

State Universities

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)		
Due by July 1, 2024:		
1. Please detail your institution’s commitment to implementing math pathways, including		20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing During AY 2025 our academic disciplines will make necessary curriculum changes to assure the accurate gateway math course is reflected within their curriculum. ESU’s curriculum change process opens the middle of March and closes prior to the December semester break. This timeline allows curriculum changes to be incorporated into degree plans and degree audits prior to new student enrollment. Advisors are informed and trained on changes as well. It also allows for the new academic catalog to be updated to reflect those changes.		
b. List of Group Members		
Name	Title	
Tim Burnett	Interim Dean of the School of Science & Mathematics	
Qiang Shi	Program Director of Mathematics, Statistics, and Data Science	
Kindra Wells	Math Instructor	
Brent Thomas	Provost and Vice President of Academic Affairs	
Gaile Stephens	Director of General Education	
Sheila Markowitz	University Registrar	
VACANT	Director for Academic Advising	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including		20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing ESU began creating the Math Pathway courses in Spring 2024 with a complete redesign of our existing Principals of Mathematics course. The course design now follows the corequisite math support development model and will be piloted with students in Fall 2024. During Fall 2024, the math faculty will redesign College Algebra and Elementary Statistics to fit the corequisite math support developmental model. By the end of AY 2025, all three Math Pathway courses will follow the corequisite math support development model and go through the curriculum review process. ESU’s curriculum change process opens in the middle of March and closes prior to the December semester break. This timeline allows curriculum changes to be incorporated into degree plans and degree audits prior to new student enrollment. Advisors are informed and trained on changes as well. It also allows for the new academic catalog to be updated to reflect those changes.		
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Name	Title	
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VACANT	Director of Academic Advising	
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>During AY 2025, ESU will have English faculty serve on KBOR’s working group on English support development. As this work progresses, the administration will monitor and facilitate implementation at ESU. Once the KBOR working group establishes guidelines, the discipline will make changes to ESU courses to reflect the corequisite English support development education. Corequisite courses will then go through the curriculum review process. ESU’s curriculum change process opens in the middle of March and closes prior to the December semester break. This timeline allows curriculum changes to be incorporated into degree plans and degree audits prior to new student enrollment. Advisors are informed and trained on changes as well. It also allows for the new academic catalog to be updated to reflect those changes.</p>		
<p>b. List of Group Members</p>		
Name	Title	
Amy Sage Webb-Basa	Interim Dean, School of Humanities & Social Sciences and Professor of English	
Rachel Spaulding	Interim Assistant Dean, School of Humanities & Social Sciences, Intensive English Program Director, and Associate Professor of English & Modern Languages	
Brent Thomas	Provost and Vice President of Academic Affairs	
Gaile Stephens	Director of General Education	
Sheila Markowitz	University Registrar	
VACANT	Director of Academic Advising	
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures 		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>

will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).	
a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title
Amy Sage Webb-Baza	Interim Dean, School of Humanities & Social Sciences and Professor of English
Rachel Spaulding	Interim Assistant Dean, School of Humanities & Social Sciences, Intensive English Program Director and Associate Professor English & Modern Languages
Tim Burnett	Interim Dean of the School of Science & Mathematics
Qiang Shi	Program Director of Mathematics, Statistics, and Data Science
Kindra Wells	Math Instructor
Brent Thomas	Provost and Vice President of Academic Affairs
Gaile Stephens	Director of General Education
Sheila Markowitz	University Registrar
VACANT	Director of Academic Advising
Kasey Boyce	Head of ETS Certified Test Center at ESU's Teachers College
Kameron Neal	Director of Data Management and Analytics
Mary Beth Harris	Assistant Professor English
List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Tim Burnett	Interim Dean of the School of Science & Mathematics
Qiang Shi	Program Director of Mathematics, Statistics, and Data Science
Kindra Wells	Math Instructor
VACANT	Director of Academic Advising
Becca McKenzie	Assistant Director of Academic Advising
Kay MacGregor	Academic Advisor
Shelby Clark	Academic Advisor
Kristi Bolen	Director of TRIO
Regina Mutanha	Assistant Director of TRIO
Sheila Markowitz	University Registrar
Gaile Stephens	Director General Education
Melissa Kay Hort-Overton	Director of Learning Technologies
Katie Martin	Academic Advisor
Alex Kuhlmann	Academic Advisor

Laura Leitnaker	Academic Advisor
Adam Koci	Academic Advisor
Trevor Kamena	Academic Advisor
Emily Perkins	Academic Advisor
Jamie Gardner	Academic Advisor
Melanie Hegwald	Academic Advisor
Meghan Williams	Academic Advisor
<p>List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)</p>	
Name	Title
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Kindra Wells	Math Instructor
Amy Sage Webb-Baza	Interim Dean, School of Humanities & Social Sciences, and Professor of English
Regina Mutanha	Assistant Director of TRIO
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Sheila Markowitz	University Registrar
Gaile Stephens	Director General Education
Melissa Kay Hort-Overton	Director of Learning Technologies
Kasey Boyce	Head of ETS Certified Test Center at ESU's Teachers College
Rachel Spaulding	Interim Assistant Dean, School of Humanities & Social Sciences, Intensive English Program Director, and Associate Professor of English
Sara Schwerdtfeger	Interim Dean of the Teachers College
Nyk Robertson	Senior Diversity Officer and Assistant Dean
Tim Burnett	Interim Dean of the School of Science & Mathematics
Ed Bashaw	Dean School of Business & Technology
David Sharlow	Dean School of Visual & Performing Arts
Paul Luebbbers	Interim Dean School of Applied Health Sciences
Jerald Spotswood	Vice Provost and Professor of English
VACANT	Director of Academic Advising
Katie Martin	Academic Advisor
Becca McKenzie	Assistant Director of Academic Advising
Kay MacGregor	Academic Advisor
Shelby Clark	Academic Advisor
Alex Kuhlmann	Academic Advisor

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Jamie Gardner	Academic Advisor
Melanie Hegwald	Academic Advisor
Meghan Williams	Academic Advisor
Kameron Neal	Director of Data Management and Analytics
Mary Beth Harris	Assistant Professor of English
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>ESU’s Learning Technology Director, Melissa Kay Hort-Overton, will attend all the professional development sessions. She will then create a short course in our Learning Management System (Canvas) that covers the information presented during the training. All faculty, advisors, and administrators who cannot attend the Professional Development training will be required to complete the Canvas course.</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>ESU is in the process of transitioning to the KBOR recommended academic degree maps.</p> <p>Currently Academic Advising Guides are utilized. Current guides can be found at this link https://www.emporia.edu/academics-majors/academic-services-advising/academic-advising/list-majors-and-general-education-requirements-2024-24/.</p> <p>Our goal is to create and publish a degree map for each undergraduate program by the end of October 2024. We will work with our IT and Marketing departments to establish a landing page on our website with a link for the degree maps. The degree maps will reflect the new Systemwide General Education framework as well as provide a semester-by-semester plan for each program .</p> <p>Recent staff changes and vacancies have not provided ESU the capacity to simultaneously implement all the KBOR initiatives.</p>	

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b. the list of the group members that will lead this work on campus.	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>All three courses (College Algebra, Contemporary Mathematics, and Elements of Statistics) are currently offered. As Math Pathways course decisions are finalized, necessary changes to programs of study will be updated in Workday and reflected in the new CourseLeaf catalog for the effective academic year.</p>	
b. List of Group Members	
Name	Title
Keith Dreiling	Department Chair
Bill Weber	Associate Professor
Jayne Goetz	Instructor
Paul Flesher	Assistant Professor
Michelle Zeng	Instructor
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>We currently offer MATH 105 College Algebra with Review. We have not yet created corequisite models for Contemporary Mathematics and Elements of Statistics. We are waiting to see options for corequisite models from the Math Pathways Taskforce before deciding on the models that we will use. Hopefully, we will have enough information to begin developing the models in spring 2025.</p>	
b. List of Group Members	
Name	Title
Michelle Zeng	Committee Lead, Contemporary Mathematics
Keith Dreiling	Committee Member, Contemporary Mathematics
Bader Abukhodair	Instructor; Committee Member, Contemporary Mathematics
Paul Flesher	Committee Lead, Elements of Statistics
Bill Weber	Committee Member, Elements of Statistics
Jayne Goetz	Committee Member, Elements of Statistics

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>The Department of English has offered an Accelerated Learning Program (ALP) co-requisite option for students taking English Composition (ENG 101) since Fall 2015. ENG 101 sections are scheduled MWF and ENG 012 sections are scheduled TT, so students are exposed to writing instruction and support all 5 days of the week. Students in sections of 012 are enrolled in specified, limited sections of 101 but those sections of 101 may also have students not enrolled in 012. Since F18, students have had the same instructor for both the 101 and the 012 section.</p> <p>Faculty developed a Directed Self-Placement (DSP)/Writing Confidence survey as a second measure. Students with a 14 or less ACT/English score are required to enroll in 012 along with 101. Students with a 15-18 and a score less than 3.1 on a Directed Self Placement (DSP) Writing Confidence survey are also required to enroll in 012. Students scoring above 3.1 can enroll in ENG 101 alone. Students with an ACT/English score above 18 can enroll in any section of 101 alone.</p> <p>Prerequisite information is sent to students by the Admissions department during the enrollment process. Students are directed to the DSP link by advisor or department. When the advisor or students requests the DSP results or a prerequisite override, the department (chair or administrative assistant) checks the result on Qualtrics and enters the score on the student's Workday record.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Eric Leuschner</p>	<p>Department Chair</p>
<p>Cheryl Duffy</p>	<p>Professor</p>
<p>Lisa Bell</p>	<p>Instructor</p>
<p>Matthew Smalley</p>	<p>Associate Professor</p>
<p>Thomas Horne</p>	<p>Instructor</p>
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>

Institution: Fort Hays State University

a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title
Same as items 2 & 3, above	
Other interested departmental faculty	
Shelly Gasper	Institutional Research Analyst
List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Same as items 2 & 3, above	
Other interested departmental faculty	
Becky Newell	Professional Advisor
Scott Sakraida	Professional Advisor
Emily Roth	Professional Advisor
Staci Kinderknecht	Professional Advisor
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Other interested departmental faculty	
Shelly Gasper	Institutional Research Analyst
Jana Kahrs	Testing Coordinator

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Course placement measures are being determined by the Math Pathways Multiple Measures Committee, and this information will be sent to all departmental faculty members, advisors, and university faculty members.

Course placement measures for English 101 – English Composition I include an ACT English score greater than 18 (SAT ERW ≥ 510); or ACT English score of 15-18 (SAT ERW 450-509) with accompanying DSP score of 3.1 or higher; or students who are currently enrolled in ENG 012 or student location is FHSU Online may also enroll in ENG 101. As English course placement measures are finalized, necessary changes to course prerequisites will be updated in Workday to reflect the updated parameters.

English and math corequisite support, Math Pathways information, and course placement measures are shared with departmental faculty periodically through e-mail and departmental meetings. As professional development meetings are offered, recordings of meetings will be shared with interested parties who are unable to participate live.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

Fort Hays State University is in the process of migrating to a new, cloud-based catalog system (CourseLeaf). We anticipate going live with the AY 24-25 catalog by August 9, and as we continue refining this new system, academic degree maps will be housed there. Our team is working diligently to manually create degree maps for each of our degree programs from their corresponding Academic Plan Templates in Workday, and we intend to complete the project by the end of August. Degree maps will be accessible on individual program pages, as well as a single-click, standalone page with a comprehensive listing of FHSU's degree programs. We will provide a link to the new catalog as soon as it goes live, even while our team continues to work on building the degree map page. The direct link to the Degree Maps listing is: <https://catalog.fhsu.edu/academic-information/program-degree-map-list/>.

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<p>a. Process & Estimated Timing</p> <p>Kansas State University offers the three math pathways courses: College Algebra (Math 100); Contemporary Math (Math 160); and Introductory Statistics (recently renumbered STAT 225).</p> <p>Fall 2024: Once Kansas State University receives the final KBOR recommendations for math pathways for degree programs, we will begin the approval process to align the designated math course with the degree programs. In the case of Calculus-based programs, we will designate the math pathway on the degree map, but indicate Calculus as the recommended course in the K-State Core.</p> <p>Currently, the approval for changes to programs move through College curriculum committees prior to a college vote. Then they move to Faculty Senate Academic Affairs Committee for discussion and approval which puts them on the Faculty Senate agenda for approvals. This process takes a couple of months.</p> <p>After Faculty Senate approvals, the changes go to the registrar’s office for implementation into our system, making all math pathway adjustments clear for Fall 2025 implementation. This takes an additional 4-6 weeks, based on volume of changes.</p> <p>We hope to add an expedited process for the Faculty Senate step, but that will need to be proposed and approved at the September meeting before alignments begin, which should shorten the time significantly. </p>	
b. List of Group Members	
Name	Title
Margaret Mohr-Schroeder <mohrschroeder@ksu.edu>	Vice Provost for Academic Affairs and Innovation
Tanya Gonzalez	Associate Provost, Academic Affairs (interim for Vice Provost AAI)
Kelley Brundage	Registrar
Hansin Bilgili	Co-Chair Faculty Senate Academic Affairs Committee
Joann Kouba	Co-Chair Faculty Senate Academic Affairs Committee
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	(a = 10 pts) (b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>Kansas State University plans to implement a corequisite support model consisting of a hybrid of supplementary courses and mandatory tutoring. The departments of math and statistics propose to establish the following:</p> <ol style="list-style-type: none"> 1) Planned curriculum which fills mathematical gaps for under-prepared students in math and statistics 2) Check-in / monitoring system that will be accessible to corequisite instructors, eventually utilizing university advising tool 3) A campus space allocated for corequisite work and additional mandatory tutoring 	

Estimated Timing

Summer 2024:

- Study of key factors that lead to high DFW rates in last several years of College Algebra and Statistics
- Development of corequisite curriculum and enhanced advising mechanism to alert advisors to Math and Statistics students of concern
- Proposal development for a Quantitative Learning Center.

