

# **APRIL 15-16, 2015**

## **Kansas Board of Regents**

2014-2015  
Kenny Wilk, Chair  
Shane Bangerter, Vice Chair

### **KANSAS BOARD OF REGENT MEMBERS:**

|                |                 |                     |
|----------------|-----------------|---------------------|
| Joe Bain       | Shane Bangerter | Ann Brandau-Murguia |
| Bill Feuerborn | Fred Logan      | Robba Moran         |
| Zoe Newton     | Helen Van Etten | Kenny Wilk          |

### **FORESIGHT 2020**

A Strategic Agenda for the State's Public Higher Education System

1. Increase higher education attainment among Kansas citizens
2. Improve alignment of the state's higher education system with the needs of the economy
3. Ensure state university excellence

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# FORESIGHT 2020

*A 10-Year Strategic Agenda for the State's Public Higher Education System*

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*Foresight 2020* is a 10-year strategic agenda for the state's public higher education system. Originally adopted by the Kansas Board of Regents in 2010 and updated in 2012, the plan sets long-range achievement goals that are measurable, reportable, and ensure the state's higher education system meets Kansans' expectations. Find the full 2014 report and more at: [kansasregents.org/foresight\\_2020](http://kansasregents.org/foresight_2020).

## INCREASE HIGHER EDUCATION ATTAINMENT

### Aspirations

- ★ Increase to 60 percent the number of Kansas adults who have a certificate, associate degree, or bachelor's degree by 2020.
- ★ Achieve a ten percentage point increase in retention and graduation rates by 2020.

### Measures

- ★ Comparison of state demographics with higher education participation levels, including underrepresented groups
- ★ Review of higher education participation levels by age groups, including traditional students (18-24), adults between the ages of 25-34, 35-44, and 45-64
- ★ Comparison of Kansan's postsecondary attainment to the nation by age groups
- ★ Overall number of Adult Basic Education (ABE) participants
- ★ Percentage of ABE participants in postsecondary education
- ★ First to second year retention rates at universities, community colleges and technical colleges
- ★ Three-year graduation rates for community and technical colleges
- ★ Six-year graduation rates for universities
- ★ Student Success Index
- ★ Number of certificates and degrees awarded by universities, community colleges and technical colleges
- ★ Number of adults with college credit but no certificate or degree who are returning to complete a certificate/credential, associate or bachelor degree

## IMPROVE ECONOMIC ALIGNMENT

### Aspirations

- ★ Respond to business and industry expectations for graduates and ensure all technical programs meet expectations of quality.
- ★ Reduce workforce shortages in selected high demand fields by increasing the number of credentials and degrees awarded, including in STEM fields.
- ★ Enhance understanding of the role of university research in supporting the economy.

### Measures

- ★ Performance of students on institutional assessments in three areas:
  1. Mathematics/Analytical Reasoning
  2. Written and Oral Communication
  3. Critical Thinking/Problem Solving
- ★ Performance of students on selected third-party technical program certificate/credential assessments
- ★ Percent of graduates employed in Kansas
- ★ Average wages earned by graduates
- ★ Improvement in quality measures on technical program outcome metrics
- ★ Number of certificates and degrees awarded in selected high-demand occupations
- ★ Percent of certificates/degrees awarded in STEM fields

## ENSURE STATE UNIVERSITY EXCELLENCE

### Aspiration

- ★ Improve regional and national reputations of state universities.

### Measures

- ★ Improved institutional performance on quality measures compared to peers, including on select regional and national rankings
- ★ Increase in proportion of federal research dollars awarded
- ★ Increase in private giving to universities

# BOARD GOALS 2014-2015

*Approved by the Kansas Board of Regents*



1. The Board will study the value of liberal arts degrees for undergraduate students. The Board will receive a report in December that demonstrates the value such degrees provide in the areas of critical thinking and communication, including information on wage and employment data for undergraduates who receive liberal arts degrees and other findings identified as important.
2. The Board, with the assistance of the Transfer and Articulation Council, will identify and approve two or more degree programs that articulate across the system. The Board expects the Transfer and Articulation Council to recommend at least two degree programs for its approval by the end of October that can then become the focus of the articulation effort that would be approved by the Board in June of 2015.
3. The Board will explore performance-based funding models for higher education and propose an initiative by January of 2015 for consideration during the FY 2015 Legislative Session. The Board's performance-based funding initiative will be focused in a particular area and will incorporate the six guidelines on which the Board and legislative leaders reached consensus at the Board's retreat in August: (1) be transparent, (2) be broad-based in order to be sustainable, (3) have standards that apply to the Board's strategic plan, (4) be forward looking with no retroactive application, (5) be phased in on a reasonable basis, and (6) include a stop-loss provision.
4. The Board will study the impact of out-of-state students on the higher education system and the state, including a view of the financial impact and the number that stay in Kansas.
5. The Board will begin implementation of the recommendations made by the Developmental Education Task Force. These will include development of a course to be offered in the senior year of high school that could enable more students to enter college taking credit-bearing mathematics and composition classes. Also, Board staff will assist institutions in identifying training on best practices and establishing common placement requirements. Finally, the staff will convene a group to recommend processes for referring developmental students to adult basic education.
6. The Board will receive and discuss a report on practices and trends in higher education that are designed to enhance the ability of students to compete and succeed in an increasingly global economy and business environment.
7. The Board will study how to attract and retain outstanding students.

KANSAS BOARD OF REGENTS ACADEMIC AFFAIRS STANDING COMMITTEE  
2014-2015 AGENDA TOPICS

- BAASC 13-01: SARA – Submit Application and Implement Process – **Completed**
- BAASC 13-02: Developmental education – Implement development of senior year math course
- BAASC 13-03: Academic Program Review Report
- BAASC 13-04: Accreditation Report – **Completed**
- BAASC 13-05: Performance Reports – **Completed**
- BAASC 13-06: Qualified Admissions Report – **Completed**
- BAASC 13-07: Distance Education Report
- BAASC 13-08: Student Learning Outcomes Report – **Completed**
- BAASC 13-09: Adult Education Report – **Completed**
- BAASC 13-10: Prior Learning Assessment – Inventory and Campus Procedures – **Completed**

KANSAS BOARD OF REGENTS FISCAL AFFAIRS AND AUDIT STANDING COMMITTEE  
2014-2015 AGENDA TOPICS

- FAA 14-01     Review and adopt Committee Organization and Agenda Plan for the Year – **Completed**
- FAA 14-02     Receive and Review State Universities’ Debt Policies – **Completed**
- FAA 14-03     Staff Overview of the Board’s Tuition Setting Process and Discussion of Expectations – **Completed**
- FAA 14-04     Review of FY 2016 KBOR Office Operating Budget – **Completed**
- FAA 14-05     Staff Overview of Board’s Capital Budgeting Process – **Completed**
- FAA 14-06     Receive Internal Audit Plans and Meet with State University Internal Auditors – **Completed**
- FAA 14-07     Review State Universities Annual Financial Reports, including Key Financial Statistics and Ratios and Current Year Spending to Budget
- FAA 14-08     Receive 10-year Debt Capacity Plans for Each of the State Universities and Assessment from KDFFA of Debt Affordability
- FAA 14-09     Review and Approve Capital Improvement Requests and Five-year Capital Improvement Plans to be Forwarded to the Board (Board Approves in May)
- FAA 14-10     Review and approve Johnson County Educational Research Triangle (JCERT) Budgets (KU, KUMC, KSU)
- FAA 14-11     Develop Unified State Appropriation Request for 2016 Session (Amendments to the FY 2016 and FY 2017 Appropriations)

KANSAS BOARD OF REGENTS GOVERNANCE COMMITTEE  
2014-2015 AGENDA TOPICS

- GOV 14-01 Review Committee Charter and Adopt Agenda/Schedule for the year – **Completed**
- GOV 14-02 Finalize CEO multi-rater feedback survey and assessment process – **Completed**
- GOV 14-03 Consider next steps for studying weapons policy – **Completed**
- GOV 14-04 Discuss Board’s coordination function – **Completed**
- GOV 14-05 Review proposed revisions to By-Laws and Policy to formalize July budget workshop – **Completed**
- GOV 14-06 Review proposed revision to By-Laws to switch officer elections from June to May – **Completed**
- GOV 14-07 Review University CEO compensation policy; study implementation of performance incentive payments and other forms of monetary compensation – **Completed**
- GOV 14-08 Review university campus security reports; review conceal carry spreadsheets with campus experts – **Completed**
- GOV 14-09 Review progress on FHSU/DCCC merger proposal; determine next steps – **Completed**
- GOV 14-10 Discuss connecting Distinguished Scholars with Legislative Research – **Completed**
- GOV 14-11 Discuss government relations/communications issues – **Completed**
- GOV 14-12 Review proposed revisions to policies as they arise –
- GOV 14-13 Review proposed regulation amendments as they arise – **Completed**
- GOV 14-14 Review new board member orientation process –
- GOV 14-15 Recommend CEO monetary compensation for FY16 –
- GOV 14-16 Discuss Accountability/Reporting on Major State Investments – **Completed**

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# MEETING INFORMATION AND SCHEDULE

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

## Wednesday, April 15, 2015

| <b>Time</b>             | <b>Committee/Activity</b>   | <b>Location</b>        |
|-------------------------|---|------------------------|
| 8:30 am - 9:15 am       | System Council of Chief Academic Officers   | Kathy Rupp Room        |
| 9:15 am or Adjournment  | Council of Chief Academic Officers  | Kathy Rupp Room        |
| 10:00 am - Noon         | Council of Faculty Senate Presidents  | Kan-Ed Conference Room |
| 10:00 am - Noon         | Students' Advisory Committee  | Conference Room C      |
| 10:15 am - 11:50 am     | Fiscal Affairs & Audit Standing Committee   | Board Room             |
| 10:00 am - 11:00 am     | System Council of Presidents  | Suite 530              |
| 11:00 am or Adjournment | Council of Presidents   | Suite 530              |
| Noon - 1:15 pm          | Lunch<br><i>Council of Chief Academic Officers</i>  | Kathy Rupp Room        |
| Noon - 12:30 pm         | Lunch<br><i>Board of Regents &amp; President Tompkins</i>   | Conference Room B      |
| 12:30 pm - 1:30 pm      | Board of Regents Meeting<br>Executive Session – Personnel Matters<br><i>Board of Regents &amp; President Tompkins</i> | Conference Room B      |
| 1:45 pm                 | Board of Regents Meeting  | Board Room             |
| 6:00 pm                 | Dinner<br><i>Board of Regents, President Tompkins, and State University CEOs</i>                                      | Chez Yasu              |



**Thursday, April 16, 2015**

| <b>Time</b> | <b>Committee/Activity</b>   | <b>Location</b>   |
|-------------|---|-------------------|
| 8:00 am     | Breakfast<br><i>Board of Regents, President Tompkins, and<br/>Technical Education Authority</i> | Suite 530         |
| 9:15 am     | Board of Regents Meeting  | Board Room        |
| 11:30 am    | Lunch<br><i>Board of Regents &amp; President Tompkins</i>                                       | Conference Room B |

# MEETING AGENDA

The Kansas Board of Regents will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

## Wednesday, April 15, 2015

- I. Call To Order** Regent Wilk, Chair
  
- II. Executive Session**  
Board of Regents – Personnel Matters Relating to Non-Elected Personnel
  
- III. Approve Minutes**
  - March 11, 2015 Meeting *p. 6*
  - April 7, 2015 Campus Visit Meeting *p. 14*
  
- IV. Introductions and Reports**
  - A. *Introductions*
  - B. *Report from the Chair* Regent Wilk, Chair
  - C. *Report from the President & CEO* Andy Tompkins, President & CEO
  - D. *Report from Council of Presidents* President Bardo
  - E. *Report from Council of Faculty Senate Presidents* Mehmet Barut
  - F. *Report from Students' Advisory Committee* Reagan Kays
  
- V. Standing Committee Reports**
  - A. *Academic Affairs* Regent Moran
  - B. *Fiscal Affairs & Audit* Regent Bangerter
  - C. *Governance* Regent Wilk
  
- VI. Approval of Consent Agenda**
  - A. *Retirement Plan*
    - 1. Appoint New Retirement Plan Committee Member Madi Vannaman, Staff Affiliate *p. 15*
  
    - 2. Approve Fund Investment Share Class Changes in the Board's Mandatory Retirement Plan and Consultant Contract Extension *p. 17*
  
  - B. *Fiscal Affairs & Audit*
    - 1. Act on Request to Authorize Entering into a Lease Agreement with the Kansas University Endowment Association for the Rainbow Mental Health Property Adjacent to KUMC – KU Greg Hoffman, Director of Facilities *p. 20*

- 2. Act on Request to Amend the FY 2015 Rehabilitation and Repair Projects – KU p. 21
- 3. Act on Request to Authorize the KU Endowment Association to Renovate Douthart Scholarship Hall as Authorized by K.S.A. 76-757 – KU p. 21

**VII. Consideration of Discussion Agenda**

- A. *Academic Affairs*
  - 1. Receive Program Review Report Regent Moran  
Gary Alexander,  
VP, Academic Affairs p. 22
  - 2. Receive Report on Attracting and Retaining Outstanding Students p. 29
- B. *Governance*
  - 1. Amend Board Policy to Authorize Division II State Universities to Offer Multi-Year Appointments to Athletic Directors Regent Wilk  
Julene Miller,  
General Counsel p. 34
- C. *Other Matters*
  - 1. Act on Naming of the Honors College at Wichita State University President Bardo p. 36
  - 2. Act on Request to Approve Granting of an Honorary Degree at the University’s Spring 2015 Graduate School Commencement – KSU President Schulz p. 36
  - 3. Act on EPSCoR Companion Program Proposals Blake Flanders,  
VP, Workforce Development p. 37

**VIII. Executive Session**

Board of Regents – Personnel Matters Relating to Non-Elected Personnel

**Thursday, April 16, 2015**

**IX. Introductions and Reports**

- A. *Introductions*
- B. *Report from System Council of Presidents* President Heilman

**X. Approval of Consent Agenda**

- A. *Academic Affairs*
  - 1. Act on Request for Approval of an Associate of General Studies – Hutchinson Community College Gary Alexander,  
VP, Academic Affairs p. 40

- 2. Act on Request to Approve Degree and Certificate Programs Submitted by Barton Community College and Cloud County Community College      Blake Flanders, VP, Workforce Development      p. 46

**XI. Consideration of Discussion Agenda**

*A. Academic Affairs*

- 1. Receive Report on the Impact of Out-of-State Students on the Kansas Higher Education System      Regent Moran  
Gary Alexander, VP, Academic Affairs      p. 50
- 2. Act on Amendment to the Board’s Approval of Programs for Washburn University Policy      p. 55
- 3. Act on Request to Increase GED Retest Fee      p. 56

*B. Other Matters*

- 1. Receive Report from Kansas Postsecondary Technical Education Authority      Blake Flanders, VP, Workforce Development      p. 57
- 2. Receive Budget and Legislative Update      Elaine Frisbie, VP, Finance & Administration  
Matt Casey, Director, Government Relations      p. 57

**XII. Executive Session**

Board of Regents – Personnel Matters Relating to Non-Elected Personnel

**XIII. Adjournment**

## MINUTES OF PREVIOUS MEETING(S)

- I. Call To Order** Regent Wilk, Chair
- II. Executive Session**  
Board of Regents – Personnel Matters Relating to Non-Elected  
Personnel
- III. Approve Minutes**

### KANSAS BOARD OF REGENTS MINUTES March 11, 2015

The March 11, 2015, meeting of the Kansas Board of Regents was called to order by Chairman Kenny Wilk at 1:15 p.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

MEMBERS PRESENT:                      Kenny Wilk, Chairman  
   Shane Bangerter, Vice Chairman  
   Joe Bain  
   Ann Brandau-Murguia  
   Bill Feuerborn  
   Fred Logan  
   Robba Moran  
   Helen Van Etten

MEMBER ABSENT:                      Zoe Newton

#### **APPROVAL OF MINUTES**

Regent Moran moved that the minutes of the February 11, 2015 meeting be approved. Following the second of Regent Logan, the motion carried.

#### **INTRODUCTIONS**

Chancellor Gray-Little announced that the *U.S. News and World Report* ranked ten of the University of Kansas' graduate programs or schools in the top ten of public universities. She noted KU's City Management and Urban Policy program and its Special Education program are ranked number one among public universities.

Chancellor Gray-Little presented a woodcut plaque of the Board of Regents' seal to the Board. The plaque commemorates the 150<sup>th</sup> anniversary of the founding of the University of Kansas. She stated the plaque was created at the Visual Art Studio Technology lab at KU by Garrett Brown, resource lab coordinator, and Haley Crouch, an industrial design student. Chairman Wilk thanked the Chancellor on behalf of the Board. He also spoke about how the University was founded and the important role philanthropic giving played in its establishment.

President Schulz announced that Kansas State University had the following three programs move up in the *U.S. News and World Report* rankings: College of Education, College of Engineering, and College of Veterinary

Medicine. He noted that the College of Engineering and the College of Veterinary Medicine both had significant investment from the State over the last six years.

## **GENERAL REPORTS**

### **REPORT FROM CHAIR**

Chairman Wilk reported he visited the Wichita State University Foundation and has been meeting with a number of legislators.

### **REPORT FROM PRESIDENT AND CEO**

President Tompkins announced that April is designated as Graduate and Professional Students Appreciation month.

### **AMEND AGENDA**

President Tompkins requested moving “Receive Legislative Update” item to the beginning of the discussion agenda. The Board did not object.

### **REPORT FROM COUNCIL OF PRESIDENTS**

President Bardo presented the Council of Presidents’ report. The Council received updates from the Council of Chief Academic Officers, the Council of Business Officers, the Council of Government Relations Officers, the Council of Student Affairs Officers, and the Council of University Support Staff. President Bardo reported that since the System Council of Presidents did not meet this month, Hutchinson Community College’s request to offer an Associate of General Studies was presented and approved by the Council of Presidents. This program will be forwarded to the Board for consideration. He stated the Business Officers updated the Council on the Kansas Department of Administration’s request for the public universities to consider offering discounted tuition to state employees. Additionally, the Council of Presidents reviewed and approved the proposed amendments to the Board’s Weapons Possession policy.

### **REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS**

The Council of Faculty Senate Presidents’ report was presented by Mehmet Barut. Dr. Barut reported the Council is concerned about the impact of SB 193, which would require a financial prospectus for each Kansas college degree program. The faculty also expressed their concerns regarding the proposed reallocation of funds within the state university operating grant and the proposed reallocation of the Kansas Comprehensive Grant Program that would require 75% of the funds to be distributed to the students attending independent and private colleges.

### **REPORT FROM STUDENTS' ADVISORY COMMITTEE**

Reagan Kays presented the Students’ Advisory Committee report. The Committee over the last several months have been discussing placing “non-academic misconduct” notations on student transcripts to improve campus safety. Mr. Kays reported each student government association on the university campuses passed a resolution encouraging the Board to adopt a non-academic misconduct transcript notation policy. Mr. Kays stated the students drafted a policy to begin the discussion and are requesting the Board’s Governance Committee review the issue.

Regent Wilk thanked the students for their work and stated the item will be placed on the Governance Committee’s agenda. Additionally, Regent Wilk on behalf of the Board asked the Student Advisory Committee to consider reviewing whether the state universities have policies regarding student decorum at athletic events. He asked that the students discuss the topic and bring back any recommendations.

## **STANDING COMMITTEE AND OTHER REPORTS**

ACADEMIC AFFAIRS

Regent Moran reported the Board Academic Affairs Standing Committee received a report on qualified admissions, updates on transfer and articulation, and developmental education.

FISCAL AFFAIRS AND AUDIT

Regent Bangerter presented the Board Fiscal Affairs and Audit Standing Committee report. The Committee received the Non-Public Funds Management Review Reports on the University of Kansas, Kansas State University, and Pittsburg State University. The Committee also reviewed the University of Kansas' and Emporia State University's Annual Financial Reports and discussed faculty and staff salaries for the FY 2016 tuition proposals.

GOVERNANCE

Regent Wilk reported the Governance Committee reviewed proposed amendments to the Board's Annual and Multiple Year Appointments policy and the Approval of Programs for Washburn University policy. These policies will be forwarded to the Board for consideration at the April meeting. Additionally, staff presented proposed updates to Foresight 2020, which the Committee will continue to discuss next month.

APPROVAL OF CONSENT AGENDA

Regent Bain moved, with the second of Regent Bangerter, that the Consent Agenda be approved. The motion carried.

*Academic Affairs*

BACHELOR OF ARTS IN MODERN LANGUAGES – PSU

Pittsburg State University received approval to offer a Bachelor of Arts in Modern Languages. No new funding is required for this program because it is replacing another program.

MASTER OF SCIENCE IN APPLIED STATISTICS AND ANALYTICS – KUMC

The University of Kansas Medical Center received approval to offer a Master of Science in Applied Statistics and Analytics. The Johnson County Educational Research Triangle funds will be used for the start-up cost of the program. By year four, the program will be self-sustaining through tuition dollars.

