in Region Within 1 Year After Graduation (4-Year Average)	$64,856 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Pri Offering Program	Completion Data
4: ESU, FHSU, K-State. & KU	N/A	14.78%

Action Plan

Recommendation (Phase out, Merge, or Action Plan):

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview of Program

Geology is fundamentally an applied and practical discipline that supports industry and societal interests. Since 1926, the Department of Geology program has operated as an educational, cultural, and economic driver for the State of Kansas and the Wichita area. Its purpose is to prepare students with the scientific knowledge to proceed to geologic careers in industry and government or to be admitted to a geology graduate program. Our curriculum prepares students for ASBOG (Association of State Boards of Geology) licensing, which is required of geologists in Kansas and most other states. Students are prepared with the background and skills to enable them to continue to learn, develop, and adapt their geoscience career goals as demand for different natural resources fluctuates.

The program goals include:

- Prepare individuals for current and future geologic careers in industry, government, or academia.
- Foster professional growth and commitment to lifelong learning for students and faculty.
- Emphasize applied learning with multiple field experiences, internship programs, and business partnerships.
- Support and encourage scholarly research in the geological sciences.
- Ensure efficient and effective program operations are consistent with the college, university, and profession.

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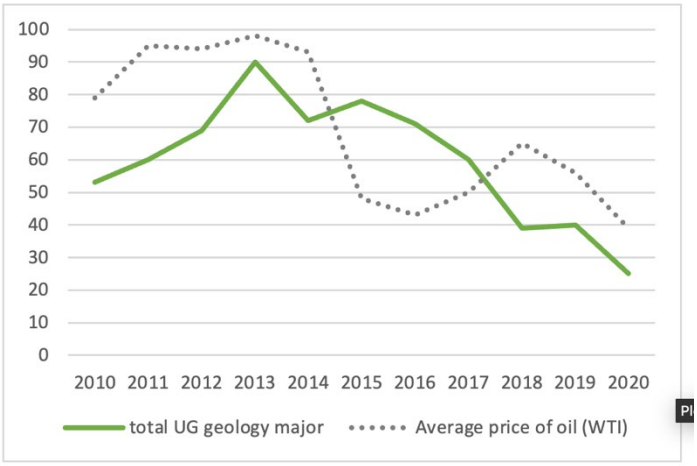
Since its founding, the Department of Geology has traditionally supported Kansas's local oil and gas industry. With changing economic and political winds and a decline in employment opportunities in this area, the department is adapting by also emphasizing other employment areas in geology. These include groundwater resources, civil engineering applications, water and soil remediation, and critical and strategic minerals exploration. These efforts include hiring new faculty (2024) in strategic and critical minerals to expand its curriculum and training for students in this potential employment growth area for geologists. This should help translate our degree offerings to students and lead to increased student demand and degree production.

Response to data and patterns indicated by the data:

Student Demand – Not Met

Number of Geology UG majors vs Yearly Average Price of Oil (WTI)



Student Demand Overview:

- 23 majors, 4-year average
- As an applied discipline linked to the exploration of new or sustaining existing **commodities** (oil, minerals, water, etc.), student interest (demand) and, therefore, enrollment (majors and degree production) are directly tied to the cyclical nature of employment in the discipline's largest employers.
- The largest of these employers historically has been the **oil/gas industry**. Within these energy companies, our graduates are employed as petroleum geologists, geophysicists, petroleum engineers, and environmental geologists.
- Other **employers** of geologists include mining companies (e.g., exploration geologists of critical and strategic minerals), civil engineering (no degree in civil engineering at WSU) and groundwater remediation companies (as geotechnicians, hydrogeologists, and geochemists), state and national geological surveys, and educational institutions.
- International and national political and economic influences on energy, mineral, and water commodity prices ultimately impact societal concerns and, therefore, **student demand** and **degree production**. The department is navigating these shifting economic and academic sands by diversifying faculty expertise and modifying the curriculum within the constraints of ASBOG licensing course requirements. These will, in turn, lead to robust training in other employment areas in strategic and critical minerals, civil engineering, GIS mapping, and groundwater remediation, thus positively impacting **student demand** and **degree production**.

TRENDS:

- In the 2000s, increasing oil prices resulted in increased geoscientist employment opportunities in Kansas. In turn, the department saw **increasing student enrollment** (reaching over 90 undergraduate majors in 2013).
- In 2014, the price of oil dropped dramatically (see above graph), and **employment opportunities began to shrink**. As a result, student interest and enrollment began to wane. Initially, the enrollment decline against the price of oil was tempered by a gradual (rather than immediate) decline in employment opportunities and by those students still in the program working towards graduation.

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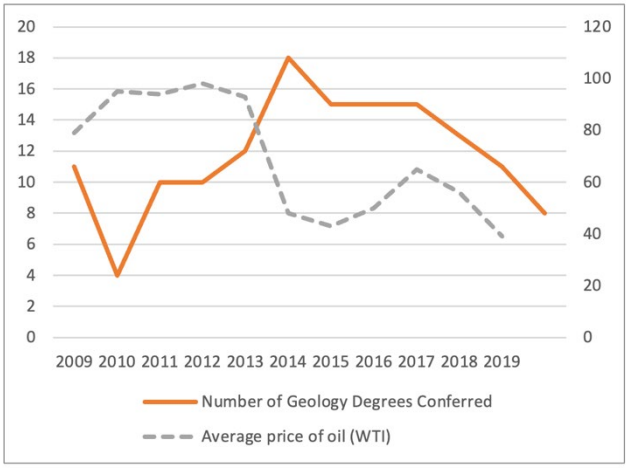
- While 2020 was a low for oil industry growth, that trend appears to be turning around. The Energy Workforce and Technology Council's monthly jobs report now shows an increase of 0.2% over last year. In addition, US News and World Report estimates a **5% job growth potential** specifically for petroleum geoscientists this year and **7% for all geoscientists**.

Degree Production – Not Met

Number of Geology Degrees Conferred vs Yearly Average Price of Oil (WTI)



DEGREE Production Overview and Trends:

- 7.75 degrees, 4 year average
- The Geology program saw an **increase in degree production leading up to 2014** when the employment in the oil/gas sector was increasing.
- With the **fall in oil prices in 2014, the degree production began to decline**. Initially, the enrollment decline against the price of oil was tempered by a gradual (rather than immediate) decline in employment opportunities and by those students still in the program working towards graduation.
- **Poor discipline visibility** and **student perception** of employment opportunities has hindered department ability to attract new majors.
- Since 2014, the department has intentionally highlighted employment opportunities in the **environmental and water resources** sector.
- This year, the department is seeking to improve its expertise and ability to train students in **critical minerals for the "new energy transition"** by searching for a new faculty member in this area (2024).

Talent Pipeline - Met; not under review

- Since 1926, the Department of Geology program has operated as an educational, **cultural, and economic driver for the state of Kansas and the Wichita area.** Its purpose is to prepare students with the scientific knowledge to proceed to geologic careers in industry and government or to be admitted to a geology graduate program.
- 80% of our graduates remain in the geoscience field and 72% of our domestic students remain in-state.
- Our **international students** are trained for jobs in the oil/gas and groundwater sectors. They are employed both within the State of Kansas and their home countries, primarily in the Middle East and the Indian subcontinent.
- Bureau of Labor and Statistics **projected growth** for all geology jobs is +7%.

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Employment of Majors 2020-2021						
Program Name	**Employment In state (%)**	**Employment in the field (%)**	**Employment related to the field (%)**	**Employment outside the field (%)**	**Pursuing graduate or professional education (N)**	**Projected growth from Bureau of Labor and Statistics**
Geology	72%	80%	80%	20%	69%	+7%

Student ROI – Met; not under review

Program Name	Avg. Salary	Projected growth from Bureau of Labor and Statistics
Geology	$93,580	+7%

- **Average salaries** of degreed undergraduate majors is $93,580. This relatively high starting salary as compared to other undergraduate fields relates to the practical and in-demand training by our discipline.
    - In the petroleum industry, our graduates are employed as petroleum geologists, geophysicists, petroleum engineers, and environmental geologists. These come with **substantial starting salaries** (often over $100K).
    - Other employers of our graduates include mining companies (e.g., exploration geologists of critical and strategic minerals), civil engineering and groundwater remediation companies (as geotechnicians, hydrogeologists, and geochemists), state and national geological surveys, and educational institutions. Salaries for these jobs are strong and **commensurate with societal perception of need and importance**.

Action Plan:

Overall Patterns and Concerns to be Addressed in Action plan:

1. The low number of majors and degree production are linked and stem from (1) **fluctuating employment opportunities** driven by volatile commodity prices of oil, gas, minerals, and water resources (outside the control of department), and (2) **lack of visibility** of the geology discipline and profession across the state and nation.
    a. Geology is not a discipline that students are traditionally exposed to in K-12 education.
    b. The department's current means of generating interest in the geology degree has been through recruitment within lower-level General Education courses and campus activities exposing employment opportunities in the region.
2. Therefore, the department action plan addresses those factors that we can control; namely, curriculum and promotional activities to attract majors and increase degree production. See "Actions" below.

The low number of **majors and degree production** stem in part from the visibility of the discipline and program at WSU. Therefore, the department **action plan** involves curriculum and promotional activities to attract majors and increase degree production.

1) Implement new lower-level courses and high school outreach programs to address low number of majors and degree production

- The department will implement new entry-level **Gen-Ed and First Year Seminar courses** on attractive topics to help increase enrollment, visibility of discipline, and number of majors and degree production.
- The department will implement a new **multi-disciplinary advocacy program** supported by Kansas NSF EPSCoR to provide students with an immersive high school experience in research and advocacy in the

^ Indicates data masked when representing cell size < 5

geosciences. The program fosters multidisciplinary learning, professional development, GIS, machine learning, and data analytics skills, preparing students for future studies and careers in the Geosciences.

- The department will seek **dual-enrollment opportunities** provided by the university's Shocker Academy, wherein faculty will directly instruct and, therefore, expose, local high school students to topics and opportunities in the geology and geoscience disciplines.
- Changes are being made to existing geology courses without a specified lab to ensure that these continue to meet the definition of a "science" under the new KBOR General Education criteria (bucket #4). Courses that are being changed from 3 to 4-credit include: GEOL 200 (Intro to Env. and Sustainability), 235 (Meteorology), 300 (Energy, Resources and Env.), 301 (Dinosaurs), 302 (Earth and Space Sciences), 310 (Oceanography), and 430C (Geology of National Parks).

2) Promotional Activities to attract majors and increase degree production

- The department will develop and implement **marketing and promotional materials** to increase participation in our degree and certificate programs. The department is working with the university Office of Strategic Communication and the Fairmount College Arts and Sciences staff to develop and implement promotional ideas.
- Promotions will include information from the Bureau of Labor Statistics, which shows that employment of all geoscientists is **projected to grow 7% from 2022-2032, faster than the average of all occupations**.
- The department will actively promote the program in admissions, 1st-year orientations, and advising activities to increase visibility and participation in geology degree and certificate programs. This will be done in **collaboration with existing and developing support infrastructure** in Wichita State University and Fairmount College.
- The department will participate in **1st Year orientations** to demonstrate and inform incoming students of the opportunities in the Geology Department
- **The Geology Field School** (see below) will expand its marketing campaign for its in-person and virtual applied learning programs to a local, national, and international audience to build enrollment and grow national reputation. The Field School currently emphasizes opportunities for declared geology majors. The School will **create lower-level applied learning field activities** for non-major students to generate interest from segments of the student body. These will include off-campus field trip opportunities and promotion of virtual field trips and game simulations. Again, it is projected that increasing exposure of the discipline to the wider student body will lead to increased majors.
- The department will develop and promote Economic Geology activities in the department research lab **Earth Energy and Resources Lab.** This lab will integrate undergraduate and graduate students in active energy and critical minerals research with the goal to train them in an integrated approach to exploration of minerals, energy, and groundwater.
- The department will promote Environmental and Sustainability activities through the **Environmental Mineralogy Research Lab**. This lab integrates undergraduate and graduate students in water/soil remediation and civil engineering-related research, with the goal of training them in an integrated approach to geological approaches to environment and sustainability.
- The department will promote GIS activities in the department **Geospatial Analysis Research Lab**. This lab integrates undergraduate and graduate students mapping, hazards, and remote sensing research with the goal to train them in an integrated approach to GIS, database management, geological concepts, and working with satellite geospatial data.

Additional Considerations to represent the importance of this program outside of these 4 metrics:
1) **Geology Field School**

- The department's Geology Field School is a nationally recognized field program located in Wyoming and Montana. Since 2014, students from over 30 colleges and universities have participated in the WSU Field School program. Underwritten by the Woolsey Family Endowment Fund, the camp brings positive national exposure to the department, WSU, and the Kansas Regents schools. The Field School builds student competence and self-confidence in the profession by completing projects independently and in groups, drawing inferences and conclusions from evidence, and trusting one's own judgment and reasoning.