Fall 2024:

- Further development and testing of online tools in corequisite curriculum
- Identify placement standards for corequisites
- Educational outreach campaign to academic advisors on math placement for corequisite courses
- Estimate corequisite sections and tutoring needs
- Begin training and finalize structure for corequisite offerings
- Create data collection procedures on student outcomes in corequisite support to evaluate and improve the program.

Spring 2025:

- Partial launch pilot corequisite support courses (not implementing KBOR placement measures);
- Implement data collection procedures on student outcomes in corequisite support;
- Continued educational outreach campaign to academic advisors to ensure accurate math placement corequisite courses for full launch in Fall 2025;
- Decisions on Quantitative Learning Center.

Fall 2025 and Spring 2026:

- Full launch pilot corequisite support courses requiring KBOR placement measures
- Establish Quantitative Learning Center
- Continue to implement data collection procedures on student outcomes in corequisite support
- Reassess cost projections and student needs.

b. List of Group Members

Name	Title
Gabe Kerr	Professor and Director of Undergraduate Studies, Department of Mathematics
Perla Reyes	Associate Professor and Interim Head, Department of Statistics
Pietro Poggi-Corradini	Professor and Head, Department of Mathematics
Pamela Erickson	Executive Director Academic Advising
Scott Tanona	Associate Dean, College of Arts & Sciences
Nathan Albin	Professor Department of Mathematics
Margaret Mohr-Schroeder	Vice Provost for Academic Affairs and Innovation
Tanya Gonzalez	Associate Provost, Academic Affairs (interim for Vice Provost AAI)

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p>	

The English department currently offers corequisite experiences for developmental education to support ENGL 100 and 200 Expository Writing I and II. ENGL 170 is a laboratory practice of the writing process with regular sections for students enrolled in Expository Writing. In addition, the Writing Center offers in-person and online one-to-one consultations.

Fall 2024:

- Explore how ENGL 170 will be implemented as a mandatory corequisite experience beginning in AY 2026.

Spring 2025:

- Any changes to ENGL 170 or its application as a corequisite will subsequently move through campus approval processes.

b. List of Group Members

Name	Title
Karin Westman	Professor and Head Department of English
Abby Knoblauch	Professor and Director of Expository Writing Program
Margaret Mohr-Schroeder	Vice Provost for Academic Affairs and Innovation
Tanya Gonzalez	Associate Provost, Academic Affairs (interim for Vice Provost AAI)

4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:

20 Points

- a. lists of individuals broken down by who will participate in professional development for
- **English and math corequisite support developmental education** (including math and English faculty, advisors, and institutional research staff);
 - **Math Pathways** (including faculty and advisors);
 - **Course Placement Measures for gateway and corequisite math and English courses** (including math and English faculty, advisors, institutional research staff, and testing center personnel); and
- b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for
- English & math corequisite support developmental education;
 - Math Pathways; and
 - Course Placement Measures
- will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).

(a = 10 pts)

(b = 10 pts)

a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Name	Title
Karin Westman	Professor and Head, Department of English
Abby Knoblauch	Professor and Director, Expository Writing Program, Department of English
Gabe Kerr	Professor and Director, Undergraduate Studies, Department of Math
Pamela Erickson	Executive Director Academic Advising
Bill Watts	Associate Vice President for Academic and Career Engagement
Christie Launius	Associate Dean for Student Success, College of Arts & Sciences
Margaret Mohr-Schroeder	Vice Provost for Academic Affairs and Innovation
Tanya Gonzalez	Associate Provost, Academic Affairs (interim for Vice Provost AAI)
David Warren	Senior Data Analyst, Institutional Research

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Pietro Poggie-Corradini	Professor and Head of Department of Mathematics
Gabe Kerr	Professor, Director of Undergraduate Studies, Math Department
Perla Reyes	Associate Professor, Interim Head of Department of Statistics
Nathan Albin	Professor, Department of Mathematics
Pamela Erickson	Executive Director Academic Advising
Bill Watts	Associate Vice President for Academic and Career Engagement
Christie Launius	Associate Dean for Student Success, College of Arts & Sciences
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Karin Westman	Professor and Head, Department of English
Abby Knoblauch	Professor and Director, Expository Writing Program, Department of English
Gabe Kerr	Professor and Director, Undergraduate Studies, Department of Math
Pamela Erickson	Executive Director Academic Advising
Bill Watts	Associate Vice President for Academic and Career Engagement
Christie Launius	Associate Dean for Student Success, College of Arts & Sciences
Andrew Wimp	Assistant Director, Recruitment and Admissions
Nicholas Brown	Associate Director, Operations, Office of Recruitment and Admissions
Margaret Mohr-Schroeder	Vice Provost for Academic Affairs and Innovation
Molly McGaughey	Director, Admissions
Kelley Brundage	University Registrar
David Warren	Senior Data Analyst, Institutional Research

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Currently, the Associate Provost for Academic Affairs holds regular meetings (at least bi-monthly) to remain updated on Math Pathway and Math placement work with K-State's representatives on the Math Pathway committees. We will continue these meetings, led by our Vice Provost for Academic Affairs and Innovation or their designee.

As the KBOR professional development opportunities arise, the Vice Provost for Academic Affairs and Innovation (or their designee) will organize regular follow-up meetings and campus communication opportunities to share what was learned with the greater faculty, advising, and administrative communities, including Enrollment Management, Division of Academic Success and Student Affairs, and the Associate Deans for Academic Affairs and department heads.

K-State's General Education website will also hold faculty and staff information behind an eID password to keep the campus informed regarding implementation of Math Pathways, Placement measures, and Corequisite support and course decisions.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

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[K-State Academic Degree Maps](#) aligned with the K-State Core, Kansas State University's implementation of the Systemwide General Education Framework: <https://catalog.k-state.edu/content.php?catoid=60&navoid=12217>

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a. Process & Estimated Timing

Process

At Pittsburg State University, all curriculum updates such as creating new courses and adding or removing courses from a program are vetted by a series of committees and ultimately reported to the Faculty Senate to become effective in the next University Catalog.

Curriculum updates are initiated at the academic department level. Faculty Senate provides templates to be used by the academic departments for updates including adding or removing courses to a program and revising individual course elements (i.e., credit hours, description, prerequisites, etc.). Templates are also available for adding or discontinuing programs and courses. Completed templates are provided to the appropriate College Curriculum Committee for review. (Each academic college establishes a College Curriculum Committee each academic year.) Once received by the College Curriculum Committee, updates are reviewed and if approved, provided to the Registrar’s Office to be included in a 10-day university wide viewing period. The 10-day viewing period is an opportunity for all faculty and staff to evaluate the revisions being requested before they reach the Undergraduate Curriculum Committee, the last step before notification to the Faculty Senate.

The Undergraduate Curriculum Committee is made of up five faculty and one student representative. The Provost/Vice President of Academic Affairs and the Registrar serve as ex-officio members. The Undergraduate Curriculum Committee reviews and approves updates provided by each College Curriculum Committee. All actions of the Undergraduate Curriculum Committee are reported to Faculty Senate and considered final unless challenged by the Faculty Senate.

Timing

In order for curriculum updates to be included in the AY 2025 University Catalog, they must be approved by the Undergraduate Curriculum Committee and reported to the Faculty Senate by the May 2025 meeting. To complete the curriculum update process and meet this deadline, academic departments must have completed templates requesting updates to their College Curriculum Committee no later than March 2025. The Faculty Senate does meet monthly throughout the academic year so templates can be submitted to College Curriculum Committees as early as August 2025. The Registrar’s Office tracks the submission and work flow of all templates to monitor progress and completion and revises the upcoming University Catalog accordingly. The updates necessary to include the appropriate Gateway math course by program will be tracked specifically by the Registrar. Pittsburg State currently offers the three gateway math courses for math pathways.

b. List of Group Members

Name	Title
Jamie Oliver	Art Chairperson
Greg Murray	Director, School of Automotive and Engineering Technology
Christine Brodsky	Biology and Chemistry Chairperson
Alex Binder	Faculty Chair, Kelce Undergraduate School of Business

Troy Comeau	Communication and English and Modern Languages Chairperson
Don Colegrove	Director, School of Construction
Cole Shewmake	Health, Human Performance and Recreation Chairperson
Kyle Thompson	Director, School of History, Philosophy and Social Sciences
Tim Flood	Mathematics and Physics Chairperson
Susan Marchant	Music Chairperson
Andy Klenke	Director, School of Technology and Workforce Learning
Amy Hite	Director, Irene Ransom Bradley School of Nursing
Robin Blair	Psychology and Counseling Chairperson
Jason Clemensen	Teaching and Leadership Interim Chairperson
Melinda Roelfs	Registrar
Angie Davidson	Assistant Registrar/Degree Certification
Heather Eckstein	Assistant Vice President, Student Success Center
Michelle Hensley	Executive Assistant, Registrar's Office
Chris Childers	Interim Dean, College of Arts and Sciences
Paul Grimes	Dean, College of Business
John Oppliger	Interim Dean, College of Education
Judy Smetana	Interim Associate Dean, College of Technology
Susan Bon	Executive Vice President and Provost

<p>2. Please detail your institution's commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p><u>Process</u></p> <p>At Pittsburg State University, the creation of corequisite math support developmental education is vetted by a series of committees and ultimately reported to the Faculty Senate to become effective in the next University Catalog.</p> <p>The creation of a new course is initiated at the academic department level, in this case, the Department of Mathematics and Physics. Faculty Senate provides templates to be used by the academic departments creating new courses. Completed templates submitted by the Department of Mathematics and Physics are provided to the College of Arts and Sciences Curriculum Committee for review. Once received by the College Curriculum Committee, updates are reviewed and if approved, provided to the Registrar's Office to be included in a 10-day university wide viewing period. The 10-day viewing period is an opportunity for all faculty and staff to evaluate the new courses being requested before they reach the Undergraduate Curriculum Committee, the last step before notification to the Faculty Senate.</p> <p>The Undergraduate Curriculum Committee reviews and approves updates provided. All actions of the Undergraduate Curriculum Committee are reported to Faculty Senate and considered final unless challenged by the Faculty Senate.</p> <p><u>Timing</u></p> <p>In order for new courses to be included in the AY 2025 University Catalog, they must be approved by the Undergraduate Curriculum Committee and reported to the Faculty Senate by the May 2025 meeting. To complete the process and meet this deadline, academic departments must have completed templates requesting updates to their</p>	

College Curriculum Committee no later than March 2025. The Faculty Senate does meet monthly throughout the academic year so templates can be submitted to College Curriculum Committees as early as August 2025. The Registrar's Office tracks the submission and work flow of all templates to monitor progress and completion and revises the upcoming University Catalog accordingly. The updates necessary to create and approve corequisite math support developmental education will be tracked specifically by the Registrar. Pittsburg State currently offers MATH 110 College Algebra with Review which includes a corequisite math support component.

b. List of Group Members

Name	Title
Tim Flood	Mathematics and Physics Chairperson
Chris Childers	Interim Dean, College of Arts and Sciences
Melinda Roelfs	Registrar
Heather Eckstein	Assistant Vice President, Student Success Center
Alan Pommier	Assistant Instructional Professor, Mathematics and Physics
Brenda Thenikl	Assistant Instructional Professor, Mathematics and Physics
Cynthia Huffman	University Professor, Mathematics and Physics
David Newcomb	Instructional Professor, Mathematics and Physics
Tadek Dobrowolski	Professor, Mathematics and Physics
Terry Martin	Instructional Professor, Mathematics and Physics
Scott Thuong	Associate Professor, Mathematics and Physics
Anada Jayawardhana	University Professor, Mathematics and Physics
Karla Childs	Professor, Mathematics and Physics
Susan Bon	Executive Vice President and Provost

<p>3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p>	<p>20 Points</p>
<p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>(a = 10 pts)</p> <p>(b = 10 pts)</p>

a. Process & Estimated Timing

Process

At Pittsburg State University, the creation of corequisite English support developmental education is vetted by a series of committees and ultimately reported to the Faculty Senate to become effective in the next University Catalog.

The creation of a new course is initiated at the academic department level, in this case, the Department of English and Modern Languages. Faculty Senate provides templates to be used by the academic departments creating new courses. Completed templates submitted by the Department of English and Modern Languages are provided to the College of Arts and Sciences Curriculum Committee for review. Once received by the College Curriculum Committee, updates are reviewed and if approved, provided to the Registrar's Office to be included in a 10-day university wide viewing period. The 10-day viewing period is an opportunity for all faculty and staff to evaluate the new courses being requested before they reach the Undergraduate Curriculum Committee, the last step before notification to the Faculty Senate.

The Undergraduate Curriculum Committee reviews and approves updates provided. All actions of the Undergraduate Curriculum Committee are reported to Faculty Senate and considered final unless challenged by the Faculty Senate.