*Fiscal Affairs & Audit*

AMENDMENT TO FY 2015 CAPITAL IMPROVEMENT PLAN FOR THE INNOVATION CAMPUS UTILITIES/INFRASTRUCTURE PROJECT – WSU

Wichita State University received authorization to amend its FY 2015 Capital Improvement Plan to include the Innovation Campus Utilities/Infrastructure Project. The estimated cost of the project is \$7.8 million, which will be paid from the Sedgwick County Public Building Commission bond issue. The project's Program Statement was also approved.

AMENDMENT TO FY 2015 CAPITAL IMPROVEMENT PLAN TO CONSTRUCT A HAZARDOUS WASTE TRANSFER FACILITY – KSU

Kansas State University received authorization to amend its FY 2015 Capital Improvement Plan to construct a new 800 square foot Hazardous Waste Transfer Facility. The new building will hold up to 90 days' worth of hazardous waste. The estimated cost of the project is \$555,000. It will be funded from the general use cash balances saved in the Public Safety Department. The project's Program Statement was also approved.

AMENDMENT TO FY 2015 CAPITAL IMPROVEMENT PLAN TO RELOCATE THE PUREBRED BEEF UNIT ON THE MANHATTAN CAMPUS – KSU

Kansas State University received approval to amend its FY 2015 Capital Improvement Plan to relocate the Purebred Beef Unit facilities on the Manhattan campus. The cost of the project is estimated at \$5,200,000, which will be funded with bond proceeds committed from the State of Kansas to the NBAF project.

AMENDMENT TO FY 2015 LIST OF REHABILITATION AND REPAIR PROJECTS TO INCLUDE REPAIR OF STEAM DISTRIBUTION TUNNEL – KSU

Kansas State University received authorization to amend its FY 2015 Rehabilitation and Repair List to include tunnel repairs at the intersection of 17<sup>th</sup> Street and Claflin Road. The funds (\$553,868) that were originally intended to replace the Natatorium air handling equipment will be used on this project. The funding for the Natatorium air handling equipment will be included on KSU’s FY 2017 Rehabilitation and Repair List.

AMENDMENT TO FY 2016 LIST OF REHABILITATION AND REPAIR PROJECTS TO REMOVE UPDATES TO NICHOLS HALL – KSU

Kansas State University received approval to amend its FY 2016 Rehabilitation and Repair List. Below are the list of projects that will be deferred from the FY 2016 List and projects that will be added to the FY 2016 List.

Projects to be deferred from the FY 2016 Rehabilitation and Repair List:

|  |                  |
|--|------------------|
| Nichols Hall stone restoration phase IV        | (\$700,000)      |
| Nichols Hall roof/window systems/parapet walls | <u>(850,000)</u> |
| Total of removed projects                      | (\$1,550,000)    |

Projects to be added to the FY 2016 Rehabilitation and Repair List:

|  |                |
|--|----------------|
| Weber east flat roof replacement                   | \$400,000      |
| Ahearn upper flat roof system                      | 350,000        |
| Power Plant roof replacement                       | 410,000        |
| Power Plant upper wall stone repairs at roof edges | <u>390,000</u> |
| Total of added projects                            | \$1,550,000    |

**CONSIDERATION OF DISCUSSION AGENDA**

Other Matters

LEGISLATIVE UPDATE

Matt Casey, Director of Government Relations, provided an update on the following non-budget legislative bills: SB 161 – Leave for University Support Staff, SB 175 – Exercise of Religious Beliefs by Student Associations, HB 2139 – Tuition and Fees for Undocumented Students, HB 2266 – Policy on Sexual Assault, and HB 2234 – Use of Official Titles by Professors in Certain Publications. He also reviewed the proposed FY 2016 budgets for both the House and the Senate. He stated the House Appropriations Committee’s proposed budget is closely aligned with the Governor’s budget recommendations. The Senate Ways and Means Committee’s budget proposal contains a provision that reallocates funds within the state university operating grant. Regent Wilk stated shifting funds between universities or between campuses of a single university sets a dangerous precedent. Following discussion, the Board reiterated their opposition to reallocating the universities’ operating grant and their support for the Governor’s budget.



STUDENT HEALTH INSURANCE RATES FOR PLAN YEAR 2015-2016

Madi Vannaman, Staff Affiliate, presented the proposed student health insurance rates for plan year 2015-2016. The student-only proposed premium will be \$1,407 which is a 5.51% or \$82 decrease from the prior plan year. Ms. Vannaman stated the decrease is due to the positive historical experience of the plan. She noted the state universities make a 75% contribution toward the semester premium for any qualifying graduate teaching, graduate research or graduate assistant who enrolls in the plan. Ms. Vannaman stated a modification to the premium rates for dependents is required to be compliant with the Affordable Care Act and to adhere to State of Kansas filing requirements. The dependent premium rates cannot exceed the student premium rates. She stated the Board's Student Insurance Advisory Committee, the Council of Business Officers, and the Council of Presidents all reviewed the rates and recommend approval of the proposed modifications and premium rates for plan year 2015-2016. Regent Murguia moved to approve, and Regent Van Etten seconded. The motion carried.

Presentations

PHILMONT RELATIONSHIP WITH KUMC AND THE COLLABORATIVE PROJECT WITH JOHNSON COUNTY COMMUNITY COLLEGE

Dr. Kenneth Goertz, Associate Professor of Pediatrics, and Dr. David Naylor, Assistant Professor of Internal Medicine, gave a presentation on the University of Kansas Medical Center's relationship with the Philmont Scout Ranch, which is located in New Mexico. KU Medical students have an opportunity to take the Philmont Adolescent Medicine course to fulfill a sub-internship requirement. During this course, students practice wilderness medicine under the supervision of volunteer faculty. Dr. Naylor stated KUMC and Johnson County Community College's paramedic program have collaborated to provide advanced simulation training to prepare the students to work in a wilderness environment.

BREAK

The Chairman called for a break at 2:35 p.m. and resumed the meeting at 2:45 p.m.

REPORT ON SYSTEM ENROLLMENTS AND STUDENT FINANCIAL AID FOR ACADEMIC YEAR 2014

Cindy Farrier, Director of Data, Research and Planning, presented the report on system enrollments and student financial aid for academic year 2014. She reviewed the system-wide enrollment by residency, ethnicity, age, and gender. She reported the headcount and full-time equivalent (FTE) enrollments by sector. Over a five-year span, the system-wide headcount enrollment increased 1.4 percent and the system-wide FTE enrollment increased 5.6 percent. Ms. Farrier reviewed the population and characteristics of Kansas high school students including data on graduation rates, college readiness by subject, and developmental education. The number of high school graduates is expected to grow for academic year 2016. Additionally, Ms. Farrier discussed student aid and student debt. In Kansas, 62% of graduates borrow federal loans and the average debt is \$24,338. She reported by sector how full-time undergraduate students pay for tuition, which included out-of-pocket expense, loans, scholarships, grants, tuition waivers, and work study.

(PowerPoint filed with Official Minutes)

Academic Affairs

UPDATE TO K-STATE'S PROCEDURE FOR REVIEW OF DISMISSAL OF TENURED FACULTY

Gary Alexander, Vice President for Academic Affairs, presented the proposed updates to Kansas State University's Procedure for Review of Dismissal of Tenured Faculty. Vice President Alexander stated KSU has not updated this procedure since 1986. Regent Moran moved to approve, and Regent Van Etten seconded. The motion carried.

(Procedure filed with Official Minutes)

AMEND AGENDA

The Chairman amended the agenda to schedule the Report from the Kansas Postsecondary Technical Education Authority as the next item.

REPORT FROM KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY AND TIERED AND NON-TIERED COURSE DESIGNATIONS

Blake Flanders, Vice President for Workforce Development, reported the Technical Education Authority (TEA) received and approved the recommendations from the Tiered/Non-Tiered Course Reclassification Subcommittee. TEA Member Jackie Vietti reviewed the membership of the Subcommittee and discussed the process used to review the courses. Regent Bangerter moved to approve the course designations, and Regent Feuerborn seconded. The motion carried. The following were designated as non-tiered:

| T/NT Course Status Review (First Round) |                                       |              |
|---|---------------------------------------|--------------|
| Current Bucket #                        | Bucket/Course Description             | New Bucket # |
| 2                                       | A&P                                   | 42--Non-Tier |
| 539                                     | Substance Abuse Awareness             | 42--Non-Tier |
| 360                                     | Bloodborn Pathogens                   | 42--Non-Tier |
| 468                                     | Business Communications               | 42--Non-Tier |
| 364                                     | Intro to Criminal Justice             | 42--Non-Tier |
| 175                                     | Criminology/Criminal Behavior         | 42--Non-Tier |
| 104                                     | Juvenile Delinquency                  | 42--Non-Tier |
| 25                                      | Constitutional /Criminal/Intro to Law | 42--Non-Tier |
| 154                                     | Computer Apps                         | 42--Non-Tier |
| 288                                     | Computer Apps/For                     | 42--Non-Tier |
| 524                                     | Computer Apps/Integrated              | 42--Non-Tier |
| 471                                     | Computer Apps/Internet                | 42--Non-Tier |
| 289                                     | Computer Apps/MAC                     | 42--Non-Tier |
| 630                                     | Computer Apps/Presentation            | 42--Non-Tier |
| 542                                     | Computer Apps/Spreadsheet/Excel       | 42--Non-Tier |
| 441                                     | Computer Apps/Windows                 | 42--Non-Tier |
| 328                                     | Computer Apps/Word                    | 42--Non-Tier |
| 332                                     | Desktop Publishing                    | 42--Non-Tier |
| 30                                      | Outlook                               | 42--Non-Tier |
| 442                                     | Computer Info Systems (Intro)         | 42--Non-Tier |
| 241                                     | Computer Science (Intro)              | 42--Non-Tier |
| 155                                     | CPR/First Aid                         | 42--Non-Tier |
| 371                                     | Digital Photography                   | 42--Non-Tier |
| 372                                     | Document Processing                   | 42--Non-Tier |
| 566                                     | Childhood/Growth and Development      | 42--Non-Tier |
| 249                                     | Emergency/Rescue/Scuba Diving         | 42--Non-Tier |
| 84                                      | Healthcare (Intro-allied health)      | 42--Non-Tier |
| 63                                      | Nutrition                             | 42--Non-Tier |
| 274                                     | Workplace Skills                      | 42--Non-Tier |
| 50                                      | AG/Topics                             | 42--Non-Tier |
| 439                                     | Auto Collision/Special Topics         | 42--Non-Tier |

|     |                                       |              |
|-----|---------------------------------------|--------------|
| 238 | Auto Tech/Special Topics              | 42--Non-Tier |
| 207 | Business/Topics                       | 42--Non-Tier |
| 53  | CJ/Topics                             | 42--Non-Tier |
| 481 | Early Childhood/Topics                | 42--Non-Tier |
| 82  | EMT/Topics                            | 42--Non-Tier |
| 302 | Healthcare/Topics                     | 42--Non-Tier |
| 662 | Information Technology/Special Topics | 42--Non-Tier |
| 187 | Long-Term Care/Topics                 | 42--Non-Tier |
| 309 | Networking/Topics                     | 42--Non-Tier |
| 350 | Office Tech/Topics                    | 42--Non-Tier |

AMENDMENTS TO ARTICLES 24, 26, 28, 29, 29a AND 29b RULES AND REGULATIONS

General Counsel Julene Miller presented the proposed amendments to several rules and regulations. Article 24 (General Education Development Test) is being amended to reflect the new scores set by GED TS for the 2014 test. Article 26 currently applies to only community colleges, but it is being amended to make the regulations cover all of the public two-year institutions – community colleges, technical colleges, and Washburn Institute of Technology. General Counsel Miller noted these proposed amendments include feedback received from representative of the two-year institutions. Article 28 (Private and Out-of-State Postsecondary Education Institutions) is being amended to lower many of the established fees, based on projections made in a recent business study. Articles 29, 29a, and 29b (Qualified Admission) are being amended to replace the term “GED” with the more generic “high school equivalency,” remove terms that are no longer used, and change outdated language. Additionally, the University of Kansas’ Admissions regulations (Article 29b) are being amended to remove race as a factor for consideration in making admission recommendations. Regent Logan moved, and Regent Feuerborn seconded, that the proposed amended permanent regulations be approved. On a roll call vote, the following Regents voted affirmatively to adopt the motion: Regent Wilk, Regent Bangerter, Regent Bain, Regent Murguia, Regent Feuerborn, Regent Logan, Regent Moran, and Regent Van Etten. Motion carried.

(Regulations filed with Official Minutes)

Fiscal Affairs and Audit

PURCHASE OF BUILDING – KSU

Greg Hoffman, Director of Facilities, introduced Kansas State University’s request to purchase an office building located at 5970 Executive Court in Manhattan, Kansas. The building will be used as temporary space to house programs and staff impacted by renovation of existing facilities. The building was appraised at \$600,000. The University will offer to purchase the building for \$575,000, which will be financed from restricted fees cash balances within the Administration and Finance unit. Mr. Hoffman stated the annual operation and maintenance budgets are estimated at \$200,000, and the renovation improvements are estimated at \$300,000. The operating and maintenance cost will be funded from internal reallocation of general use budgets. Following discussion, Regent Logan moved to approve. Regent Bangerter seconded, and the motion carried.

ADOPT BOND RESOLUTION FOR EXPANSION OF EXISTING CHILLED WATER PLANT – KSU

General Counsel Miller introduced a bond resolution for Kansas State University. The resolution would authorize the issuance of bonds in one or more series in a total aggregate amount not to exceed \$56,000,000 plus costs and reserves. The bonds will be used to finance the costs of constructing an addition to the existing chilled water plant on the Manhattan campus. The bonds will be secured with a pledge of generally available unencumbered funds of the University. Regent Logan moved to approve and authorize the Chair and President and CEO to execute the

Resolution and various other documents relating to the security and payment of such bonds. Regent Murguia seconded, and motion carried.

(Resolutions filed with Official Minutes)

ANNOUNCEMENT

President Schulz announced the appropriations bill that Congress passed for the Department of Homeland Security contained the final \$300 million needed to fund construction of the National Bio and Agro-Defense Facility in Manhattan. He stated construction will begin in May or June and it is anticipated that the facility will begin operating by 2020.

EXECUTIVE SESSION

At 4:00 p.m., Regent Bangerter moved, followed by the second of Regent Feuerborn, to recess into executive session for 30 minutes starting at 4:10 p.m. in the Kathy Rupp Conference Room to discuss personnel matters of non-elected personnel. Participating in the executive session were members of the Board, President Tompkins, General Counsel Miller (for a portion), and Legal Assistant Renee Burlingham (for a portion). At 4:40 p.m., the meeting returned to open session. Regent Logan moved to extend for 10 minutes. Following the second of Regent Murguia, the motion carried. At 4:50 p.m., the meeting returned to open session.

ADJOURNMENT

The Chairman adjourned the meeting at 4:50 p.m.

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Andy Tompkins, President and CEO

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Kenny Wilk, Chair

**KANSAS BOARD OF REGENTS**  
**MINUTES OF CAMPUS VISIT MEETING**  
April 7, 2015

The Kansas Board of Regents met on Tuesday, April 7, 2015 on the Fort Hays State University campus in Hays, Kansas. The meeting began at 7:30 a.m. with the campus visit. Proper notice was given according to law.

MEMBERS PRESENT:                   Kenny Wilk, Chairman  
  Shane Bangerter, Vice Chairman  
  Joe Bain  
  Ann Brandau-Murguia  
  Bill Feuerborn  
  Fred Logan  
  Robba Moran  
  Zoe Newton  
  Helen Van Etten

**EXECUTIVE SESSION**

At 2:15 p.m., Regent Logan moved, followed by the second of Regent Bangerter, to recess into executive session for 30 minutes to discuss personnel matters of non-elected personnel. Participating in the executive session were members of the Board and President Tompkins. At 2:45 p.m., the meeting returned to open session. Regent Logan moved to extend for 15 minutes. Following the second of Regent Bangerter, the motion carried. At 3:00 p.m., the meeting returned to open session.

**ADJOURNMENT**

The meeting adjourned at 3:00 p.m.

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Andy Tompkins, President and CEO

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Kenny Wilk, Chair

# CONSENT AGENDA

## IV. Introductions and Reports

- A. *Introductions*
- B. *Report from the Chair* Regent Wilk, Chair
- C. *Report from the President & CEO* Andy Tompkins, President & CEO
- D. *Report from Council of Presidents* President Bardo
- E. *Report from Council of Faculty Senate Presidents* Mehmet Barut
- F. *Report from Students' Advisory Committee* Reagan Kays

## V. Standing Committee Reports

- A. *Academic Affairs* Regent Moran
- B. *Fiscal Affairs & Audit* Regent Bangerter
- C. *Governance* Regent Wilk

## VI. Approval of Consent Agenda

- A. *Retirement Plan*
  - 1. **Appoint New Retirement Plan Committee Member** **Madi Vannaman,  
Staff Affiliate**

### Summary and Staff Recommendation

*To fulfill the Board's fiduciary responsibility for the KBOR Mandatory Retirement Plan, appropriate management and periodic review of the investment options provided under the Plan are required. In July 2005, the Board delegated responsibility for plan administration and investment oversight to the Board created "Retirement Plan Committee" (RPC) and provided for appointment of specific types of individuals. Due to the retirement of an RPC member, a new representative from the KU Medical Center has been nominated by the University and needs to be appointed to the RPC to serve out the former representative's term, which lasts through June 30, 2016. Staff recommends that the Board appoint Ed Wilson, Director of the University of Kansas' Medical School's Strategic Human Resources Initiatives, to serve out the vacant position, with a term to last through June 30, 2016.*

### The Kansas Board of Regents Retirement Plan

The Kansas Board of Regents (KBOR) Retirement Plan is an essential component of the benefits and compensation package available to faculty and staff who serve at the six state universities and the KBOR office. The KBOR Plan has four components: (1) a mandatory 403(b) retirement plan; (2) a voluntary 403(b) retirement plan; (2) a long term disability plan; and (4) a phased retirement plan. This issue paper addresses the Board's oversight of the Mandatory Retirement Plan and the composition of the Board created Retirement Plan Committee (RPC).

In 1962 the Legislature authorized the Board to establish a Mandatory Retirement Plan under Internal Revenue Code Section 403(b) in order to provide retirement income for faculty and unclassified employees at the state universities and board staff. The creation of the KBOR plan allowed eligible employees an alternative to KPERS, which was also established in 1962.

Then, as now, the KBOR retirement plan is an essential tool used to attract and retain quality faculty and unclassified employees to the state universities and to the KBOR office. With features such as portability and immediate vesting, the KBOR retirement plan has aspects that differ from KPERS and are more attractive and essential in the competitive environment of higher education.

As of December 31, 2012, the total value of the retirement funds in the Board's Mandatory Plan (with the two Board approved investment providers, ING and TIAA-CREF) was \$2.63 billion dollars.

### **Retirement Plan Committee**

In June 2005, the Board created the RPC and appointed the first members to serve on it.<sup>1</sup> By Board policy, the RPC is composed of representatives from the Board itself, the Council of Presidents (COPs), the Council of Business Officers (COBO) and the Advisory Committee on Retirement and Benefits (ACORB). Subject matter experts from the campuses are also appointed to provide additional expertise. The RPC duties include oversight of the Mandatory Retirement Plan, its administration and its investments, as well as having the responsibility for creating and reviewing plan documents and investment provider agreements, implementing an investment policy with performance standards, and reviewing the investment performance on a semi-annual basis. The RPC holds four meetings per year, and when appropriate or necessary, it makes recommendations to the Board with regard to taking action on matters related to the Retirement Plan.

Pursuant to Board policy, the RPC is comprised of ten individuals, with nine voting members, eight of whom represent their employing university. All are appointed to serve staggered three year terms. The RPC is currently chaired by Regent Murguia. The Board is to strive for as broad of representation from the state universities as possible when making appointments to the RPC.

Rick Robards, the former RPC representative from the University of Kansas Medical Center retired and Ed Wilson, Director of Strategic HR Initiatives, has been nominated by the University to replace Mr. Robards.

Staff recommends that the Board appoint Mr. Wilson to serve out the term of the vacant position through June 30, 2016.

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<sup>1</sup> See Board Policy Manual Section A.4.a.(3).