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- Nationwide, a Geology Field School is a required capstone course for majors. However, the number of universities offering the course have dwindled over the past 20 years. As a result of the strength of our program and decreasing options nationwide, we are seeing an increase of students from across the country. Currently, the Field School draws students from Kansas (WSU, KU, KSU, FHSU) and across the country to test geologic concepts in an outdoor laboratory, interpret the rock and fossil record, visualize three-dimensional geologic relationships, construct and interpret geologic maps, and evaluate data used to make maps.
- Since 2020, the Geology Field School has also offered the **only fully online 6-credit hour Virtual Field School course in the nation**. This innovative approach utilizes interactive 3D games and simulations to train students in field skills. It serves those students who cannot participate in traditional in-person camp due to accessibility, health, finances, and other issues. It provides a nationally recognized service to the geoscience discipline. It draws students from major geoscience programs, including the University of Kansas, Kansas State University, University of Arizona, University of Kentucky, Colorado School of Mines, and University of Michigan.
- For more information, visit website: www.wichita.edu/fieldcamp

2) **Hydrogeologic Research and Teaching Field Site**

- In support of environment and sustainability research and certificate program, the Geology Department runs outdoor laboratories at WSU Youngmeyer Ranch and the WSU Ninnescah Biological Field Station. A generous donation from GSI Engineering in 2019 established the Hydrogeologic Research and Teaching Field Site at the Ninnescah Field Station. The integrated hydrogeology training and research at these sites is unique to area universities (including KU, KSU, OU, and OSU), yet crucial for students pursuing careers in hydrogeology, environmental consulting, engineering consulting, and government regulation (KDHE, KCC, etc.).

3) **Environment and Sustainability Undergraduate Certificate program**

- The Geology Department hosts the Environment and Sustainability Certificate program, which examines the impact from all aspects of human society, from science and engineering to communication and politics. The certificate program is available to any undergraduate, regardless of their major, and has tracks in the areas of Environmental Policy and Communication, Human Society and the Environment, Resource and Remediation Science and Technology, and Environmental and Green Sciences. There are currently 15 students in the program from a wide assortment of majors, including Biology, Geology, Physics, Mathematics, and Performing Arts.

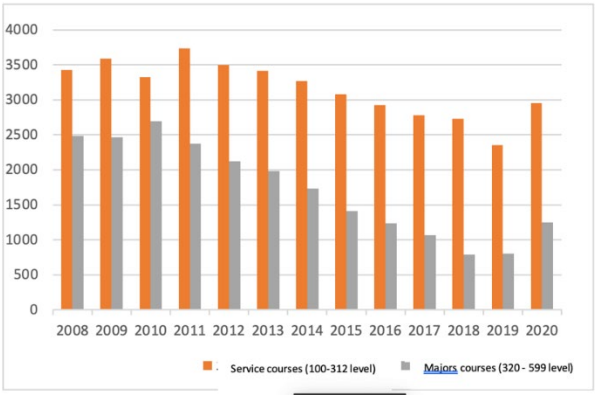
4) **GIS Undergraduate Certificate program and Department of Anthropology collaborations**

- The departments of Geology and Anthropology co-host the GIS Undergraduate Certificate program, which trains students in using geospatial technologies to map social, scientific, and civil data. Currently, nine students from a wide assortment of majors, including Biology, Anthropology, Geology, and Industrial Engineering, participate in the program.
- Over the past five years, the departments of Anthropology and Geology have increasingly collaborated on related interests and applications, several related to GIS. Both disciplines study the interface between human societies and the environment at various spatial and temporal scales. Recent areas of collaboration include archeology and geoarchaeology, geomorphology, remote sensing, GIS, geospatial analysis, forensic science, environment, hazards, museum studies, and mitigating energy and mineral resource exploration/extraction.

Additional Considerations

T1: Student Credit Hours, Students Enrolled, Percent non-Majors by Academic Year

	Academic Year (fall-spring-summer sequence) at Census					
Department Courses:	2019 2018-19	2020 2019-20	2021 2020-21	2022 2021-22	2023 2022-23	2024 2023-24
Student Credit Hours (SCH)						
620301 Geology	3,699	3,346	3,098	3,041	3,586	tbd
Students Enrolled in Courses						
620301 Geology	1,385	1,387	1,513	1,329	1,556	tbd
% non-Majors in Course						
620301 Geology	80.9%	86.0%	87.7%	87.4%	88.4%	tbd

Service Program provides to:	Metric
Non-majors	• The department SCH production is strongly correlated to higher enrollment in our lower-level non-major service courses (GEOL 102, 111, 235, 300, 302, 310). The majority of our credit hour production effort encompasses service and General Education courses for the university. Changes are being made to existing geology courses without a specified lab to ensure that these continue to meet the definition of a "science" under the new KBOR General Education criteria (bucket #4). Courses that are being changed from 3 to 4-credit include: GEOL 200 (Intro to Env. and Sustainability), 235 (Meteorology), 300 (Energy, Resources and Env.), 301 (Dinosaurs), 302 (Earth and Space Sciences), 310 (Oceanography), and 430C (Geology of National Parks). **Department SCH production (total and 100-500 level courses)** 

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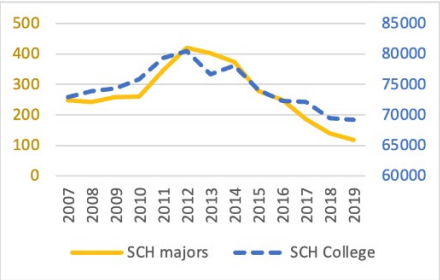
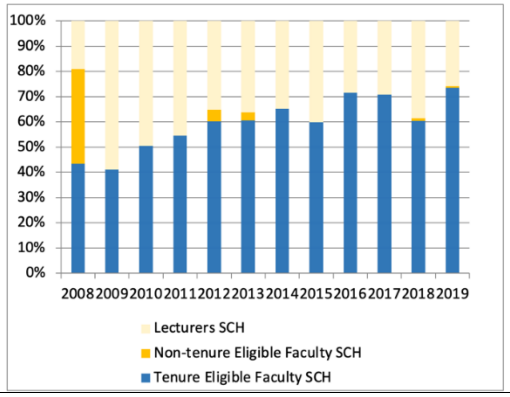
	• A sustained enrollment decline in lower-level non-major classes began in 2013, reflecting a trend found across the College of Liberal Arts and Sciences (LAS). **Total SCH production by Geology and LAS**  • The **SCH per tenure-eligible faculty members has increased** over the past decade as the number of department faculty members have decreased. The typical faculty load is 3/3, but is often higher depending on program needs to provide necessary courses for the degree programs. 60% to 70% of SCH produced by department are by tenure eligible faculty. Two thirds of this SCH production is service/GenEd courses, **%SCH taught by department faculty vs lecturers** 
Institution and beyond	As stated above, the department serves the university through service courses and by offering a scientific discipline that many incoming students have not been exposed to in their secondary education. Most of our credit hour production effort is expended on **service and General Education courses** for the university. As described above, the department recently implemented a new **Certificate in Environment and Sustainability**, emphasizing the geoscience contributions to these issues to the university and broader society. There are currently 15 students in the program from various majors, including Biology, Geology, Physics, Mathematics, and Performing Arts. We are heavily involved in supporting the new **GIS (Geographic Information System) Certificate** with the Department of Anthropology. Geology teaches many of the core and elective courses associated with the GIS certificate, and many of the students in that program originate from Geology. There are currently 9 students in the program from a wide assortment of majors, including Biology, Anthropology, Geology, and Industrial Engineering.
SCH workload of service to Interdisciplinary opportunities (cross list, team teach, etc.)	Faculty in the Geology program teach interdisciplinary courses in Meteorology, GIS, and Remote Sensing. • Meteorology is cross-listed with the **Department of History's** Geography (GEOG) courses • Our GIS and Remote Sensing courses provide support for the **GIS Certificate Program**, co-hosted with the **Department of Anthropology**.

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- Our Geomorphology and Land Use and Field Geology courses provide support for the graduate-level **Great Plains Certificate**.

Approximately **a third of our faculty's teaching load supports these interdisciplinary and certificate programs** each semester.
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<tr><td>SCH workload of the service the Program (e.g. minors, double majors, certificates, badges, microcredentials, industry credentials) provides to the institution and beyond.</td><td>

Faculty in the Geology program teach **interdisciplinary courses** in Meteorology, GIS, and Remote Sensing. (see above)

The department also offers multiple **Continuing Education courses** (0.5 credit hours with an average enrollment of 150+ students each semester). These courses include:

- GEOL 150B. Introduction to Meteorology
- GEOL 150C. Introduction to Geology: Understanding Earth
- GEOL 150D. Oceanography: Journey into the Abyss
- GEOL 150E. Geology of Natural Disasters
- GEOL 150F. From Geysers to Glaciers: The Geology of Our National Parks
- GEOL 150G. The Geology of Kansas State Parks
- GEOL 150J. Mass Extinctions: Are We in the Sixth?
- GEOL 150M. When the Earth Shakes: Geology of Earthquakes
- GEOL 150P. Geology of Volcanoes

The Bachelor of Science in Geology program is based on a traditional applied geoscience education format. For geology graduates to work in the State of Kansas as geologists, their undergraduate training must meet the State of **Kansas' licensing board criteria** (in alignment with the Association of State Boards of Geology or ASBOG) and our students must take specific courses (table below) that indicate preparation in core areas of the geosciences. In effect, these requirements frame and standardize our undergraduate curriculum. Our geology program has consistently **aligned closely with the licensing board's criteria** for geology undergraduate programs. Our students are consistently successful at being licensed in the State of Kansas and surrounding states.

Kansas State Board of Technical Professions - Geology Curriculum vs WSU Courses

*WSU BS Geology required courses marked with an **

ASBOG CORE COURSES	WSU COURSES	ASBOG ELECTIVE OPTIONS	WSU COURSES
General Geology	GEOL 111/102*	Hydrogeology	GEOL 650
Structural Geology	GEOL 544*	Economic Geology	GEOL 300
Stratigraphy or Sedimentary Geology	GEOL 522*	Geophysics	GEOL 760
Mineralogy	GEOL 320*	Historical	GEOL 312*
Petrology	GEOL 324*	Geomorphology	GEOL 560
Field Geology	GEOL 640*	Engineering Geology	GEOL 690AP
		Geochemistry	GEOL 720
		Paleontology	GEOL 570*

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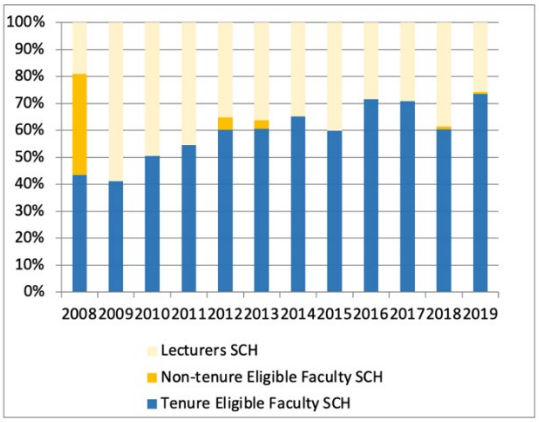
- The Department of Geology has a **small number of faculty** (currently three in 2023-24 and actively searching for an additional two) who **provide significant SCH** for the university (see above). We teach large lower-level survey courses and generate millions of dollars from research activity (over $1mil each year).
- The Geology Department's ROI is strong. The department is cost-effective in terms of faculty FTE and student credit hour production. For example, in the Fall of 2023, we had a total of 3.5 FTE who taught 1,346 SCH.

%SCH taught by department faculty vs lecturers



- Our discipline has costs related to fieldwork and transportation, but we have successfully secured outside funding to support these fundamental learning approaches. The **Field School is underwritten and is self-sufficient**; the students and the university bear no travel and housing costs. Private donations for faculty development cover all the costs for travel for research-related field expenses.
- We provide broad service to the university, including courses supporting multiple certificate programs (GIS, Env and Sustainability, and Great Plains Certificate).

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4. Physics (Bachelor of Arts/Science in Physics)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓			✓
29.25 Majors (4-Year Average)	6.25 Degrees (4-Year Average)	50% Employed in Region Within 1 Year After Graduation (4-Year Average)	$89,774 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU (Phasing Out), FHSU, K-State, KU PSU & WU	3	8.86%

Recommendation (Phase out, Merge, or Action Plan): Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview of the Program

Physics is the root of all sciences and engineering. Without a broad educational base in physics programs in other sciences and in engineering would not have the solid foundation they need, nor would local industry be provided with the leadership necessary in diverse groups of scientists and engineers. A strong knowledge of physics is also helpful for pre-med students since the topic is required by medical schools and the MCAT exam.