Timing

In order for new courses to be included in the AY 2025 University Catalog, they must be approved by the Undergraduate Curriculum Committee and reported to the Faculty Senate by the May 2025 meeting. To complete the process and meet this deadline, academic departments must have completed templates requesting updates to their College Curriculum Committee no later than March 2025. The Faculty Senate does meet monthly throughout the academic year so templates can be submitted to College Curriculum Committees as early as August 2025. The Registrar's Office tracks the submission and work flow of all templates to monitor progress and completion and revises the upcoming University Catalog accordingly. The updates necessary to create and approve corequisite English support developmental education will be tracked specifically by the Registrar.

b. List of Group Members

Name	Title
Troy Comeau	English and Modern Languages Chairperson
Chris Childers	Interim Dean, College of Arts and Sciences
Melinda Roelfs	Registrar
Heather Eckstein	Assistant Vice President, Student Success Center
Casio Hermansson	University Professor, English and Modern Languages
Chase Dearing	Associate Professor, English and Modern Languages
Chris Anderson	Professor, English and Modern Languages
Janet Zepernick	Professor, English and Modern Languages
John Franklin	Professor, English and Modern Languages
Laura Lee Washburn	University Professor, English and Modern Languages
Lora Winters	Associate Instructional Professor, English and Modern Languages
Mary Larsen	Associate Instructional Professor, English and Modern Languages
Mercedes Dowdy	Assistant Instructional Professor, English and Modern Languages
Paul McCallum	Professor, English and Modern Languages
Phil Rudd	Professor, English and Modern Languages
Susan Carlson	Professor, English and Modern Languages
Lori Martin	Associate Professor, English and Modern Languages
Susan Bon	Executive Vice President and Provost

<p>4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title
Tim Flood	Mathematics and Physics Chairperson
Chris Childers	Interim Dean, College of Arts and Sciences
Melinda Roelfs	Registrar
Heather Eckstein	Assistant Vice President, Student Success Center
Alan Pommier	Assistant Instructional Professor, Mathematics and Physics
Brenda Thenikl	Assistant Instructional Professor, Mathematics and Physics
Cynthia Huffman	University Professor, Mathematics and Physics
David Newcomb	Instructional Professor, Mathematics and Physics
Tadek Dobrowolski	Professor, Mathematics and Physics
Terry Martin	Instructional Professor, Mathematics and Physics
Scott Thuong	Associate Professor, Mathematics and Physics
Anada Jayawardhana	University Professor, Mathematics and Physics
Karla Childs	Professor, Mathematics and Physics
Troy Comeau	English and Modern Languages Chairperson
Casie Hermansson	University Professor, English and Modern Languages
Chase Dearing	Associate Professor, English and Modern Languages
Chris Anderson	Professor, English and Modern Languages
Janet Zepernick	Professor, English and Modern Languages
John Franklin	Professor, English and Modern Languages
Laura Lee Washburn	University Professor, English and Modern Languages
Lora Winters	Associate Instructional Professor, English and Modern Languages
Paul McCallum	Professor, English and Modern Languages
Phil Rudd	Professor, English and Modern Languages
Susan Carlson	Professor, English and Modern Languages
Lori Martin	Associate Professor, English and Modern Languages
Mary Larsen	Associate Instructional Professor, English and Modern Languages
Mercedes Dowdy	Assistant Instructional Professor, English and Modern Languages
Erin Sullivan	Assistant Registrar, Institutional Effectiveness
Tammy Higgins	Director of Institutional Research
Bill Hoyt	Director of Enrollment Management Analytics
Mark Diacopoulos	Director of Assessment
Amber Hames	Academic Advisor
Brad Stefanoni	Academic Advisor
Chris Hawk	Academic Advisor
Cody Lindbloom	Academic Advisor
Greg Carlisle	Academic Advisor
Isaac Lewis	Academic Advisor
Janelle Cowan	Academic Advisor
Jennifer Katzer	Academic Advisor

Jessica Heuertz	Academic Advisor
Kati Karleskint	Director of Academic Advising
Kinley Walden	Academic Advisor
Megan Simmons	Academic Advisor
Ryan McFarlane	Academic Advisor
List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Jamie Oliver	Art Chairperson
Greg Murray	Director, School of Automotive and Engineering Technology
Christine Brodsky	Biology and Chemistry Chairperson
Alex Binder	Faculty Chair, Kelce Undergraduate School of Business
Troy Comeau	Communication and English and Modern Languages Chairperson
Don Colegrove	Director, School of Construction
Cole Shewmake	Health, Human Performance and Recreation Chairperson
Kyle Thompson	Director, School of History, Philosophy and Social Sciences
Tim Flood	Mathematics and Physics Chairperson
Susan Marchant	Music Chairperson
Andy Klenke	Director, School of Technology and Workforce Learning
Amy Hite	Director, Irene Ransom Bradley School of Nursing
Robin Blair	Psychology and Counseling Chairperson
Jason Clemensen	Teaching and Leadership Interim Chairperson
Melinda Roelfs	Registrar
Angie Davidson	Assistant Registrar/Degree Certification
Heather Eckstein	Assistant Vice President, Student Success Center
Michelle Hensley	Executive Assistant, Registrar's Office
Chris Childers	Interim Dean, College of Arts and Sciences
Paul Grimes	Dean, College of Business
John Oppliger	Interim Dean, College of Education
Judy Smetana	Interim Associate Dean, College of Technology
Susan Bon	Executive Vice President and Provost
Amber Hames	Academic Advisor
Brad Stefanoni	Academic Advisor
Chris Hawk	Academic Advisor
Cody Lindbloom	Academic Advisor
Greg Carlisle	Academic Advisor
Isaac Lewis	Academic Advisor
Janelle Cowan	Academic Advisor
Jennifer Katzer	Academic Advisor
Jessica Heuertz	Academic Advisor
Kati Karleskint	Director of Academic Advising
Kinley Walden	Academic Advisor

Megan Simmons	Academic Advisor
Ryan McFarlane	Academic Advisor
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Tim Flood	Mathematics and Physics Chairperson
Chris Childers	Interim Dean, College of Arts and Sciences
Melinda Roelfs	Registrar
Heather Eckstein	Assistant Vice President, Student Success Center
Ashley Wadell	Director of First Year Programs
Alan Pommier	Assistant Instructional Professor, Mathematics and Physics
Brenda Thenikl	Assistant Instructional Professor, Mathematics and Physics
Cynthia Huffman	University Professor, Mathematics and Physics
David Newcomb	Instructional Professor, Mathematics and Physics
Tadek Dobrowolski	Professor, Mathematics and Physics
Terry Martin	Instructional Professor, Mathematics and Physics
Scott Thuong	Associate Professor, Mathematics and Physics
Anada Jayawardhana	University Professor, Mathematics and Physics
Karla Childs	Professor, Mathematics and Physics
Troy Comeau	English and Modern Languages Chairperson
Casie Hermansson	University Professor, English and Modern Languages
Chase Dearing	Associate Professor, English and Modern Languages
Chris Anderson	Professor, English and Modern Languages
Janet Zepernick	Professor, English and Modern Languages
John Franklin	Professor, English and Modern Languages
Laura Lee Washburn	University Professor, English and Modern Languages
Lora Winters	Associate Instructional Professor, English and Modern Languages
Paul McCallum	Professor, English and Modern Languages
Phil Rudd	Professor, English and Modern Languages
Susan Carlson	Professor, English and Modern Languages
Lori Martin	Associate Professor, English and Modern Languages
Mary Larsen	Associate Instructional Professor, English and Modern Languages
Mercedes Dowdy	Assistant Instructional Professor, English and Modern Languages
Erin Sullivan	Assistant Registrar, Institutional Effectiveness
Tammy Higgins	Director of Institutional Research
Bill Hoyt	Director of Enrollment Management Analytics
Mark Diacopoulos	Director of Assessment
Amber Hames	Academic Advisor
Brad Stefanoni	Academic Advisor
Chris Hawk	Academic Advisor
Cody Lindbloom	Academic Advisor
Greg Carlisle	Academic Advisor

Isaac Lewis	Academic Advisor
Janelle Cowan	Academic Advisor
Jennifer Katzer	Academic Advisor
Jessica Heuertz	Academic Advisor
Kati Karleskint	Director of Academic Advising
Kinley Walden	Academic Advisor
Megan Simmons	Academic Advisor
Ryan McFarlane	Academic Advisor
Wes Streeter	Associate Vice President of Operations, Economic Development and Community Engagement
Mary Louise Widmar	Executive Director, Economic Development and Community Engagement
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Attendance at KBOR sponsored Professional Development for each indicator will be tracked by the Provost’s Office.</p> <p>For those not able to attend the original training, the following opportunities will be utilized to provide alternative sessions.</p> <ol style="list-style-type: none"> 1) The Center for Teaching, Learning and Technology will host on-site and online training sessions using KBOR provided webinars and video recordings. Documents provided at original trainings will also be included. 2) On-site training sessions will be offered during PSU’s annual Professional Development Day typically held the Wednesday before classes start in the fall. 3) A online Canvas course will be created to provide a library of webinars and video recordings accessible by the faculty and staff listed above. <p>Attendance at the alternative sessions will also be tracked by the Provost’s Office with the assistance of the Center for Teaching, Learning and Technology. The Provost’s Office will work with the appropriate College Dean, Academic Department Chairperson and Director to ensure training compliance.</p>	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
<p>https://www.pittstate.edu/admission/degree-maps.html</p>	

Institution: University of Kansas/University of Kansas Medical Center

Contact: Jean Redeker

Email: jredeker@ku.edu

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

KU will have all gateway courses approved and available to students starting in Spring 2025:

- Contemporary Math – KU offers Math 105/Introduction to Quantitative Reasoning, which is the Systemwide Transfer Equivalent for Contemporary Math. To prepare to use this course as part of Math Pathways implementation, the curriculum and learning outcomes were updated and the pre-requisite of Math 101/College Algebra was removed. The updated course is being offered beginning in Fall 2024 and has been approved by KBOR for systemwide transfer.
- Elementary Statistics – Math 107/Introductory Statistics. This course has been proposed by math faculty and reviewed by the College of Liberal Arts & Sciences and the Provost’s Office. It will be reviewed in Fall 2024 by the University Core Curriculum Committee. This is the final stage of internal approval. We therefore anticipate this course being available to students starting in Spring 2025 and will submit it to KBOR for systemwide transfer approval after all internal approvals are obtained.
- College Algebra - Math 101/College Algebra is already an approved systemwide transfer course and is available to current students.
- Once all courses are fully approved and system-wide pathways are finalized, Academic Affairs and the Office of the Registrar will work with individual programs to ensure that each is matched to the appropriate pathways course and these are accurately reflected in the academic catalog.

b. List of Group Members

Name	Title
Alesha Doan (Co-Chair)	Associate Dean, College of Liberal Arts & Sciences
Steven Schrock (Co-Chair)	Associate Dean, School of Engineering
Gwen Bohling (<i>ex officio</i>)	Director of Official Reporting, AIRE
Abby Coffin	Assistant Vice Provost, Academic Success
Adam Dubinsky	Principal Analyst, College of Liberal Arts & Sciences
Casey Fraites-Chapes	Associate Registrar
Mat Johnson	Chair, Mathematics
Kristine Latta	Assistant Vice Provost, Academic Operations
Karen Ledom	Assistant Dean, College Undergraduate Academic Services
Zhipeng Liu	Associate Professor, Mathematics
Mark Mort	Associate Director, Center for Teaching Excellence
Andrew Shoemaker	Assistant Vice Provost, Academic Success
Casey Reid	Associate Director, Writing and Learning Support
Dawn Shew	Assistant Dean, KUMC
Kim Warren	Vice Provost, Undergraduate Education

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p>	<p>20 Points (a = 10 pts)</p>
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<p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>Facilitated by Associate Dean Alesha Doan, a working group of KU math faculty began discussions of corequisite math education options in September 2023. Utilizing the guidance and resources provided by the Dana Center, they have developed a proposal for math co-requisite education, which will include a cohort model for each pathway course. Students will attend the three-hour math course and two-hour corequisite as a cohort and have the same instructor for both courses.</p> <p>This proposal will be presented to the campuswide Math Pathways Committee, chaired by Alesha Doan (College of Liberal Arts and Sciences) and Steven Schrock (School of Engineering) This committee was formed at the end of Spring 2024 and has had one organizational meeting in preparation for work to commence in Fall 2024. To ensure a successful implementation of co-requisite education, the committee has representation from a variety of stakeholders in the process: the Math Department, the College Dean’s Office, the School of Engineering, the University Registrar, Jayhawk Academic Advising, Academic Affairs, Academic Success, University Academic Support Centers, the Center for Teaching Excellence and the KU Medical Center.</p> <p>The timeline and process for approval of the co-requisite math coursework will be as follows:</p> <p>Fall 2024 – Math faculty will present the proposal for math co-requisite coursework as described above to the Math Pathways Committee. Committee review will focus on ensuring that the model proposed is consistent with relevant research findings and best practice and meets the needs of students across the institution’s programs and all three Pathway courses. Any data needs will be supported by the Office of Analytics, Institutional Research, and Effectiveness (AIRE). Once the Committee approves a model of co-requisite math education, the Department of Math will submit course proposals for the three Math co-requisite courses. We anticipate that in the Fall course proposal review will proceed through the College committees and Provost Office review. During the remainder of the Fall, the committee will develop an implementation plan to ensure alignment with advising, academic support services, and university systems.</p> <p>Spring 2025 – Course proposals will be reviewed by the University Core Curriculum Committee (UCCC) early in the Spring semester. As this is the final stage of approval, we anticipate all Math co-requisite courses will be approved and available to pilot in Fall 2025. </p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Alesha Doan (Co-Chair)</p>	<p>Associate Dean, College of Liberal Arts & Sciences</p>
<p>Steven Schrock (Co-Chair)</p>	<p>Associate Dean, School of Engineering</p>
<p>Gwen Bohling (<i>ex officio</i>)</p>	<p>Director of Official Reporting, AIRE</p>
<p>Abby Coffin</p>	<p>Assistant Vice Provost, Academic Success</p>
<p>Adam Dubinsky</p>	<p>Principal Analyst, College of Liberal Arts & Sciences</p>
<p>Casey Fraites-Chapes</p>	<p>Associate Registrar</p>
<p>Mat Johnson</p>	<p>Chair, Mathematics</p>
<p>Kristine Latta</p>	<p>Assistant Vice Provost, Academic Operations</p>
<p>Karen Ledom</p>	<p>Assistant Dean, College Undergraduate Academic Services</p>
<p>Zhipeng Liu</p>	<p>Associate Professor, Mathematics</p>
<p>Mark Mort</p>	<p>Associate Director, Center for Teaching Excellence</p>
<p>Casey Reid</p>	<p>Associate Director, Writing and Learning Support</p>
<p>Dawn Shew</p>	<p>Assistant Dean, KUMC</p>