**2. Approve Fund Investment Share Class Changes in the Board’s Mandatory Retirement Plan and Consultant Contract Extension**

**Summary and Staff Recommendation**

*Fulfillment of the Board’s fiduciary responsibility for the Kansas Board of Regents (KBOR) Mandatory Retirement Plan requires appropriate management and periodic review of the Plan’s investment options. The Board’s vendor management document requires that any fund changes proposed by either of the two KBOR investment providers (TIAA-CREF and Voya) be first approved by the Retirement Plan Committee (RPC) and then the Board. In the latest review conducted, TIAA-CREF did not submit a fund lineup change. Voya presented its fund line-up change at the March, 2015 RPC meeting along with recommendations from KBOR’s contracted investment consultant, Segal Rogerscasey. Based upon the information discussed at that March meeting, the RPC recommends that the Board approve the following change to the Mandatory Plan lineup: A) Move to the Voya Fixed Account with a guaranteed minimum of 1.0%, B) move to lower share classes for several investment options, and C) reduce the add-on to the Vanguard Target Retirement Funds to 0.15%. Staff and the RPC recommend that Board approve these changes to the Voya fund lineup, to become effective July 1, 2015.*

*The RPC also recommends that the Board approve extending for five more years the current contract with the investment consultant firm, Segal Rogerscasey. The agreed fees for the additional five year extension were contained in the original contract but have been renegotiated and lowered, due to some decreased costs. Staff, the RPC and Board use the services of this firm to advise and assist with retirement plan matters to meet the Board’s fiduciary responsibility for the retirement plan. Such consultation services help to ensure compliance with applicable laws and provide necessary expertise with regard to financial investment matters. The RPC is satisfied with the services of this vendor, and extending the contract for another five years avoids having to possibly familiarize a new firm with the details of the Board Retirement Plans. The RPC recommends approving the five year extension to the contract with Segal Rogerscasey.*

**Voya Mandatory Retirement Fund Lineup Changes**

In April 2007, the Board approved use of the Retirement Plan Committee (RPC) vendor management document to address the protocol for making fund changes proposed by either of the two KBOR investment providers (TIAA-CREF and Voya) or the consultant. These protocols include the guidelines for submission of suggested fund changes.

Pursuant to the provisions of the vendor management document, Voya identified an enhancement to their fund line up and submitted a proposal to reduce their revenue target and reduce participant fund expenses. Voya presented two pricing scenarios for consideration.

1. Reduce Voya’s revenue target from 0.30% to 0.28% by reducing expense added on to the Vanguard Target Retirement Funds from 0.35% to 0.15%. The impact of the lower revenue target would be to decrease the overall weighted average mutual fund expense from 63 basis points to 60 basis points; or
2. Reduce Voya’s revenue target from 0.30% to 0.18%, move to the Voya Fixed Account with a guaranteed minimum interest rate floor of 1.0% (Voya would guarantee rates for 2015 and 2016 of 3.0% and 2017 of 2.75%), move to lower share classes for several investment options and reduce the add-on to the Vanguard Target Retirement Funds from 0.35% to 0.15%. The impact of the lower revenue target would be to decrease the overall weighted average mutual fund expense from 63 basis points to 52 basis points.

Segal RogersCasey recommended the second pricing scenario for the following reasons:

- A. Participants receive lower, overall fees with the reduction in Voya’s required revenue and subsequent expense ratio reduction. The 12 basis point decline lowers the overall weighted average expense ratio from 60



basis points to 52 basis points which is significant to participants. That cost savings outweighs the current 3% guaranteed minimum interest rate floor.

- B. The 1.0% guaranteed minimum interest rate floor is consistent with new industry standards.
- C. Voya is guaranteeing competitive rates for the next three years; rates are expected to increase over that time, so the Large Case Credit in 2018 may not be as badly impacted.
- D. Beginning in 2018, Voya will evaluate the interest rate environment and offer the highest crediting interest rate which Voya offers to their large case clients. Voya's large case crediting rate is typically 25 basis points above their standard crediting rate. The crediting rate is determined and communicated to clients at the beginning of each year and is determined based upon the current interest rate environment.
- E. Funds with lower share classes would be:

1. VY T. Rowe Price Capital Appreciation (0.90% to 0.65%)
2. American Funds Fundamental (0.66% to 0.36%)
3. VY FMR Diversified Mid Cap Portfolio (0.90% to 0.65%)
4. American Century Mid-Cap Value (1.26% to 0.81%)
5. American Beacon Small Cap Value (1.20% to 0.84%)
6. American Funds EuroPacific Growth (0.85% to 0.55%)

Voya understands the necessity to communicate with participants to help them understand what has happened and why, as well as the implications to their retirement plan. Should the Board approve this change, Voya will provide a comprehensive communication plan including mailings, one-on-one and group meetings to ensure participant understanding.

The RPC recommends that the Board approve this change to Voya's pricing structure and lower share classes in the Mandatory Retirement Plan lineup. Staff recommends approval of these changes to the Mandatory Retirement Plan fund lineup effective July 1, 2015.

### **Segal RogersCasey Contract Extension**

The Kansas Board of Regents (KBOR) entered into a five year contract with Segal RogersCasey (then Segal Advisors) on September 24, 2010. This contract provided consulting services relating to the KBOR Retirement Plans, working with the Retirement Plan Committee (RPC).

The contract's initial term is for five years from December 1, 2010, through November 30, 2015. The contract allows an optional, five year renewal period that would run from December 1, 2015, through November 30, 2020.

For general consultation services, including the semi-annual review, the contract amount stipulated for years 1 to 5 is \$42,000 per year. But, beginning in year 3, the KBOR Office requested that the contract amount be reduced \$1,000 to reflect a reduction in the number of hard-copy semi-annual reports provided. Segal RogersCasey agreed to that reduction and has been billing accordingly. This expense and other expenses associated with administration of the Board's retirement plan are paid for by the two KBOR investment providers.

Under the current contract the fees for the extension years 6 to 8 would be \$47,000 and for years 9 and 10 would be \$48,500. For all remaining years of the five year extension, the contract allows additional charges for crafting new plan documents or related amendments, to be billed at a \$300 hourly rate, after the Retirement Plan Committee receives and approves an itemized fee quote.

If the five year extension is approved by the Board, Segal RogersCasey has agreed to lower the fees previously agreed to in the contract. The change in fees is contained in the below chart.

KBOR's contract with Segal RogersCasey -

| <u>Year</u>                | <u>Agreed Fee in current Contract</u> | <u>Newly Agreed Fee under Proposed Extension</u> |
|----------------------------|---------------------------------------|--|
| 1 – Dec. 2010 to Nov. 2011 | \$42,000                              |  |
| 2 – Dec. 2011 to Nov. 2012 | \$42,000                              |  |
| 3 – Dec. 2012 to Nov. 2013 | \$41,000                              |  |
| 4 – Dec. 2013 to Nov. 2014 | \$41,000                              |  |
| 5 – Dec. 2014 to Nov. 2015 | \$41,000                              |  |
| 6 – Dec. 2015 to Nov. 2016 | \$47,000                              | \$41,000   |
| 7 – Dec. 2016 to Nov. 2017 | \$47,000                              | \$42,500   |
| 8 – Dec. 2017 to Nov. 2018 | \$47,000                              | \$44,000   |
| 9 – Dec. 2018 to Nov. 2019 | \$48,500                              | \$45,500   |
| 10–Dec. 2019 to Nov. 2020  | \$48,500                              | \$47,000   |

The contract language providing for additional charges for certain other services would remain the same. These fees include costs if new plan documents or related amendments are crafted. This expense and other expenses associated with administration of the Board’s retirement plan are paid for by the two KBOR investment providers.

**Recommendation**

Past practice and policy require that the Board approve entering into contracts of this nature. At its March 2015 meeting, the RPC approved extending the contract with Segal RogersCasey for another five years, at the above stated rates and recommends Board approval.

*B. Fiscal Affairs & Audit*

**1. Act on Request to Authorize Entering into a Lease Agreement with the Kansas University Endowment Association for the Rainbow Mental Health Property Adjacent to KUMC – KU**      **Greg Hoffman,  
Director of Facilities**

The University of Kansas requests authorization to enter into a lease agreement with the Kansas University Endowment Association for the Rainbow Mental Health property. The KU Endowment Association recently purchased the Rainbow Mental Health property and buildings in Kansas City, Kansas from the Secretary of Aging and Disability Services. The Secretary of Aging and Disability Services was authorized by the 2014 Legislature to sell this property to the University or the KU Endowment Association at the appraised value. The Secretary secured three appraisals for the property as required by state law and offered the property to KU Endowment at a price of \$1.9 million.

There are two buildings on the property. Rainbow Services, Inc. has a lease agreement with the Secretary of Aging and Disability Services for portions of both buildings until January 31, 2017. The sale to KU Endowment was contingent on the remainder of that lease being honored. This property is in the heart of the KU Medical Center Campus. It will provide both additional space that is needed for Medical Center programs and additional parking which will become critical as the KU Hospital begins construction of its new building on State Line Road and as the University begins construction on the new Health Education Building in the fall of 2015.

The Medical Center Facilities Planning Office has been working with Clark Enersen Partners and the Unified Government on the design of a parking lot at the Rainbow Mental Health location. The plan involves razing a portion of one of the two buildings on the site. The estimated cost of razing the building and constructing 254 new parking spaces for cars and 22 new spaces for motorcycles is \$1.1 million. The KU Endowment will advance the funds for this work.

The Board of Regents policy allows state universities to lease property from related endowment associations in an amount sufficient to amortize the cost of the investment. The Medical Center requests authorization to lease the Rainbow Mental Health property from the KU Endowment in an amount that amortizes the investment of \$3.0 million with interest at the Prime Rate (currently 3.25%) plus 1% for a five-year term. The lease will be funded with a combination of funds on deposit at the KU Endowment (approximately \$1.2 million) and parking revenue funds.

**2. Act on Request to Amend the FY 2015 Rehabilitation and Repair Projects – KU**

The University requests authorization to amend its FY 2015 list of Rehabilitation and Repair Projects to include a project to convert the existing computer classroom in Fraser Hall into a laboratory for the Laboratory of Biological Anthropology. The project includes a three chamber isolation lab (a “clean room facility” with controlled levels of environmental pollutants such as dust, airborne microbes, aerosol particles, and chemical vapors) for ancient DNA research. The clean room must have its own mechanical systems and all constructed surfaces must be impermeable as they will be cleaned with bleach. The scope also includes an office for a new foundation professor and graduate studies offices. The estimated cost of the project is \$580,000 and will be funded with tuition revenues.

**3. Act on Request to Authorize the KU Endowment Association to Renovate Douthart Scholarship Hall as Authorized by K.S.A. 76-757 – KU**

The University requests authorization for the KU Endowment Association to renovate Douthart Scholarship Hall for the Student Housing Department. Douthart Scholarship Hall, which opened in 1954, houses 48 women in 12 bedroom/study area suites. Student Housing is undertaking an extensive renovation of all scholarship halls with the work anticipated to include replacement of building mechanical systems and steam heating; air conditioning /cooling air handlers; potable water, and building electrical systems which also include lighting and fire alarm systems.

Replacement of building plumbing systems, renovation of bathroom and shower areas, and upgrades to finishes, partitions, sinks, countertops and toilet fixtures are included. The renovation also includes the kitchen and related equipment including cabinets and counters, and upgrades to the dining and recreation areas. Stair and corridor improvements include ceiling and carpet replacement and painting throughout. The estimated cost of the project is \$1.6 million and will be funded with private funds on deposit with KU Endowment. An architectural program for the project has been provided to the Director of Facilities for the Board. The University will advise the Joint Committee on State Building Construction and requests that the project be authorized as provided in K.S.A. 76-757.

# DISCUSSION AGENDA

## VII. Consideration of Discussion Agenda

### A. Academic Affairs

#### 1. Receive Program Review Report

Regent Moran

**Gary Alexander,**  
VP, Academic Affairs

### Summary and Recommendations

*Board policy requires that “in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission.” These reviews are “institutionally based and follow the departmental or unit structure of the institution.” [Policy and Procedures Manual, II.A.5.]. This item is the report on programs reviewed in academic year 2013-2014. Copies of individual campus reports are available at [http://www.kansasregents.org/program\\_review\\_2014](http://www.kansasregents.org/program_review_2014). Staff recommends acceptance of this report.*

### Background

The Kansas Board of Regents’ program review policy reads as follows:

- a. 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.
- b. The review of degree programs shall encompass all levels of academic degrees from associate to doctoral. Program reviews are institutionally based and follow the departmental or unit structure of the institution. “Program” means an academic plan that is approved by the appropriate governing board and leads to an award, for example, a degree or a career/technical certificate.

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

Program review reports are comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed in 2013-2014; (3) analysis of data compiled in Kansas Postsecondary Database (KSPSD) regarding minimum requirements for majors, graduates, faculty, and average ACT scores; and (4) follow-up summary on concerns raised previous years.

### The Academic Program Review Process

State universities are required to review approved programs at least once every eight years to ensure academic quality. It is important to note that universities are not required to review programs every year of the eight year cycle, but must review all programs within that timeframe. As appropriate, universities establish review schedules that generally align with accreditation requirements.

#### A. Criteria

The following criteria are used in reviewing academic programs:

1. centrality of the program to fulfilling the mission and role of the institution;
2. quality of the program as assessed by the strengths, productivity and qualifications of the faculty;
3. quality of the program as assessed by its curriculum and impact on students;

4. demonstrated student need and employer demand for the program;
5. service the program provides to the discipline, the university and beyond; and
6. cost-effectiveness.

Additional criteria consistent with institutional mission may also be added.

Institutional reviews may include student learning assessment data, recommendations from accreditation reports, evaluations, and various institutional data, e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality. Specific and/or additional information that relate to these criteria and that are meaningful and appropriate for the institution can be developed by individual universities.

### *B. Data and Minima Tables*

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

#### Undergraduate programs:

- number of majors (25)
- number of graduates (10)
- number of faculty FTE to deliver the program (3)
- average ACT score ( $\geq 20$ )

#### Master's and Doctoral programs

- number of majors (20 for masters; 5 for doctorate)
- number of graduates (5 for masters; 2 for doctorate)
- number of faculty FTE to deliver the program (additional 3 beyond baccalaureate for master's; additional 2 beyond master's for doctorate)

### *C. Programs Requiring Additional Review or Monitoring for Improvement*

Based on review of both qualitative reports and program review data, Board staff and/or institutions identify areas of possible concern and consult with institutions to determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review beyond that provided by the regular review cycle. In addition, some programs may require monitoring for a period of time to assess their progress in rectifying problems identified in the regular review process. Guidelines for prompting intensive review or monitoring include minimum data criteria in specific categories. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive reviews.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources such as assessment results, and accreditation reports pertaining to the program's quality or relationship to institutional mission.

Board staff monitors campus activities regarding programs identified for intensive review until those issues are resolved and institutions include that information as part of this annual program review update. For programs that are discontinued, each university teaches out students in the program, but does not accept new enrollments.

*D. Final Report and Recommendations*

Upon the conclusion of the program review process, each state university submits to Board staff an executive summary of its annual review and recommendations for each program. Board staff develops the annual program review report based on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions.

For the 2013-2014 program review cycle, Fort Hays State University, Pittsburg State University and the University of Kansas Medical Center submitted reviews and also addressed concerns raised in previous reviews. Emporia State University, Kansas State University, the University of Kansas and Wichita State University completed the current review cycle early so only needed to report on concerns raised in previous reviews.

**Summary of 2013-2014 Reports from FHSU, PSU and KUMC**

Fort Hays State University, Pittsburg State University and the University of Kansas Medical Center reviewed a total of 15 academic programs at the baccalaureate, master's and doctoral levels. What follows is a brief summary of the programs reviewed in 2013-2014 by these institutions as part of the regular eight-year cycle for program review. In addition, a brief overview of the institution's review process is included as is an update on issues identified in previous reviews.

***Fort Hays State University (FHSU)***

FHSU has a three stage process for program review. In the first phase, departments complete a self-study which is evaluated by the Academic Assessment and Review Committee (AARC). Based on the self-study, the AARC makes recommendations to the Provost and President. Programs recommended to continue need no additional review. The Provost's office notifies programs that are identified for intensive review, which is the second phase of the process. In the intensive review process, the department prepares a 10 page document which is reviewed by AARC. The AARC recommends to the Provost whether to continue or discontinue the program. Programs selected for discontinuance enter Phase III of program review. In Phase III the University teaches out students in the program, but does not accept new enrollments.

FHSU reviewed three programs in AY 15. The Professional Science Master's program was discontinued because anticipated demand did not materialize and there was not sufficient faculty interest to continue the program. The BBA degree in Tourism and Hospitality Management does not meet the data minima for number of graduates and is being discontinued. FHSU is transitioning to a recently approved Bachelor of Science degree in this same field and anticipates the change from a BBA to a BS will increase the number of graduates. The final program reviewed was a BBA in International Business and Economics. The degree program is relatively new and is on target to meet minima requirements for enrollments and graduates.

The University also included an update on 15 programs that did not meet minima requirements during reviews conducted from 2010 to 2013. Undergraduate programs in General Science, Technology Leadership, Philosophy, Computer Science and Athletic Training and masters programs in Art and History underwent curriculum revisions and/or were wholly or partially moved to an online delivery format in an effort to meet minima requirements.

The undergraduate program in Chemistry was reviewed by the American Chemical Society with positive results. FHSU anticipates additional enrollments due to this designated quality indicator. To address minima concerns with degrees in Geography and Geology, faculty are proposing to align curricula for the two degrees with the intention of discontinuing the Geography degree. The result should be increased enrollment and graduates in the Geology program. The graduate program in Geosciences is benefiting from new faculty hires and the faculty has increased efforts to recruit students. Undergraduate programs in Foreign Language and Mathematics continue to be monitored, as does the graduate program in English. One program, Physical Science, was discontinued, though savings was negligible as faculty who teach in that program teach in other programs as well.

***Pittsburg State University (PSU)***

The 2013-2014 program review cycle was the third year that PSU implemented its new program review process. The process is designed to enhance overall institutional quality and accountability. The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plan and resource allocation in a transparent manner. This new process includes a review by an external accrediting agency or by an external reviewer.

In a process aligned with the KBOR program review cycle, Pittsburg State reviewed degrees in 11 program areas. Programs in Career and Technical Education, General Studies, Psychology, Wood Technology and Electrical Technology met minima requirements and were recommended for continuation. Despite strong enrollment numbers, the Vocational-Technical Education program does not have the required number of graduates. Teachers often choose not to earn a degree once they complete the coursework required for certification. PSU recommends the program continue since it prepares students for teacher certification.

Though they did not meet the requirements for the number of majors and graduates, programs in Integrated Studies and Physics were recommended to continue with required reports to be submitted in AY 2018 that address efforts to increase the number enrollments and graduates.

The Ed.S. in Counseling was discontinued due to low enrollments, though the master's degree in Counseling is recommended to continue since it meets minima requirements and demand for graduates is high. The Ed.S. in Workforce Development and Education will undergo review again in AY 2018 so the department can address concerns related to enrollment and curriculum.

The undergraduate degree in Technology was recommended to continue since it meets minima requirements and is perceived positively by industry partners, though the master's degree in Technology is slated for additional review in AY 2016 once curricular changes are implemented.

The University also included an update on 21 programs that did not meet minima requirements during reviews conducted during 2010 through 2013. Seven programs have made satisfactory progress toward meeting minima requirements; one program discontinued its master's degree so that it may focus its resources on sustaining its undergraduate degree, which is undersubscribed and will undergo additional review in AY 16; six programs were discontinued; and seven programs will be reviewed again in either AY 16, AY 17 or AY 18 to assess progress toward meeting minima requirements.

***University of Kansas Medical Center (KUMC)***

KUMC reviewed four graduate programs in the areas of biochemistry and molecular biology, molecular and integrative physiology, pathology, and biological and physical sciences – special studies. The campus recommends all programs continue to be offered. Two programs, pathology and molecular and integrative physiology, met all minima criteria and are integral to the Medical Center's offerings. The biochemistry and molecular biology program met all criteria with the exception of number of graduates, which KUMC expects to soon increase. The final program reviewed, biological and physical sciences – special studies, allows students, under the guidance of faculty, to create a highly-tailored degree program in transdisciplinary topics. While the program is rarely used by students, and hence does not meet minima requirements for majors or graduates, its existence provides the institution with a cost-neutral, highly-flexible mechanism to create transdisciplinary research projects, as needed.

Due to the inherent professional nature of many of the programs at the Medical Center, such programs are reviewed and evaluated by an appropriate discipline-specific accrediting agency with site visits occurring on a schedule determined by the accreditation body. These reviews are rigorous and measure progress toward the program's stated mission, identify its strengths and weaknesses, and, if appropriate, note improvements necessary



to meet national standards. Many accrediting bodies now require annual updates on benchmark data related to outcome minima.

To take advantage of the activities associated with accreditation, the KUMC coordinates the review year of a program with accreditation review cycles, where appropriate. Each department writes a summary narrative that addresses the Board of Regents program review criteria. To undertake the review, the department collects information from a variety of sources to supplement the minima data. These sources may include internal self-review reports, annual updates to accrediting bodies, self-study reports for accreditation, data from student, HR, research and financial systems, course evaluations, feedback from external stakeholders and student exit surveys. A team of tenured faculty are chosen from outside the department to review the report. The team meets with program administrators for questions and feedback, before making a recommendation to KUMC's Academic Affairs unit regarding the program.

### **Status of Program Review at ESU, K-State, KU and WSU**

Emporia State University, Kansas State University, the University of Kansas and Wichita State University completed the current review cycle early. What follows is a brief summary of the review process for each institution and an update on programs identified in previous reviews as not meeting minima standards.