The purpose of the undergraduate BS program in Physics is to provide a broadly based, flexible program in undergraduate level physics which will prepare students for graduate study in physics or a related discipline or for physics-related employment in academic, industrial, or government positions. Of the 66 graduates from the last 10 years, 41 reported their after-school plans. 61% went on to graduate school, 22% are in industry, 9% entered teaching, and 7% are in the military. Industries that our students work at include Spirit Aerosystems, Smith & Loveless Inc., and the Cosmosphere in Hutchinson. 76% of our students entering the workforce (based on our internal records of student success) were employed in Kansas. This number is reduced because of the large number of students that attend graduate school. Graduate schools include WSU, the University of Kentucky, K-State, and Heidelberg University in Germany.

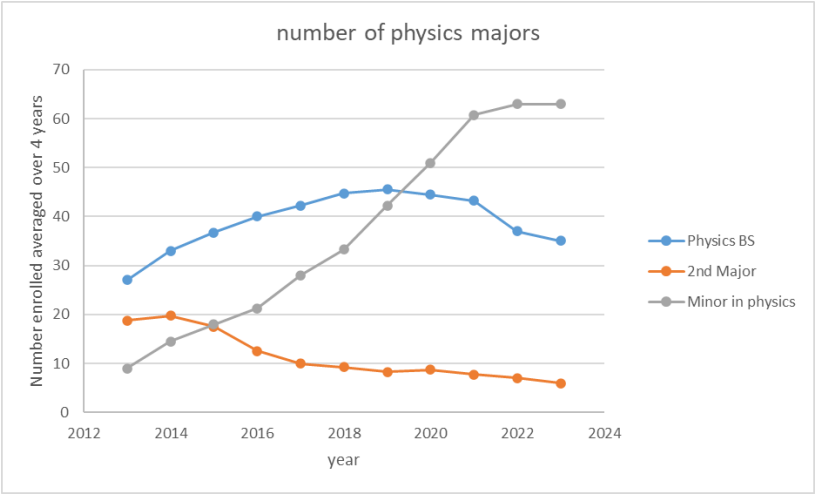
The undergraduate physics program is also committed to providing physics instruction needed by programs in other sciences, engineering, education, and health professions, and in the liberal arts. The physics division of the Mathematics, Statistics, and Physics department supports the university's educational commitment to the state and community by providing instruction in physics at all levels for beginning pre-med students and engineering students through doctoral study via the physics track of the PhD program in the MSP department. As discussed in detail below, nearly 93% of credit hours produced by physics faculty and instructors are for students in engineering and health sciences.

^ Indicates data masked when representing cell size < 5

Response to data and patterns indicated by the data:

Student Demand - Met

35 majors enrolled averaged over 4 years from 2019 to 2022.

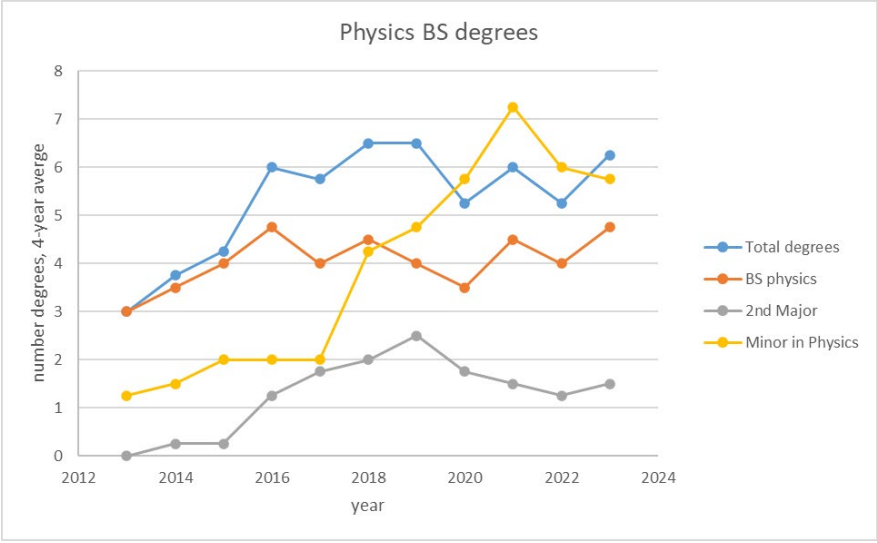


Shown are the number of students enrolled as declared physics BS students (averaged over 4 years) for the last decade and declaring a 2nd major as well. The number of students declaring a physics minor is also shown. See discussion in the "patterns" section for more details.

The current 4-year average of 35 students enrolled is down slightly from 5 years ago as shown in the plot above. This data does not include double majors with six graduates. Note that more students as a percentage are graduating compared with a few years ago. Reasons for the slight decline recently are not entirely clear. Part of the flattening may be due to Covid in 2020-2021, which affected many programs. However, the data shows that the decline started before that time around 2018 or so. Physics students are recruited from essentially three places: high schools, the WSU College of Engineering, or they transfer from other universities. An issue, see the action plan below, is that our course offerings are too in-frequent, and this may play a significant part in recent declining enrollments by affecting student retention in that they cannot get the courses they need to graduate "on-time".

Degree Production – Not Met

6.25 degrees averaged over 4 years from 2018 to 2021.



Shown is the number of BS physics degrees awarded (averaged over 4 years) over the last 10 years with those students receiving a physics BS as a 2nd degree. Minors in physics are also included. It is apparent that over the last 10 years the number of degrees awarded has increased, nearly doubling.

^ Indicates data masked when representing cell size < 5

The current 4-year average of 6.25 BS physics degrees awarded has been flat for the past few years, following the enrollment data as shown above. In the last 10 years, degree production has nearly doubled, going from 3 per year to 6. See chart and discussion in the "Production" section above. Assuming a student takes 4 years to go through our program (or 5 for a double major), the most recent number of 35 students enrolled would lead to 7-8 graduates per year. By increasing enrollment, we can therefore increase the number of graduates by recruiting and retaining students better.

Talent Pipeline – Not Met
50% of students employed in the region within 1 year after Graduation.
Note: the minimum criterium is 51%

Data about employment is available for about 60% of our graduates over the last 10 years. Of those students reporting post-graduate plans, over 60% of our BS students go on to graduate school. Of the remaining students they are either in industry, teaching, or the military.

Historically, the **Talent Pipeline** for physics majors is to move on to graduate school, generally in physics or astronomy. Of the recent 10 years of BS students over 60% go on to graduate school at a variety of locations throughout the world.

Student ROI – Met
$89,774 salary 5 years after graduation

Data from Physicists (bls.gov)

Similarly, **Student ROI** has historically and will continue to be high. See Physicists (bls.gov) for more information.

Action Plan:

Our comprehensive action plan addresses multiple facets of the physics BS program at WSU, from course offerings to resource management and program promotion. Simply put, **degree production** is heavily influenced by enrolling more students in the program and by better retaining those students.

Recruiting: Physics students come to WSU from 3 places, local high schools, students from the College of Engineering, and transfers from other universities. Physics will use marketing programs at WSU to help optimize growth by better recruiting local students. We put our best teachers in the freshmen physics classes to attract double majors from engineering, and we plan to adjust our course offerings to better retain students. Recruiting more students will lead to more degrees produced.

In Fall of 2023 we started participating in the BAASE program to recruit local high school STEM majors and plan to continue this outreach. We also applied for and received an American Institute of Physics TEAM-up grant to help recruit minority high school STEM students.

Retention: One issue that often hinders a student's graduation or degree production, is the frequency of course offerings. Exit surveys of students show that 33% of graduating physics majors are satisfied with the timeliness of course offerings. Recognizing one bottleneck course (PHYS 551, a sophomore physics course following the freshmen physics sequence), we made the strategic decision in the fall of 2023 to offer this course every semester rather than just every spring semester. This change resulted in a remarkable 50% increase in PHYS 551 enrollment within the first calendar year. This change will impact our ability to retain and increase degree production since the course is utilized by BS physics majors, double majors, and minors.

Building on the PHYS 551 success, our next focus will be on the physics core courses, vital for all physics majors. Traditionally core courses (PHYS 621, 631, 641, 651) are offered every 4 semesters or 2 years. This in-frequency creates bottlenecks for transfer students hindering their ability to graduate in a timely manner. Our plan is to transition to a more frequent offering, ideally every academic year (AY). The feasibility of this shift is currently under study by our undergraduate physics committee. This change will affect not only BS physics majors but allow for more students

to receive double degrees and minors in physics as well.

In addition, we will examine the physics core course prerequisites. A physics degree requires Calculus I, II, III, differential equations and a higher-level math course such as linear algebra. We need to ensure that students possess the necessary mathematical skills, aligning with the observation that strong math proficiency correlates with better performance in advanced courses like PHYS 621 and 651. Our undergraduate program committee is currently studying possible changes to this aspect of the program.

The Physics Help Room offers tutoring services to all students enrolled in introductory physics (primarily majors in both the College of Engineering and College of health Professions.) Funded by student lab fees, the Physics Help Room employs undergraduate physics majors with volunteers including physics graduate students and some faculty. Continued support of the Physics Help room talent pipeline depends strongly on the continued support of BS program in physics. Without physics undergraduates, the Physics Help lab would be unable to support student assistants, as physics tutoring is a specialized subject.

Talent Pipeline: We plan on identifying a Kansas company that hires BS physics majors and collaborating with them to find applied learning and/or internship possibilities. We recently started informal relations with NIAR, associated with WSU, to judge their needs for students with knowledge of physics. In addition, and regarding the biomedical research facility planned for WSU, we are looking at the potential for collaborations with our physics faculty research interests and crossover interests in the biomedical field.

Additional Considerations:

T1: Student Credit Hours, Students Enrolled, Percent non-Majors by Academic Year

	Academic Year (fall-spring-summer sequence) at Census					
	2019	2020	2021	2022	2023	2024
Department Courses:	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Student Credit Hours (SCH)						
620501 Physics	6,917	7,075	6,094	6,181	5,786	tbd
Students Enrolled in Courses						
620501 Physics	2,474	2,515	2,168	2,226	2,070	tbd
% non-Majors in Course						
620501 Physics	93.9%	94.8%	94.0%	95.3%	93.2%	tbd

As part of WSU's goal to be an R1 institution, Physics plays a major role as it contributes a major part of external research funding in faculty-led research. The BS program is essential to attracting and retaining the caliber of physicists who can perform at this level. Physics faculty submitted 14 grants to federal agencies and had 6 active grants during 2022 totaling more than $1,000,000. In the same year physics faculty published 16 refereed publications and presented at 6 conferences or seminars. Many faculty include support for undergraduate students in their proposals leading to applied learning opportunities.

Physics courses are required for Engineering as part of their ABET accreditation and as part of the Communications and Science Disorder program to be certified as a speech pathologist.

Service Program provides to:	Metric
Non-majors	In courses taught by physics, those at levels under 500 are taken mainly by non-majors, typically PHYS 213/214 by health sciences majors and PHYS 313/314 by engineering majors. According to APS, these students account for about 93% of the division's credit hours. Students in the BS degree accounted for 5% of division's credit hours, and MS students approximately 1.5% based on the latest rolling 5 fiscal year average.

^ Indicates data masked when representing cell size < 5

Institution and beyond	One measure of service to the University and beyond is measured by the number and types of collaborations between faculty in our program with faculty across campus. We have faculty that regularly collaborate with colleagues in other departments. Some examples include Quantum Information (Behrman) with faculty in electrical engineering; space science (Solomey and Meyer) with faculty in aerospace engineering; high performance computing (Figy) with faculty in many departments; solid state physics (Ambal) with faculty in two departments in engineering and chemistry. We point out this observation to stress how the BS program and graduate programs are intertwined. Undergraduate students working with faculty on grants are experiencing applied learning and are better prepared for advanced studies in physics.
SCH workload of service to Interdisciplinary opportunities (cross list, team teach, etc.)	All engineering majors at WSU must take freshmen physics I and II. Physics I (PHYS 313) is a required course for students to then take both thermodynamics and statics courses in the engineering curriculum. Physics II (PHYS 314) is required by ABET for all engineering majors to complete. Each of these physics courses has a laboratory component as well that is required for most engineering majors. Most pre-med and other related medical field courses of study are required to take general physics (PHYS 213/214) which has a required laboratory section. As engineering and health professions grow, so does the demand for freshmen physics classes. From 2013 to 2019 the number of student credit hours went from 2,564 to 3,061 hours, an increase of nearly 20%. At the same time, we restarted and fully staffed the MS program in physics with a growth in student credit hours from 0 in 2015 to 59 in 2019. This was accomplished in part by utilizing two to three non-tenure track faculty that teach a large portion of the credit hours of freshmen physics.
SCH workload of the service the Program (e.g. minors, double majors, certificates, badges, microcredentials, industry credentials) provides to the institution and beyond.	Approximately 10 years ago, physics started participating in double majors across colleges. Typically engineering students add a physics major to their engineering BS degree. The number of these double major degrees is anywhere from 1.5 to 2 students, averaged over 4 years. Additional 2nd BS degrees in physics are earned by Math majors. The number of students graduating with a minor in physics is 5.75, averaged over 4 years and stable.