Andrew Shoemaker	Assistant Vice Provost, Academic Success
Kim Warren	Vice Provost, Undergraduate Education
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Facilitated by Associate Dean Alesha Doan, a working group of KU English faculty began discussions of co-requisite English education options in February 2024. Utilizing the guidance and resources from the Center of Teaching Excellence and leading research in the field, they have developed a proposal for English co-requisite education, which will include a two-hour graded course. The corequisite will not be based on a cohort model of instruction as with Math. In the case of English, research indicates that it is not essential that students are with the same group of peers for both the requisite and co-requisite course.</p> <p>In Fall 2024, this proposal will be presented to the campuswide English Pathways Committee, chaired by Alesha Doan (College of Liberal Arts and Sciences) and Lisa McClendon (School of Journalism). This committee was formed at the end of Spring 2024 and has had one organizational meeting in preparation for work to commence in Fall 2024. To ensure a successful implementation of co-requisite education, the committee has representation from a variety of stakeholders in the process: the English Department, the College Dean’s Office, the School of Journalism, the University Registrar, Jayhawk Academic Advising, Academic Affairs, Academic Success, University Academic Support Centers, the Center for Teaching Excellence and the KU Medical Center.</p> <p>The timeline and process for approval of the co-requisite math coursework will be as follows:</p> <p>Fall 2024 – English faculty will present the proposal for English co-requisite coursework as described above to the English Pathways Committee. Committee review will focus on ensuring that the model proposed is consistent with relevant research findings and best practice and meets the needs of students across the institution’s programs. Any data needs will be supported by the Office of Analytics, Institutional Research, and Effectiveness (AIRE). Once the Committee approves a model of co-requisite English education, the Department of English will submit course proposals for an English 101 co-requisite course. We anticipate that in the Fall course proposal review will proceed through the College committees and Provost Office review. During the remainder of the Fall, the committee will develop an implementation plan to ensure alignment with advising, academic support services, and university systems.</p> <p>Spring 2025 – The course proposal will be reviewed by the University Core Curriculum Committee (UCCC) early in the Spring semester. As this is the final stage of approval, we anticipate all English co-requisite courses will be approved and available to pilot in Fall 2025. </p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
Alesha Doan (Co-Chair)	Associate Dean, College of Liberal Arts & Sciences
Lisa McClendon (Co-Chair)	Associate Professor of the Practice, School of Journalism & Mass Communications
Gwen Bohling (<i>ex officio</i>)	Director of Official Reporting, AIRE
Marta Caminero-Santangelo	Chair, English
Abby Coffin	Assistant Vice Provost, Academic Success
Casey Fraites-Chapes	Associate Registrar
Heather Gibbs	Associate Dean, KUMC

Sonya Lancaster	Director of First Year Writing, English	
Kristine Latta	Assistant Vice Provost, Academic Operations	
Karen Ledom	Assistant Dean, College Undergraduate Academic Services	
Casey Reid	Associate Director, Writing and Learning Support	
Mary Jo Reiff	Professor, English	
Ann Rowland	Associate Professor, English	
Andrew Shoemaker	Assistant Vice Provost, Academic Success	
Diane VanGoethem	Principal Analyst, College of Liberal Arts & Sciences	
Doug Ward	Associate Director, Center for Teaching Excellence	
Kim Warren	Vice Provost, Undergraduate Education	
<p>4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
Kit Auner	Academic Advisor, Jayhawk Academic Advising	
Gwen Bohling	Director of Official Reporting, AIRE	
Casey Fraites-Chapes	Associate Registrar	
Karen Cook	Advising and Student Records Manger, Student Information Systems	
Heather Haughton	Research Analyst, AIRE	
Jody Johnson	Associate Director, Jayhawk Academic Advising	
Mat Johnson	Chair, Mathematics	
Sonya Lancaster	Director of First Year Writing, English	
Sean Navarro	Manager of Advising Strategies, Jayhawk Academic Advising	
Myunghyun Oh	Associate Chair, Mathematics	
Mary Jo Reiff	Associate Professor, English	
Dawn Shew	Assistant Dean, Student Affairs and Enrollment Management (KUMC)	

Felix Sommerville	Functional Systems Analyst, Student Information Systems
LesLee Taylor	Assistant Dean, Academic and Faculty Affairs (KUMC)
List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Kit Auner	Academic Advisor, Jayhawk Academic Advising
Casey Fraites-Chapes	Associate Registrar
Jody Johnson	Associate Director, Jayhawk Academic Advising
Mat Johnson	Chair, Mathematics
Sean Navarro	Manager of Advising Strategies, Jayhawk Academic Advising
Myunghyun Oh	Associate Chair, Mathematics
Dawn Shew	Assistant Dean, Student Affairs and Enrollment Management (KUMC)
LesLee Taylor	Assistant Dean, Academic and Faculty Affairs (KUMC)
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Kit Auner	Academic Advisor, Jayhawk Academic Advising
Gwen Bohling	Director of Official Reporting, AIRE
Casey Fraites-Chapes	Associate Registrar
Karen Cook	Advising and Student Records Manger, Student Information Systems
Heather Haughton	Research Analyst, AIRE
Jody Johnson	Associate Director, Jayhawk Academic Advising
Mat Johnson	Chair, Mathematics
Sonya Lancaster	Director of First Year Writing, English
Sean Navarro	Manager of Advising Strategies, Jayhawk Academic Advising
Myunghyun Oh	Associate Chair, Mathematics
Mary Jo Reiff	Associate Professor, English
Dawn Shew	Assistant Dean, Student Affairs and Enrollment Management (KUMC)
Felix Sommerville	Functional Systems Analyst, Student Information Systems
LesLee Taylor	Assistant Dean, Academic and Faculty Affairs (KUMC)
Arika Sprecker	Associate Director, Student Access Center
Adam Dubinsky	Principal Analyst, College of Liberal Arts and Sciences (involved with ALEKS testing)

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

The individuals indicated above will represent their departments for the purposes of training. Any individual unable to attend a professional development training will be asked to view the video recording of the training, if one is made available.

If no video recording is available, the individual will be asked to 1) review any documentation on the training provided by KBOR, and 2) meet with someone who attended, when possible someone attending in the same capacity (e.g., an advisor should meet with another advisor) and review the content covered.

Academic Affairs will track who attends the training and will follow-up with those individuals who miss a session. They will be asked to confirm that the training has been completed using the alternative method. In this way we will ensure all training is completed as required.

All Math faculty, English faculty, and academic advisors not attending training will be asked to watch the video recording of training and review any KBOR materials, if available. If video and/or materials are not available, those attending the training will be asked to share the information they learned from the training with their colleagues either through a written document summarizing the training or via a meeting.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

All KU degree maps may be found at: www.registrar.ku.edu/degree-maps. Degree maps reflect the Systemwide General Education Framework and are compliant with the linked guidance.

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Abbreviations Key:

CIM (CourseLeaf Curriculum online curriculum change system)

LAS (Fairmount College of Liberal Arts and Sciences)

MATH 011 (Beginning Algebra)

MATH 013 (College Algebra Supplement) Current 2 hour supplement companion to MATH 111.

MATH 012 (Intermediate Algebra)

MATH 111 (College Algebra)

MATH 131 (Contemporary Mathematics)

STAT 171 Introductory Statistics (new pathways stats course)

STAT 370 Elementary Statistics (current stats course)

ENGL 011 (Syntax, Logic and Organization)

ENGL 013 (Basic Skills for ESL I)

ENGL 015 (Basic Skills for ESL II)

ENGL 101 (College English I)

ENGL 100 (English Composition) [college English for non-native-speaking students]

Process:

In order to implement Math Pathways, WSU will use a collaborative process, with the primary work done by the math department with assistance from the LAS dean, provost office, university registrar, and Office of Planning and Analysis.

- The Provost will schedule regular meetings of Math faculty and college leadership to provide assistance and support during the implementation period.
- The Registrar’s Office will provide consultation and guidance for course scheduling and development of a process to enroll students into co-requisite courses for students needing math support.
- The Office of Planning and Analysis will identify the potential number of students needing support, based on the projected course enrollments for the discipline-specific pathway math courses (to enable enrollment projections and faculty resource needs).
- The university General Education Committee will monitor progress and curricular change and approvals, through the CIM process and updates from the math department.
- The math department will:
 - Review MATH 111 and MATH 131 course content and structure.
 - Develop a new STAT 171 course, and submit for curriculum approval through CIM.
 - Create co-requisite courses replacing the developmental courses, MATH 011 and MATH 012.
 - Submit suspension of MATH 011 and 012 through curriculum approval process (CIM).
 - Discuss and consider multiple ways to offer co-requisite instruction:
 - Each course has its own corequisite, for example, MATH 111 has MATH 111A, with content dedicated for success in that course; or

- A single co-requisite course that would be used for all three pathway math courses (perhaps numbered MATH 100), that offers the foundational logic and deductive/inductive reasoning skills required for success in any pathway math course.
- Whether co-requisite courses are in 8-week or 15 week format.
- Whether to design both options and measure success between the two in order to ensure the best possible math education.
- Decide which option will better serve the needs of students.
- Implement placement procedures congruent with systemwide placement measures.

Timeline:

Summer 2024

- Begin review and revision of Math 111 course to ensure alignment with student needs.
- Pilot a co-requisite MATH 131 course which includes a first draft of co-req support material and 2 extra class hours.
- Begin development of materials to be used in future co-requisite MATH 111, MATH 131, Math 171 courses.

Fall 2024

- Continue to offer MATH 111/013 (College Algebra with Supplement), with some sections using the new corequisite materials in the 2-hour “supplement” of the course, to be assessed later as comparative data.
- Review the MATH 131 Contemporary Mathematics course content to ensure it aligns with the needs of our students and develop relevant corequisite materials for this course.
- Develop the STAT 171 course and relevant co-requisite materials for this course.
- Submit revised MATH 111, MATH 131, STAT 171 courses through CIM (university curriculum approval process).
- The provost office will submit STAT 171 to KBOR for systemwide course substitution (formerly STAT 370).
- Begin regular meetings of math faculty and LAS dean and provost to assess progress and identify issues and resource needs.
- General Education Committee will monitor progress and receive updates from math department and provost office.
- University Registrar will provide guidance for course scheduling and enrollment process as needed and through regularly scheduled meetings with math department and LAS dean.
- Provost office will provide support for professional development for faculty and disseminate information and videos, as available to those unable to attend KBOR workshops.
- Office of Planning and Analysis will provide preliminary course enrollment projections for course scheduling for Fall 2025.
- Submit all undergraduate program changes through CIM to include required math pathway course for the Fall 2026 catalog.
- Revise degree maps to include the required math pathway course for each major.

Spring 2025

- Co-requisite courses will be offered for MATH 111, 131, and STAT 171 on a pilot basis.
- Assess student completion and success data with assistance from Office of Planning and Analysis.
- Make revisions as needed to course content and structure based on assessment data.
- General Education Committee will monitor progress and receive updates from math department and provost office.
- Continued support from Registrar, provost office, and LAS dean.

Fall 2025/Spring 2026

- Offer at least one section of co-requisite courses for MATH 111, 131, and STAT 171 for students requiring supplement.
- Begin implementation of math placement process.
- Submit course suspension for MATH 011 and MATH 012.
- Registrar will work with math department to schedule Fall 2026 co-requisite sections of pathway math courses.
- Continued support from provost office and LAS dean to ensure smooth transition to implementation of co-requisite math sections.
- Math department review of student success data with input from Office of Planning and Analysis.
- General Education Committee will monitor progress and receive updates from math department and provost office.