#### ***Emporia State University (ESU)***

ESU places responsibility to organize program review with the administrative units. Those units gather both quantitative and qualitative data and, based on that information, engage in formal and informal dialogue about its implications. Department chairs develop written summaries, including recommendations for individual programs, and provide them to their respective deans and to the provost. While ESU formally reviews programs on an eight year cycle as required by Board policy, the institution annually conducts informal internal reviews of programs utilizing program indicators compiled by its office of Institutional Research (e.g. headcount majors, credit hour enrollment, retention and completion, instructional costs).

In formal reviews conducted from 2010 through 2013, ESU had flagged three programs for additional review. Since then, one program has been discontinued, another was provided an additional faculty line to strengthen it, and the third program was never fully implemented due to the lack of adequate staffing.

#### ***Kansas State University (K-State)***

All degree programs at Kansas State University are reviewed once every eight years, in accordance with the policies and standards set by the Kansas Board of Regents. In addition, graduate programs are reviewed internally at mid-cycle (i.e., after four years), thus are reviewed twice in the eight year cycle. K-State used the 2013-14 reporting year to examine its process of program review for areas of improvement and as a result, enhanced its focus on assessing of student learning.

K-State identified in reviews conducted from 2010 through 2013 twelve programs flagged for additional review and provided an update on those programs. Four have subsequently met the required minima and one is now only slightly below minima requirements though is expected to soon meet these requirements. Two programs are being enhanced to meet minima criteria. Three are interdisciplinary programs which are generally characterized by a significant contribution in donated faculty time from affiliated departments and thus maximize efficient use of resources. One program is an academic support program that provides coursework and other academic support for other majors within the University. The final program is a graduate feeder program and has low counts since students completing both the masters and Ph.D. or the Ph.D. directly from the bachelors are not counted as masters students.

#### ***The University of Kansas (KU)***

KU reviewed all of its programs in six years (AY 08 – AY 13), finishing the eight year review cycle two years early in order to prepare for an accreditation visit from the Higher Learning Commission (HLC). The institution

used the information gained as part of the program review cycle to prepare for the HLC site visit, which took place in February 2015. The institution also launched a comprehensive university-wide program-level assessment plan for student learning and is instituting an assessment of student learning for its new Core (general education) curriculum.

KU will use the information gained in preparation of the HLC visit and feedback from the HLC team to more strategically align its program review process with program level assessment, review of faculty and faculty productivity, external reviews of academic programs, and accreditation reviews for professional programs. KU will next report to KBOR in February 2016. It again plans to complete the KBOR program review cycle over six years, with the final report for the review cycle being submitted in February 2021.

KU provided an update on programs in Design, Environmental Engineering, Environmental Science and Water Resource Science since they were identified as needing additional review during reviews conducted from 2010 to 2013. The Design department increased faculty and realigned programs to better meet needs of the field at the undergraduate level. Graduate degrees were consolidated and recruitment was increased to attract more students. KU recommends continuing these programs. Leaders in the School of Engineering worked with faculty to make changes to attract more students to degrees in Environmental Engineering and Environmental Science. These two programs now meet minima standards. The Water Resource Science degree was recommended for discontinuance.

#### ***Wichita State University (WSU)***

Wichita State University organizes its program review around a year-long preparation and review of a self-study that is intended to assess the quality of academic programs and establish goals for improvement. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Vice President for Academic Affairs) is expected to strengthen academic programs, identify program needs and campus priorities, and identify areas for reorganization.

Operating on a three-year cycle, each academic unit prepares a self-study using a standard reporting template. These three-year reports then feed into the required review by the Kansas Board of Regents (i.e., each program is required to be reviewed once during an eight year period). Hence, there is a continuous review process of each academic unit. WSU did not identify any programs for additional review during the 2010-2013 time frame. The institution will resume reporting in 2016 since a new review cycle begins in that year.

#### **Staff Recommendation**

Staff recommends acceptance of this report.

**Fort Hays State University**

| Program                            | CIP     | Degree Level | Recommendation*                | Explanation**  |
|------------------------------------|---------|--------------|--------------------------------|--|
| Professional Science Masters       | 41.9999 | Masters      | Discontinue                    | Degree does not have the anticipated demand and there is not sufficient faculty interest to continue it.                                   |
| International Business & Economics | 45.0605 | Bachelors    | Continue                       |  |
| Tourism & Hospitality Management   | 52.0901 | Bachelors    | Discontinue BBA<br>Continue BS | BBA does not meet the data minima for the number of graduates. Enrollments will transition to a newly approved Bachelor of Science degree. |

**Pittsburg State University**

| Program                           | CIP     | Degree Level              | Recommendation*                                   | Explanation **  |
|-----------------------------------|---------|---------------------------|---|---|
| Counseling                        | 13.1101 | Masters,<br>Ed Specialist | Masters: Continue<br>EdS: Phase-out               | Department voluntarily decided to phase-out the EdS degree due to low enrollment.       |
| Vocational-Technical Education    | 13.1309 | Bachelors,<br>Masters     | Continue  |   |
| Career & Technical Education      | 13.1309 | Masters                   | Continue  |   |
| Workforce Development & Education | 13.1309 | Ed Specialist             | Additional Review                                 | Additional Review in AY 2017-18 due to low enrollment and need for curriculum revision. |
| Wood Technology                   | 15.0612 | Associates,<br>Bachelors  | Continue  |   |
| Technology                        | 15.0612 | Bachelors,<br>Masters     | Bachelors: Continue<br>Masters: Additional Review | Review Masters in AY 15-16 after curricula changes are in effect.                       |
| General Studies                   | 24.0101 | Bachelors                 | Continue  |   |
| Bachelor of Integrated Studies    | 30.9999 | Bachelors                 | Continue  |   |
| Physics                           | 40.0801 | Bachelors,<br>Masters     | Continue  |   |
| Psychology                        | 42.0101 | Bachelors                 | Continue  |   |
| Electrical Technology             | 47.0101 | Associates                | Continue  |   |

**University of Kansas Medical Center**

| Program   | CIP     | Degree Level       | Recommendation* | Explanation*** |
|---|---------|--------------------|-----------------|----------------|
| Biochemistry & Molecular Biology                | 26.0210 | Masters, Doctorate | Continue        |                |
| Molecular & Integrative Physiology              | 26.0901 | Masters, Doctorate | Continue        |                |
| Pathology                                       | 26.0910 | Masters, Doctorate | Continue        |                |
| Biological & Physical Sciences, Special Studies | 30.0101 | Masters, Doctorate | Continue        |                |

\*Options are: Continue, Additional Review, Enhance, Discontinue

\*\*only required for programs that have a recommendation other than “continue”

## 2. Receive Report on Attracting and Retaining Outstanding Students

### Summary

*Board Goal #7 for 2014-15 is to study how to attract and retain outstanding students. This report draws on consultation with representatives of two- and four-year institutions on the strategies they employ to fulfill the goal of attracting outstanding students to Kansas colleges and universities, and keeping them in the state following graduation.*

It is clearly in the best interest of Kansas colleges and universities to attract outstanding students, and Kansas' public universities work actively to attract and retain outstanding students, both in-state and out-of-state. Staff surveyed a representative group of admissions directors, directors of student success, and other individuals closely involved with the recruitment and retention of outstanding students. Respondents were asked to answer three questions: (1) what is your target audience, i.e., how do you define *outstanding* students; (2) what strategies do you employ to attract such students; and (3) what is/can be done to retain outstanding students in Kansas after graduation?

The following discussion summarizes both written responses and comments received during a panel discussion involving representatives of schools in both the two- and four-year sectors.

### Four-Year Sector

1. What is the target audience? I.e., how does the school define outstanding students?

All commenters agree that *outstanding* can be defined in many ways and, as one individual put it, is “largely dependent on the market position and market profile of the institution. As such, each institution will have a different definition of their target market and which students they define as outstanding.”

### Quantitative Measures

Test scores remain the most common way to determine academically outstanding students. As one respondent notes, “standardized test score has historically been utilized by many institutions to define high ability.” Colleges and universities identify outstanding students based on their performance on the ACT and SAT examinations. For example, one respondent describes the characteristics of an outstanding prospective student at her university to be: (1) high school GPA above 3.0 (ideally at or above 3.0 in the core); and (2) ACT score at or above 24. Another indicates his university will “typically look the most at identifiable academic factors such as class rank, ACT/SAT score and GPA,” all factors in both the admission decision for students and scholarship consideration at the school.

### Other Measures

Respondents generally agree “there are a variety of problems with using standardized test scores as the sole variable in defining outstanding students. Research clearly indicates academic intensity of the high school curriculum and high school grade point average as being more predictive of success in college than standardized test scores.”

In recognizing multiple definitions of outstanding, and moving beyond such straightforward quantitative measures like high test scores, GPA and class rank, schools recognize a range of characteristics of an outstanding student. These may include: (1) strong academic standing, certainly above a 3.0, but not necessarily a 4.0; (2) engagement in student organizations/activities, including leadership roles; and (3) making contributions to the community, e.g., a job or community service. In addition, outstanding students may be found among those who attain specific

national distinctions such as National Merit Scholars, National Achievement Scholars, International Baccalaureates, Phi Theta Kappa Honor Society and National Hispanic Recognition Finalists.

## 2. What strategies are employed to attract outstanding students?

### *Honors Programs/Colleges*

One inducement for outstanding students to enroll in a school is the opportunity to participate in an Honors College. These programs offer an enhanced educational experience in general, and specific opportunities for scholarship that comes with membership in such a program.

The University of Kansas, for example, recently doubled the size of its incoming University Honors cohort, which now targets approximately 400 students per year. The university takes a holistic approach to recruitment and “seeks diversity in terms of first generation students, ethnic minorities, and rural KS students.” This holistic approach produced a fall 2014 class with an average composite ACT score of 32 and an average unweighted GPA of 3.95. In addition, KU’s schools that admit freshmen (e.g., Business, Architecture, Journalism, Engineering, Music) establish minimal threshold levels in an effort to attract high ability students.

To give another example, Emporia State created a new Honors College whose entrance requirements include a 3.5 GPA or 26 ACT score. The ESU Admissions Office has partnered with the Honors College Director to share this information with prospective students and high school personnel.

### *Scholarship Awards*

Another strategy is to offer scholarship awards to potentially outstanding students. One strategy is to offer scholarships that increase with higher ACT composite scores.

Emporia State links its current scholarship program to high school GPA and ACT for freshmen, and transfer GPA for transfer students. Higher academic achievement results in higher initial awards and renewal awards. The Honors College provides additional scholarship assistance to students who are accepted into the Honors College. In addition, components of the university’s new Honors College include civic leadership training at the Kansas Leadership Center and a new community engagement requirement. The University expects these opportunities will attract outstanding students interested in leadership development and practice.

Some strategies are designed to reflect the broader definition of outstanding cited above. Pittsburg State, for example, offers two scholarships annually to new freshmen who show determination in continuing their education beyond high school, but have to overcome such obstacles as being a first generation student and/or coming from a low-socioeconomic background, among others. In addition, admissions counselors may be asked to target students with less impressive academic credentials, but whose experience includes leadership and service activities in their communities.

WSU offers specific scholarships for National Merit Scholars, National Achievement Scholars, National Hispanic Recognition Scholars and Phi Theta Kappa recipients (transfer students). In addition, it holds recruitment events for “outstanding” student leaders, e.g., the Student Ambassador Society Leadership Conference (high school students from throughout Kansas), Diversity Leadership Symposium (high school students from diverse backgrounds) and Shocker Leadership Academy (for high school juniors)

### *Recruitment Strategies*

Wichita State offers a representative variety of recruitment programs aimed at academically “outstanding” students including an Honors Scholar Banquet (for the top percent of high school juniors in Kansas), a

Distinguished Scholarship Invitational (for students with certain GPA and ACT/SAT scores), an International Baccalaureate Visit Day (for students participating in International Baccalaureate programs in their high school), and a National Merit Luncheon, among others. University outreach to these students “typically includes personal outreach (e.g., phone calls, handwritten notes, personalized emails), tailored programming and campus visits, scholarships, targeted publications and specific messaging (i.e., connecting academic departmental professionals/faculty with the students directly)”

Other institutions employ variations on these approaches, reflecting such factors as their mission and staffing.

The University of Kansas employs a variety of activities as part of its strategy to attract outstanding students, including attractive and challenging degree programs, targeted recruitment programs, web/E-recruitment, financial aid, and embedding recruitment in its academic programs.

Finally, schools report creating targeted publications and marketing/informational documents including brochures for IB students, AP/CLEP/ACT/IB college credits given, Honors College brochures, and scholarship information and invitations.

### 3. What is done to encourage outstanding students to remain in Kansas after graduation?

Obviously multiple factors influence whether a graduate remains in Kansas, including job availability, further educational opportunities, family ties, etc. The following includes representative examples of college and university efforts to encourage outstanding graduates to remain in the state.

Wichita State offers a wide range of internships and connections with local businesses for current students. These opportunities are marketed aggressively to all prospective students, especially those from the local area. This university’s urban setting means students will have access to the state’s financial, healthcare, educational and media hubs given the size of Wichita’s community. The school’s location also offers opportunities for major-related internship or professional work. The university’s admissions office has partnered with several local businesses to sponsor events intended to demonstrate to prospective students and parents the school’s connection with local employers in terms of hiring both student interns and university graduates.

Emporia State offers students the opportunity to graduate “With Honors” from its Honors College by partnering with Kansas communities in performing service learning projects. It is hoped that these partnerships will result in the development of relationships between students and community residents as well as foster possible employment opportunities, thus encouraging students to remain in Kansas after graduation.

KU emphasizes that a crucial factor in where outstanding students will locate after graduation is the availability of employment opportunities. It has both a University Career Center and Career Centers in individual schools. The University Center works to help employers identify KU students to match with their companies, providing a webpage (<http://career.ku.edu/employers>) specifically targeting employers and describing the services provided to employers interested in recruiting KU students. In addition, some of the professional schools have career centers dedicated to assisting students in their majors. The School of Business’ career center reports that for the 2013-2014 graduating class, 52% reported jobs in the greater Kansas City metro area. Another 13% indicated other locations in Kansas, for a total of 65% of the School’s graduates living in the greater Kansas City metro area or Kansas. The Engineering Career Center offers programs designed to show students what it is like to work for an engineering or computing company, primarily in Kansas or Kansas City. It builds relationships with local and regional employers across the state to help facilitate student connections with Kansas companies in an effort to retain students after graduation.

KU also has a Comprehensive Industry Engagement (CIE) group that works to understand and expand relationships with companies across many levels, e.g., a student might meet a company at a career fair and that

same company might sponsor their senior capstone project. Or the student might work on a research project in which the company has partnered with KU.

Students at all public universities may avail themselves of the Kansas Career Work Study Program, which provides funding for work study opportunities with Kansas employers. The state and employer each provide 50 percent of the funds to support the student's participation.

## **Two-year Sector**

Community and technical colleges by their very nature are focused on keeping their graduates in the community and state upon graduation. What follows is a representative sample of the types of activities Kansas' community and technical colleges employ to recognize and work with students with outstanding abilities.

### 1. What is the target audience? i.e., how do we define outstanding students?

As "open admissions" institutions, community colleges "accept all applicants and make every effort to ensure the academic success of every student." Hutchinson Community College responded that, while not differentiating among students "outstanding or otherwise," it nonetheless offers several scholarship programs directed toward students with certain academic and organizational leadership qualifications. In addition, it offers a large Honors program that requires students to maintain a specified GPA and take Honors classes. Finally, scholarships are available to members of the college's nationally competitive debate and forensics teams. Likewise, Cloud County Community College offers numerous scholarships to attract students identified as having outstanding ability in various areas, e.g., in instrumental or choral music, athletics, and/or academics.

Schools do recognize academic distinctions. For example, Pratt Community College defines "an exceptional academic student as one who conforms to at least two of the following criteria: A composite ACT score  $\geq 25$ ; graduated in the top 10% of their high school class; and/or maintained a high school GPA of  $\geq 3.60$ ."

### 2. What strategies are employed to attract such students?

Pratt offers these students identified through its criteria a Presidential Above and Beyond Scholarship. This is a full tuition and books scholarship, plus a \$500 per semester stipend. This scholarship is renewable for the sophomore year, pending the maintenance of a 3.50 cumulative college GPA. With this scholarship, PCC has been able to attract and retain outstanding students in its academic and technical programs.

Likewise, Cloud County offers outstanding traditional-age students academic scholarships as an incentive to enroll. In addition, staff travel to high schools, college planning conferences, and career fairs to promote Cloud and the opportunities it provides. All of the student populations are eligible for Foundation scholarships, which are distributed through an application process. Cloud staff stress the college community and strive to provide excellent customer service to support students while enrolled at Cloud, as well as when they either transfer to another institution or leave to join the workforce.

Seward Community College admissions staff and faculty collaborate with area high school teachers and counselors to identify students who qualify for academic and performance scholarships in academics, athletics, performing arts and agriculture.

### 3. What is done to encourage outstanding students to remain in Kansas after graduation?

Pratt supports the retention of outstanding students by facilitating their transfer to a university in Kansas. Generally, students who receive the Presidential Above and Beyond Scholarship while at Pratt transfer to a college or university within Kansas to complete the bachelor's degree.

To encourage students to remain in the area, Cloud promotes the guaranteed transferability of specified courses. Staff also make students aware of the college's articulation agreements with specific four-year institutions in Kansas. The campus Career and Transfer Center aids students not only in seeking employment while attending Cloud, but also after graduation. A large portion of the jobs published and available in the college's job vacancy bulletin are located across the state of Kansas. In addition, students may be advised through other offices or student resources on-campus, as deemed appropriate by the student's academic program.

In addition to promoting transfer to Kansas colleges and universities, Seward makes use of career services, connections with employers, etc., to encourage students to remain in the region. It also reports strengthening its alumni participation through newsletters, web links, etc., and promoting the region as a place in which to remain or to return.

### **Concluding Comments**

Kansas' public colleges and universities strive aggressively to attract and retain outstanding students. Our colleges and universities recognize that keeping graduates, including those recognized as outstanding, is a process that truly begins with the recruitment of high school students.

No single factor determines whether a student remains in the state. Perhaps the greatest contribution Kansas colleges and universities can make to attracting and retaining outstanding students to support and enrich the Kansas economy is to offer graduates opportunities to work in their chosen fields.



B. Governance

Regent Wilk

1. Amend Board Policy to Authorize Division II State Universities to Offer Multi-Year Appointments to Athletic Directors

Julene Miller,  
General Counsel

**Summary and Staff Recommendation**

*This item proposes revising board policy to authorize Division II state universities (currently Pittsburg State University, Emporia State University and Fort Hays State University) to offer multi-year appointments to athletic directors. The policy would provide that such appointments could be for no more than three years at any given time and the salary paid to Division II athletic directors could not exceed the monetary salary of the university’s Chief Executive Officer. This proposed amendment has been reviewed by the Board Governance Committee and is recommended for approval.*

**Background**

Board policy authorizes Division I state universities to offer multi-year appointments to coaches and athletic directors. This provision was added during the 2012-2013 updates to the Policy Manual to reflect current practices.

In January, the Board amended this policy at the request of Pittsburg State University to allow Division II state universities to offer multi-year appointments to coaches. President Scott indicated that he wanted the University to have this provision to use as a negotiation tool in recruiting and retaining coaches whose teams compete at the national level. During the Governance Committee review of this proposal, it was suggested that the policy include two limitations: 1) no appointment of a Division II coach may exceed three years at any given time; and 2) the salary of any Division II coach shall not exceed the monetary salary of the state university’s Chief Executive Officer. This proposed policy, with the Governance Committee’s limitations, was adopted by the Board.

Subsequently, it was brought to the Governance Committee’s attention that Pittsburg State University’s original request was to be able to offer multiple year appointments to athletic directors as well as coaches.

**Proposed Revision to Board Policy**

**CHAPTER II: GOVERNANCE – STATE UNIVERSITIES**

**C CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF**

...

2. APPOINTMENTS

...

b. Faculty and Staff

...

vi Annual and Multiple Year Appointments

(1) Except as provided in this section, all appointments of unclassified non-tenure track and non-tenured personnel shall be annual. Every appointment of more than one year shall be subject, on an annual basis, to appropriations being provided by the Kansas Legislature.

...

(4) Any athletic director or coach of a division I state university may hold a multiple year appointment when the chief executive officer of the university determines such appointment to be in the best interest of the university. Any athletic director or coach of a division II state university may hold a multiple year appointment when the chief

executive officer of the university determines such appointment to be in the best interest of the university; however no such appointment shall exceed three years at any given time. Salary shall be determined each year by availability of funds and by merit. The salary of any division II athletic director or coach shall not exceed the monetary salary of the university chief executive officer.

**Recommendation**

The Board Governance Committee has reviewed this proposed amendment and it is recommended for approval.