During AY2022 physics taught 5,628 credit hours; 4,805 credit hours taught by 11 faculty and 2,612 credit hours taught by 8 research faculty. In addition, there were 13 individual (undergrad and grad) students and 9 graduate research courses.

Physics faculty participate in a variety of service opportunities on campus, including 4 serving on the faculty senate, service on LAS college committees, and community service such as Science Olympiad among many others.

5. Forensic Science & Technology (Bachelor of Science in Forensic Sciences)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓		✓	
41.75 Majors (4-Year Average)	5 Degrees (4-Year Average)	87.5% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
1: WU	1	41.02%

Recommendation (Phase out, Merge, or Action Plan): Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview of Program:

The Bachelor of Science in Forensic Science program is a collaborative program with the departments of Anthropology, Biology, Chemistry, and Criminal Justice. The program is housed within the School of Criminal Justice. The School of Criminal Justice was established in 1934 at Wichita State—then called the Municipal University of Wichita—and is the nation's second oldest criminal justice program. The department was started at the urging and with the support of a young Wichita Chief of Police, O.W. Wilson. Wilson instituted reforms to reduce corruption, requiring new officers to have college education, and inducted the use of a mobile crime laboratory. Wilson went on to serve as the Superintendent of Chicago Police Department and is often referred to as the Father of Police Ethics in the United States.

The School of Criminal Justice includes undergraduate degrees of criminal justice, homeland security, and forensic science, along with a graduate level criminal justice master's degree. The department is housed along with the training sections of the Wichita Police Department and the Sedgwick County Sheriff Office in the Law Enforcement Training Center on the WSU Innovation Campus.

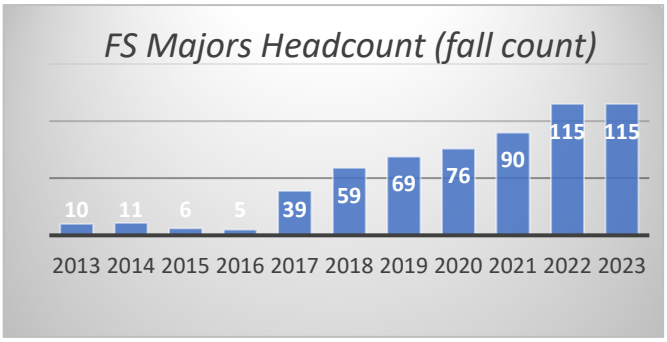
Continuing in the framework outlined by Wilson, the goal of the Forensic Science Program is to develop professional and ethical graduates with a competence in the use of the scientific method of investigation, problem-solving, quantitative reasoning, and sound scientific laboratory procedures which can be applied to direct employment or advanced graduate-level study to provide unbiased, accurate collection and examination of items of physical evidence for the criminal justice system.

Response to data and patterns indicated by the data:

Student Demand – Met

^ Indicates data masked when representing cell size < 5

The program boasts a healthy student demand with a four-year average of 41.75 majors but falls short in degree production with an average of 5 graduates per year. Despite a notable discrepancy in these metrics, the program's action plan aims to enhance both student enrollment and graduation rates (degree production) through curriculum adjustments and promotional efforts.

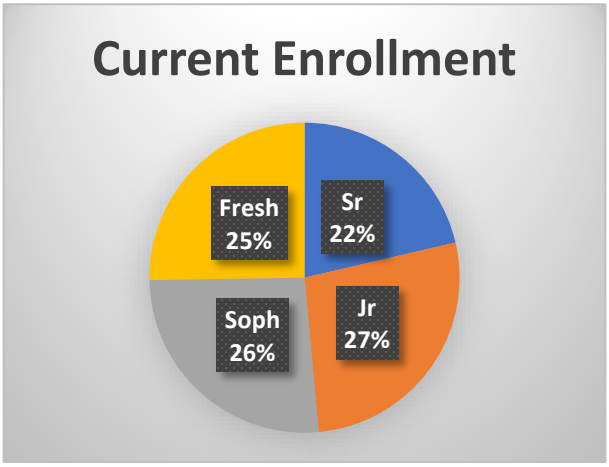


The program has recently taken steps to increase student enrollment and demand which are detailed below.

Student credit hours have grown from 87 hours in 2018-2019, to 196 hours in 2022-2023 (excluding credit hours generated to the collaborating departments).

Degree Production – Not Met

Bachelor's degree production has shown steady growth except for academic year 2022-23 in which there was only one graduate. This decrease is in part an apparent statistical anomaly of a small program, but antidotally several students, during COVID and the resulting remote instruction, delayed enrollment in laboratory required courses which delayed their graduation.



The overall three-year graduation trend through May 2023, indicated a 19.5 percent increase. Tentatively there will be ten or eleven students graduating from the program in May 2024. Projections for the next several years, based upon current program enrollment, would indicate continued steady annual graduation rate of a minimum of ten to twelve per academic year.

Interest in the program amongst high school seniors is strong. March 2024, recruitment statistics indicated 155 individuals applying to WSU with an interested in forensic science. Of those individuals, 115 have been accepted to attend WSU in the Fall of 2024.

Interested students, who enroll and become successful in the Forensic Science program, generally have a strong attraction to the natural sciences and a passion for social justice. The goal of these exceptional students is to find

employment working most often in a forensic laboratory or to conduct crime scene investigations.

The Forensic Science major at WSU currently enrolls into a 91-credit hour core program in which they receive 31 hours of Chemistry, 26 hours of Biology, 10 hours of Anthropology, along with Criminal Justice, Forensic Science, and statistics courses. This ambitious course of study includes often difficult and advanced subjects such as genetics, organic chemistry, and biochemistry.

The forensic science degree at WSU was designed in the mid-2000's which, at the time, was a relatively new concept within the criminal justice community. Previously, students simply majored in criminal justice or a natural science. At that time, advanced degrees in forensic science were not common, and the WSU program was designed to be an extensive and comprehensive program for the natural science student desiring to work within the criminal justice field. In the nearly 20 years since its conception, WSU students who are now entering the forensic laboratory market are more and more likely to compete with others who hold master's level degrees.

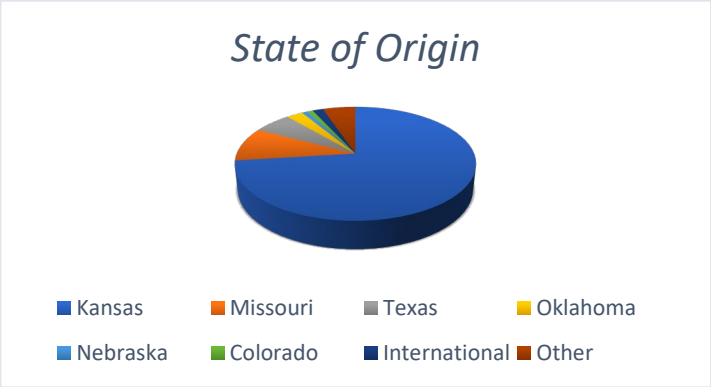
Our graduates who choose to obtain an advanced degree do well, but few are making this choice. A review of the program from recent graduates, current majors, and some who left the program to pursue other courses of study at WSU have suggested this is occurring because of the 91-core credit program hours students most generally reported feeling totally "burnt out." Additional comments concerning the 91 hours included:

- Difficulty in scheduling classes and labs around the advance science courses,
- The lack of opportunity to take further elective classes without enrolling for additional semesters,
- Unable to explore possible internships without extending or enrolling for additional semesters,
- Simply "wishing to be done" and having no desire to investigate other options (internships, master's degrees, etc.) due to "burn out,"
- The lack of belongingness to the forensic science program because of the large amount of time spent in other departments.

Most upper-class forensic science students develop a passion for, or an ability, in either Biology or Chemistry and do tend to struggle with the advanced courses in the opposite science. This often results in a "change of major" decision that affects the program's graduation rate.

While continuing to look for program improvements (discussed below), the past three-year average retention rate of students remaining and completing a course of study at WSU was 94.7 percent.

Forensic Science students at WSU are predominantly female—83.5 percent (a trend seen nationwide) that have completed their high school science curriculums. Race and ethnicity found 60 percent of students are White Non-Hispanic, 22.6 percent are Hispanic, and 10.4 percent are Asian and multiple races. Over 44 percent report being first generation college students.



The majority of forensic science students are from Kansas—73.1 percent. Most all are generally from the Midwest area that are recruited by WSU.

A review of Forensic Science graduates from the last five years found only a small number elected to continue post graduate education. The vast majority applied for entry level forensic science or criminal justice positions.

In the spring of 2023, the Bureau of Alcohol, Tobacco and Firearms (ATF) opened their Crime Gun Intelligence Center of Excellence on the WSU Innovation campus and is currently in the process of training and staffing the center. As of late 2023, the center had employment of 54 people, of which 32 individuals were recent forensic science or criminal justice graduates from WSU.

Talent Pipeline -Met

The program provides a strong talent pipeline, 87.5% of graduates find employment in the region within one year of

graduation, indicating a significant contribution to the local workforce and a clear alignment with regional needs.

Student ROI – Not Met

According to the data table provided by KBOR, the number of students graduating were too few to accurately report salaries. In addition, the program faces challenges in meeting the KBOR's ROI criteria due to traditionally lower salaries in civil-service positions related to forensic science. However, recent developments, including the establishment of the Bureau of Alcohol, Tobacco and Firearms' (ATF) Crime Gun Intelligence Center on campus, indicate promising avenues for elevating graduate employment outcomes and salaries.

The Bureau of Labor Statistics list the annual median 2022 income at $63,740 (https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm). There are currently three forensic laboratories in Kansas: the Kansas Bureau of Investigation, the Johnson County Criminalist Laboratory, and the Sedgwick County Regional Forensic Science Center. The median annual starting salaries were reported at (2022 data):

- KBI $56,682
- JOCL $59,000
- SCRFS $57,818

Wage increases for forensic scientists generally follow similar percent increases which communities provided to their local law enforcement. In December 2023, the Wichita City Commission provided a 13.27 percent increase to its officers (starting at $61,880). In January 2024, the Sedgwick County Commission raised deputy salaries 8.7 percent (starting at $57,592).

Expanding Employment

As noted above, 32 recent graduates are currently in entry level positions with the ATF's Crime Gun Center of Excellence. These individuals are employed by a civilian contractor for ATF and are undergoing training to become NIBIN (National Integrated Ballistic Information Network) Correlation Technicians. An ATF NIBIN Correlator examines detailed 3D digital images of collected fired bullet cartridge casings collected from crime scenes by local law enforcement agencies throughout the nation. From detailed microscopic and computer-aided comparison of firing pin impressions, ejector and extractor markings, breach face impressions, etc. found upon the fired cartridge casing the NIBIN Correlator can provide a highly probable match—referred to as a Lead—of a gun or guns used at multiple crime scenes. These newly hired correlators receive $19.00 per hour ($39,520) and upon completing training and with experience can receive a salary ranging up to $60,320.

The ATF senior NIBIN analyst at the Center—a WSU graduate and experienced NIBIN technician and correlator—is currently at a federal pay scale GS12 ($86,962) and is in a tracked position to become a GS14 ($126,272) within two years.

In the spring of 2023, the ATF announced plans for further expansion at WSU and to construct a $74 million Forensic Crime Gun Intelligence Laboratory on the WSU campus. This forensic laboratory will be one of three national labs operated by the ATF. Currently announced forensic disciplines to be included within the WSU laboratory will be Biology, Firearm and Tool Marks, and Latent Fingerprint examiners along with support staff and technicians. Starting salaries for these federal forensic scientist's positions is a GS13 ($103,409).

Action Plan:

In response to the challenges identified, the program has enacted an ambitious action plan focusing on curriculum revision to reduce core credit hours, thereby addressing issues of student burnout, retention, and facilitating timely graduation. The introduction of concentrations in biology or chemistry aims to streamline the academic pathway, enhance student satisfaction, and potentially increase graduate numbers. Furthermore, the program's collaboration with the ATF and the upcoming Forensic Crime Gun Intelligence Laboratory underscore significant opportunities for applied learning, research, and employment for graduates.

Additionally, the program personnel will work with students and criminal justice partners to enhance graduate ROI through enhanced academic and research applied learning opportunities:

- Encourage students to consider and pursue possible master's level study within their disciplines of interest.

- The ATF, in meetings with the University, have repeatedly expressed their desire to partner in applied teaching opportunities through pathways, student internships, and partnered research.

- For the students who wish to pursue both advanced chemistry and biology courses the concentration approach will allow them to obtain a minor more easily in the non-concentration discipline.