Fall 2026

- Full implementation of gateway math courses and corequisites.
- General Education Committee will monitor progress and receive updates from math department and provost office.
- Full implementation of placement process.

b. List of Group Members

Name	Title
Mark Arrasmith	Assistant to the Chair and Senior Educator
Stephen Brady	Associate Professor, College Algebra Director, and Undergraduate Coordinator
John Hammond	Director of GTA Instruction and Senior Educator
Brien Bolin	LAS Associate Dean
Linnea GlenMaye	Associate Vice President Academic Affairs

2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)

a. Process & Estimated Timing

Process:

- The LAS dean, associate dean and the Provost Office will work with the math department to assist with coordination and implementation of course revisions through the university curriculum process (CIM).
- The university registrar and Provost Office will work with department leadership to clarify and implement processes to accomplish course revision and scheduling of courses.
- The Provost Office will arrange monthly meetings for updates, resource needs, and problem solving.
- General Education Committee will monitor progress and receive updates from math department and provost office.
- The Math Department will form a Leadership Team to coordinate the development of the Math Pathways courses and Corequisites with the following members of the department:
 - Mark Arrasmith, Assistant to the Chair and Senior Educator
 - Stephen Brady, Associate Professor, College Algebra Director, and Undergraduate Coordinator

- John Hammond, Director of GTA Instruction and Senior Educator
- Leadership will form three gateway course teams with responsibility for developing co-req course content and materials.
 - Math 111: College Algebra Team
 - Develop the relevant corequisite materials for the algebra courses.
 - Stephen Brady, College Algebra Coordinator and Associate Professor
 - Montana Loibl, Assistant Educator
 - Math 131: Contemporary Mathematics Team
 - Review and revise the current Contemporary Mathematics course to ensure it meets the needs of our students and developing relevant corequisite materials.
 - Rachel Heckman, Associate Educator
 - Aubrey Wolfe, Assistant Educator
 - Stat 171: Introduction to Statistics Team
 - Develop the new Introduction to Statistics course and relevant corequisite materials.
 - Alexandra Gallegos, Associate Teaching Professor
 - Mark Arrasmith, Senior Educator

TIMELINE

Fall 2024

- Submit STAT 171 for approval through curriculum process (CIM), including co-requisite option.
- Soft pilot of MATH 111/013 (College Algebra with Supplement), with some sections using the new co-requisite materials.
- Develop co-requisite material for STAT 171 and MATH 131 Contemporary Math.
- Submit co-requisite supplement through curriculum review (CIM).

Spring 2025

- Pilot at least one co-requisite section for MATH 111, STAT 171, MATH 131.
- Assess the student completion and success of students enrolled in co-requisite sections, with assistance of Office of Planning and Analysis.

Fall 2026

- Full implementation of co-requisite Math 111, STAT 171, MATH 131
- Full implementation of placement process
- Continuing assessment of student completion and success rates, with assistance of Office of Planning and Analysis.

b. List of Group Members

Name	Title
Mark Arrasmith	Assistant to the Chair and Senior Educator

Stephen Brady	Associate Professor, College Algebra Director, and Undergraduate Coordinator
John Hammond	Director of GTA Instruction and Senior Educator
Rachel Heckman	Associate Educator
Alexandra Gallegos	Associate Teaching Professor
Mark Arrasmith	Senior Educator
Montana Loibl	Assistant Educator
Ziqi Sun	Professor and Chair
Brien Bolin	LAS Associate Dean
Linnea GlenMaye	Associate Vice President Academic Affairs
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a.</p> <p>Process Overview:</p> <p>Currently, ENGL 101 is the college level English course and ENGL 011, 013, and 015 are developmental courses. ENGL 100 is the college-level English course for non-native speakers, which may include placement into a pre-college developmental course (ENGL 013 or 015). To replace the developmental courses, the English department will develop and implement ENGL 100A and 101A as co-requisite English classes with co-req components, replacing ENGL 011, 013, and 015. A pilot of ENGL 101A will be conducted in fall of 2024, and at least one section of English co-requisite will be offered in Fall/spring 2025, with full implementation starting in fall of 2026.</p> <p>Melinda DeFrain, Co-Requisite and ESL Coordinator, will develop new curricula for ENGL 100A (for ESL learners formerly placed in ENGL 013 or 015) and 101A (for students formerly placed into ENGL 011) to begin in fall 2025 with at least one section of each co-req offered. Each co-req course will reflect the Kansas Core Outcomes and parallel the major assignments for WSU’s revised ENGL 101. In addition to emphasizing the updated core outcomes through measurable goals and objectives, these courses will aim to better acculturate students to the college campus, college-level expectations and available resources. Utilizing the accompanying 2-3 hour weekly co-req (co-req hours are yet to be decided), students will have increased opportunity to improve their writing at the sentence, paragraph, and essay level via scaffolded assignments and exercises that correspond with outcomes for major assignments in each course (scaffolding approaches use individualized support and sequential skill building). For continuity, each co-req section will be under the guidance of the instructor for their English 101 section.</p> <p>Feedback from the course instructor, students, and course data will be evaluated to guide revision of both courses each semester before the Fall 2026 full implementation (AY 24/25 and AY 25/26). ENGL 100A and 101A will then fully launch in fall of 2026. ENGL 011, 013, and 015 will cease to be offered at that time.</p> <p>Process:</p> <ol style="list-style-type: none"> 1. The LAS dean, associate dean and the Provost Office will work with the English department to assist with coordination and implementation of course revisions through the university curriculum process (CIM). 2. The university registrar and Provost Office will work with department leadership to clarify and implement processes to accomplish course revision and scheduling of courses. 3. The Provost Office will arrange monthly meetings for updates, resource needs, and problem solving. 	

4. General Education Committee will monitor progress and receive updates each semester from the English department and provost office.
5. The English Department will:
 1. Develop Co-Requisite Course Structure:
 - a. Design the curriculum for ENGL 100A and 101A, integrating academic support within the college-level courses.
 - b. Define course content, learning outcomes, co-req components, and support mechanisms. Collaborate with faculty, instructional designers, and support staff to ensure alignment with college-level standards.
 - c. Pilot ENGL 101A:
 - d. Conduct a pilot program for ENGL 101A in fall 2024.
 - e. Select pilot sections, recruit instructors, and enroll students. Gather feedback and data.
 2. Track Enrollment and Success Rates:
 - a. Monitor enrollment numbers, course completion rates, and student performance in ENGL 100A and 101A.
 - b. Collect and analyze data on student demographics, grades, and retention rates to assess the impact of the corequisite model. In addition to general data on grades and retention, specific data on student performance will come from entry diagnostic exams, final exams, and self-assessments.
 3. Evaluate Student Support Utilization:
 - a. Measure the usage and effectiveness of academic and non-academic support services.
 - b. Survey students and track attendance in co-req sessions and other support activities. Assess the correlation between support utilization and student success.
 4. Faculty Training and Development:
 - a. Provide professional development for faculty and GTAs (primary instructors for each) teaching ENGL 100A and 101A.
 - b. Organize workshops and training sessions focused on corequisite pedagogy, just-in-time instruction, and support integration. Ensure faculty are equipped to address diverse learners.
 5. Resource Allocation:
 - a. Ensure adequate resources are available for the pilot and full implementation phases.
 - b. Secure funding for additional development and training. Ensure funding is stable for GTAs positions. Allocate classroom and co-req spaces conducive to corequisite instruction.
 6. Support Student Transition and Success:
 - a. Facilitate smooth transitions from developmental to college-level English skills.
 - b. Develop clear pathways and support structures via scaffolded approaches in writing and research exercises for students, ensuring continuity and coherence in their educational journey.
 7. Work with LAS dean and associate dean, the provost office, and university registrar:
 - a. to coordinate and implement course revisions through the university curriculum process (CIM).
 - b. to clarify and implement processes to structure course scheduling options.
 - c. to arrange monthly meetings for updates, resource needs, and problem solving.

Timeline

Fall 2024

- Complete the pilot of ENGL 101A by the end of fall 2024 with resources and funding provided by LAS Dean.
- Review pilot data, gather feedback, and make necessary adjustments based on pilot outcomes. Prepare for updated 101A and pilot 100A in spring 2025 leading to full-scale implementation in fall 2026.
- Submit ENGL 100A and 101A through CIM.
- Pilot one section of ENGL 101A (Cohort of ENGL 011 students taking 101 and associated co-req)

- Provide updates to General Education Committee.
- Provost will support faculty participation in KBOR professional development and disseminate videos and information to those who cannot attend.
- Work with university registrar to work out course scheduling and course naming for co-req English sections.

Spring 2025

- Assess data from ENGL 101A pilot, make needed changes, and run another single section.
- Pilot ENGL 100A section. Students who complete ENGL 101A but fail can opt to take ENGL 101 or 101A the following semester.
- English department will provide updates to General Education Committee and Faculty Senate.

Summer 2025

- Assess data from pilot 100A and second attempt at 101A and make changes with input from Office of Planning and Analysis.

Fall 2025

- Offer one section each of 100A and 101A.
- Provide updates to General Education Committee.
- Submit catalog changes through CIM for fall 2026 catalog.

Spring 2026

- De-activate/suspend ENGL 011, 013, and 015 classes in CIM process and remove from Fall 2026 course schedule.
- Assess data from Fall 2025 100A and 101A sections with input from Office of Planning and Analysis.
- Offer at least one section each of 100A and 101A co-requisites.
- Review Accuplacer Test ahead of fall 2026 launch.
- Provide update to General Education committee.
- Provide update to Faculty Senate.
- Finalize course materials, train additional faculty, and ensure all administrative processes are in place for a smooth transition.
- Incoming fall 2026 students placed in appropriate ENGL 101 or co-req courses via AP, ACT, RSAT scores or Accuplacer.

Summer 2026

- Assess data with assistance of Office of Planning and Analysis for Spring 2026 100A and 101A sections. Make any needed changes ahead of launch.

Fall 2026

- Fully implement ENGL 100A and 101A, replacing ENGL 011, 013, and 015.
- Fully implement English placement process

b. List of Group Members

Name	Title
Melinda DeFrain	CoReq and ESL Coordinator
Daren DeFrain	Professor and Director of the Writing Program
Fran Connor	Associate Professor and Chair
Brien Bolin	Associate Dean and Professor
Linnea GlenMaye	Associate Vice President Academic Affairs

<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p>	<p>20 Points (a = 10 pts)</p>
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<ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>	
Name	Title
Melinda DeFrain	CoReq and ESL Coordinator
Daren DeFrain	Professor and Director of the Writing Program
Fran Connor	Associate Professor and Chair
Brien Bolin	Associate Dean and Professor
Mark Arrasmith	Assistant to the Chair and Senior Educator
Stephen Brady	Associate Professor, College Algebra Director, and Undergraduate Coordinator
John Hammond	Director of GTA Instruction and Senior Educator
Rachel Heckman	Associate Educator
Alexandra Gallegos	Associate Teaching Professor
Montana Loibl	Assistant Educator
Ziqi Sun	Professor and Chair
Zach Brown	Director Strategic Enrollment Student Services, Barton School
Andrew Myers	Director Scholarships and Student Services-Cohen Honors College
Emily Stevens	Director Academic Advising, College of Applied Studies
Andrea Gartman	Director Academic Advising, Engineering
Kristen Bosch	Director of Academic Advising-College of Fine Arts
Mandy Konecny	Director of Enrollment Management and Student Success, Health Professions
Patricia Phillips	Director Academic Advising, Liberal Arts
Aaron Hamilton	Director OneStop Student Services
Jacquelyn Johnston	Director, Academic Advising, Online Education
David Wright	Chief Data Officer
Ashlie Jack	Senior Associate Vice President, Academic Affairs
Brett Bruner	Assistant Vice President, Academic Affairs
Gina Crabtree	University Registrar
Kim Sandlin	Director Student Success
Alicia Newell	Assistant Vice President Student Affairs
Carolyn Speer	Director Office of Instructional Resources

Institution: Wichita State University

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Mark Arrasmith	Assistant to the Chair and Senior Educator
Stephen Brady	Associate Professor, College Algebra Director, and Undergraduate Coordinator
John Hammond	Director of GTA Instruction and Senior Educator
Rachel Heckman	Associate Educator
Alexandra Gallegos	Associate Teaching Professor
Mark Arrasmith	Senior Educator
Montana Loibl	Assistant Educator
Ziqi Sun	Professor and Chair
Patricia Phillips	Director of Advising, LAS
Brien Bolin	Associate Dean, LAS
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Mark Arrasmith	Assistant to the Chair and Senior Educator
Stephen Brady	Associate Professor, College Algebra Director, and Undergraduate Coordinator
John Hammond	Director of GTA Instruction and Senior Educator
Melinda DeFrain	CoReq and ESL Coordinator
Daren DeFrain	Professor and Director of the Writing Program
Fran Connor	Associate Professor and Chair
David Wright	Chief Data Officer
Brett Bruner	Assistant Vice President, Academic Affairs
Zach Brown	Director Strategic Enrollment Student Services, Barton School
Andrew Myers	Director Scholarships and Student Services-Cohen Honors College
Emily Stevens	Director Academic Advising, College of Applied Studies
Andrea Gartman	Director Academic Advising, Engineering
Kristen Bosch	Director of Academic Advising-College of Fine Arts
Mandy Konecny	Director of Enrollment Management and Student Success, Health Professions
Patricia Phillips	Director Academic Advising, Liberal Arts
Aaron Hamilton	Director OneStop Student Services
Jacquelyn Johnston	Director, Academic Advising, Online Education
Bobby Gandu	Assistant Vice President, Strategic Enrollment Management, Admissions
Brett Bruner	Assistant Vice President Student Success & Persistence
Gina Crabtree	University Registrar
Kim Sandlin	Director Student Success
Alicia Newell	Assistant Vice President Student Affairs