C. *Other Matters*

1. **Act on Naming of the Honors College at Wichita State University** **President Bardo**

**Summary**

The Board's Naming of Academic Units policy states "Schools, Colleges, Institutes, Bureaus, Centers or other academic units shall be named for an individual, individuals or business entity by the Board upon the recommendation of the chief executive officer of the state university. . ." President Bardo will be recommending a name for Wichita State University's Honors College for the Board's approval.

2. **Act on Request to Approve Granting of an Honorary Degree at the University's Spring 2015 Graduate School Commencement – KSU** **President Schulz**

**Summary**

*Board policy authorizes the universities to award "honorary degrees" under special circumstances as outlined in the policy. Kansas State University will be recommending the awarding of an honorary degree at its May 2015 Graduate School Commencement.*

**3. Act on EPSCoR Companion Program Proposals**

**Blake Flanders,  
VP, Workforce Development**

**Summary**

*In accordance with the Guidelines for Coordination, Oversight and Fiscal Management of the Experimental Program to Stimulate Competitive Research (EPSCoR) and the Companion Program approved in June 2011, the KBOR appointed a committee to review grant proposals submitted. This item asks the Board to award state matching funds to four proposals recommended by the EPSCoR Program Review Committee. Staff recommends approval.*

**Background**

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal program that encourages university partnerships with industry. The program is designed to stimulate sustainable science and technology infrastructure improvements in states that historically have received a disproportionately low per-capita average of federal research dollars. Kansas is eligible to participate in EPSCoR competitions run by the Department of Energy, the Environmental Protection Agency, the National Aeronautics and Space Administration and the National Science Foundation. The Institutional Development Award (IDeA) program, which is run by the National Institutes of Health, is an EPSCoR-like program for which Kansas is also eligible.

In addition to EPSCoR and EPSCoR-like projects, funds are also made available through a companion program for projects that do not require state matching funds. Eligible projects promote national competitiveness in strategic technology niches that hold the most promise for the Kansas economy. Funding through this companion program pairs the state's science and technology research strengths with the ability of Kansas businesses to diversify and sustain a national and global competitive advantage.

In Fiscal Year (FY) 2014, KBOR invested approximately \$1 million in state matching funds for EPSCoR, EPSCoR-like, and Companion Program projects. KBOR's investment in these projects attracted a total commitment of \$16.5 million in federal and industry funds. In addition, another \$11.4 million in federal funds was received during the fiscal year as follow-on funding to projects that received state matching funds during previous fiscal years.

**Request**

The Program Review Committee recommends approval of the following four Companion Program awards.

**1. Advanced Neuroprosthetics for Functional Restoration after Acquired Brain Injuries.** Committee recommendation: FY 15 award of \$125,000 to the University of Kansas Medical Center (KUMC) to support the project.

Acquired brain injuries, including stroke and traumatic brain injury (TBI), represent some of the most costly and debilitating human conditions with annual U.S. incidences estimated at 795,000 and 1,500,000 people, respectively. For many patients suffering from either condition recovery, can extend for the remainder of their lifetime.

Scientists at the KUMC are poised to launch a new start-up medical device company called NeuraLink™ to continue development of a neuroprosthetic microdevice for treating acquired brain injuries such as TBI or a stroke, or other central nervous system conditions such as paralysis, locked-in syndrome, and Parkinson's disease, among others. The microdevice artificially links neural communication networks from undamaged areas of the brain and then synchronizes the activity between the two areas through the use of closed-loop interfaces. Device creators received a Notice of Allowance from the US Patent Office in December 2014 and are awaiting patent issuance.

The microdevice has been successfully tested in rats, and the next step is to design and build a device for testing on primates, with the eventual goal of taking it into clinical trials with humans. The NeuroLink Neuroprosthetic System will be part of the medical neurodevice market with a total market value of \$8 billion. Funds will primarily be used for personnel and supplies to accelerate progress toward meeting key goals required for U.S. Food and Drug Administration market approval.

**2. Bioenergetic Manipulation for the Treatment of Alzheimer's Disease.** Committee recommendation: FY 15 award of \$100,000 to KUMC to support the project.

Over 5 million Americans currently have Alzheimer's disease, and the Alzheimer's disease treatment market is estimated to exceed \$5 billion. The US economy is imperiled by the economic challenge of caring for Alzheimer's disease patients; treatments to slow its progression are desperately needed. Such treatments are being developed by a team of scientists from the University of Kansas Medical Center's nationally-designated Alzheimer's Disease Center and scientists from the KU Lawrence campus.

It has long been recognized that brain energy production and consumption rates decline with advancing age and to an even greater extent in Alzheimer's disease, and it is hoped that reversing this decline will benefit those who suffer from this devastating disease. To date the team has leveraged support from the National Institutes of Health, the Alzheimer's Association, and local philanthropists to advance this line of research. Support from the Kansas Board of Regent's will now be used to synthesize and validate novel compounds that are specifically designed to stimulate brain energy metabolism. These novel compounds will generate intellectual property that will form the basis of a University of Kansas-incubated company, AeroByx, and can also be licensed to large pharmaceutical companies.

**3. Drone Collision-Avoidance Radar Systems.** Committee recommendation: FY 15 award of \$75,000 to the University of Kansas (KU) to support the project.

Because of its agriculture market and established airline industries, the Association for Unmanned Vehicle Systems International (AUVSI) ranks Kansas as the seventh ranking state in the nation that could benefit the most from drone commercialization. AUVSI projects the economic impact of commercializing drones is \$489 million for Kansas in the first three years. However, in the U.S. drones are banned from commercial use, in part, because of their inability to perform sense and avoid (SAA). The Federal Aviation Administration's February 2015 rulemaking proposal requires direct line-of-sight operation due to a lack of SAA technology.

UAVradars LLC is a new, Kansas startup company founded by KU Engineering PhD student Le Shi. The company is supported by KU Innovation and Collaboration, an infrastructure that supports the advancement and commercialization of research at KU. UAVradars is developing a drone radar system with on-board collision avoidance technology. This will enhance drone safety with the goal of enabling commercial application. The drone radar system is based on technology developed by the KU School of Engineering, and for which a provisional patent has been issued.

The radar system is designed to fit on a small drone and a prototype has been developed. UAVradars has submitted a provisional patent application to the US Patent Office. Funds will primarily be used to support hardware modifications and further development of software to enable flight-testing. UAVradars would like to collaborate with Kansas State University, in the near future, and leverage the University's expertise in agriculture and unmanned aircraft systems.

**4. Digital Scanning Composite Patch Process.** Committee recommendation: FY 15 award of \$75,000 to Wichita State University (WSU) to support the project.

WSU is using a 3-D digital scanning composite patch process to scan damaged composite areas and then to reverse engineer a precise repair for the damaged area. The 3-D scanned data is used to cut, stack and consolidate repair plies in preparation for installation on the damaged area. The vision is to automate the current manual process to generate more precise repair patches and to reduce the amount of time composite structures such as airplanes are out of service. The technology is available for license/purchase and a patent is pending. Funds will be used for further development of the technology.

**Recommendation**

The Program Review Committee recommends approval of these awards totaling \$375,000 out of the FY 2015 appropriation of \$993,265.

**VIII. Executive Session**

Board of Regents – Personnel Matters Relating to Non-Elected Personnel

# CONSENT AGENDA

**IX. Introductions and Reports**

A. *Introductions*

B. *Report from System Council of Presidents*

President Heilman

**X. Approval of Consent Agenda**

A. *Academic Affairs*

**1. Act on Request for Approval of an Associate of General Studies – Hutchinson Community College**

**Gary Alexander,  
VP, Academic Affairs**

**Summary**

*Community Colleges may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Hutchinson Community College has submitted an application for approval of an Associate of General Studies. The proposing academic unit has responded to all of the requirements of the program approval process. Eighteen other community colleges have programs utilizing this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and the System Council of Chief Academic Officers in recommending approval.*

| <u>Criteria</u>                  | <u>Program Summary</u>   |
|----------------------------------|--|
| Program Identification           | Associate of General Studies<br>CIP Code: 24.0101  |
| Academic Unit                    | Academic Affairs   |
| Proposed Date of Initiation      | August 2015  |
| Program Description              | The Associate of General Studies provides a flexible general education degree to meet student interest, career goal, academic need, and desire for lifelong learning. The degree is designed to develop critical thinking, problem-solving, ethical decision-making, and communication skills that are critical for employment and educational advancement opportunities.  |
| Number of Credits for the degree | 64 Credit Hours  |
| Location(s) of Program           | The Associate of General Studies will be a degree option at all Hutchinson Community College centers.  |
| Demand/Need for Program          | Those who graduate with an AGS degree are qualified to pursue a range of employment opportunities that require a general education foundation. Communication skills, critical thinking/problem solving skills, and math/quantitative/analytical reasoning skills gained through this degree are transferable and, as evidenced by recent surveys on employer priorities for college learning and success, are highly desired traits in the workplace.<br><br>This is further evidenced by a U.S. Department of Labor Bureau of Statistics report that the 2013 employment rate for those with any associate degree was 2.1% higher than those with only a high school diploma. |

|  |   |
|--|---|
| Comparative/Locational Advantage           | The Associate of General Studies is offered at the 18 other public community colleges in Kansas. The proposed AGS would provide access in the HCC service area to a degree for students largely interested in lifelong learning and wanting a flexible curriculum that would help them meet their educational goals.  |
| Curriculum                                 | <p>The Associate in General Studies degree requires 64 credit hours, with a minimum of 30 of those hours in general education courses from the following areas:</p> <ul style="list-style-type: none"> <li>• English and Speech</li> <li>• Social Science</li> <li>• Science and Mathematics</li> <li>• Humanities and Literature</li> <li>• Necessary Skills</li> </ul> <p>Students will work with an advisor to determine the additional 34 hours needed to complete the degree. The degree plan will vary to fit the student’s educational goal.</p> |
| Faculty Profile                            | HCC qualifications for general education faculty are a master’s degree with at least 18 credit hours in the assigned course content. The 52 full-time faculty who teach general education courses meet this educational qualification.  |
| Student Profile                            | The Associate in General Studies degree will attract students who meet HCC admission requirements and are desiring a more flexible curriculum than that of the AA, AS, or AAS degree.   |
| Academic Support, Facilities and Equipment | Because the program draws on existing courses, no additional resources are required for implementation. Hutchinson Community College will utilize its existing advising services, physical facilities, instructional equipment, instructional materials, library holdings, etc, to support and sustain the proposed program.  |



|   |   |
|---|---|
| <p>Program Review, Assessment and Accreditation</p> | <p>No specialized accrediting is available for the AGS degree. Hutchinson Community College has an ongoing program review process. At the end of each academic year, annual updates of program reviews are submitted to the Office of the Vice President of Academic Affairs through a narrative about the previous year assessing both successes and the areas in need of program improvement. Then every three years, department chairs who oversee the core curriculum of the Associate of General Studies, the Curriculum and Program Improvement Coordinator, selected faculty in the discipline, and a faculty member from outside the discipline review the content of the program, the program outcomes, the enrollment data, and the persistence, retention, and success rates. In addition to these areas, the group examines other programs of a similar nature both inside and outside Kansas to analyze best practices. Modifications are then made to the program based upon the data collected.</p> <p>Each semester, faculty report the completion and achievement of student learning outcomes for courses. This data as well as persistence, retention, and success data are reviewed annually by department chairs. This continues an ongoing assessment for courses, programs, and institution-wide outcomes.</p> |
| <p>Costs, Financing</p>                             | <p>No additional resources are required to support the program.</p>   |

**CURRICULUM OUTLINE**

**I. Identify the new degree:**

Associate of General Studies proposed by Hutchinson Community College

**II. Provide courses required for each student in the major:**

| <b>Core Courses</b> | <b>Course Name and Number</b>               | <b>Credit Hours</b> |
|---------------------|---|---------------------|
|                     | EN101 English Composition I (or equivalent) | 3                   |
|                     | EN102 English Composition II                | 3                   |
|                     | SH101 Public Speaking                       | 3                   |
|                     | MA105 Intermediate Algebra or Higher        | 3                   |
|                     | Social Science Option                       | 6                   |
|                     | Natural Science Option                      | 4                   |
|                     | Humanities and Literature Option            | 6                   |
|                     | Necessary Skills Option                     | 2                   |
| Electives           | General Electives                           | 34                  |
| <b>Total</b>        |   | <b>64</b>           |

Social Science Option (Students must take either PS101 General Psychology or SO 100 Fundamentals of Sociology):

- |  |   |
|--|---|
| EC100 Macroeconomics                   | SO100 Fundamentals of Sociology             |
| EC101 Microeconomics                   | SO101 Marriage and Family                   |
| GE101 World Geography                  | SO102 Changing Roles of Women and Men       |
| GE110 United States Regional Geography | SO107 Introduction to Family System Theory  |
| GO100 American Government              | SO111 Cultural Anthropology                 |
| GO101 State and Local Government       | SO113 Cultural Diversity                    |
| GO102 International Relations          | SO119 Addictions and Society                |
| PS100 General Psychology               | SO120 Introduction to Addictions Counseling |
| PS101 Human Relations                  | SO122 Introduction to Social Work           |
| PS102 Human Growth and Development     | SO123 Social Welfare and Society            |
| PS201 Psychology of Personality        | SO201 Social Problems                       |
| PS202 Abnormal Psychology              |   |

Natural Science Option (The course must include lecture and a lab):

- |  |   |
|--|---|
| BI101 General Biology (4 hrs.)                   | CH111H Honors Principles of Chemistry II (5 hrs.) |
| BI103 Human Anatomy and Physiology (6 hrs.)      | CH201 Organic Chemistry I (5 hrs.)                |
| BI104 Biology I (5 hrs.)                         | CH202 Organic Chemistry II (5 hrs.)               |
| BI105 Biology II (5 hrs.)                        | PY103 Physical Geology (3 hrs.)                   |
| BI112 General Microbiology (4 hrs.)              | PY104L Physical Geology Lab (1 hr.)               |
| CH101 General Chemistry (5 hrs.)                 | PY110 Physical Science (5 hrs.)                   |
| CH105 Chemistry I (5 hrs.)                       | PY112 General Physics I (5 hrs.)                  |
| CH106 Chemistry II (5 hrs.)                      | PY113 General Physics II (5 hrs.)                 |
| CH108 Principles of Organic and Biochemistry     | PY201 Engineering Physics I (5 hrs.)              |
| CH110H Honors Principles of Chemistry I (5 hrs.) | PY202 Engineering Physics II (5 hrs.)             |

Humanities and Literature Option:

AR101 Art Appreciation  
 AR102 Art History: Modern  
 AR103 History of American Art  
 AR104 Art History: Paleolithic to Medieval  
 AR105 Art History: Renaissance to Modern  
 AR106 Art Education  
 EN120 Children's Literature  
 EN121 World Mythology  
 EN201 Introduction to Literature  
 EN202 British Literature I  
 EN203 British Literature II  
 EN204 American Literature I  
 EN205 American Literature II  
 EN206 Contemporary Literature  
 EN207 Introduction to Shakespeare  
 EN214 Intro. Cultural Studies: Fairy Tales  
 EN215 Medieval Literature in Contemp. Society  
 FR101 Elementary French I  
 FR102 Elementary French II  
 FR103 Elementary French III  
 GR101 Elementary German I  
 GR102 Elementary German II  
 GR103 Elementary German III  
 HI101 American History 1492-1865  
 HI102 American History 1865-Present  
 HI103 World History to 1600  
 HI104 World History since 1600  
 HI105 European History 1500-1815

HI106 European History 1815-Present  
 HI110 History of Latin American Civilization  
 HI111 A Survey of Russian History  
 HI115 History of Ancient Rome  
 HI116 History of Medieval Civilization  
 HI121 Kansas History  
 HI122 Film History of World War II  
 HI201 Topics in History  
 IT101 Italian I  
 IT102 Italian II  
 MU101 Music Appreciation  
 MU102 Introduction to Music Literature  
 MU106 Music Theory I  
 MU107 Music Theory II  
 MU127 Introduction to Jazz/JazzRock  
 MU206 Music Theory III  
 MU207 Music Theory IV  
 MU208 History of Art Music of the West. World  
 PL101 Introduction to Philosophy  
 PL103 Introductory Logic  
 PL104 Ethics  
 PL105 Death and Dying  
 SP103 Elementary Spanish I  
 SP104 Elementary Spanish II  
 SP105 Elementary Spanish III  
 TH115 Theatre Appreciation

Necessary Skills Option:

BU107 Personal Finance  
 BU118 Introduction to Leadership  
 BU120 Job Search/Retention  
 BU121 Customer Service/Professional Image  
 ED105 Success Seminar/College Orientation  
 ED105H Honors Success Seminar/College Orientation  
 ED110 Career Decision Making  
 ED118 Introduction to Leadership  
 HE202 Nutrition  
 IS103 Microcomputer Literacy  
 IS104 Microcomputer Applications  
 IS105 Advanced Microcomputer Applications  
 IS135 Website Layout and Graphics  
 IS137 Website Ethics and Security  
 PE106 First Aid and CPR  
 PE122 Rhythms I  
 PE123 Rhythms II  
 PE124 Aquatic Fitness  
 PE126 Conditioning and Fitness Concepts I

PE138 Intermediate Swimming  
 PE140 Badminton/Tennis  
 PE141 Volleyball/Softball  
 PE142 Flag Football/Basketball  
 PE145 Golf  
 PE146 Beginning Horsemanship  
 PE148 Karate I  
 PE149 Handball and Racquetball  
 PE150 Karate II  
 PE151 Social Dance-Beginning  
 PE152 Social Dance-Advanced  
 PE153 Modern Jazz  
 PE156 Aerobic Dance  
 PE157 Advanced Horsemanship  
 PE173 Fitness for Life  
 SH122 Voice and Diction  
 SH210 Interpersonal Communication  
 SH220 Persuasive Communication  
 SH225 Argumentation and Advocacy

PE127 Conditioning and Fitness Concepts II  
PE130 Beginning Bowling  
PE131 Advanced Bowling  
PE137 Beginning Swimming

SO103 Stress Management  
SO104 Assertiveness Training  
TH122 Voice

- 2. Act on Request to Approve Degree and Certificate Programs Submitted by Barton Community College and Cloud County Community College** **Blake Flanders, VP, Workforce Development**

**Summary and Staff Recommendation**

*Each month community colleges and technical colleges submit requests for the approval of new technical certificate and degree programs. The Board office received a request from Barton Community College to offer Carpentry and Plumbing technical certificates and from Cloud County Community College to offer a Commercial Truck Driving technical certificate. The programs submitted addressed all criteria requested and were subject to the 14 day comment period required by policy. The programs were reviewed by the Technical Education Authority and are recommended for approval.*

**Background**

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

**Description of Proposed Programs**

**Barton Community College** requests approval for the following program:

- Carpentry (46.0201) — Certificate A/18 credit hours

The proposed Carpentry technical certificate is designed, through a memorandum of understanding with the Kansas Department of Corrections (KDOC), to provide technical training to incarcerated individuals for occupations in line with the Kansas Department of Labor job demand and wage information. The proposed carpentry program will be offered at the Larned Correctional Mental Health Facility and upon completion, students will acquire a technical certificate as well as the NCCER Basic/Core and Level 1 Carpentry certifications. The courses for this program meet the expectations of the first exit point for the aligned Carpentry program.

Through a contract with the Department of Corrections, Barton currently provides technical training to inmates at three correctional facilities in the state. Student demand for these programs exceeds the current capacity in each of the existing areas. Increasing technical training into the area of carpentry will provide additional training opportunities for inmate students. Technical training and the potential to earn an industry credential is especially important for this population in securing gainful employment upon release and to reduce recidivism rates. A

career advisor monitors student inmates participating in the technical programs as well as provides significant assistance in transitioning ex-offenders with their release areas.

The U.S. Bureau of Labor Statistics indicates a national growth rate for carpenters of 24% from 2012-2022 with the mean hourly wage of \$19.20. Kansas Department of Labor (2010-2020 projections) indicate a statewide growth for carpenters of 12% with the median annual wage of \$36,620 and for north central Kansas a 14% growth with a median annual wage of \$37,825.

A letter from the Larned Correctional Mental Health Facility (LCMHF) explained the facility employs 32 offenders in the maintenance departments at both their facility and the Larned State Hospital. They also provide offender labor to several non-profit organizations as well as the City of Larned. These offenders work with civilian supervisors which provide the opportunity to practice the skills learned and function as an extension of the classroom. In addition, LCMHF also employs 50 offenders in a Prison Private Industry jobs program. These offenders are taken off site to the company that employs them and for which they are paid the offender prevailing wage. Approval of the proposed program would offer opportunities to expand the Prison Private Industry program into the carpentry trade. Additional support indicated through letters from local business and industry include providing internships, interviewing and potential hiring of program graduates.

Costs associated with this program, as provided in the proposal, total approximately \$4,420 for adjunct instructor salaries which will be funded by the college. The proposal states that LCMHF has agreed to provide classroom and workshop space for the program and funding for tools, equipment and supplies will be provided through the contract with the Department of Corrections.