To address students' desire for a better sense of inclusion into the Forensic Science program a Forensic Science Society was formed in the spring of 2023. This student lead group is an officially recognized university student organization. The society meets throughout the semester, has social get togethers, study days and groups, and social media support for its members.

To assist in recruitment and ultimately lead to higher graduation rates the program needs to investigate becoming accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC). Program accreditation would ensure students understood the quality, diversity, and inclusion of courses within the WSU forensic science program that have undergone a thorough and formal evaluation process. In order to obtain FEPAC accreditation, additional instructor resources would need to be acquired and present courses further reviewed to ensure national program compliance.

Given the program's strategic approach to addressing its challenges, coupled with the unique interdisciplinary framework and emerging opportunities for collaboration and applied learning, the Forensic Science Program is well-positioned for growth and continued contribution to the field. It is recommended that these initiatives continue, with particular attention to curriculum optimization, partnership development, and accreditation efforts to enhance program visibility and student outcomes.

Additional Considerations

The National Crime Gun Intelligence Center and the announced Forensic Crime Gun Intelligence Laboratory has developed a close working relationship between the ATF and WSU Administration, academic departments, and individual programs of study to include Forensic Science. The ATF has indicated (as noted above) applied learning opportunities via undergraduate pathways and internships which will be available as a part of the new laboratory. The ATF has further expressed a strong desire to work with WSU to develop master level science programs in which those students could work with and assist in ATF Scientist led research. The groundbreaking for this facility is slated for the spring of 2024, with a possible start-up in late 2025 or early 2026.

The ATF has expressed an interest and desire to work with WSU in multiple academic areas and to explore multiple areas of research possibilities. Preliminary discussions have included expansion in the criminal justice and forensic science areas of:

Undergraduate Collaborations:

- A Crime Gun Intelligence track/certificate,
- An Intelligence analytic track/certificate,
- An extended track/certificate in laboratory processes,
- An extended track/certificate in Touch DNA collection,

Graduate Collaborations:

- Master of Forensic Science in Biology,
- Master of Forensic Science in Firearms and Tool Marks,
- Master of Forensic Accounting.

Anticipation of possible new programs and ATF collaborations are already evident with current students. One student who will be graduated in May 2024, has altered her plans of graduate study elsewhere and instead enrolled in a WSU Master's Biology program with goals of working or conducting research with the ATF. Other pending graduates are seeking to join recent graduates (as noted above) with employment at the Crime Gun Intelligence Center as a way of "getting their foot in the door" for possible transfers and employment when the forensic lab is completed.

Numerous undergraduates are continually expressing interest and asking questions of possible options and applied opportunities within the ATF collaborations.

T1: Student Credit Hours, Students Enrolled, Percent non-Majors by Academic Year

	Academic Year (fall-spring-summer sequence) at Census					
	2019	2020	2021	2022	2023	2024
Department Courses:	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Student Credit Hours (SCH)						
630302 Forensic Science	89	109	102	124	196	tbd
Students Enrolled in Courses						
630302 Forensic Science	67	55	70	96	124	tbd
% non-Majors in Course						
630302 Forensic Science	1.5%	0.0%	8.6%	2.1%	3.2%	tbd

Service Program provides to:	Metric
Non-majors	Due to the nature of the program, the Forensic Science program receives little SCH from non-majors. For the year 2022-2023 SCH by non-majors was 5.6 percent. However, students within the Forensic Science program provide numerous Student Credit Hours to partnered departments—Anthropology, Biology, Chemistry, Criminal Justice, and Math.
Institution and beyond	In addition to providing graduates to the regional law enforcement and forensic workforces, the Forensic Science program does assist local and regional law enforcement as requested. Such assistance has generally been to review crime scene investigation and to assist in collaborate with other facets of the WSU community in specialized technical areas such as displays of terrestrial 3-D scanning of scenes.
SCH workload of service to Interdisciplinary opportunities (cross list, team teach, etc.)	Forensic Science has one three-quarter time instructor and adjunct instructors as needed. Instruction, in addition to the forensic science curriculum, is provided in related or cross listed course with Criminal Justice. Such courses include criminal justice courses in crime scene investigation, forensic photography, crime gun (NIBIN related) investigations (pending cross over listing with Sociology and Psychology), blood stain pattern analysis, and 3d terrestrial scanning (pending cross over listing with Anthropology). As part of the School of Criminal Justice, the Forensic Science program is housed in the WSU/Wichita Police Department/Sedgwick County Sheriff Law Enforcement Training Center. This proximity has allowed for the co-teaching of several subjects with students, cadets and officers. Subjects covered have included toxicology/blood alcohol-impaired driver awareness, forensic photography, terrestrial crime scene scanning/mapping, etc. Crime scene investigation and analysis training is provided upon request to local law enforcement agencies by Forensic Science faculty. Students and faculty present talks and presentations to local high schools, along with boy's and girl's clubs, scout troops, etc. Currently the Forensic Science program does not offer a minor degree, certificates, or badges. As outlined above, the Forensic Science program plans to develop the following undergraduate studies (in addition to the graduate level programs noted above): • A Crime Gun Intelligence track/certificate, • An Intelligence analytic track/certificate, • An extended track/certificate in laboratory processes, • An extended track/certificate in Touch DNA collection, • A Crime Scene Investigation track/certificate.

The instructor for Forensic Science, as well as one to two adjunct instructors (semester dependent) teaching related subjects within the Criminal Justice department (as noted above).

^ Indicates data masked when representing cell size < 5

Institutional Program Review – FHSU

1. In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)

   The Program Review Committee, a standing Provost committee, exists to recommend and manage a comprehensive and cyclical program review process at FHSU. Chaired by the Assistant Provost for Academic Programs, the committee reviews and provides feedback on program review documents to ensure that institutional procedures and processes are being followed and used to effect informed changes in the curriculum. The committee makes final recommendations to the Provost for approval.

   The program review process at FHSU begins with a questionnaire to be completed by the Department Chair in consultation with program faculty. The questionnaire is prepopulated with demographic and enrollment data by the Office of Institutional Effectiveness and Quality Improvement (IEQI). The questionnaire addresses key performance indicators and provides space for narrative responses. The FHSU Program Review Committee is currently revising the FHSU process to align with the new KBOR processes with a connection to existing FHSU practices and data tools. More will be shared about this process in the formal presentation.

   For this program review cycle since all programs were not reviewed at FHSU, the Provost did not utilize the program review committee for recommendations and was very clear about this process with the University community throughout the process. The Provost worked directly with program coordinators, chairs, deans, and program faculty on the recommendations for the five programs reviewed through this current process. Proposals were submitted by each program to the Provost for review and a final decision. The program review committee would only be initiated in this process should program discontinuance be a final decision from the Board. The program discontinuance process is outlined in the negotiated MOA.

2. Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.

   FHSU had no Phase out or Merged programs in the last two years.

   Discontinued programs are listed as follows:

   BA in Art Education – Spring 2022

   MS in Communication – Spring 2022

   MS in Athletic Training – Summer 2022

^ Indicates data masked when representing cell size < 5

Fort Hays State University

1. Music Teacher Education (Bachelor of Music in Music Education)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓		✓	
34.5 Majors (4-Year Average)	5.75 Degrees (4-Year Average)	70.59% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, K-State, KU, PSU, WSU, & WU	9	6.66%

Recommendation (Phase out, Merge, or Action Plan): **Action Plan**

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Fall 2023 20th Day Major Headcount = 47

Student Credit Hour Production in the Music and Theater Program (excludes summer):

AY 2021 – 4142
AY 2022 – 3547
AY 2023 – 3839

Faculty Profile – 2023-24

- Number of faculty dedicated solely to the program: 13 including chair
- Number of departmental faculty teaching
  - Core courses in program: 13 including chair
  - Elective courses in program: 13 including chair
  - General Education courses: 7 including chair

Narrative

The School of Visual and Performing Arts' Music and Theatre programs contribute to the university mission with appropriate and productive duplication across the state by 1) providing instruction in the arts; 2) providing instruction in education for future music educators; 3) providing liberal arts education in the humanities for majors and for General Education students from across the university; 4) providing professional degree programs in Performance, Music Education, and Composition; 5) stimulating the growth of departmental faculty and students through frequent performances and research; and 6) providing activities in music and theatre that fulfill Fort Hays State University's role as a cultural center of Western Kansas.

^ Indicates data masked when representing cell size < 5

The Bachelor of Music is the primary music program at Fort Hays State University, with most students in the program pursuing the Music Education concentration.

B.M. Enrollments F20-F23

	B.M. – all concentrations	B.M. - Music Education concentration only
Fall 2023	47	33
Fall 2022	52	40
Fall 2021	55	40
Fall 2020	53	35

Public school programs in Western Kansas struggle to fill music education positions. Graduates of Fort Hays State University's Music Education program are hired into positions in Western Kansas K-12 schools, filling an essential need for the region. Loss of the Music Education program would be detrimental to the region and would further degrade K-12 education in rural regions of the state.

The data used for Fall 2023 program review shows that 2 of the 4 criteria were satisfied. The 2017 data set used in calculating the fourth category, however, is atypical because only 2 students received the Bachelor of Music degree in 2017, providing an inadequate basis to calculate student ROI.

As the following table illustrates, more than five students per year earned the Bachelor of Music degree in every year between 2016 and 2020 except for 2017.

B.M. Graduates

2016	2017	2018	2019	2020
7	2	7	6	6

During this five-year period, the Bachelor of Music program graduated an average of 5.6 students per year. Current enrollment figures indicate that the program will continue to graduate more than five students per year for the foreseeable future.

Action Plan

- Fall 2023 was the first semester of the redesigned Bachelor of Music in Music Education program, which reduces the number of credit hours required for this degree to 120, including all required secondary education coursework. This degree program previously required between 150 and 160 credit hours. The redesigned program will allow students to finish in a timely manner, which will enhance retention and completion rates while encouraging additional students to pursue this program.
    - Benchmark 1: increase retention rates by 10% by AY 2027
    - Benchmark 2: increase average to 8 Bachelor of Music graduates a year for AY 2025-2027

- The School of Visual and Performing Arts will develop partnerships with Kansas community colleges, especially those in Western and Central Kansas, to promote transfer and articulation pathways that support efficient and timely degree completion, including on-campus, online, and hybrid pathways that will afford students the option to complete Fort Hays State University's Bachelor of Music program without relocating from their home communities to Hays.
    - Benchmark: program formalized and in place by Fall 2026

- The School of Visual and Performing Arts will establish a music festival for Western Kansas school music programs that will offer support for students and educators, enhance student learning, and raise the profile of Fort Hays State University and its Music Education program.
    - Benchmark 1: Initial festival to be held Spring 2025

^ Indicates data masked when representing cell size < 5

- Benchmark 2: Increase festival participation by 15% in Spring 2026

- Focus program attention on retention and completion rates. Select music faculty will be partnered with professional advisors to create specialized advising for music education students that provides assistance with tracking degree progress, provides early intervention when needed, provides regular mentorship check-ins, and focuses on career preparation. This will assist the program with improved outcomes and benefit Western Kansas with more music education professionals.
  - Benchmark 1: implement faculty mentoring model in Fall 2024, assess success of semester to semester student retention into Fall 2025, and evaluate program for additional advising support needed in AY 2026
  - Benchmark 2: increase retention rates by 10% by AY 2027

- Modernize the Music Education curriculum to better meet the needs of FHSU Music Education students and their future employers. Emphasis will be placed on developing pedagogical coursework that prepares students for community-engaged teaching and advocacy in rural communities, including methods for integrating general music instruction at all grade levels that incorporate popular and culturally relevant forms of music.
  - Benchmark: New or revised Music Education curriculum developed in AY 2025, implemented in AY 2026

Results

The proposed actions will increase retention rates, increase graduate rates, and ultimately help meet the current teacher shortage in music education. There continue to be plenty of smart, resourceful, and talented students in Western Kansas who will be excellent educators, and the planned improvements will make the B.M. program at FHSU a high-quality program of choice. Should results not be met, results will be assessed to determine what future changes to student support processes and curricular design are to be implemented to increase retention and graduation rates for this critical program in Kansas K-12 education.

2. **Philosophy (Bachelor of Arts in Philosophy)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓			
31.75 Majors (4-Year Average)	3.25 Degrees (4-Year Average)	^ Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
4: KSU, KU, WSU, & WU	3	7.28%

Recommendation (Phase out, Merge, or Action Plan): **Merge**

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Fall 2023 20th Day Major Headcount = 34

Student Credit Hour Production in the Philosophy Program (excludes summer): AY 2021 – 3046

AY 2022 – 2134

AY 2023 – 4359

Faculty Profile – 2023-24

- Number of faculty dedicated solely to the program: 7
- Number of departmental faculty teaching
  - Core courses in program: 7 + 7 adjuncts
  - Elective courses in program: 6 + 6 adjuncts
  - General Education courses: 7 + 9 adjuncts

Justification

The FHSU Philosophy faculty believe that the FHSU BA in Philosophy offers an excellent, nationally recognized major both on-campus and online. It provides geographically isolated Kansas students with opportunities to interact with students from across the county and world, providing an exceptional value for their tuition dollar. The University, cognizant of the challenges facing FHSU and other institutions in a rapidly changing environment for higher education, believes that the Philosophy faculty will be best able to continue providing students with access to content, skill sets, and courses that support student learning through a merger rather than a standalone BA option.