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

1. The Math Department will participate in all of the KBOR Professional Development opportunities surrounding Math Pathways and Corequisites and will disseminate information to all math faculty:
 - The department will continue to offer weekly pedagogy discussions,
 - John Hammond, Director of GTA Instruction will facilitate the GTA and new instructor training and mentoring as they teach these important courses.
2. The English Department will participate in all KBOR Professional Development opportunities and will facilitate professional development internally by:
 - Providing professional development for faculty and GTAs (primary instructors for each) teaching ENGL 100A and 101A.
 - Organizing workshops and training sessions focused on:
 - corequisite pedagogy,
 - just-in-time instruction,
 - and support integration.
 - Providing materials and training opportunities, ensuring that faculty are equipped to address the needs of diverse learners.
3. The Academic Advising Team (AAT), which consists of college advising leads, along with OneStop and Online advising, will provide information and training to the professional advisors throughout the campus. They will meet bi-weekly, and will include information sessions on the new math pathways, placement, and co-requisite sections, for the specialized advisors, including TRIO and adult learner advisors.
4. The Faculty Senate will receive updates every semester on progress toward implementation of math and English pathways, and information on how WSU is structuring its corequisite courses and placement.
5. The Fairmount College of Liberal Arts and Sciences (LAS) will schedule monthly meetings with English and Math faculty to assess progress, disseminate information from KBOR and internal discussions, and consider revisions to course structure, resources (including number of sections and faculty/GTAs), and student success.
6. The Provost will receive regular updates from the LAS Dean on progress and will assist with dissemination of training opportunities and professional development for English and math faculty and staff.
7. Training videos will be posted and link information will be shared by Provost Office, as they become available.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

https://www.wichita.edu/academics/majors/degree_maps/index.php

Municipal University

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Washburn University has already implemented math pathways. Our current model does not include statistics as a gateway course but we are developing a plan to include it by AY 2026. Washburn is also actively working toward eliminating all remaining remedial math courses. Dr. Sarah Cook, Chair of the Department of Mathematics and Statistics, has been an active participant on the KBOR math pathways and math placement committees, and has brought information for discussion to the department and the broader institution. The math department has had “success groups” for each course running this year to examine our current curriculum and plan for changes in Washburn’s math pathways to accommodate KBOR math pathways implementation. Other faculty from across campus have similarly been active participants on the math pathways gateway course groups, representing programs within their discipline and communicating important information to and from KBOR.

Washburn University currently offers all gateway math courses, numbered as MA 112 Contemporary College Math, MA 116 College Algebra, and MA 140 Statistics. Small revisions are planned to align these courses with the purpose of KBOR math pathways, such as removing prerequisites from MA 140 and ensuring the credit hours permitted for the courses align with all versions of the course. These changes, and a comprehensive evaluation of the course descriptions for all courses, will be completed and approved through the appropriate institutional governance processes by April 2025.

b. List of Group Members

Name	Title
Sarah Cook	Chair and Associate Professor, Department of Mathematics and Statistics
Kelly Erby	Dean, College of Arts and Sciences
Beth O’Neill	Assistant Provost, Curricula and Program Innovation
Beth McNamee	Lecturer, Department of Mathematics and Statistics
Todd Cooksey	Lecturer, Department of Mathematics and Statistics
Janet Sharp	Professor, Department of Mathematics and Statistics
Matt Ellis	Math Success Coach, Department of Mathematics and Statistics
Stephanie Herbster	Lecturer, Department of Mathematics and Statistics
Jennifer Wagner	Professor, Department of Mathematics and Statistics
Jillian Kimzey	Math Lab Manager, Department of Mathematics and Statistics
Gaspar Porta	Associate Professor, Department of Mathematics and Statistics
Guannan Hu	Assistant Professor, Department of Mathematics and Statistics
Angela Crumer	Lecturer, Department of Mathematics and Statistics
Kosman Rajapaksha	Assistant Professor, Department of Mathematics and Statistics

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Institution: Washburn University

Washburn University has already implemented corequisite math support developmental education, and has been actively working towards elimination of remedial math courses. Our institution currently offers a corequisite lab-supported MA 112 Contemporary College Math for students who require developmental math support. Faculty in the Department of Mathematics and Statistics have been working over the last year to further develop our corequisite support. We plan to continue to offer a math-lab-supported MA 112, and will develop and obtain approval for similar corequisite lab-supported versions of MA 116 College Algebra and MA 140 Statistics. These sections will include attendance at a co-mingled math class (i.e., with students who do not need corequisite support) and additional required attendance in the math lab with other members of their corequisite cohort. We also plan to develop and obtain approval for corequisite bootcamp versions of MA 112 and MA 116, and will evaluate the need for a similar bootcamp model for MA 140 during the 24-25 academic year. All types of corequisite math support will allow students to complete their math course in a single semester.

At this time, we plan to use the same course number for all versions of the course, and will vary the sections of the course depending on the degree of corequisite support (i.e., none, lab-supported, bootcamp). Mathematics and Statistics faculty will continue to work during the 24-25 academic year to develop the curriculum for each corequisite, and will then seek approval through the appropriate institutional governance processes if needed. These corequisites will be fully developed and approved as needed by April 2025.

Washburn University is still in the process of defining the specific curriculum and cut off scores for each type of corequisite developmental math support, and will do so in alignment with the systemwide math placement measures that are currently being developed. We intend to target students in need of the greatest support for the corequisite bootcamp, and students who need less support for the lab-supported sections. We currently allow students with ACT or institutional math placement scores above the cut off for corequisite support to self-select into our lab-support MA 112, and we plan to continue to allow for this practice to promote student success.

Washburn University is committed, and on target, to offer at least one section of corequisite support for all three math gateway courses in Fall 2025.

b. List of Group Members

Name	Title
Sarah Cook	Chair, Department of Mathematics and Statistics
Kelly Erby	Dean, College of Arts and Sciences
Beth O'Neill	Assistant Provost, Curricula and Program Innovation
Beth McNamee	Lecturer, Department of Mathematics and Statistics
Todd Cooksey	Lecturer, Department of Mathematics and Statistics
Janet Sharp	Professor, Department of Mathematics and Statistics
Matt Ellis	Math Success Coach, Department of Mathematics and Statistics
Stephanie Herbster	Lecturer, Department of Mathematics and Statistics
Jennifer Wagner	Professor, Department of Mathematics and Statistics
Jillian Kimzey	Math Lab Manager, Department of Mathematics and Statistics
Gaspar Porta	Associate Professor, Department of Mathematics and Statistics
Guannan Hu	Assistant Professor, Department of Mathematics and Statistics
Angela Crumer	Lecturer, Department of Mathematics and Statistics
Kosman Rajapaksha	Assistant Professor, Department of Mathematics and Statistics

<p>3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p>	

Washburn University has already implemented corequisite English support developmental education as of spring 2015, and we have used both the Accelerated Learning Program (ALP) and Supplemental Instructor (SI) co-requisite models. We have eliminated all remedial English courses as of 2019. Our institution currently offers an SI-model corequisite-supported EN 101 Introductory College Writing for students who require developmental English support. Our current model includes extra time for writing, supplemental instruction, and a curricular focus on non-cognitive barriers, designed to improve students' writing confidence and skills. We have also created a writing center to further enhance pathways for student success. Beginning in spring 2025, we plan to utilize the writing center in delivering our corequisite support model. Our current plan for AY 2026 is to vary the levels of co-requisite support depending on student need (e.g. none, writing-center-supported sections, and sections that require additional meeting times and/or supplemental). Washburn has also included EN 103 (Academic Reading and Research) within our more recent pathways because of the effect it has had on student success in EN 101. EN 103 is not a remedial course, but data have shown that it is supportive to students who have lower-level literacy skills when it is taken concurrently with EN 101.

At this time, we plan to continue to use the same course number for all versions of first-year composition courses, and will vary the sections of the course depending on the degree of corequisite support. We currently use advisor assisted directed self-placement (DSP) and have a rubric to guide advisors in placing students into the correct pathways. English faculty will continue to work during the 24-25 academic year to refine the curriculum for our corequisite model to further improve our students' success. We understand that it is KBOR's goal to have systemwide English course placement measures, and thus our use of a DSP model will have to be revised. An English faculty representative will represent Washburn on the English Systemwide Course Placement Measures Committee, and we will implement the committee's decisions.

b. List of Group Members

Name	Title
Melanie Burdick	Chair, Department of English
Muffy Walter	Assistant Professor and Director of Composition, Department of English
Kelly Erby	Dean, College of Arts and Sciences
Beth O'Neill	Assistant Provost, Curricula and Program Innovation

<p>4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Name	Title
Sarah Cook	Chair, Department of Mathematics and Statistics
Beth McNamee	Lecturer, Department of Mathematics and Statistics
Todd Cooksey	Lecturer, Department of Mathematics and Statistics
Janet Sharp	Professor, Department of Mathematics and Statistics
Matt Ellis	Math Success Coach, Department of Mathematics and Statistics
Stephanie Herbster	Lecturer, Department of Mathematics and Statistics

Jennifer Wagner	Professor, Department of Mathematics and Statistics
Jillian Kimzey	Math Lab Manager, Department of Mathematics and Statistics
Gaspar Porta	Associate Professor, Department of Mathematics and Statistics
Guannan Hu	Assistant Professor, Department of Mathematics and Statistics
Angela Crumer	Lecturer, Department of Mathematics and Statistics
Kosman Rajapaksha	Assistant Professor, Department of Mathematics and Statistics
Christa Smith	Executive Director, Strategic Analysis, Research, and Reporting
Joshua Huston	Institutional Research and Assessment Analyst
Amanda Stoller	Data and Business System Analyst
Swayanshu Shanti Pragnya	Application Analyst
Melanie Burdick	Chair, Department of English
Erin Chamberlain	Assistant Professor, Department of English
Dennis Etzel Jr.	Senior Lecturer, Department of English
Andy Farkas	Associate Professor, English
Eric McHenry	Professor, Department of English
Kara Kendall-Morwick	Professor, Department of English
Louise Krug	Associate Professor, Department of English
Muffy Walter	Assistant Professor and Director of Composition, Department of English
David Weed	Senior Lecturer, Department of English
Corey Zwikstra	Associate Professor, Department of English
Vanessa Steinroetter	Professor, Department of English
Meagan Smejdir	Director of Academic Advising
Kaydee Emperley	Senior Academic Advisor
Nick McClung	Academic Advisor
Beth Guymon	Academic Advisor
Jeannette Nobo	Academic Advisor
Nicole Vavra	Academic Advisor
Sarah Hagler	Academic Advisor

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Sarah Cook	Chair, Department of Mathematics and Statistics
Beth McNamee	Lecturer, Department of Mathematics and Statistics
Todd Cooksey	Lecturer, Department of Mathematics and Statistics
Janet Sharp	Professor, Department of Mathematics and Statistics
Matt Ellis	Math Success Coach, Department of Mathematics and Statistics
Stephanie Herbster	Lecturer, Department of Mathematics and Statistics
Jennifer Wagner	Professor, Department of Mathematics and Statistics
Jillian Kimzey	Math Lab Manager, Department of Mathematics and Statistics
Gaspar Porta	Associate Professor, Department of Mathematics and Statistics
Guannan Hu	Assistant Professor, Department of Mathematics and Statistics
Angela Crumer	Lecturer, Department of Mathematics and Statistics
Kosman Rajapaksha	Assistant Professor, Department of Mathematics and Statistics
Meagan Smejdir	Director of Academic Advising
Kaydee Emperley	Senior Academic Advisor
Nick McClung	Academic Advisor

Institution: Washburn University

Beth Guymon	Academic Advisor
Jeannette Nobo	Academic Advisor
Nicole Vavra	Academic Advisor
Sarah Hagler	Academic Advisor
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Sarah Cook	Chair, Department of Mathematics and Statistics
Beth McNamee	Lecturer, Department of Mathematics and Statistics
Todd Cooksey	Lecturer, Department of Mathematics and Statistics
Janet Sharp	Professor, Department of Mathematics and Statistics
Matt Ellis	Lecturer, Department of Mathematics and Statistics
Stephanie Herbster	Lecturer, Department of Mathematics and Statistics
Jennifer Wagner	Professor, Department of Mathematics and Statistics
Jillian Kimzey	Math Lab Manager, Department of Mathematics and Statistics
Gaspar Porta	Associate Professor, Department of Mathematics and Statistics
Guannan Hu	Assistant Professor, Department of Mathematics and Statistics
Angela Crumer	Lecturer, Department of Mathematics and Statistics
Kosman Rajapaksha	Assistant Professor, Department of Mathematics and Statistics
Christa Smith	Executive Director, Strategic Analysis, Research, and Reporting
Joshua Huston	Institutional Research and Assessment Analyst
Amanda Stoller	Data and Business System Analyst
Swayanshu Shanti Pragnya	Application Analyst
Melanie Burdick	Chair, Department of English
Erin Chamberlain	Assistant Professor, Department of English
Dennis Etzel Jr.	Senior Lecturer, Department of English
Andy Farkas	Associate Professor, English
Eric McHenry	Professor, Department of English
Kara Kendall-Morwick	Professor, Department of English
Louise Krug	Associate Professor, Department of English
Muffy Walter	Assistant Professor and Director of Composition, Department of English
David Weed	Senior Lecturer, Department of English
Corey Zwikstra	Associate Professor, Department of English
Vanessa Steinroetter	Professor, Department of English
Meagan Smejdir	Director of Academic Advising
Kaydee Emperley	Senior Academic Advisor
Nick McClung	Academic Advisor
Beth Guymon	Academic Advisor
Jeannette Nobo	Academic Advisor
Nicole Vavra	Academic Advisor
Sarah Hagler	Academic Advisor
Mallory Riley	Prior Learning and Testing Coordinator