Currently, there are fourteen carpentry related programs in the state. Twelve colleges are approved to offer carpentry/construction technology programs under the same CIP code (46.0201): Coffeyville Community College, Flint Hills Technical College, Ft. Scott Community College, Highland Community College, Hutchinson Community College, Kansas City Kansas Community College, Manhattan Area Technical College, Neosho Community College, North Central Kansas Technical College, Northwest Technical College, Salina Area Technical College, and Wichita Area Technical College. In addition two other institutions offer approved construction/building technology under different CIP codes but also include carpentry instruction: Dodge City Community College and Washburn Institute of Technology

However, the proposal specifically states that the proposed program at Barton Community College would be delivered only to those individuals incarcerated at the Larned Correctional Mental Health Facility. Barton Community College plans to begin the program in the fall of 2015.

The proposed program was subject to the 14-day comment period from January 14, 2015 to February 3, 2015. Two comments of support for the proposed program were received from Butler Community College and Pratt Community College. Two institutions, North Central Kansas Technical College and Salina Area Technical College, submitted comments of support for the program proposal only if delivered within the correctional system noting the current number of existing carpentry programs in the state and the fact that these programs are not at capacity.

### **Recommendation**

After review and considerable discussion, the Technical Education Authority recommends approval of the request from Barton Community College to offer an 18 credit hour Carpentry (46.0201) technical certificate program to be delivered only to the incarcerated individuals at the Larned Correctional Mental Health Facility through a memorandum of understanding with the Kansas Department of Corrections.

**Barton Community College** requests approval for the following program:

- Plumbing (46.0503) — Certificate A/16 credit hours

The proposed Plumbing technical certificate is designed, through a memorandum of understanding with the Kansas Department of Corrections (KDOC), to provide technical training to incarcerated individuals for occupations in line with the Kansas Department of Labor job demand and wage information. The proposed plumbing program will be offered at the Ellsworth Correctional Facility and upon completion, students will acquire a technical certificate as well as the NCCER Basic/Core and Level 1 Plumbing certifications.

Through a contract with the Department of Corrections, Barton currently provides technical training to inmates at three correctional facilities in the state. Student demand for these programs exceeds the current capacity in each of the existing areas. Increasing technical training into the area of carpentry will provide additional training opportunities for inmate students. Technical training and the potential to earn an industry credential is especially important for this population in securing gainful employment upon release and to reduce recidivism rates. A career advisor monitors student inmates participating in the technical programs as well as provides significant assistance in transitioning ex-offenders with their release areas.

The U.S. Bureau of Labor Statistics indicates a national growth rate for plumbers of 21% from 2012-2022 with the mean hourly wage of \$23.62. Kansas Department of Labor (2010-2020 projections) indicate a statewide growth for plumbers of 31% with the median annual wage of \$26,310 and for north central Kansas a 17% growth with a median annual wage of \$27,808.

Letters of support were received from M&F plumbing, Comfort Pro Incorporated, Ellsworth Correctional Facility, and Gove County Economic Development offering support for the program by providing internship opportunities, on the job training, job placement of graduates, classroom space, lab and tool storage space, associated costs for equipment, tools, and materials.

Costs associated with this program total approximately \$7,840 for adjunct instructor salaries which will be funded by the college. Ellsworth Correctional Facility has agreed to provide classroom and workshop space for the program, and funding for tools, equipment and supplies will be provided through the contract with the Department of Corrections.

Currently, there are no colleges with approved plumbing programs using the CIP code 46.0503. However, Highland Community College and North Central Kansas Technical College offer combined Plumbing/HVAC programs under the HVAC CIP code. Barton Community College is the only recipient of the contract with the Department of Corrections.

The proposal specifically states that the proposed plumbing program at Barton Community College would be delivered only to those individuals incarcerated at the Ellsworth Correctional Facility. Barton Community College plans to begin the program in the fall of 2015.

The proposed program was subject to the 14-day comment period from February 10, 2015 to February 27, 2015 during which comments from two colleges were received; both indicating the colleges had no issues with approval of the proposed program.

### **Recommendation**

After review and discussion, the Technical Education Authority recommends approval of the request from Barton Community College to offer a 16 credit hour Plumbing (46.0503) technical certificate program to be delivered only to the incarcerated individuals at the Ellsworth Correctional Facility through a memorandum of understanding with the Kansas Department of Corrections.

**Cloud County Community College** requests approval for the following program:

- Commercial Truck Driving (49.0205) — Certificate A/16 credit hours

The proposed Commercial Truck Driving technical certificate is designed to provide individuals the technical knowledge and practical experience necessary to be employed as commercial tractor trailer drivers. Students enrolled full-time in the program can complete the program in 6 weeks, however, sessions will also be offered evenings and weekends to meet the needs of students enrolling on a part-time basis.

Students completing the program will acquire a technical certificate, a Class A Commercial Driver's License from the Kansas Department of Motor Vehicles and a Defensive Driving for the Professional Truck Driver certificate from The National Safety Council.

The U.S. Bureau of Labor Statistics indicates a national growth rate for truck drivers of 11% from 2012-2022 with the mean hourly wage of \$18.37. Kansas Department of Labor (2010-2020 projections) indicate a statewide growth of 12% with the median annual wage of \$37,800.

Letters supporting the proposed program were received from KEIMS TS, Inc., Schneider Nation, Inc., TransAm Trucking, Heartland Works, Flint Hills Job Corp Center, and the Junction City Area Chamber of Commerce. Specific support for the program includes, tuition reimbursement, serving as guest speakers, and employment of program graduates. Representatives from Prime, Inc., Schneider Nation, Inc., TSI Kansas, Inc., Keim TS, Inc., and TransAm Trucking, Inc., have agreed to serve on the program advisory committee and participate in portions of classroom and laboratory training.

Costs associated with this program total approximately \$12,800 for instructor salaries (\$8,000—cost for one six-week session) and lease agreements for tractor truck and trailer expenses (\$4,800). The college lease agreement with Legacy CDL Training, Inc. indicates the college will pay \$4,800 to lease a tractor truck and trailer (for 181 clock hours of lab/driving time for a six-week period) and that Legacy CDL Training, Inc. is responsible for maintenance, fuel and insurance. Faculty for this program will consist of two existing Cloud County Community College faculty members, and three additional adjunct faculty members as needed. Similar costs will occur for each 6 week offering of the proposed program.

Currently Fort Scott Community College is the only college with an approved Commercial Driver Education program of 16 credit hours or more in length. Shorter term Commercial Driver Education programs ranging from 6 to 12 credit hours are being delivered at Seward County Community College/Area Technical School, Northwest Kansas Technical College, and Salina Area Technical College.

The proposed program was subject to the 14-day comment period from February 10, 2015 to February 27, 2015 during which comments from two colleges were received; both indicating the colleges had no issues with approval of the proposed program.

**Recommendation**

After review and discussion, the Technical Education Authority recommends approval of the request from Cloud County Community College to offer a 16 credit hour Commercial Truck Driver (49.0205) technical certificate program.



# DISCUSSION AGENDA

## XI. Consideration of Discussion Agenda

### A. Academic Affairs

#### 1. Receive Report on the Impact of Out-of-State Students on the Kansas Higher Education System

Regent Moran  
**Gary Alexander,**  
 VP, Academic Affairs

### Summary and Recommendations

*Board Goal #4 for 2014-15 is to “Study the impact of out-of-state students on the higher education system and the state, including a view of the financial impact and the number that stay in Kansas.” This discussion provides information to help fulfill this goal.*

### Background

Researchers have identified three prominent factors as influencing a student’s decision to attend college beyond the borders of his or her home state: (1) high achievement/high test scores; (2) family income; and (3) state economic output. Other factors include college cost and prestige and the availability of non-need-based financial aid channeled to outstanding students.

#### *High Achievement/Test Scores*

State borders, according to a study by the Western Interstate Commission for Higher Education (WICHE), are “quite permeable, particularly for college students. That is, even as policymakers tend to think of state education systems as bounded systems, 20 percent of college students—3 million annually---attend college outside their state of residence. This begs the policy question: How might student migration play a role in an appropriate response to the challenges states face now and in the future.” “Student migrants,” the report further notes, “are attracted to elite institutions, including private institutions, often those near large cities.” In addition, they “are much more likely to attend four-year institutions than two-year colleges.” (*Student Migration: Relief Valve for State Enrollment and Demographic Pressures*, Western Interstate Commission for Higher Education, Policy Insights, May 2005).

Studies show students with higher test scores tend to travel furthest in search of a quality education. The following chart shows the correlation between ACT/SAT scores and the percent of students going out-of-state for college:

| ACT SCORE     | SAT SCORE     | PERCENT ATTENDING OUT-OF-STATE |
|---------------|---------------|--------------------------------|
| 31 and higher | At least 2100 | 56%                            |
| 25-31         | 1800-2100     | 40%                            |
| 21-25         | 1500-1800     | 29%                            |
| 17-21         | 1200-1500     | 24%                            |

In general, however, data show that in the United States 58 percent of students attend college within 100 miles of their home, with only 11 percent traveling more than 500 miles to attend college.

#### *Family Income*

Reports find a direct link between family income, college attendance and attending an out-of-state institution in the United States. According to a Forbes analysis, overall some 79% of students from families in the top income quartile earn a bachelor’s degree, while only 11% of those from the bottom quartile families do so. Likewise, researcher Terry Ishitani finds “students from families with lower incomes are known to be more sensitive to the

cost of attending a college,” and thus less likely to attend college out-of-state; “while students from families with higher incomes are less sensitive because they can afford higher costs for attending out-of-state institutions” (*Exploration of Interstate College and Post-Graduation Migration in the United States*, 2011).

*State’s Economic Output*

Studies demonstrate a state’s gross state product (GSP), or economic output, directly affects student migration both positively and negatively. One study, for example, showed “the number of . . . out-migrants was increased by 2.31% when a state improved its per capita income by 1%.” Further, Ishitani finds that “a higher level of GSP per capita increases the odds of both in-state and out-of-state students remaining in a college state after graduation. [Estimates] suggest that every \$1,000 increase in GSP per capita increases the likelihood of state residents moving to other states for college by 6% to 7%, whereas it simultaneously increases the likelihood of retaining out-of-state students in the state by 8% after college graduation. Therefore, it is imperative to discuss the effect of [a] state’s economic conditions in the context of both interstate college and post-graduate migration.”

**Impact of Out-of-State Students on the Higher Education System and the State**

The WICHE study cited above reports “student migrants inarguably provide positive short-term economic benefits for the states in which they enroll. The money these students spend on tuition as well as living expenses may be quite significant for the regions and communities that host them. From a policy perspective, however, the more important consideration may be long-term economic impact. That is, do student migrants stay and contribute to the state economy after they graduate?”

The following tables show the estimated economic impact of international and non-resident students while enrolled in system institutions. It includes both system wide averages and averages for the public four-year institutions only.

For the period from 2008 – 2013, international enrollment was 4,813 in 2008 and 8,650 in 2013 with the highest enrollment being 11,323 in 2012. For this same time span, system wide non-resident enrollment numbered 31,882 in 2008 and 32,839 in 2013 with the highest enrollment being 33,377 in 2009.

| <b>Estimated Impact of International Students Systemwide in Kansas</b> |                   |                     |
|--|-------------------|---------------------|
| <b>Year</b>  | <b>Enrollment</b> | <b>Total Impact</b> |
| 2008   | 4,813             | \$94,355,106        |
| 2009   | 4,824             | \$104,385,519       |
| 2010   | 8,137             | \$199,275,225       |
| 2011   | 11,184            | \$243,334,624       |
| 2012   | 11,323            | \$267,428,466       |
| 2013   | 8,650             | \$201,964,967       |

| <b>Estimated Impact of Non-Resident Students Systemwide in Kansas</b> |                   |                     |
|---|-------------------|---------------------|
| <b>Year</b>   | <b>Enrollment</b> | <b>Total Impact</b> |
| 2008  | 31,882            | \$520,817,012       |
| 2009  | 33,377            | \$580,126,779       |
| 2010  | 32,111            | \$663,898,026       |
| 2011  | 30,798            | \$630,391,941       |
| 2012  | 32,195            | \$708,713,294       |
| 2013  | 32,839            | \$753,193,526       |

| <b>Estimated Impact of International Students in Public Four-Year Institutions in Kansas</b> |                   |                     |
|--|-------------------|---------------------|
| <b>Year</b>  | <b>Enrollment</b> | <b>Total Impact</b> |
| 2008   | 4,588             | \$92,523,965        |
| 2009   | 4,645             | \$102,887,971       |
| 2010   | 7,662             | \$193,533,611       |
| 2011   | 8,660             | \$213,564,847       |
| 2012   | 8,936             | \$239,227,786       |
| 2013   | 6,420             | \$174,384,613       |

| <b>Estimated Impact of Non-Resident Students in Public Four-Year Institutions in Kansas</b> |                   |                     |
|---|-------------------|---------------------|
| <b>Year</b>   | <b>Enrollment</b> | <b>Total Impact</b> |
| 2008  | 21,417            | \$422,415,354       |
| 2009  | 22,487            | \$474,826,369       |
| 2010  | 20,611            | \$534,038,168       |
| 2011  | 20,406            | \$511,312,512       |
| 2012  | 21,351            | \$589,462,228       |
| 2013  | 21,859            | \$626,295,305       |

**Data Sources and Notes:**

Enrollment counts are taken from KHEDS - Academic Year data with the exception of international students for Fort Hays State University. Those numbers represent counts of the 20th day of Fall enrollment. Also, if an institution did not have any enrollment counts in KHEDS or if an institution did not have any data reported in IPEDS or had only one element (of five) reported in IPEDS, the institution is excluded from the analysis.

This represents a high-level estimate and should not be viewed as a comprehensive evaluation as to the economic impact of these groups of students in Kansas.

The basic calculation is: Average Tuition and Fees Per Student + Average Living Expenses Per Student - Any Support in the Form of Scholarships, Waivers, etc.

The next tables show employment, wage, and estimated economic impact data for both international and non-resident students for five years following graduation. The data include graduates from 2008-2013, both system-wide and at the public four year institutions.

| <b>International Graduates who Stay in Kansas after Graduation - Systemwide</b> |                   |                        |   |
|---|-------------------|------------------------|---|
| <b>Year of Employment</b>   | <b>% Employed</b> | <b>Avg Total Wages</b> | <b>Estimated Total Economic Impact*</b> |
| 1st Year Avg  | 18.19%            | \$ 5,794,691           | \$2,171,075                             |
| 2nd Year Avg  | 13.49%            | \$5,234,686            | \$2,113,289                             |
| 3rd Year Avg  | 12.10%            | \$4,724,473            | \$1,645,612                             |
| 4th Year Avg  | 10.11%            | \$3,879,735            | \$1,324,429                             |
| 5th Year Avg  | 9.20%             | \$3,188,260            | \$1,067,872                             |

| <b>Non-Resident Graduates who Stay in Kansas after Graduation - Systemwide</b> |                   |                        |   |
|--|-------------------|------------------------|---|
| <b>Year of Employment</b>  | <b>% Employed</b> | <b>Avg Total Wages</b> | <b>Estimated Total Economic Impact*</b> |
| 1st Year Avg   | 17.64%            | \$22,315,756           | \$9,363,964                             |
| 2nd Year Avg   | 15.34%            | \$22,272,782           | \$8,911,193                             |
| 3rd Year Avg   | 14.86%            | \$22,885,687           | \$8,941,698                             |
| 4th Year Avg   | 13.82%            | \$22,308,495           | \$8,497,797                             |
| 5th Year Avg   | 13.03%            | \$22,541,328           | \$8,417,281                             |

| International Graduates who Stay in Kansas after Graduation - Public Four-Year |            |                 |                                  |
|--|------------|-----------------|----------------------------------|
| Year of Employment   | % Employed | Avg Total Wages | Estimated Total Economic Impact* |
| 1st Year Avg   | 17.10%     | \$5,409,428     | \$1,866,875                      |
| 2nd Year Avg   | 12.56%     | \$4,737,883     | \$1,575,819                      |
| 3rd Year Avg   | 11.42%     | \$4,302,129     | \$1,409,149                      |
| 4th Year Avg   | 10.05%     | \$3,585,371     | \$1,155,412                      |
| 5th Year Avg   | 8.83%      | \$3,070,684     | \$972,907                        |

| Non-Resident Graduates who Stay in Kansas after Graduation - Public Four-Year |            |                 |                                  |
|---|------------|-----------------|----------------------------------|
| Year of Employment  | % Employed | Avg Total Wages | Estimated Total Economic Impact* |
| 1st Year Avg  | 18.03%     | \$18,221,052    | \$7,027,757                      |
| 2nd Year Avg  | 15.27%     | \$14,971,185    | \$6,116,014                      |
| 3rd Year Avg  | 14.67%     | \$18,489,124    | \$6,665,233                      |
| 4th Year Avg  | 13.76%     | \$18,218,411    | \$6,474,937                      |
| 5th Year Avg  | 13.00%     | \$18,486,034    | \$6,400,527                      |

**Data Sources:**

KBOR KHEDS, KDOL UI Wage Records

\*This calculation draws on elements from the National Center for Higher Education Management Systems Attainment Model and includes state and federal tax revenues plus estimated savings from government funded programs.

**Additional Information**

In May 2012, the Board received a report on the economic impact of Kansas community colleges from the Kansas Association of Community College Trustees (*Fuel the Economy: Final Report of the Economic Contributions of Kansas Community Colleges*, Linda J. Fund, Executive Director, May 18, 2012). A portion of that report, which covers the 2010-11 reporting year, is devoted to the fiscal impact of spending by students who come from outside Kansas.

The report notes “an estimated 11% of Kansas Community Colleges’ students came from outside Kansas in the 2010-11 reporting year. Of these students, approximately 15% lived in the state while attending” (*Fuel the Economy: Final Report of the Economic Contributions of Kansas Community Colleges*, Linda J. Fund, Executive Director, May 18, 2012, p. 34).

Using the average annual cost of attendance (room and board, personal expenses, transportation) and the total number of out-of-state students estimated to live in Kansas (2,586), the report estimated the total impact (direct and indirect) on the Kansas economy of spending by out-of-state students was \$16.6 million in 2010-11. While this information is a bit dated, it does give support to the argument that out-of-state students in this sector have a measurable impact on the state’s economy.

**Concluding Comments**

Based on his review of national data, Ishitani provides a cautionary note for Midwestern states regarding students in general:

While out-of-state students attending in-state institutions have short-term economic benefits to states, out-of-state students attending institutions in the Midwest and South regions are more likely to leave their college states after college graduation even after controlling for institutional and individual characteristics. Thus, instead of counting on out-of-state students graduating from in-state institutions to remain in the state, states in the Midwest and South regions may focus more on

increasing the size of state residents enrolling in and graduating from in-state . . . institutions to enhance the future workforce of young, college-educated individuals.

Kansas data clearly demonstrate that international and non-resident students have an economic impact on the state. And, of course, they also bring academic and cultural attributes that enrich the campus climate wherever they may be enrolled. So there clearly is value in attracting such students.

Data also show that some 17-18% of international and non-resident students remain in Kansas to work after graduation. However, the number remaining in the state declines over time, as does the corresponding economic impact.

Finally, since Kansas institutions generally have space for more students than they admit, balancing out-of-state and in-state numbers is not a pressing issue. However, it is well to note that the competition with other U.S. and international universities for students is ultimately a zero sum game. There will come a point when the market is saturated. Thus, it is critical to develop programs and capacities that distinguish Kansas schools as target destinations for both in- and out-of-state students.

**2. Act on Amendment to the Board’s Approval of Programs for Washburn University Policy**

**Summary and Recommendations**

*Board staff consulted with staff of Washburn University to clarify Board policy language for the approval of programs for Washburn University. Staff recommends approval of the proposed revision.*

**Background**

Staff of both Washburn University and KBOR agree that the proposed revision applies to all new Washburn University Graduate Programs (masters and doctoral). In addition, proposed baccalaureate degrees in specialized areas will also require review. Such areas include Architecture, chiropractic medicine, dental hygiene, engineering, medicine, optometry, pharmacy, podiatry and veterinary medicine.

**Proposed Policy Revision**

**CHAPTER III: COORDINATION - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY**

**A ACADEMIC AFFAIRS**

...

**6 APPROVAL OF PROGRAMS FOR WASHBURN UNIVERSITY**

The state university process for approval of new academic program proposals, chapter II.A.7.c., shall apply to the review and approval of all ~~non-doctoral~~ graduate programs, and specialized professional baccalaureate degree programs (e.g., engineering, architecture), for Washburn University, except that in lieu of Council of Chief Academic Officers and Council of Presidents review and approval, such programs shall be reviewed by the System Council of Chief Academic Officers and the System Council of Presidents, on the same day, for informational purposes only, and the programs will then be reviewed by the Board’s Academic Affairs Standing Committee prior to being placed on the Board agenda for approval.

The state university expedited program review process, chapter II.A.7.e., shall apply to the review and approval of Washburn University programs that meet the criteria for expedited review, except that in lieu of Council of Chief Academic Officers and Council of Presidents review and approval, such programs shall be reviewed by the System Council of Chief Academic Officers and the System Council of Presidents.