^ Indicates data masked when representing cell size < 5

Action Plan

The proposal is to merge the existing Philosophy BA program into one or more BA programs as a concentration. The Philosophy BA program's resources will be reinvested into multiple academic programs and services both on-campus and online, enabling the program faculty to focus on new program opportunities and General Education offerings, which have grown exponentially in this program at FHSU.

Acceptance of students into the Philosophy BA program will be halted in August 2024. Students in the major prior to August 2024 will be allowed to complete their program of study over the next 1.5 to 2 years.

The History and Philosophy Departments were merged into the Department of History and Philosophy in July 2023, realizing a cost savings of approximately $75,000. The major merger will not impact FTE as the Philosophy program has significant course offerings within the General Education program and other interdisciplinary programs at FHSU.

The Philosophy faculty will offer courses towards a Philosophy concentration, the current Philosophy minor, and the current Philosophy certificates, all housed in the Department of History and Philosophy.

The Philosophy faculty are developing new specialized minors and certificates based on their areas of expertise and partnerships with other programs. These minors and certificates will be open to all FHSU students. New minors or certificates include "Value Studies", "History of Ideas", and "Logic and Critical Thinking." The MLS with a Philosophy concentration will also be available to students beginning in fall 2024.

The Philosophy faculty will continue to offer required cognate courses for other programs, including Leadership Studies, Nursing, and Political Science. The Philosophy faculty and Honors College will create a "ways of knowing" interdisciplinary track for honors students.

3. **Foreign Language (Bachelor of Arts in Foreign Language: Spanish)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓		✓	
41.5 Majors (4-Year Average)	6.25 Degrees (4-Year Average)	60% Employed in Region Within 1 Year After Graduation (4_year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data*
6: ESU, K-State, KU, PSU, WSU, & WU	4	4.88%

*Includes CIP Codes Foreign Languages and Literatures (16.0101) & General & Spanish Language & Lit, General (16.0905)

Recommendation (Phase out, Merge, or Action Plan): **Action Plan**

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Fall 2023 20th Day Major Headcount = 72

Student Credit Hour Production in the Foreign Language Program (excludes summer):

AY 2021 – 2801
AY 2022 – 2644
AY 2023 – 2624

Faculty Profile – 2023-24

- Number of faculty dedicated solely to the program: 4 + 2 adjunct faculty
- Number of departmental faculty teaching
  - Core courses in program: 4
  - Elective courses in program: 3
  - General Education courses: 4

Narrative

Fort Hays State University recommends that the Bachelor of Arts in Spanish program be placed on an action plan. According to the data from the program review report, the program is meeting criteria for student demand and the talent pipeline. Deficits were reported for degree production and return on investment. This recommendation elaborates on these data points and provides a rationale for continuing the current action plan that included a concentration and curriculum overhaul in 2017. Specifically, a Spanish for the professions/ Spanish for specific purposes concentration was developed for both on campus and online students, and the Spanish Teacher Education program, which was previously only available on campus, was adapted for online students. Following these changes, Spanish major numbers have increased steadily and significantly over the

^ Indicates data masked when representing cell size < 5

last few years. For example, the four-year average of first majors reported in the KBOR review (41.5) in 2023 reflects a 219% increase from the five-year average in 2019 (13). In fall 2023, the number of enrolled first majors in the Spanish program climbed to 72 students. Although these figures do not include second majors, certificate seekers, and minors that the Spanish program also serves, these data points clearly demonstrate growing demand and student interest in the program. Note: The Department of Modern Languages and the Department of English were combined in AY22, resulting in approximately $70,000 cost savings in salary and benefits.

Degree Production

Degree production is now increasing as students in the initial cohorts of the Spanish for specific purposes concentration near the end of their program of study (natural lag time between major increases and degree production). The data listed in the KBOR program report indicate a four-year average degree production of 6.25, a figure that only includes first majors. Further review of recent data shows that 39 Spanish majors graduated between fall 2019 and summer 2023 (AY2019-2023), which averages out to 9.75 graduates per year. This demonstrates an upward trajectory in graduates and near compliance with the 10-degree per year expectation over four years. The most promising data in this regard, however, were from last fall. In fall 2023, the Spanish program produced 11 graduates, surpassing the yearly average expectation in a single semester.

Five additional students have applied for graduation in spring 2024, indicating a minimum of 16 graduates for AY2024.

Return on Investment

The program review report does not include data on return on investment due to a small number of alumni respondents to the information request. Because the Spanish major overhaul was initiated in the 2017-2018 academic year, the five-year salary data from 2022 does not fully reflect the results of those changes, such as the significant increase in majors and growing number of graduates that have developed over time. With the additional years of review that an action plan would enable, a renewed request for salary data will result in more students being asked for and supplying salary information. This dataset would provide a better overall picture of salary average than the limited data presently available, and it would likely show an average that is more consistent with the return of investment expectations that KBOR has outlined (280% above the poverty level five years after graduation). With average salaries of $56,300 for high school teachers and $54,150 for translators and interpreters in Kansas, it is likely that the program will meet this criterion.

Talent Pipeline

The Spanish program is meeting expectations for the talent pipeline with a four-year average of 60% of students employed in the region within a year from graduation. The program supports students in the target region by helping them build skills in Spanish to become languages teachers, to communicate with Spanish speakers in varying professions, and/or to communicate with Spanish speakers within the community. With a teaching shortage at hand and bridging that gap being a KBOR goal, the recent development of our Spanish teaching program online has made the program more accessible to working Kansans as well as to students in other states. Given the growing number of Spanish speakers in Kansas, and Western Kansas specifically, this program has a crucial role to play in meeting regional needs and student demand. The program also has the added benefit of being able to reach students in the modality that is most suited to their circumstances and goals, be that on campus or online.

Contributions to Other Programs, the University, and the Community

In addition to serving first major students, the Spanish program serves many second majors, minors, and certificate seekers. The Spanish for specific purposes concentration is specifically designed to offer specialized language training to students pursuing first majors in business, finance, and related fields (Business Spanish track) as well as nursing and other health professions (Medical Spanish).

Action Plan

Over the next three years, the Spanish program will continue to participate in and expand efforts to improve and grow the program. A specific goal in this regard is to increase the total number of Spanish majors by an additional 20 students by fall 2027. The program will continue the efforts outlined below to achieve this goal as well as seek new program recruitment and improvement opportunities.

1. **Recruitment Initiatives (Select few):**
    - Develop specialized marketing materials and meet with first majors from healthcare fields to increase dual majors (Spring 2024)
    - Organize virtual and on-campus class visits for prospective high school Spanish students and **participate in the World Languages Fair (ongoing).**
    - Encourage students to pursue a career as Spanish teachers through the apprenticeship program (FHSU apprenticeship cohort begins in fall 2024)
2. **Study Abroad and Cultural Experiences:**
    - Research and identify study abroad program providers in different Spanish-speaking countries (ongoing)
    - Develop faculty-led study abroad opportunities (Awaken Ecuador trip in summer 2024 with possible continuation in summer 2025)
    - Continue Spanish Club recruitment and services (ongoing)
3. **Translating & Interpreting Services:**
    - Collaborate with campus, community, and online partners to seek Spanish practicum and other translation / interpreting opportunities for students and provide language services to the community (begun in 2018 and ongoing).
4. **Program Improvement through Assessment and Curriculum Development (Select few):**
    - Redesign Teaching Internship course based on assessment findings (initial work completed in fall 2023/spring 2024 with the updated course beginning in fall 2024).
    - Develop a Spanish concentration in the Master of Liberal Studies (MLS) program to increase enrollment in upper-level courses by leveraging existing resources (spring 2024 with recruitment to follow).

Results

In sum, the program is exceeding expectations for student demand and the talent pipeline, and when more recent data are considered, it also meets expectations for degree production. By continuing with the current plan that developed the Spanish for Specific Purposes concentration and brought the Spanish Teacher Education concentration online, the program would have an opportunity to continue to grow its majors and graduates and produce additional data to meet the expectations for return on investment.

4. **Physics (Bachelor of Arts/Science Physics)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
			✓
22.25 Majors (4-Year Average)	5.25 Degrees (4-Year Average)	31.25% Employed in Region Within 1 Year After Graduation	$87,500 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU (Phasing Out), K-State, KU, PSU, WSU & WU	3	5.02%

Recommendation (Phase out, Merge, or Action Plan): **Action Plan**

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Fall 2023 20th Day Major Headcount = 30

Student Credit Hour Production in the Department of Physics (excludes summer):

AY 2021 – 3760
AY 2022 – 3051
AY 2023 – 3225

Faculty Profile – 2023-24

- Number of faculty dedicated solely to the program: 6 (including chair)
- Number of departmental faculty teaching
  - Core courses in program: 6 (including chair)
  - Elective courses in program: 6 (including chair)
  - General Education courses: 6 (including chair)

Narrative

This plan addresses the shortfalls with respect to the KBOR program targets. The need addressed by this action plan, which was clearly articulated by the Kansas Board of Regents (KBOR) during their program review process, is lack of enrollment in our programs, and a recent decrease in students enrolled as can be seen be seen in Fig. 1 below.

^ Indicates data masked when representing cell size < 5

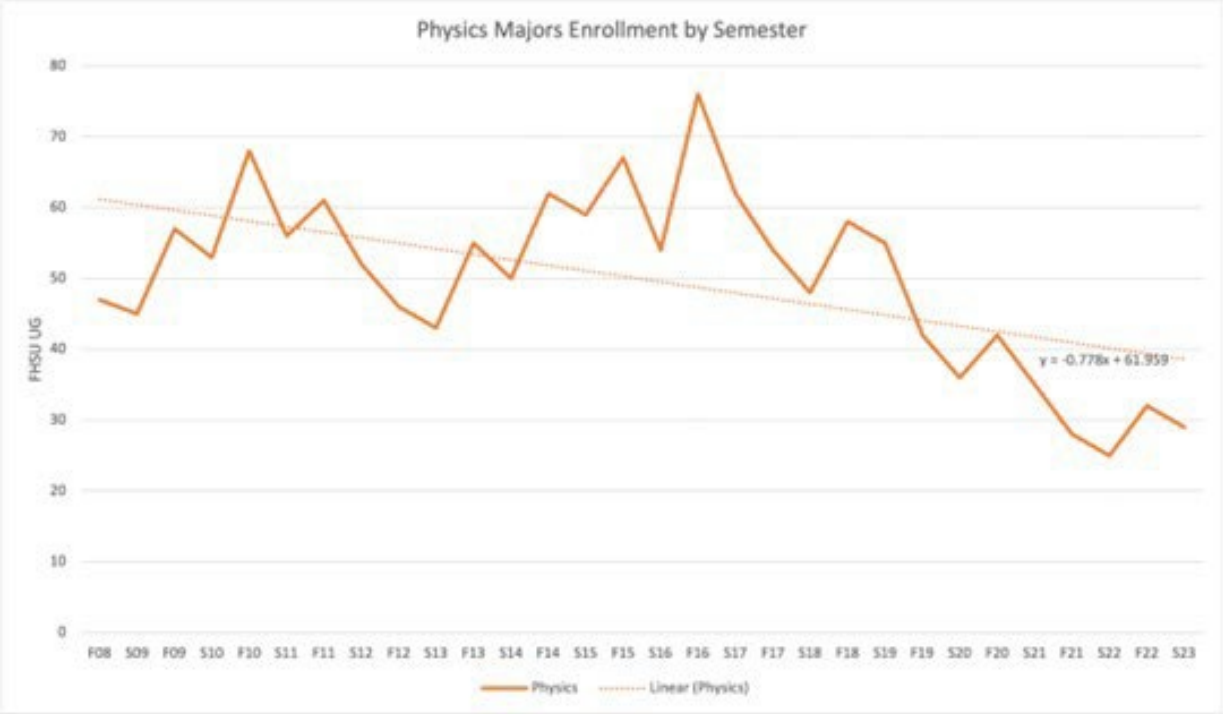


Figure 1: Number of physics and pre-engineering students enrolled by semester.

The program has evaluated its historical enrollment data and has attempted to understand initial enrollment and persistence in our programs. The program has concluded that initial enrollment is strongly tied to the number of prospective students who visit our department (Fig. 2), and that FHSU attracts a high percentage of the students who do visit the physics program. The program also notes that students who leave the program generally do so in the first three semesters of the program. The faculty have attempted to understand why students leave, and to address this issue in the action plan.