<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Washburn University will ensure that all faculty and staff listed above are informed of KBOR-sponsored professional development, and have access to materials from training/workshops that they are not able to attend. Dr. Sarah Cook, Chair of Department of Mathematics and Statistics will coordinate gathering and archiving materials from the math-related trainings (i.e., math corequisite support, course-placement, and math pathways), and Dr. Muffy Walter, Director of Composition, Melanie Burdick, Chair of Department of English, will coordinate for the English-related trainings (i.e., English corequisite support). This will including collecting meeting recordings, PowerPoint slides, and other meeting materials, and sending the materials, or a link to the materials, to the affected faculty and staff. Dr. Cook, Dr. Walter, Christa Smith, and Meagan Smejdir will also check in with their faculty and staff during departmental meetings to ensure that they have completed the appropriate professional development and have the most-recent information available. Further Dr. Beth O'Neill, Assistant Provost, and Dr. Kelly Erby, Dean, will oversee the completion and availability of KBOR professional development.</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>Degree maps that comply with new Systemwide General Education framework, using the required bucket notations, can be found here: https://www.washburn.edu/academics/degree-maps/index.html A degree map is provided for all associate and bachelor degrees, as well as required certificate programs, with a few exceptions. There are a few programs that are being discontinued, or very heavily revised, next year, and are not accepting new students during the 2024-2025 academic year. These programs are as follows:</p> <ul style="list-style-type: none"> Bachelor of Arts in English Education Bachelor of Science in General Science Graphics Technology Certificate C Legal Office Professional Certificate Medical Office Professional Certificate 	

Community Colleges

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)		
Due by July 1, 2024:		
1. Please detail your institution’s commitment to implementing math pathways, including		20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		
<p>Allen CC currently already has all three math pathway courses on the books. In Fall 2024, one of the full-time math faculty will be updating our MAT 130: Essential Mathematics (KRSN # MAT1040) course to ensure it meets the KRSN alignment requirements since we have not taught it in several years. The plan is to offer it in Spring 2025. Allen CC is waiting to hear back from KBOR on placement measures for these courses. Until then, current placement measures have been adapted to meet the new corequisite model outlined below. In order to approve the correct gateway math courses for each of the required programs, faculty will submit the updated math course to our curriculum committee by March 2025, which will then approve the course to be updated in the upcoming year’s catalog.</p>		
b. List of Group Members		
Name	Title	
Kara Wheeler	Vice President for Academic Affairs	
Melanie Wallace	Dean for Distance and General Education	
Travis Robb	Division Chair, Math and Sciences	
Amy Lemer	Math Faculty	
Jean Swillum	Math Faculty	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including		20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		
<p>Allen CC developed and approved MAT 105R: College Algebra with Review this past academic year, and have it on the course schedule for Fall 2024. Math Faculty will be developing corequisite courses for Elementary Statistics and Essential Mathematics this upcoming academic year (2024-2025). Full-time math faculty are being given release time to develop these courses. In order for them to be approved, the math faculty will submit them to Curriculum committee by March 2025, which with their approval will be updated and implemented in the coming year’s catalog.</p>		
b. List of Group Members		
Name	Title	
Kara Wheeler	Vice President for Academic Affairs	
Melanie Wallace	Dean for Distance and General Education	
Travis Robb	Division Chair, Math and Sciences	
Amy Lemer	Math Faculty	
Jean Swillum	Math Faculty	
Nikki Peters	Director of Enrollment Management	

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Allen Community College has assigned an English faculty member to start the work of developing corequisite English courses. They will complete this work during the fall semester to be approved by curriculum committee by March 2025. The plan is to have them implemented by Fall 2025.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Erin O’Keefe</p>	<p>English Faculty</p>
<p>Tracy Lee</p>	<p>English Faculty</p>
<p>Susie McKinnis</p>	<p>English Faculty</p>
<p>Erik Griffith</p>	<p>English Faculty</p>
<p>Melanie Wallace</p>	<p>Dean for Distance and General Education</p>
<p>Kara Wheeler</p>	<p>Vice President for Academic Affairs</p>
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>	
<p>Name</p>	<p>Title</p>
<p>Melanie Wallace</p>	<p>Dean for Distance and General Education</p>
<p>Amy Lemer</p>	<p>Math Faculty</p>
<p>Jean Swillum</p>	<p>Math Faculty</p>
<p>Tracy Lee</p>	<p>English Faculty</p>
<p>Erik Griffith</p>	<p>English Faculty</p>
<p>Susie McKinnis</p>	<p>English Faculty</p>
<p>Erin O’Keefe</p>	<p>English Faculty</p>

Institution: Allen Community College

Travis Robb	Division Chair, Math and Sciences
Tera Schultz	Division Chair, Arts, Communication, & English
Nikki Peters	Director of Enrollment Management
Alex Simpson	Academic Advisor
Nate Rodriguez	Academic Advisor
Amy Ogleby	Academic Advisor
Jacob Reichard	Director of Institutional Effectiveness and Research

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Melanie Wallace	Dean for Distance and General Education
Amy Lemer	Math Faculty
Jean Swillum	Math Faculty
Nikki Peters	Director of Enrollment Management
Alex Simpson	Academic Advisor
Nate Rodriguez	Academic Advisor
Amy Ogleby	Academic Advisor

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Melanie Wallace	Dean for Distance and General Education
Amy Lemer	Math Faculty
Jean Swillum	Math Faculty
Tracy Lee	English Faculty
Erik Griffith	English Faculty
Susie McKinnis	English Faculty
Erin O’Keefe	English Faculty
Travis Robb	Division Chair, Math and Sciences
Tera Schultz	Division Chair, Arts, Communication, & English
Nikki Peters	Director of Enrollment Management (oversees Testing Center)
Alex Simpson	Academic Advisor
Nate Rodriguez	Academic Advisor
Amy Ogleby	Academic Advisor
Jacob Reichard	Director of Institutional Effectiveness and Research

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

For those who are unable to attend, the recordings of the meetings as well as documentation or other resources provided will be shared by the VPAA, and they will be caught up at division meetings on anything they missed.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

<https://www.allencc.edu/academics>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>Barton Community College is committed to the math pathways project, and has been offering the gateway math courses College Algebra and Elements of Statistics for more than 15 years, and Contemporary Math/Liberal Arts Math for nearly 10 years. Each of these courses is regularly reviewed and meets the standards as established by the KBOR Systemwide Transfer Agreements (MAT 1010, MAT 1020, and MAT 1040). During AY2025, we will work to increase our offerings of the gateway math courses for all of our campuses.</p> <p>September 2024: Conduct college-wide needs assessment to identify campus and outreach locations with limited or missing gateway math course offerings.</p> <p>November 2024: Identify adjunct faculty to teach gateway courses at locations where course is not available and create a plan for high school partners to offer additional gateway math courses. Host unified district partners roundtable to discuss gateway math courses for high school students in support of increased access to the coursework.</p> <p>Spring 2025 Identify faculty to develop course content in preparation of new course offerings for Fall 2025.</p> <p>February 2025: Create Fall 2025 course schedule for each location to ensure all gateway course offerings are available.</p> <p>Ongoing AY25: Once the list of Gateway Math courses is assigned to programs of study through the KBOR workgroups, and Barton has been notified, Barton’s Learning Instruction and Curriculum Committee (LICC) and Programs Topics and Processes (PTP committees) will review and create a workgroup to review course selection with program faculty and ensure all degree maps are appropriately updated. The timeline for this project will be approximately three months after notification from KBOR. </p>	
b. List of Group Members	
Name	Title
Stephanie Joiner	Executive Director of Foundational Education
Jo Harrington	Math Faculty
Ange Davied	Math Faculty
Marcia Williams	Math Faculty
Barry Showalter	Math Faculty
Kenneth Kolembe	Math Faculty
Karly Little	Director of Early College Opportunities
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	

Barton Community College is also committed to the corequisite math courses in support of developmental learners. Prior to this KBOR funding agreement, Barton had created a corequisite College Algebra class that offers remediation for intermediate-level learners as they complete College Algebra in a 5-hour course format. During AY2024, Barton created corequisite courses for Elements of Statistics and Contemporary Math. Both of these courses are in a 4-hour course format and offer remediation for intermediate level learners. These courses will be piloted online and on the Barton County Campus during AY2025.

Our process for continued development and expansion is as follows:

Fall 2024: Collect data on student placement and enrollment, in addition to learning and success rates for corequisite courses offered online and Barton County campus. Collect qualitative data regarding instructor experiences and student concerns during monthly math faculty meetings. Pilot embedded academic coaches in corequisite courses.

Spring 2025: Analyze student data, instructor data, and academic coaching feedback for course and academic support improvement plans. Update corequisite course curriculum as needed to support basic level learners.

February 2025: Create Fall 2025 course schedule that includes corequisite gateway courses for all campus locations and modalities.

b. List of Group Members

Name	Title
Stephanie Joiner	Executive Director of Foundational Education
Jo Harrington	Math Faculty
Marcia Williams	Math Faculty
Angie Davied	Math Faculty
Andrea Jenkins	Developmental Math Faculty
Nolan Esfeld	Director of Student Academic Development
Penny Zimmerman	Disability Services Coordinator

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

Barton Community College has been offering corequisite English courses in support of developmental learners for nearly a decade. Our corequisite model combines the intermediate-English level learners with college-level Composition students in a 5-credit hour course that provides space for remediation. We have also paired reading and writing courses at basic/intermediate level. The corequisite Composition I course is currently only offered on the Barton County campus.

During AY25, we will expand offerings for the corequisite courses to all campuses and develop supports for basic level learners in the co-requisite courses as follows:

Fall 2024: Identify faculty to develop co-requisite Composition course online and at Ft. Riley and Ft. Leavenworth campuses. Pilot embedded academic coaches in corequisite Comp I and Intermediate Reading and Writing courses.

Continue development of supplemental supports for basic-level learners to be piloted in spring 2025 semester

Spring 2025: Analyze student learning and course success rates for co-requisite courses, and academic coaching feedback for course and academic support improvement plans. Update corequisite course curriculum as needed to support basic level learners

Offer sections of corequisite comp I courses online and Ft. Riley and Leavenworth campuses.

February 2025: Create Fall 2025 course schedule that includes corequisite English courses on all campus locations and modalities.

b. List of Group Members		
Name	Title	
Stephanie Joiner	Exec. Director of Foundational Education	
Justin Brown	English Faculty	
Paulia Bailey	English Faculty	
Jaime Abel	English Faculty	
Scott McDonald	English Faculty	
Melissa Hardwick	English Faculty	
Barbara Hanson	English Faculty	
Nolan Esfeld	Director of Student Academic Development	
Penny Zimmerman	Disability Coordinator	
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
Stephanie Joiner	Exec. Director of Foundational Education	
Nolan Esfeld	Director of Student Academic Development	
Mary Doyle	Advisement Coordinator	
Courtney Metcalf	Coordinator of Online Student & Faculty Services	
Angel Morgan	Data Assurance Specialist	
Marcia Williams	Math Faculty	
Ange Davied	Math Faculty	
Kenneth Kolembe	Math Faculty	
Paulia Bailey	English Faculty	
Barbara Hanson	English Faculty	
Melissa Hardwick	English Faculty	
Paige Scott	Math Faculty	