**Staff Recommendation**

Staff recommends approval of the proposed revision.

### 3. Act on Request to Increase GED Retest Fee

#### Summary

*K.S.A 2014 Supp. 72-4530 authorizes the Kansas Board of Regents (Board) to adopt rules and regulations relating to the processing and issuance of the General Education Development (GED) credential. This statute allows the Board to establish the fee associated with administration of the program for obtaining such credentials in the state of Kansas. Because of increased costs associated with this program, staff recommends the Board add a \$3 jurisdictional fee to the GED® test retake fee of \$10, effective July 1, 2015.*

#### Background

In accordance with K.S.A. 2014 Supp. 72-4530, the Kansas Board of Regents is the state agency charged with administering the GED program. GED Testing Service® (a joint venture between the American Council on Education and Pearson, PLC) is the creator and owner of the GED® test. The Board's responsibilities include those established by the statute and the GED Testing Service®, such as management of records, issuance of credentials, and the verification of such credentials.

K.S.A. 2014 Supp. 72-4530 authorizes the Board to establish two different fees: (1) fees to cover the costs associated with the administration of the program and (2) fees charged for issuance, duplication or verification of the credential.<sup>2</sup> In establishing the first category of fee, the statute authorizes the Board "to determine the amount of revenue which will be required to properly administer the provisions of the act" and requires the fee be determined and set on or before June 1 of each year. This fee amount is factored into the GED® test fee charged to each person taking the test at a testing center.

Effective January 2014, GED Testing Service® began charging \$30 per module for the new four-module 2014 GED® examination delivered only in the computer based format. Testers could retake any failed module at a discounted rate. Up to two retakes per module cost \$10 each, rather than the original \$30 per-module fee.

Effective August 1, 2014, GED Testing Service® added \$3 per GED® test module (not including the two retakes per subject). At that time, the Board approved the additional \$3 per module as a jurisdictional administrative fee, raising the cost of taking all four modules of the GED® test from \$120 to \$132. However, the August 2014 Board action did not include the retake \$3 jurisdictional fee.

Board staff has now reviewed the revenue and expense projections for the program, along with the business plan, and concluded that an additional \$3 should be added to the test retake fee to help fund necessary administrative functions. This would raise the test retake fee of the GED® test from \$10 to \$13 for up to two retakes. Retakes made up about 19.2% percent of 2014 GED® tests.

#### Staff Recommendation

Staff recommends the Board increase the up-to-two test retake fee for the GED® examination from \$10 to \$13 per module. Through this increase, the additional \$3 per module would be remitted to the Board to cover administrative expenses associated with the program.

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<sup>2</sup> This second category of fee is not the subject of this issue paper, and it is statutorily capped at a maximum \$15.

*B. Other Matters*

**1. Receive Report from Kansas Postsecondary  
Technical Education Authority**

**Blake Flanders,  
VP, Workforce Development**

**Summary**

*The Kansas Postsecondary Technical Education Authority (TEA) met on Thursday, March 26, 2015. Members approved the Plumbing program at Barton Community College and the Commercial Truck Driving program at Cloud County Community College. TEA members also received an update on the Tiered/Non-Tiered Course Review Process and reports from the standing committees, Budget and Finance, Program and Curriculum, and Marketing. Additionally, the TEA heard presentations on the upcoming Perkins Grant Monitoring Visit, the Workforce AID program, and the federal Workforce Innovation and Opportunity Act.*

**2. Receive Budget and Legislative Update**

**Elaine Frisbie,  
VP, Finance & Administration;  
Matt Casey,  
Director, Government Relations**

**Summary**

*The Legislature has made it to “first adjournment,” marking the end of the 2015 regular session. Legislators will return to the Statehouse on April 29th to begin “veto session” to wrap up their work for the year. The Board will receive an update on where the budget currently stands and where the non-budgetary legislative items are in the process. They will also receive an update for what to expect during the veto session.*

**XII. Executive Session**

Board of Regents – Personnel Matters Relating to Non-Elected Personnel

**XIII. Adjournment**



# AGENDA

Fiscal Affairs and Audit Committee  
Wednesday, April 15, 2015  
10:15-11:45 AM, Board Room

## I. OLD BUSINESS

- A. Follow up on issues raised during the March 31, 2015 teleconference regarding FAA items on the Board's agenda and any other questions/clarifications about Board agenda items

## II. NEW BUSINESS

- A. Act on EPSCoR Proposals
- B. **FAA 14-07**—Review State Universities Annual Financial Reports, including Key Financial Statistics and Ratios and Current Year Spending to Budget
  - a. University of Kansas
  - b. Emporia State University
- C. **FAA 14-10**—Review and approve Johnson County Educational Research Triangle (JCERT) Budgets
  - a. University of Kansas Edwards Campus
  - b. KU Medical Center
  - c. Kansas State University
- D. Discuss Tuition Financed Enhancements for FY 2016
- E. Audits for committee review and discussion (standing item)
- F. Other Committee Business

## III. OTHER COMMITTEE ITEMS

- A. Next meeting dates
  - 1. AGENDA CALL, Tuesday, May 5, Noon, Teleconference
  - 2. NEXT REGULAR MEETING, Wednesday, May 20, 10:15 am, Board Room

# AGENDA

System Council of Presidents  
Kansas Board of Regents Office  
1000 S.W. Jackson  
Topeka, KS  
April 15, 2015  
10:00 a.m.  
Suite 530

1. Approve minutes from Wednesday, February 11, 2015
2. Receive report from System Council of Chief Academic Officers
3. Discuss Legislation
4. Other Matters

# MINUTES

System Council of Presidents  
Kansas Board of Regents Office  
1000 S.W. Jackson  
Topeka, KS  
February 11, 2015  
10:00 a.m.  
Suite 530

1. Presidents Carl Heilman and Michael Shonrock called the meeting to order at 10:02 am.
2. Minutes of December 17, 2014 were approved.
3. Update on State Funding- Elaine Frisbie, *Vice President for Finance & Administration, Kansas Board of Regents*
  - The Governor passed a second round of allotments which reduced education spending by \$44.5 million. This will equate to a 1.5% reduction for K-12 and a 2% reduction for the Regents institutions and Board.
  - Recommendations for FY16 and 17 budget will soon be put forth.
4. Report from the System Council of Chief Academic Officers, John Marshall, *Vice President for Academic Affairs for Allen Community College*
  - Transfer and Articulation Council currently reviewing courses for future consideration. This year's course list approved by the Board has gone out to the institutions for review. This information will be listed on the Regents website and implemented in the summer.
  - Diversity Study Group continuing to form, take on members, and discuss preliminary items.
4. Update on the Developmental Education Task Force, *Susan Fish, State Director of Adult Education, KBOR*
  - Developmental Education Task Force working on three main recommendations:
    - Referral of students from Developmental Education to ABE
    - High school math refresher course
    - Common placement assessment policies
  - They will report on these in April to BAASC and then to the Board in May.
5. Legislative Update, Andy Tompkins, *President and CEO of Board, KBOR*
  - Several bills in the legislature could have impact on KBOR institutions. Among them are: concealed carry without a permit, undocumented student bill, tuition for veterans bill and the student lifeline bill.
  - Over 100 students in Topeka for Higher Education Day. PTK Scholars in Topeka tomorrow.

There being no other matters the meeting was adjourned at 10:18 am.

Respectfully Submitted,

Anna Lanier Weyers  
Wichita State University

# AGENDA

Council of Presidents  
Kansas Board of Regents Office  
1000 S.W. Jackson  
Topeka, KS  
April 15, 2015  
11:00 a.m.  
Suite 530

1. Approve minutes from Wednesday, March 11, 2015
2. Report from Council of Chief Academic Officers
  - a. Request for Approval of a Doctor of Nursing Practice (DNP) – FHSU (Attachment)
3. Report from Council of Chief Business Officers
4. Report from Council of Government Relations Officers
5. Report from Council of Chief Student Affairs Officers
6. Report from University Support Staff
7. Other Matters

**Summary**

**ATTACHMENT**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays State University has submitted an application for approval of a Doctor of Nursing Practice (DNP). The proposing academic unit has responded to all of the requirements of the program approval process. The University of Kansas Medical Center, Wichita State University, Pittsburg State University and Washburn University have programs utilizing this Classification of Instructional Program (CIP) code. A PDF of the full proposal is available at [http://kansasregents.org/academic\\_affairs/new\\_program\\_approval](http://kansasregents.org/academic_affairs/new_program_approval)*

**Background**

| <u>Criteria</u>                | <u>Program Summary</u>   |
|--------------------------------|--|
| 1. Program Identification      | Doctor of Nursing Practice (DNP)<br>CIP Code: 51.3818  |
| 2. Academic Unit               | Department of Nursing<br>College of Health and Life Sciences   |
| 3. Program Description         | Fort Hays State University proposes to develop a Doctor of Nursing Practice (DNP). This program is designed to serve as a professional doctorate that will better prepare Advanced Practice Registered Nurses for roles in an increasingly complex healthcare environment and to meet the emerging advanced practice professional workforce needs throughout the State of Kansas, the region, and the nation.  |
| 4. Demand/Need for the Program | <p>A preliminary report conducted for Fort Hays State University by Eduventures indicates that labor market trends show that the DNP-related jobs will increase nationally by 22% over the next 10 years. In addition, DNP-related jobs will increase in our 5 state region by 28% over the next 10 years. Notably, DNP-related jobs will increase in Kansas by 23% over that same time period. This demand is consistent with the Institute of Medicine recommendation that nursing double the number of current doctoral graduates by 2020 in order meet the needs of the primary care workforce in the United States. This increase will be necessary to meet increasing demand, particularly in underserved rural areas.</p> <p>Enrollment in the current Master of Science in Nursing (MSN) program has increased 48% in five years, to a current total of 120 graduate students, with a vast majority of these students pursuing the MSN-Family Nurse Practitioner (FNP) degree program. Approximately 110 students apply for admission to the MSN-FNP program per year, with 25% of these students are accepted into the program. It is expected that converting the FNP program to a DNP will transition this application/admission profile to the new DNP program with limited measurable impact on program interest. A survey of current students indicates that 55% would still pursue advanced practice nurse education if the program were to move to a DNP degree program.</p> <p>According to the Bureau of Labor Statistics, 270 nurse practitioners are presently employed in the non-metropolitan area of Kansas compared to a total of 1,350 nurse practitioners in metropolitan areas of Kansas (Kansas City, Wichita, Topeka, and Lawrence). The mean ratio of nurse practitioners per 1000 people in non-metropolitan Kansas is .70 compared to a mean ratio of 1.00 per 1000 in the metropolitan areas of Kansas. These data indicate a workforce growth need in the non-metropolitan area of Kansas for this occupation. Fort Hays State University is</p> |

|   |  |
|---|--|
|   | <p>positioned well to address this rural workforce development need with high-paying jobs that will assist in the growth of the Kansas economy.</p>  |
| <p>5. Comparative /Locational Advantage</p> | <p>FHSU’s nursing preparation program, one of the few rural-based in the state, is significant because 89 of 105 Kansas counties are considered rural. Clearly, advanced programs offered by the FHSU nursing department provide direct links to both quality nursing and primary healthcare significantly affecting people in this region. It is imperative our program remain current with national standards, expectations, and state-level demand so that our students are competitively positioned for careers and the citizens in our region maintain access to quality primary healthcare.</p> <p>The DNP degree program will increase the supply of nursing faculty qualified to provide both nursing instruction and primary healthcare delivery. As the only four-year institution in western Kansas, it is imperative that students can attain the most current level of training aligned with national standards and professional expectations, and communities are provided access to healthcare services provided by healthcare professionals with the most advanced training and credentials available.</p> |
| <p>6. Curriculum</p>                        | <p>Fort Hays State University will offer two tracks within the Advanced Practice Nursing major. Both will prepare students for the advanced practice role of a Family Nurse Practitioner. Both tracks will educate students for a terminal degree and prepare the students to sit for state licensure as an APRN. The first track will be the BSN to DNP degree. This degree will consist of 76 credit hours of course work. The second track will be the MSN to DNP degree. This degree will consist of 31 credit hours of course work. Full and part-time schedules will be made available for both tracks.</p>  |
| <p>7. Faculty Profile</p>                   | <p>The Department of Nursing at FHSU consists of 20 full-time equivalent faculty. The academic credentials of these faculty include one with a PhD, three with a DNP, and one with an MD. Two faculty are currently pursuing a DNP while one is in pursuit of a PhD. In addition, the department employs one Clinical Nurse Specialist and three faculty with FNP degrees. Two of these faculty are experts at the masters level with extensive practice experience in the field. As necessity dictates, the department plans to hire two to three additional doctorally prepared faculty.</p>   |
| <p>8. Student Profile</p>                   | <p>The student market for the BSN-DNP program will mirror the current graduate student profile of those who seek FNP education. These students are primarily Kansans, often already practicing in rural, medically under-served areas. Graduates of the current FNP program tend to continue employment in the State in comparable settings. FNP-DNP students will represent a more diverse background and represent a broader region with the expectation of students from the contiguous State area seeking advanced education. It is expected that the typical student profile for DNP applicants will change very little from the current student profile.</p>   |
| <p>9. Academic Support</p>                  | <p>While basic library holdings meet the needs of current programming in the Department of Nursing it has been determined in consultation with the dean of Forsyth Library that an estimated \$10,000 will be needed to enhance the library resources in order to support the Doctor of Nursing Practice program.</p>  |

|  |   |
|--|---|
|  | <p>Current staffing levels allow for the proposed program to be successfully implemented. No new support staff is required at this time. Depending upon enrollment growth, however, additional advising and program support positions may be required.</p>  |
| <p>10. Facilities and Equipment</p>                  | <p>Current available space is sufficient to offer the program. In an effort to provide high quality learning experiences and meet student competency requirements, the Department of Nursing will need to purchase one additional high fidelity simulator. In addition, three computer stations will be needed to instruct students in electronic documentation. The cost of this equipment will be approximately \$79,000.</p>   |
| <p>11. Program Review, Assessment, Accreditation</p> | <p>The DNP program will meet all standards for program review, assessment, and accreditation as set forth by the FHSU College of Health and Life Sciences, Fort Hays State University, the Kansas Board of Regents, the Kansas State Board of Nursing, the American Association of Colleges of Nursing and its independent accrediting body, the Commission on Collegiate Nursing Education. Techniques for assessment of students' learning will include:</p> <p style="padding-left: 40px;">Evaluation of clinical expectations and competencies; assessment of outcomes of residency; aggregate performance on national certifying examinations; evaluation of comprehensive written examination; capstone project evaluation; oral defense of capstone project; student, alumni, and employer surveys; graduation rate; placement rate and location.</p> <p>National accreditation from the Commission on Collegiate Nursing Education (CCNE) will be sought for the DNP degree program at first eligibility (Fall 2017) following Kansas Board of Regents program approval. The DNP degree program will be presented to the Kansas State Board of Nursing for approval in advance of implementation and during the 2015 calendar year.</p> |
| <p>12. Costs, Financing</p>                          | <p>While there are minor costs associated with library holdings and new equipment, the primary cost of implementation for this program will be creating two new doctoral faculty lines. Over time, two additional DNP or PhD faculty members will be required to meet program demand, as well as additional adjunct demands and professional advising needs. Offering a doctoral program will also require some additional costs related to learning resources. Estimated expense increase will be approximately \$250,000 per year. A differential tuition strategy will help offset expenses by generating program-specific revenue per credit hour.</p>  |

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

**I. Identify the new degree:**

Doctor of Nursing Practice – BSN to DNP

**II. Provide courses required for each student in the major:**

|  | <b>Course Name &amp; Number</b>                           | <b>Credit Hours</b>          |
|--|---|------------------------------|
| <b>Core Courses</b>                                  | HHP 620 Epidemiology                                      | 3                            |
|  | NURS 803 Advanced Health Assessment                       | 3                            |
|  | NURS 803L Advanced Health Assessment Lab                  | 1                            |
|  | NURS 804 Pharmacokinetics and Pharmacodynamics            | 1                            |
|  | NURS 805 Advanced Pharmacology                            | 3                            |
|  | NURS 806 Advanced Pathophysiology                         | 3                            |
|  | NURS 810 Developing Nursing Theories                      | 3                            |
|  | NURS 812 Primary Health and Wellness Promotion            | 2                            |
|  | NURS 814 Healthcare: Policy/Politics/Organization/Cost    | 2                            |
|  | NURS 816 Nurse Practitioner Roles in Primary Care         | 2                            |
|  | NURS 818 Primary Care of Family and Community             | 2                            |
|  | NURS 821 Primary Care I                                   | 3                            |
|  | NURS 825 Primary Care Diagnostics and Procedures          | 1                            |
|  | NURS 832 Primary Care II: Mgmt. of Complex Problems       | 3                            |
|  | NURS 835 Primary Care Across the Lifespan                 | 2                            |
|  | NURS 852 Foundations for Doctoral Leader                  | 3                            |
|  | NURS 872 Informatics in Health Care Systems               | 3                            |
|  | NURS 900 Advanced Nursing Leadership                      | 3                            |
|  | NURS 902 Evaluation and Management in Health Care Systems | 3                            |
|  | <b>Research</b>   | NURS 808 Advanced Statistics |
| NURS 895 Advanced Research                           |   | 3                            |
| NURS 896 Evidence Based Practice and Scholarly Tools |   | 3                            |
| NURS 905 DNP Research Methods                        |   | 3                            |



|                 |  |   |    |
|-----------------|--|---|----|
| <b>Practica</b> | NURS 819 Primary Care of the Family (1:5) (75 clock hrs)             | 1 |    |
|                 | NURS 824 Primary Care I Preceptorship (1:5) (225 clock hrs)          | 3 |    |
|                 | NURS 826 Diagnostic and Procedure Preceptorship (1:5) (75 clock hrs) | 1 |    |
|                 | NURS 834 Primary Care II Preceptorship (1:5) (225 clock hrs)         | 3 |    |
|                 | NURS 836 Preceptorship Across the Lifespan (1:5) (150 clock hrs)     | 2 |    |
|                 | NURS 911 DNP Scholarly Capstone I (75 clinical hrs)                  | 3 |    |
|                 | NURS 912 DNP Scholarly Capstone II (75 clinical hrs)                 | 1 |    |
|                 | NURS 913 DNP Scholarly Capstone III (75 clinical hrs)                | 2 |    |
|                 | NURS 915 DNP Residency I (75 clock hrs)                              | 1 |    |
|                 | NURS 916 DNP Residency II (75 clock hours)                           | 1 |    |
|                 | <b>Total</b>   |   | 76 |

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

**I. Identify the new degree:**

Doctor of Nursing Practice – MSN to DNP

**II. Provide courses required for each student in the major:**

|                     | <b>Course Name &amp; Number</b>                           | <b>Credit Hours</b> |
|---------------------|---|---------------------|
| <b>Core Courses</b> | HHP 620 Epidemiology                                      | 3                   |
|                     | NURS 814 Healthcare: Policy/Politics/Organization/Cost    | 2                   |
|                     | NURS 852 Foundations for Doctoral Leader                  | 3                   |
|                     | NURS 872 Informatics in Health Care Systems               | 3                   |
|                     | NURS 900 Advanced Nursing Leadership                      | 3                   |
|                     | NURS 902 Evaluation and Management in Health Care Systems | 3                   |
| <b>Research</b>     | NURS 896 Evidence Based Practice and Scholarly Tools      | 3                   |
|                     | NURS 905 DNP Research Methods                             | 3                   |
| <b>Practica</b>     | NURS 911 DNP Scholarly Capstone I (75 clinical hrs)       | 3                   |
|                     | NURS 912 DNP Scholarly Capstone II (75 clinical hrs)      | 1                   |
|                     | NURS 913 DNP Scholarly Capstone III (75 clinical hrs)     | 2                   |
|                     | NURS 915 DNP Residency I (75 clock hrs)                   | 1                   |
|                     | NURS 916 DNP Residency II (75 clock hrs)                  | 1                   |
|                     | <b>Total</b>  | <b>31</b>           |

IMPLEMENTATION YEAR FY 2016

Fiscal Summary for Proposed Academic Programs

Institution: **Fort Hays State University** Proposed Program: **Doctor of Nursing Practice**

| <b>Part I. Anticipated Enrollment</b>   | Implementation Year |           | Year 2    |           | Year 3    |           |
|---|---------------------|-----------|-----------|-----------|-----------|-----------|
|   | Full-Time           | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount:  | 12                  | 12        | 24        | 24        | 36        | 24        |
| B. Total SCH taken by all students in program   | 432                 |           | 864       |           | 1116      |           |
| <b>Part II. Program Cost Projection</b>   |                     |           |           |           |           |           |
| A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. |                     |           |           |           |           |           |
|   | Implementation Year |           | Year 2    |           | Year 3    |           |
| <u>Base Budget</u><br>Salaries  | \$0                 |           | \$100,000 |           | \$230,000 |           |
| OOE   | \$89,000            |           | \$20,000  |           | \$20,000  |           |
| Total   | \$89,000            |           | \$120,000 |           | \$250,000 |           |

Indicate source and amount of funds if other than internal reallocation:

The additional funds necessary in the first year will allow for necessary library resources to be established. Subsequent years will require additional faculty lines (full-time and adjunct), equipment upgrades, and typical OOE funds associated w/ additional faculty lines.