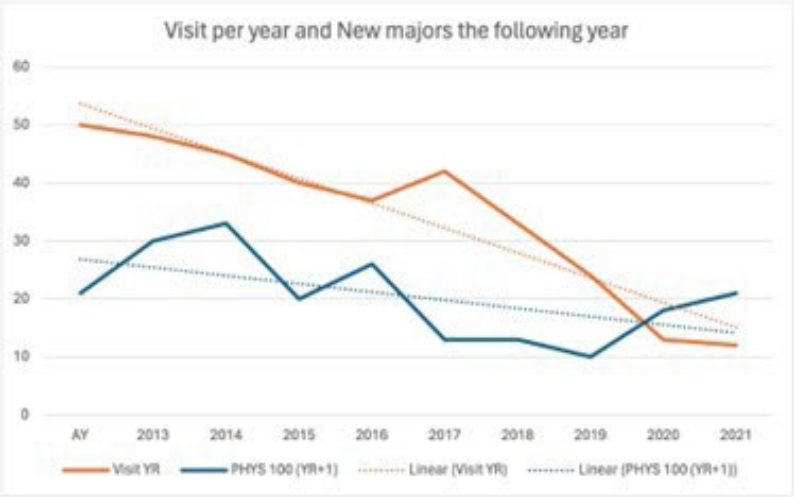


Figure 2: Student visits plotted with the corresponding introductory physics course enrollment the following year.

Action Plan

New initiatives to increase student recruitment and retention (Student Demand and Degree Production) Future Engineers Day - This event was held on April 2, 2024 with 12 students interested in majoring in engineering or physics spent the day in the department.

^ Indicates data masked when representing cell size < 5

Modifying introductory courses - This is already underway for PHYS 100, PHYS 211, and PHYS 212 and will be fully implemented at the start of AY 2025. The program has worked to redesign the first three physics classes and related laboratory courses to increase student retention. These courses are Succeeding in Physics and Engineering (PHYS100), Engineering Physics I (PHYS211) and lab (PHYS211L), and Engineering Physics II (PHYS212) and lab (PHYS212L). The goal for this redesign is to re-evaluate the curriculum, teaching, and assessment practices; and make the courses more enjoyable and interesting for students. This will increase the program's retention numbers. For example, in PHYS100, the program faculty are now incorporating more tours and hosting former students to give alumni talks to motivate students about potential careers in the science and engineering fields. This course also includes hands-on measurement activities and engineering projects, which help students learn about data collection and the engineering design process. The faculty will also include modules that allow students to research potential career paths they find interesting and interview department faculty about their career pathways so that they can become better acquainted with them and perhaps get inspired to join research groups.

Coordinating with community colleges and high schools The community college coordination has begun this semester (Spring 2024) with Garden City and Colby Community Colleges. Additional opportunities will be fully implemented in AY2025.

Renovation of physics department student study and common areas

This semester, we are renovating some student study/tutorial rooms and common areas in our department. Historically our department has always had a strong student-led tutoring program, and we hope that by having more modern and functional spaces we will increase the number of students that make use of these areas.

Modification of existing initiatives for recruitment and retention

Student organization opportunities - The first tour of a major research laboratory is February 27, 2024. Improving physics roadshows starts AY 2024, and will be ongoing. Our goal is a tour of a major laboratory every year, an effective physics roadshow every semester, and an effective science bowl every year).

Student research projects - This is ongoing; the early engagement with first and second year students will begin in AY 2025.

Results

By implementing the initiatives outlined above, we will endeavor to increase our one-year (two-semester) retention rate up to the national university average of 76.5% (National Center for Education Statistics). The program's recent three-year average for this two-semester retention is 68%. Further, the program plans to increase its three-semester retention from our current three-year average of 51% to 60%. In addition to increased retention, the program is also targeting a 30% increase of incoming students each year, which would more than double the number of our first-year students in three years (from ~9.3 to ~20.4 students). As shown in Table 1 below, the program will only achieve these increases by simultaneously improving both retention and enrollment. Also, it is critical that we ensure that those students transferring to an engineering program reverse transfer back to FHSU for their BS in Physics as well.

Student Retention								
	Fall 2020	Sp 2021	Fall 2021	Sp 2022	Fall 2022	Sp 2023	Fall 2023	Sp 2024
PHYS 100	9		8		9		15	
PHYS 211		6		7		8		10
PHYS 212			6		6		2	
PHYS 313				6		4		2

Table 1: Recent data for retention of students organized by color-coded class and year.

^ Indicates data masked when representing cell size < 5

The program stands out from other institutions based on its affordability and small class size (average 12-15). This program duplication is logical to continue within the State for the following reasons. Not only does the physics program support our local KAMS/AMS program and significant General Education coursework, but also creates opportunities for pre-engineering students to begin their education at FHSU and transfer to an engineering program to complete the engineering degree. Since physics and engineering are critical for technological innovation, and both public and private funds are being invested in fostering technological innovation (for instance the 2022 CHIPS act is making a $53 billion investment into U.S. semiconductor manufacturing, research and development, and workforce), we believe that well-trained physicists and engineers are a critical economic resource for Kansas and the nation. FHSU is ideally situated to serve the population of Western Kansas, and to foster access among the people we serve to the high-paying and exciting careers that are available in physics and engineering. If after three years the BS in Physics is not making satisfactory progress in the areas of major numbers and graduation rates, a merger with another program will be a next step.

5. **Music (Bachelor of Arts in Music)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
11.25 Majors (4-Year Average)	1.75 Degrees (4-Year Average)	71.43% Employed in Region Within 1 Year After Graduation	$37,710 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, K-State, KU, PSU, WSU, & WU	12	2.68%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box

- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Fall 2023 20th Day Major Headcount = 29

Student Credit Hour Production in the Music and Theater Program (excludes summer):

AY 2021 – 4142
AY 2022 – 3547
AY 2023 – 3839

Faculty Profile – 2023-24

- Number of faculty dedicated solely to the program: 15 including chair
- Number of departmental faculty teaching
  - Core courses in program: 15 including chair
  - Elective courses in program: 15 including chair
  - General Education courses: 9 including chair

Narrative

The School of Visual and Performing Arts' Music and Theatre programs contributes to the university mission with appropriate and productive duplication across the state by 1) providing instruction in the arts; 2) providing instruction in education for future music educators; 3) providing liberal arts education in the humanities for majors and for General Education students from across the university; 4) providing professional degree programs in Performance, Music Education, and Composition; 5) stimulating the growth of departmental faculty and students through frequent performances and research; and 6) providing activities in music and theatre that fulfill Fort Hays State University's role as a cultural center of Western Kansas.

^ Indicates data masked when representing cell size < 5

The Bachelor of Arts in Performing Arts program is growing in enrollment and requires only one additional faculty member from the core B.M. faculty.

B.A. Performing Arts. Enrollments F-20-23

Fall 20	Fall 21	Fall 22	Fall 23
5	10	19	29

The Bachelor of Arts in Performing Arts includes one of the very few accredited music programs that is available in an entirely online format, and this option makes the program exceptionally attractive to students. Current application and enrollment levels suggest that the Bachelor of Arts in Performing Arts will continue to grow throughout the foreseeable future. It is worth noting that this program is offered using the existing B.M. courses, which have capacity for enrollment.

Action Plan

- Market the program to online audiences, including targeted social media outreach. Growth thus far has been achieved without any marketing efforts. The School of Visual and Performing Arts will partner with the College of Arts, Humanities, and Social Sciences to commit funds to this effort.
    - Benchmark 1: 5% increase in enrollments in AY 2025
    - Benchmark 2: 10% increase in enrollments in AY 2026

- The School of Visual and Performing Arts launched a new concentration in Music Entrepreneurship, available both on campus and online, in Fall 2023. This innovative program, which combines music studies with business studies and audio/video skills and provides students with marketable skills in arts entertainment, will be a focus of marketing efforts and will appeal to an expanded range of prospective students.
    - Benchmark 1: 5% increase in enrollments in AY 2025
    - Benchmark 2: 15% increase in enrollments in AY 2026

- Restructure the theatre program to focus on community engagement. This will be done primarily by converting a theatre faculty position to a program specialist (currently being searched) who will be charged with creating a responsive theatre program that engages community participation, enhancing the role of theatre in the region, and focusing efforts toward participation and relevance. The concentration in theatre will be reoriented to career-ready applied skills that prepare students for work in presentation venues, including rigging, sound production, lighting, and design.
    - Benchmark: Increase in diversity of constituencies participating in theatre

Results

The proposed actions will result in increased enrollments in the B.A. Performing Arts program, with anticipated increase in graduation rates four years later. Should results not be met, the program will be assessed by FY27 to determine its viability moving forward. A merger with another BA or discontinuance of the program would be a next step.

Addendum - Programs (including concentrations, minors, and certificates) Discontinued at ESU, WSU, and FHSU

Academic Year	Institution	Programs Discontinued	Notes
2023-2024	Emporia State University	BSB Information Systems	
2023-2024	Emporia State University	PBCER History Certificate	
2023-2024	Emporia State University	BA English	
2023-2024	Emporia State University	MA English	
2023-2024	Emporia State University	PBCER English Certificate	
2023-2024	Emporia State University	MS Physical Science	
2023-2024	Emporia State University	BA Chemistry	
2023-2024	Emporia State University	BA Earth Science	
2023-2024	Emporia State University	BS Earth Science	
2023-2024	Emporia State University	BA Physics	
2023-2024	Emporia State University	BS Physics	
2023-2024	Emporia State University	BS Economics	
2023-2024	Emporia State University	BA Political Science	
2023-2024	Emporia State University	BS Political Science	
2023-2024	Emporia State University	PBCER Political Science	
2023-2024	Emporia State University	MM Music	
2023-2024	Emporia State University	PBCER Music Performance (MUP)	
2023-2024	Emporia State University	PBCER International Student Music Performance (MPI)	
2023-2024	Emporia State University	BS Rehabilitation Education	
2023-2024	Emporia State University	BA Interdisciplinary Entrepreneurship	
2023-2024	Emporia State University	BSB Management	
2023-2024	Emporia State University	BSB Business Data Analytics	
2023-2024	Emporia State University	BSB Marketing	
2023-2024	Emporia State University	BA History	
2023-2024	Emporia State University	BS History	
2023-2024	Emporia State University	MA History	
2023-2024	Emporia State University	PBCER History	
2023	Wichita State University	BA in Athletic Training	
2023	Wichita State University	Graduate Certificate in Entrepreneurship and Innovation	
2023	Wichita State University	MBA - Entrepreneurship & Innovation	

Addendum - Programs (including concentrations, minors, and certificates) Discontinued at ESU, WSU, and FHSU

		Concentration	
2023	Wichita State University	MACC - Master of Accountancy: Taxation Concentration	
2023	Wichita State University	BAED - PreK-12 Latin (Secondary)	
2023	Wichita State University	BA in Communication - Electronic Media Emphasis	
2024	Wichita State University	Field Major/BGS in Aging Studies	inactivated the online program code only
2024	Wichita State University	Minor in Ethnic Studies	Minor in Ethnic Studies and Women's Studies combined into new minor (Minor in WEIS)
2024	Wichita State University	Minor in Women's Studies	
2022	Fort Hays State University	BA in Art Education	
2022	Fort Hays State University	MS in Communication	
2023	Fort Hays State University	MS in Athletic Training	

Total: 39

State Authorization Reciprocity Agreement (SARA)

Update Summary

SARA allows accredited degree-granting institutions to offer distance education in other member states without having to seek individual authorization from those states. This report provides an update on the status of SARA in Kansas and nationwide.

May 15, 2024

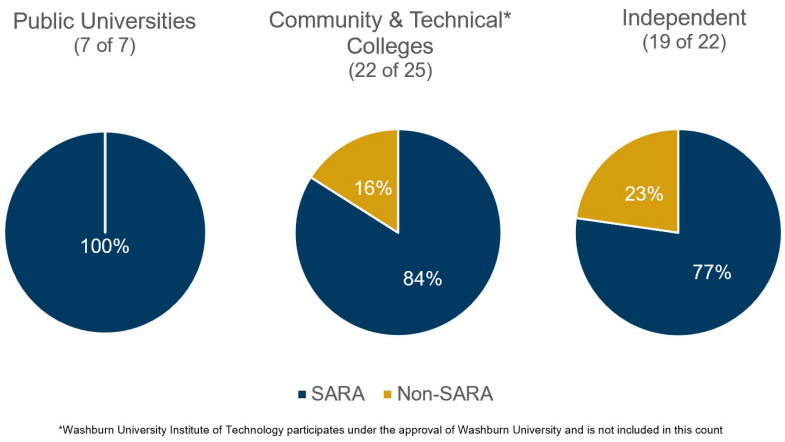
Background

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for the interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Since 2014, Kansas has been approved as a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) through the Midwest Higher Education Compact (MHEC), one of the four regional education compacts in the United States that partner with NC-SARA. The Kansas Board of Regents serves as the State Portal Entity (SPE) for all institutions domiciled in Kansas. As the portal entity, KBOR serves as the interstate point of contact for SARA questions, complaints, and other communications for institutions domiciled in Kansas and students taking online courses from those institutions.