A differential tuition model (to be determined) will help alleviate some of the additional costs associated with the program. Other costs will be managed via internal reallocation of resources along with private funding.

# MINUTES

Council of Presidents  
Kansas Board of Regents Office  
1000 S.W. Jackson  
Topeka, KS  
March 11, 2015  
11:00 a.m.  
Suite 530

1. President Bardo called the meeting to order at 11:00 am.
2. Minutes from Wednesday, February 11, 2015 were approved.
3. Report from Council of Chief Academic Officers, Dr. Tony Vizzini, *Provost and Senior Vice President, Wichita State University*
  - a. Reviewed New Program Requests:
    - i. KUMC – Requests Approval for a Master of Science in Cancer Biology
    - ii. KUMC – Requests Approval for a Ph.D. in Cancer Biology
  - b. Program Requests:
    - i. WSU - Request Approval of a New Institute - Institute for Interdisciplinary Creativity
    - ii. PSU - Request Approval of a New Minor in Diesel/Heavy Equipment
  - c. Informational Items:
    - i. PSU - Change the Name of the Commercial Art Emphasis to the Illustration and Visual Storytelling Emphasis within the Bachelor of Fine Arts
    - ii. ESU - New Concentration in Informatics within the MLS and PhD degrees in the School of Library and Information Management
    - iii. ESU - Librarianship for Children and Young Adults concentration within the MLS degree name change to Youth Services concentration
    - iv. KSU - New Option in the BS in Engineering Technology, Unmanned Aircraft Systems
  - d. Request from SCOCAO, John Marshall, *Vice President for Academic Affairs, Allen Community College*
    - i. Request from HCCC to have an Associate of General Studies degree. Normally approved by SCOPS who is not meeting this month, so asking COPS for recommendation to Board Agenda to April.
    - ii. Bardo approved, Martin seconded. Motion approved unanimously.
4. Report from Council of Chief Business Officers, Mr. Mike Barnett, *Vice President for Administration and Finance, Fort Hays State University*
  - a. Discussion about Department of Administration request for regents universities to provide ten percent discount off tuition for employees.
  - b. No increase in student insurance this year.
5. Report from Council of Government Relations Officers, Mr. Andy Schlapp, *Executive Director of Government Relations, Wichita State University*

- a. Following several bills: Senate bill 161, Senate bill 175, Senate bill 133, Senate bill 193, House Bill 2228. As of now, several bills have been tabled: House bill 2134, House bill 2139. Also following the budget discussions and the impact on higher education.
6. Report from Council of Chief Student Affairs Officers, Dr. Wade Robinson, *Vice President of Student Affairs, Wichita State University*
  - a. Leadership Kansas Program overview and benefit to students.
  - b. Met with SGA representatives about transcript notation on expulsions.
  - c. KU, KSU, FHSU have done or are working on climate surveys.
  - d. Opportunity for conversation on campuses about SAE issue at OU.
7. Report from University Support Staff, Ms. Ali Levine, *University Support Staff President, Wichita State University*
  - a. Working with COGRO regarding KPERS and KS legislature. Discussion about bond strategy for KPERS and what that will mean for USS staff.
8. Review proposed amendments to Board's Weapons Possession policy, Julene Miller, *General Counsel, Kansas Board of Regents*
  - a. Proposed changes recommended by Governance Committee were discussed.
    - i. COPS consensus is changes are the best they can do.
    - ii. Motion for approval: Shonrock approved, Schulz seconded. All approved.
9. Other Matters:
  - a. Schulz: serves on retirement board and found interesting how proposed changes in retirement benefits are communicated. Having discussions about better methods to communicate changes in ways people will read and be able to understand.

There being no further matters the meeting was adjourned at 11:50 am.

Respectfully Submitted,  
Anna Lanier Weyers  
Wichita State University

# AGENDA

## System Council of Chief Academic Officers

Wednesday, April 15, 2015  
 8:30 a.m. – 9:15 a.m.  
 or upon adjournment  
 Kathy Rupp Conference Room  
 Kansas Board of Regents  
 Curtis State Office Building  
 1000 SW Jackson, Suite 520  
 Topeka, Kansas

1. Approve Minutes of March 11, 2015
2. Updates
  - a. Transfer and Articulation Council (TAAC) – Karla Wiscombe
  - b. Diversity Study Group – Gary Alexander
  - c. Recruiting and Retaining Outstanding Students – Gary Alexander
  - d. Two + Two/Four-Year Degree Maps Progress from Institutions – Jon Marshall
3. Discussion
  - a. Student Learning Assessment Model – Gary Alexander
  - b. National Student Clearinghouse Reverse Transfer Process (follow-up on suggestion/proposal brought forward by Cindy Farrier) – Jon Marshall
  - c. HLC Faculty Guidelines
  - d. Graduate Course Credit Opportunities (interest in universities providing graduate course credit opportunities for CEP and adjunct faculty wishing to obtain further graduate course work in academic disciplines to meet credential requirements) – Jon Marshall, Alysia Johnston
4. Other Business

SCOCAO Schedule – September 2014 – June 2015

| AGENDA MATERIALS DUE | MEETING DATES      |
|----------------------|--------------------|
| August 27, 2014      | September 17, 2014 |
| September 24, 2014   | October 15, 2014   |
| October 29, 2014     | November 19, 2014  |
| November 21, 2014    | December 17, 2014  |
| December 19, 2014    | January 14, 2015   |
| January 21, 2015     | February 11, 2015  |
| February 18, 2015    | March 11, 2015     |
| March 25, 2015       | April 15, 2015     |
| April 22, 2015       | May 20, 2015       |
| May 27, 2015         | June 17, 2015      |

# MINUTES

## System Council of Chief Academic Officers Minutes

Wednesday, March 11, 2015

8:30 a.m.

Kathy Rupp Conference Room  
Kansas Board of Regents

The System Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas, at 8:30 a.m. on Wednesday, March 11, 2015.

### Members Present:

Jon Marshall, Allen County Community College  
David Cordle, Emporia State University  
Lynette Olson, Pittsburg State University  
Chris Crawford, Fort Hays State University  
Robert Klein, University of Kansas Med Ctr

Karla Fisher, Butler Community College  
Jeff Vitter, University of Kansas  
Tony Vizzini, Wichita State University  
April Mason, Kansas State University  
Randy Pembroke, Washburn University

### Board Staff

Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, and Susan Fish

### Others Present:

Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Rick Muma, Wichita State University; David Rintoul, Kansas State University; Andy Anderson, Johnson County Community College; Bethany Chandler, Barton County Community College; Cindy Hoss, Hutchinson Community College; Mehmet Barut, Wichita State University; Julie Dainty, Pittsburg State University; Alysia Johnston, Coffeyville Community College; Kim Krull, Butler Community College; Noreen Templin, Butler Community College; Troy D. Nordman, Butler Community College; Danny Gillum, Dodge City Community College; Shanna Eggers, Emporia State University; Brenda Edleston, Cloud County Community College; and Penny Quinn, Barton County Community College

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### Approve Minutes of February 11, 2015 Meeting

April Mason moved, and Karla Fisher seconded the motion, to approve the February 11, 2015 minutes as submitted. Motion carried unanimously.

### Updates

#### Transfer and Articulation Council (TAAC) – Karla Wiscombe

Karla Wiscombe provided an update on the activities of TAAC. They are working on the tentative list of courses for review this Fall. The goal is to finalize the list of courses for the September 18, 2015 meeting by April. TAAC is also working on metrics to measure the success of transfer and articulated courses.

#### Diversity Study Group – Gary Alexander

Gary Alexander and Jon Marshall gave a brief overview of the first meeting of the Diversity Study Group. The Group discussed actions to take:

- A systemwide data pull to define diversity more broadly
- A statewide database on policies

- Inclusion and diversity policy
- Review the Kansas Board of Regents statement on diversity
- Link Tilford more closely and openly across the system to
- Diversity as a potential Board Goal for 2015-2017
- Opinions and ideas on diversity:
  - Apparent – race, ethnicity, and gender
  - Less Apparent – sexual preference, orientation and inclusion

Three sub-groups of SCOCAO

- Data pull on data points currently in the database
- Inventory what the state currently has
- Research best practices across the state and nation

The Study Group was responsive and the first meeting was well received.

### **Program Proposal**

#### **Hutchinson Community College – Request Approval for an Associate of General Studies**

Cindy Hoss was present representing Hutchinson Community College and provided a brief overview of the program. The Board office received one positive response to the Associate of General Studies proposal.

Karla Fisher moved, and Lynnette Olson seconded the motion, to recommend approval of the Hutchinson Community College's proposed Associate of General Studies. The motion was approved unanimously.

The System Council of Presidents (SCOPs) did not meet on Wednesday, March 11, 2015, though Gary Alexander did email the proposal to SCOPs and requested its approval electronically. Jon Marshall will present the proposed Associate of General Studies to the Council of Presidents to expedite the approval process. Upon approval by the Council of Presidents, the proposed program will be placed on the April 2015 Board agenda for action.

### **Other Business**

#### **Recruiting and Retaining Outstanding Students**

Gary Alexander is working on Board goals - 4. The Board will study the impact of out-of-state students on the higher education system and the state, including a view of the financial impact and the number that stay in Kansas; and 7. The Board will study how to attract and retain outstanding students. He will be reporting to the Board in April on the following questions:

- How do you define outstanding student
- What strategies are you using
- How is the state retaining these students

#### **Student Learning Assessment**

Gary Alexander informed the Council the student learning assessment report is due in September 2015. The institutions are to report on one of three areas each year: (1) mathematics and analytical reasoning, (2) written oral communication, and (3) critical thinking.

Discussion followed:

- Specific questions to respond to regarding the area to be reported on
- What three things would the Board Academic Affairs Standing Committee (BAASC) want to know
- Review previous year's report and draft some potential questions such as
  - What did you want to learn from the assessment
  - How are you doing this



- What are you doing
- What did you measure
- Why did you measure it
- SCOCAO wants to discuss student learning assessment further in April
- SCOCAO wants to take the discussion to BAASC in May

The Council chose to report on (1) mathematics and analytical reasoning.

There being no other business, April Mason moved, and Jeff Vitter seconded the motion, to adjourn. Meeting adjourned at 8:55 a.m.

# AGENDA

Council of Chief Academic Officers

Wednesday, April 15, 2015  
 9:15 a.m. – 10:00 a.m.  
 or upon adjournment of SCOCAO  
 Kathy Rupp Conference Room  
 1000 SW Jackson Street, Suite 520  
 Kansas Board of Regents  
 Topeka, Kansas  
 and reconvene at noon

1. Approve Minutes of March 11, 2015
2. New Program Request
  - a. FHSU - Request for Approval of a Doctor of Nursing Practice (DNP) (SECOND READING)
  - b. KU – Request Approval for a Master of Science in Digital Content Strategy (FIRST READING)
3. Program Requests
  - a. KU - Request Approval to Change the Name of the Humanities and Western Civilization Program to Humanities
  - b. WSU - Request Approval to Rename the Division of Continuing Education to the Office for Workforce, Professional and Community Education
4. Informational Item
  - PSU - Change the name of the Adaptive/Functional Special Education K-6, 6-12 Emphasis to High Incidence/Low-Incidence Special Education K-6, 6-12 Emphasis within the Master of Science in Special Education Teaching
5. Discussion
  - a. KU Law 3+3 Program Proposal – Jeff Vitter
  - b. BAASC Discussion Topics

6. Other Business

| AGENDA MATERIALS DUE | MEETING DATES      | LUNCH ROTATION |
|----------------------|--------------------|----------------|
| August 27, 2014      | September 17, 2014 | FHSU           |
| September 24, 2014   | October 15, 2014   | KSU            |
| October 29, 2014     | November 19, 2014  | PSU            |
| November 21, 2014    | December 17, 2014  | ESU            |
| December 19, 2014    | January 14, 2015   | WSU            |
| January 21, 2015     | February 11, 2015  | KU             |
| February 18, 2015    | March 11, 2015     | KUMC           |
| March 25, 2015       | April 15, 2015     | WASHBURN U     |
| April 22, 2015       | May 20, 2015       | FHSU           |
| May 27, 2015         | June 17, 2015      | KSU            |

\*Please Note: New Program Proposals are to be submitted 4 weeks prior to the next COCAO meeting for review and processing purposes.

# MINUTES

## Council of Chief Academic Officers

**Wednesday, March 11, 2015**  
**9:15 a.m. – 10:00 a.m.**  
**Or upon adjournment of SCOCAO**  
**Kathy Rupp Conference Room**  
**Kansas Board of Regents**

## MINUTES

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas at 9:15 a.m. on Wednesday, March 11, 2015.

### Members Present:

Chris Crawford Interim Provost, FHSU  
Jeff Vitter, Provost & EVC, KU  
April Mason, Provost, KSU  
Lynette Olson, Provost, PSU

David Cordle, Provost, ESU  
Tony Vizzini, Provost, WSU  
Robert Klein, VCAA, KUMC  
Randy Pembroke, VPAA, WU

### Staff Present:

Gary Alexander, Jean Redeker, Jacqueline Johnson, and Karla Wiscombe

### Others Present:

Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Rick Muma, Wichita State University; David Rintoul, Kansas State University; Andy Anderson, Johnson County Community College; Karla Fisher, Butler County Community College; Troy D. Nordman, Butler County Community College; Kim Krull, Butler County Community College; Noreen Templin, Butler County Community College; Alysia Johnston, Coffeyville Community College; Cindy Hoss, Hutchinson Community College; Shanna Eggers, Emporia State University; Jon Marshall, Allen County Community College; Ananda Jayawardhana, Pittsburg State University; Deatrea Rose, Pittsburg State University; Mehmet Barut, Wichita State University; Danny Welch, University of Kansas Medical Center; and Julie Dainty, Pittsburg State University

### Approve Minutes of February 11, 2015

Lynette Olson, moved, and April Mason seconded the motion, to approve the February 11, 2015 minutes. Motion carried unanimously.

### New Program Requests

KUMC – Requests Approval for a Master of Science in Cancer Biology  
KUMC – Requests Approval for a Ph.D. in Cancer Biology

The University of Kansas Medical Center's requests for approval for a Master of Science in Cancer Biology and a Ph.D. in Cancer Biology are on the agenda for First Reading. If anyone has input/concerns, please send them to Robert Klein prior to the April 15, 2015 meeting.

### Program Requests

- c. WSU - Request Approval of a New Institute - Institute for Interdisciplinary Creativity
- d. PSU - Request Approval of a New Minor in Diesel/Heavy Equipment

Jeff Vitter moved, and April Mason seconded the motion, to approve the above listed items a.-b. Motion carried.

### Informational Items

- a. PSU - Change the Name of the Commercial Art Emphasis to the Illustration and Visual Storytelling Emphasis within the Bachelor of Fine Arts
- b. ESU - New Concentration in Informatics within the MLS and PhD degrees in the School of Library and Information Management
- c. ESU - Librarianship for Children and Young Adults concentration within the MLS degree name change to Youth Services concentration
- d. KSU - New Option in the BS in Engineering Technology, Unmanned Aircraft Systems

The above items a. – d. are informational items and no action is required.

### Math Placement

Gary Alexander and Susan Fish informed the Council about the ongoing work on math placement:

- Math pathways
- Developmental Education Two years of Algebra then Calculus or
- Carnegie Pathways
  - Quantway – quantitative reasoning that will meet the requirement for developmental education while helping students to be quantitatively literate
  - Statway - focuses on statistics, data analysis and causal reasoning which combines developmental math with college level statistics – developing skills essential for a growing number of occupations
- Transferability is important

Discussion followed:

- Several Provosts indicated that several alternatives to college algebra have not been as popular with students as expected
- Elementary statistics has been more successful than quantitative math
- CAPP test is half college algebra and half higher math
- Student advising at the sophomore level can help place the student in the more appropriate math pathway
- Nationally the dialogue is moving to one course versus a series of preparatory courses

### Tilford Conference Planning Committee

Dr. Ananda Jayawardhana and Ms. Deatrea Rose from Pittsburg State University presented the plans and budget for the October 19 and 20, 2015 Tilford Conference at Pittsburg State University.

- 2015 Conference Theme: **Culturally Responsive Strategies to Champion Diversity**
- Keynote Speakers
  - Dr. Mirta Martin, President, Fort Hays State University – “Diversity in the Future of Higher Education”
  - Dr. Brenda J. Allen, Associate Vice Chancellor for Diversity and Inclusion and Professor in the Department of Communication, University of Colorado, Denver – “Difference Matters and Pedagogy”
- Tentative Budget presented

Dr. Jayawardhana asked the Council to email him any suggestions to [ajayawardhana@pittstate.edu](mailto:ajayawardhana@pittstate.edu).

### **BAASC Discussion Topics**

COCAO discussed potential topics for the Board Academic Affairs Standing Committee to discuss:

- Student Assessment at the BAASC May 20, 2015 meeting
- General Education Reform – clarify why institutions periodically revise general education requirements
  - Why
  - What it means
  - How it affects transfer
  - Why the institutions have diverse general education requirements
- Innovation in Higher Education – pedagogy – accelerated programs – how do you define it – the impact on campus
- What are the differences on each campus – what makes each unique – strengths, distinct missions, do not compare the institutions to each other – declare the differences
- Seven unique campuses is an advantage for the state
  - What they are
  - Their unique student profiles
  - Why this is an advantage for our state

April Mason moved, and David Cordle seconded the motion, to recess until noon.

The Council of Chief Academic Officers reconvened at noon in the Kathy Rupp Conference Room.

### **Other Business**

#### **Supreme Court Decision on Same Sex Marriage**

April Mason asked the Council to discuss preparation for the Supreme Court’s potential affirmative decision on same sex marriage and how it impacts Kansas Board of Regents benefits coverage of same sex marriage partners.

Discussion followed:

- Will additional action be needed to provide full benefits to same sex marriage partners
- Human Resource staff should be the ones to process the necessary forms to provide benefits for same sex marriage partners
- COCAO will contact Julene Miller, Kansas Board of Regents General Counsel, for advice regarding these benefits

### **Congratulations**

April Mason was one of four Purdue alumnae recognized as a 2015 Distinguished Woman Scholar for her exceptional contributions in her field and impressive leadership.

### **Conduct on Campus**

COCAO indicated each campus monitors the fraternities’ and sororities’ activities. Student newspapers activities were also discussed.

Meeting adjourned at 12:55 p.m.

Sincerely,  
Tony Vizzini  
Provost, Wichita State University

## CURRENT FISCAL YEAR MEETING DATES

### Fiscal Year 2015

Meeting Dates

Agenda Material Due to Board Office

August 12-14, 2014 Retreat

August 27, 2014 at noon

September 17-18, 2014

September 24, 2014 at noon

October 15-16, 2014

October 29, 2014 at noon

November 19-20, 2014

November 26, 2014 at noon

December 17-18, 2014

December 22, 2014 at noon

January 14-15, 2015

January 21, 2015 at noon

February 11-12, 2015

February 18, 2015 at noon

March 11-12, 2015

March 25, 2015 at noon

April 15-16, 2015

April 29, 2015 at noon

May 20-21, 2015

May 27, 2015 at noon

June 17-18, 2015

## TENTATIVE MEETING DATES

### Fiscal Year 2016

Meeting Dates

July 21, 2015 – Budget Workshop

August 11-13, 2015 – Retreat

September 16-17, 2015

October 14-15, 2015

November 18-19, 2015

December 16-17, 2015

January 20-21, 2016

February 17-18, 2016

March 16-17, 2016

April 20-21, 2016

May 18-19, 2016

June 15-16, 2016

# COMMITTEES (2014-2015)

**Kenny Wilk, Chair**  
**Shane Bangerter, Vice Chair**

## Standing Committees

Academic Affairs

Robba Moran, Chair  
 Joe Bain  
 Zoe Newton  
 Helen Van Etten

Fiscal Affairs and Audit

Shane Bangerter, Chair  
 Bill Feuerborn  
 Fred Logan  
 Ann Brandau-Murguia

Governance

Kenny Wilk, Chair  
 Shane Bangerter  
 Fred Logan

Regents Retirement Plan

Ann Brandau-Murguia, Chair  
 Kenny Wilk

## Board Representatives and Liaisons

|   |                                   |
|---|-----------------------------------|
| Education Commission of the States          | Zoe Newton                        |
| Postsecondary Technical Education Authority | Tom Burke<br>Ray Frederick        |
| Kansas Bioscience Authority                 | Kenny Wilk<br>Jerry Boettcher     |
| Midwest Higher Education Compact (MHEC)     | Helen Van Etten<br>Blake Flanders |
| Washburn University Board of Regents        | Robba Moran                       |
| Transfer and Articulation Advisory Council  | Fred Logan                        |
| KSDE/KBOR Coordinating Council              | Robba Moran<br>Helen Van Etten    |