Membership and Participation

There are over 2,400 participating institutions in SARA, representing 52 member states and territories. In the Fall of 2022, over four million students were enrolled exclusively in distance education, with one and a half million administered through SARA. These enrollments are relatively stable from the previous year, although there was a slight decrease of less than one percent.

As of March 1, 2024, 49 Kansas institutions participate in SARA. Over the past year, KBOR has approved the participation of three additional institutions and removed one institution due to its change of home state. The charts below illustrate participation by sector.[1]

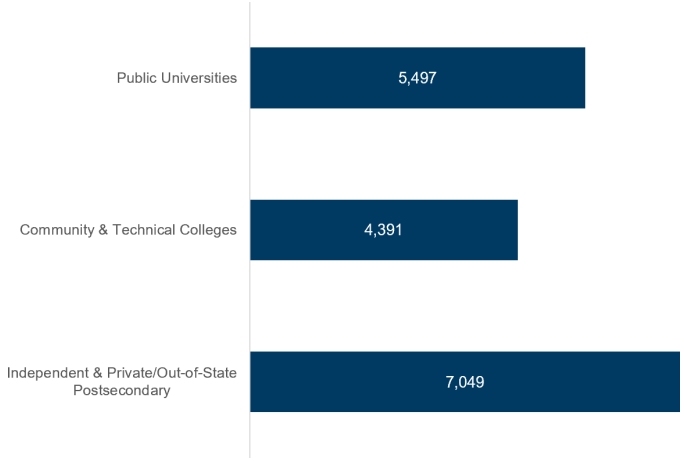


[1] One participating institution is private/out-of-state postsecondary and not reflected in the charts by sector.

Enrollments and Out-of-State Learning Placements

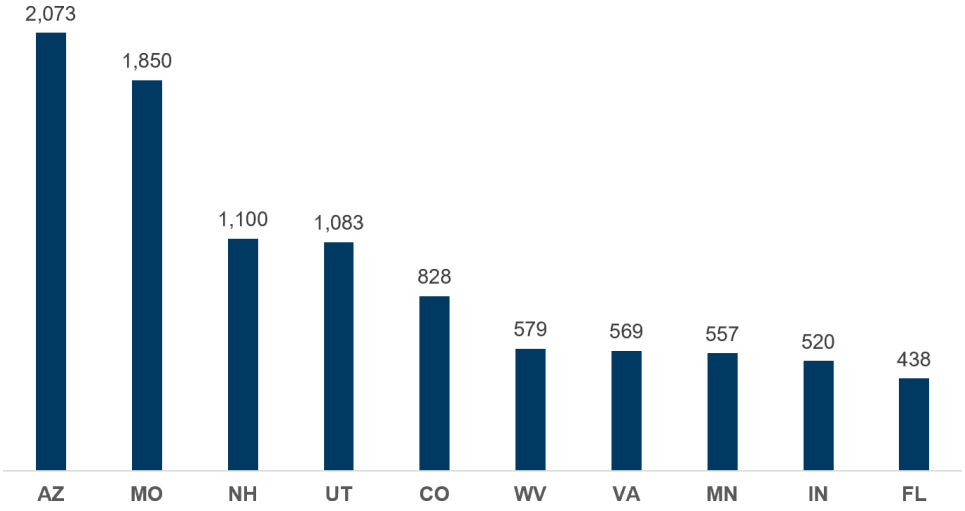
The Fall 2022 exclusively distance education enrollments and 2022 calendar year out-of-state learning placements for participating Kansas institutions are provided below.

In Fall 2022, nearly 17,000 out-of-state students were enrolled in participating Kansas SARA institutions.



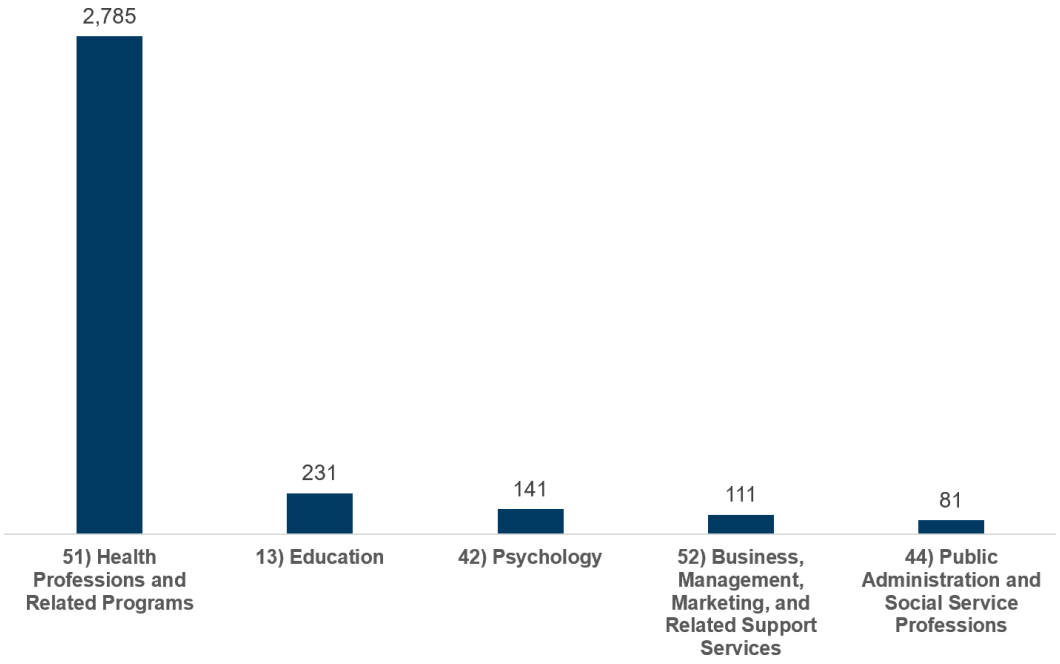
The top three locations from which Kansas institutions enroll students are Missouri, Texas, and non-SARA member states and territories.

In Fall 2022, over 14,000 Kansans were enrolled in distance education offered in another SARA member state. The top ten enrollments by state are listed below.

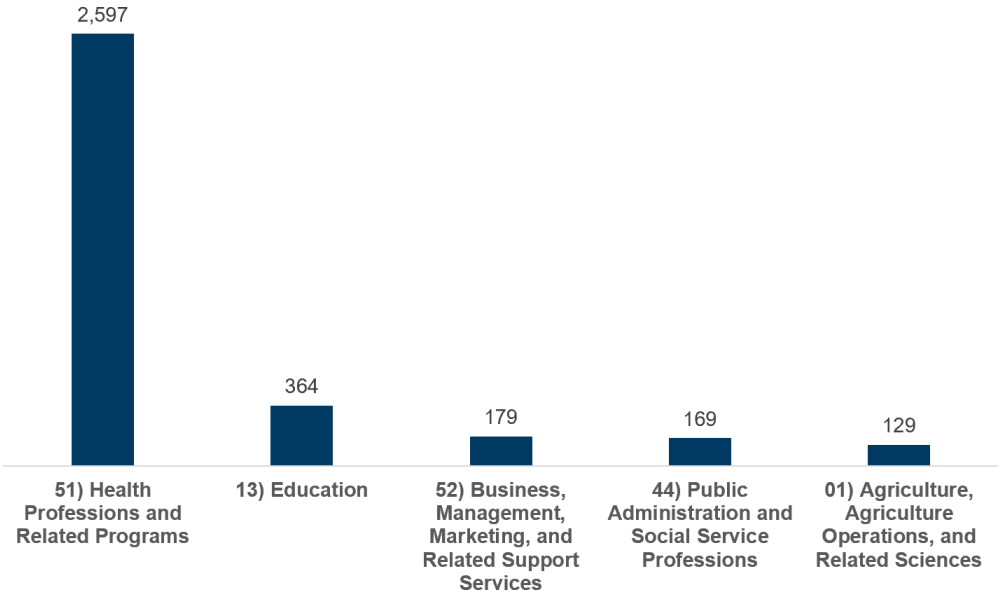


Southern New Hampshire University (New Hampshire), Western Governors University (multiple locations), and Penn Foster College (Arizona) are the top three institutions enrolling Kansans.

In the 2022 calendar year, over 3,900 out-of-state students were placed (clinical rotations, student teaching, and internships, for example) in Kansas. The following represents placements in the top five CIP codes.

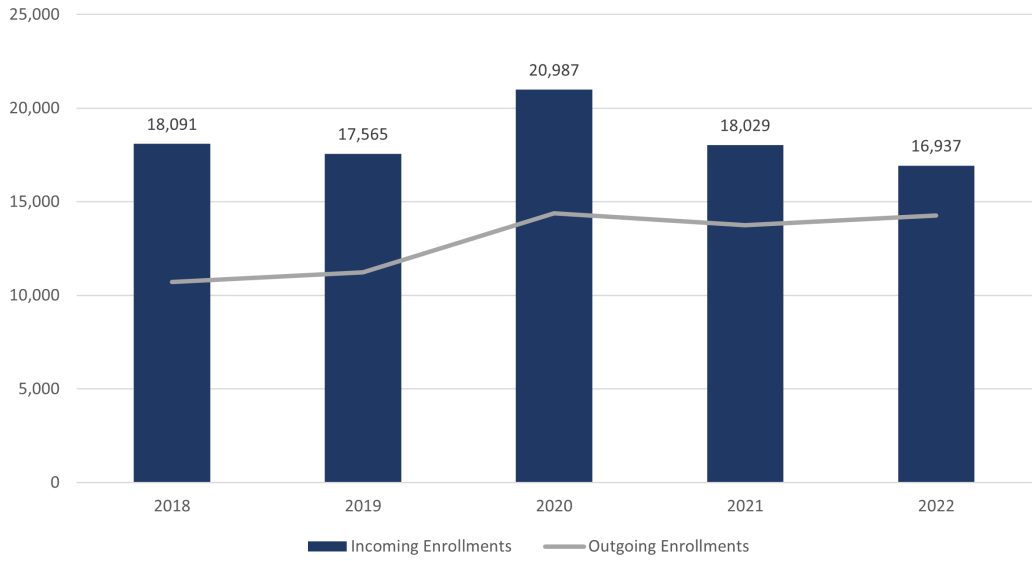


In the 2022 calendar year, Kansas institutions placed over 4,100 students out-of-state. The chart below illustrates placements in the top five CIP codes.



Enrollment Trend Data

NC-SARA has standardized its data collection methods in recent years, providing an opportunity to review enrollment data over time. The chart below shows the exclusively distance education enrollments in participating Kansas SARA institutions (incoming) as well as the enrollments of Kansans in other SARA states (outgoing) over the last five years.



We anticipate a decrease in incoming enrollment for 2023 due to the change of ownership of Grantham University, which previously was domiciled in Kansas. Over the last five years, Grantham has averaged incoming enrollments of over 5,000 students.

Policy Modification Process

In October 2023, NC-SARA completed its first cycle of a new policy modification process. This process, approved by the NC-SARA Board in June 2022, was developed by the regional compacts and their respective SARA regional steering committees to encourage transparency, increase collaboration, maintain consistency, and open communication. The most significant development of this new process required that each of the four regional compacts approve a proposed policy modification before consideration by the NC-SARA Board. Over 60 proposals were received from various constituencies, including the steering committees of the regional compacts, the State Authorization Network (SAN), consumer advocacy groups, and institutions. At the Fall 2023 NC-SARA Board Meeting, the Board reviewed six proposals, five of which were approved.

The 2024 policy modification process is currently underway. Most of the proposals intend to clarify current policy, standardize the application of policies across member states, and strengthen consumer protections. Some proposals, if approved, could require states to implement policies that were previously optional. For example, approving an institution in a provisional status due to being on notice or warning with their accreditor is currently not required due to the use of "may" in the current policy language. Changes like these may require the Board to complete a more intensive review of participating institutions. Over the past ten years, the State

Portal Entity review has changed from reviewing the attestation of an institution to comply with SARA policy, to a review and confirmation of compliance.

Information concerning this process and the proposals being considered is available at https://nc-sara.org/sara-policy-modification-process.

Negotiated Rulemaking

Also on the horizon are new U.S. Department of Education (Department) rules that regulate out-of-state online colleges. The Department wants to give states more authority to enforce their own laws and regulations than what reciprocity agreements currently allow. The efforts of negotiators to reach consensus with the Department failed, and the administration can now write the rules as it sees fit. The process is in a public comment period, but the final rules must be published by October 31, 2024 in order to be effective July 1, 2024.

The data provided in this report is available in interactive dashboards at https://nc-sara.org/data-dashboards. This and previous SARA reports are available at http://kansasregents.org/academic_affairs/sara.