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Stephanie Joiner	Exec. Director of Foundational Education
Jo Harrington	Math Faculty
Mary Doyle	Advisement Coordinator
Angie Davied	Math Faculty
Courtney Metcalf	Coordinator of Online Student & Faculty Services
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Stephanie Joiner	Exec. Director of Foundational Education
Nolan Esfeld	Director of Student Academic Development
Mary Doyle	Advisement Coordinator
Courtney Metcalf	Coordinator of Online Student & Faculty Services
Angel Morgan	Data Assurance Specialist
Marcia Williams	Math Faculty
Ange Davied	Math Faculty
Kenneth Kolembe	Math Faculty
Paulia Bailey	English Faculty
Barbara Hanson	English Faculty
Melissa Hardwick	English Faculty
Molly McReynolds	Testing Coordinator
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Barton’s Foundational Education Department manages an institutional team for Developmental Education. During AY2025, this team will meet every six weeks. A standing agenda item will be reporting on KBOR performance agreements and training. This meeting agenda item will list all training dates through KBOR, mini-reviews of the trainings, and the sharing of training materials provided for the whole of the committee, including those who may not have been able to attend training sessions.</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>Degree maps that are effective for AY2025 can be located here: https://bartonccc.edu/programs/guides-maps. All degree maps reflect the new Systemwide General Education Framework.</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing <p>MA 130 Contemporary Math (KBOR MAT1040 - Contemporary Math/Essential Math): Contemporary Math went through the curriculum approval process in Fall 2017 aligning with the KBOR standards. Even though the class has been offered since 2017, the first classes were held Spring 2024 online. In addition to the online offering, Contemporary Math will be held on both the El Dorado and Andover campuses, Fall 2024. In Butler’s revision of all AA and AS degrees during AY24 to accommodate the state-wide Gen Ed framework, MA130 Contemporary Math was included in the AA degrees for AY25. MA130 Contemporary Math is being offered as an option for students pursuing AA degrees as the fulfillment of their Bucket 3 Gen Ed math requirement. The AA degrees that incorporate the course are found through the link in #5 in this document. Butler will modify the inclusion of this course in degree programs in AY26 pending direction from the state.</p> <ul style="list-style-type: none"> Members: Adam Anthony (chair), Bethany Chandler, Bonnie Ernst, Ruth Meyer, Robert Zavala, Larry Friesen, Raja Balu, Stacie Stricker <p>MA 135 College Algebra (KBOR MAT1010 - College Algebra): College Algebra has been offered at Butler online, as well as on both our El Dorado and Andover campuses. Butler also offers three different types of concurrent College Algebra courses, for dual credit, in partnership with several local high schools. College Algebra taught in the high school by a high school instructor (CONH), taught in the high school taught by Butler faculty (CONB), and taught on a Butler campus by a Butler faculty member (CONA). In addition, College Algebra is taught by a Butler instructor at our Early College Academy. In Butler’s revision of all AA and AS degrees during AY24 to accommodate the state-wide Gen Ed framework, MA135 College Algebra was included in the AS degrees for AY25. MA135 College Algebra is being offered as an option for students pursuing AS degrees as the fulfillment of their Bucket 3 Gen Ed math requirement. The AS degrees that incorporate the course are found through the link in #5 in this document. Butler will modify the inclusion of this course in degree programs in AY26 pending direction from the state.</p> <ul style="list-style-type: none"> Members: Bethany Chandler (chair), Cindy Bond, Bonnie Ernst, Marj Hunter, Raja Balu, Stacie Stricker <p>MA210 Applied Statistics (KBOR MAT1020 - Elementary Statistics): Elementary Statistics is currently being offered with a College Algebra pre-requisite. Starting Fall 2024, Statistics will be offered as a college-level math course with Intermediate Algebra as the pre-requisite. In Butler’s revision of all AA and AS degrees during AY24 to accommodate the state-wide Gen Ed framework, MA210 Applied Statistics was included in select AA and AS degrees for AY25 . MA210 Applied Statistics is being offered as an option for students pursuing select AA and AS degrees as the fulfillment of their Bucket 3 Gen Ed math requirement. The select AA and AS degrees that incorporate the course are found through the link in #5 in this document. Butler will modify the inclusion of this course in degree programs in AY26 pending direction from the state.</p> <ul style="list-style-type: none"> Members: Sandy Derry (chair), Bethany Chandler, Ruth Meyer, Bruce Fiscus, Robert Zavala, Raja Balu, Stacie Stricker 	
b. FOR	
Name	Title
Adam Anthony	Professor, committee chair & lead instructor
Ben Bunck	Professor, lead instructor
Cindy Bond	Professor, lead instructor
Bethany Chandler	Professor, committee chair & lead instructor
Sandy Derry	Professor, committee chair
Marj Hunter	Professor, lead instructor
Stacie Stricker	Math Program Coordinator

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Butler Mathematics faculty will be working in teams to develop a corequisite support course for each of the following Math Pathways courses:</p> <ul style="list-style-type: none"> • MA 130 Contemporary Math (KBOR MAT1040 - Contemporary Math/Essential Math). Members: Adam Anthony (chair), Bethany Chandler, Bonnie Ernst, Ruth Meyer, Robert Zavala, Larry Friesen, Raja Balu, Stacie Stricker • MA 135 College Algebra (KBOR MAT1010 - College Algebra). Members: Bethany Chandler (chair), Cindy Bond, Bonnie Ernst, Marj Hunter, Raja Balu, Stacie Stricker • MA210 Applied Statistics (KBOR MAT1020 - Elementary Statistics). Members: Sandy Derry (chair), Bethany Chandler, Ruth Meyer, Bruce Fiscus, Robert Zavala, Raja Balu, Stacie Stricker <p>Estimated timeline:</p> <ul style="list-style-type: none"> • Fall 2023/Spring 2024 – Initial discussion of corequisite support content and course format. Math department organizes teams to work on corequisite support options for each of the three Math Pathway courses. Department representatives attend various conferences which include sessions on the corequisite model for developmental mathematics instruction, including: AMATYC conference (November 2023), NOSS conference (February 2024), and KAMATYC (April 2024, hosted by JCCC). • Fall 2024 <ul style="list-style-type: none"> ○ Finalize initial corequisite support content and offering format ○ Course outlines submitted to BCC Curriculum Team for approval • Spring 2025 <ul style="list-style-type: none"> ○ Continue development of corequisite course format and related matters for initial implementation (textbook selection, scheduling, coordination with advising, etc) ○ Recruit faculty who will pilot corequisite courses in Fall 2025. • Fall 2025 <ul style="list-style-type: none"> ○ Offer at least one section of a corequisite support course for each of the three Math Pathway courses. ○ Consult with faculty on student success and make support course content and format adjustments, as needed. • Spring 2026 <ul style="list-style-type: none"> ○ Offer at least one section of a corequisite support course for each of the three Math Pathway courses. ○ Consult with faculty on student success and make support course content and format adjustments, as needed. • Fall 2026 <ul style="list-style-type: none"> ○ Anticipated date for full implementation of corequisite support for Math Pathways courses. 	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Adam Anthony</p>	<p>Professor, committee chair & lead instructor</p>
<p>Ben Bunck</p>	<p>Professor, lead instructor</p>
<p>Cindy Bond</p>	<p>Professor, lead instructor</p>
<p>Bethany Chandler</p>	<p>Professor, committee chair & lead instructor</p>
<p>Sandy Derry</p>	<p>Professor, committee chair</p>
<p>Marj Hunter</p>	<p>Professor, lead instructor</p>
<p>Stacie Stricker</p>	<p>Math Program Coordinator</p>

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Butler Community College implemented the Accelerated Learning Program (ALP), an English corequisite program, in the Spring 2013 semester. This program provides the opportunity for developmental English students to accelerate their progress toward a degree, certificate, or needed transfer hours.</p> <p>ALP students simultaneously enroll in EG 101 English Composition I (the college gateway course) and EG 060 Fundamentals of English (developmental course). In the face-to-face format, students attend EG 101 first in the day; these sections are composed of a combination of ALP and regular (non-ALP, non-developmental) students. Following this class period, the same cohort of ALP students attend the EG 060 class, which is taught by the same instructor. In the online format, ALP students are also enrolled simultaneously in both courses and with the same instructor.</p> <p>The primary focus of the EG 060 course is to provide scaffolded instruction (backward-designed from EG 101 course) and individualized support to equip the ALP to succeed (pass with a “C” or better) in EG 101.</p> <p>Butler ALP data show a pattern of ALP students’ succeeding in EG 101 at a higher percentage than developmental students who are not enrolled in this program. It is very important to note that this is achieved in one semester, allowing the successful ALP students to proceed to EG 102 English Composition II, as compared to non-ALP developmental students who would, at best, required an additional semester to do the same.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Katheryn McCoskey</p>	<p>Developmental English Lead, Professor</p>
<p>William Buchhorn</p>	<p>English Department Chair, Professor</p>
<p>Dr, Andrea McCaffree-Wallace</p>	<p>English Department Lead, Professor</p>
<p>Sheryl LeSage</p>	<p>English Department Lead, Professor</p>
<p>Cory Teubner</p>	<p>English Professor</p>
<p>Amy Chastain</p>	<p>English Professor</p>
<p>Xavia Dryden</p>	<p>English Professor</p>
<p>Mac Thompson</p>	<p>English Professor</p>
<p></p>	<p></p>
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; 	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>

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<ul style="list-style-type: none"> ○ Math Pathways; and ○ Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>	
Name	Title
Adam Anthony	Professor, Math committee chair & lead instructor
Ben Bunck	Professor, Math hlead instructor
Cindy Bond	Professor, Math lead instructor
Bethany Chandler	Professor, Math committee chair & lead instructor
Sandy Derry	Professor, Math committee chair
Marj Hunter	Professor, Math lead instructor
Stacie Stricker	Math Program Coordinator
Katheryn McCoskey	Developmental English Lead, Professor
William Buchhorn	English Department Chair, Professor
Dr. Andrea McCaffree-Wallace	English Department Lead, Professor
Sheryl LeSage	English Department Lead, Professor
Cory Teubner	English Professor
Amy Chastain	English Professor
Xavia Dryden	English Professor
Mac Thompson	English Professor
Dr. Jenna Gannon	Research Analyst
DeAnn Shimp	Director of Advising
Kendall Bernstorf	Advisor
Shannon Herbert	Advisor
Beth Marteney	Advisor
Stephany Pracht	Advisor
Amber Prieb	Advisor
Deb Reynolds	Advisor
Aaron Slep	Advisor
Jamie Williams	Advisor
Katie Zarchan	Advisor
<p>List of Individuals for Professional Development (Math Pathways – include faculty and advisors)</p>	
Name	Title

Institution: Butler Community College

Adam Anthony	Professor, Math committee chair & lead instructor
Ben Bunck	Professor, Math lead instructor
Cindy Bond	Professor, Math lead instructor
Bethany Chandler	Professor, Math committee chair & lead instructor
Sandy Derry	Professor, Math committee chair
Marj Hunter	Professor, Math lead instructor
Stacie Stricker	Math Program Coordinator
DeAnn Shimp	Director of Advising
Kendall Bernstorff	Advisor
Shannon Herbert	Advisor
Beth Marteney	Advisor
Stephany Pracht	Advisor
Amber Prieb	Advisor
Deb Reynolds	Advisor
Aaron Slep	Advisor
Jamie Williams	Advisor
Katie Zarchan	Advisor

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Adam Anthony	Professor, Math committee chair & lead instructor
Ben Bunck	Professor, Math lead instructor
Cindy Bond	Professor, Math lead instructor
Bethany Chandler	Professor, Math committee chair & lead instructor
Sandy Derry	Professor, Math committee chair
Marj Hunter	Professor, Math lead instructor
Stacie Stricker	Math Program Coordinator
Katheryn McCoskey	Developmental English Lead, Professor
William Buchhorn	English Department Chair, Professor
Dr, Andrea McCaffree-Wallace	English Department Lead, Professor
Sheryl LeSage	English Department Lead, Professor
Cory Teubner	English Professor
Amy Chastain	English Professor
Xavia Dryden	English Professor

Mac Thompson	English Professor
Dr. Jenna Gannon	Research Analyst
DeAnn Shimp	Director of Advising
Kendall Bernstorf	Advisor
Shannon Herbert	Advisor
Beth Marteney	Advisor
Stephany Pracht	Advisor
Amber Prieb	Advisor
Deb Reynolds	Advisor
Aaron Slep	Advisor
Jamie Williams	Advisor
Katie Zarchan	Advisor
Bryn Cornell	Testing Center staff
Nick May	Testing Center staff
LK Plain	Testing Center staff
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>The lead instructors for Math and English will coordinate with their respective deans to schedule and administer follow-up trainings with faculty for these three initiatives who are not able to attend these KBOR trainings within 60 days after the offering of the trainings. The VPA will work with the Assoc VP of IR/E and the Assoc VP of Student Services to schedule and administer follow-up trainings with IR staff, advisors, and Testing staff who are not able to attend these KBOR trainings within 60 days after the offering of the trainings.</p>	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
<p>Alphabetical List of Programs and Degrees for Butler Community College link: https://catalog.butlercc.edu/content.php?catoid=11&navoid=622</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Context: Cloud County Community College (CCCC) currently offers MA 111: College Algebra and MA 114: Elementary Statistics on a regular basis. MA 108: Contemporary Math requires re-development, as it has only been taught a few times in recent years. The majority of the below timeline is focused on that re-development and implementation.

Summer 2024:

- Develop MA 108: Contemporary Math for in-person modality; Online development will occur in tandem

Fall 2024:

- Create course descriptions for co-requisite support courses to modify 25-26 College Catalog in Spring 25
- Work with Advising and other academic departments to review expected enrollments for math pathway courses, in order to determine how many sections of each course (MA 108, MA 111, and MA 114) to offer Fall 2025
- Share updates with Department, Division, and Academic Affairs and approve any changes or additions

Spring 2025:

- Pilot 1-2 sections of new MA 108: Contemporary Math
- Continue to work with Advising and other academic departments to identify which pathway course(s) will be expected as the gen ed requirement in their degree areas to best schedule for Fall 2025
- Share updates with Department, Division, and Academic Affairs and approve any changes or additions

Fall 2025:

- Full math pathways implementation expected, with co-requisite support courses for (at least) one section of MA 108, MA 111, and MA 114

b. List of Group Members

Name	Title
Dr. Paul Brown	Division Dean, Math, Science, and Technical Programs
Robert Zima	Mathematics Department Chair, Advisor, Instructor
Mark Whisler	Instructor
David Shirkey	Instructor
Dr. Brandon Galm	Vice President for Academic Affairs
Kris Farmer	Director of Advising
Jennifer Zabokrtsky	Director of Geary County Campus
April Benne	Director of Dual Credit and Outreach Education

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Context: CCCC has already piloted a co-requisite support course for MA 111: College Algebra. MA 092: College Algebra Applications is a 2-credit hour, same semester course that students enroll in with MA 111. CCCC identified placement scores for the course and will revise those placement scores accordingly as that work continues with KBOR and the future Performance Indicator 4 (Multiple Measures Placement).</p> <p>Summer 2024</p> <ul style="list-style-type: none"> Develop MA108 Contemporary Math for in-person modality; Online development will occur in tandem <p>Fall 2024</p> <ul style="list-style-type: none"> Create course descriptions for corequisite support courses to modify catalog in Spring 25 Begin work to identify textbooks, draft syllabi, and create sample assignments for the two new co-requisite support courses for MA 108: Contemporary Math and MA 114: Elementary Statistics Work with Advising to review expected enrollments for co-requisite math pathway courses to determine how many sections of each course to offer Fall 2025 Share updates with Department, Division, and Academic Affairs and seek approval for new courses, if ready Make changes to MA 092: College Algebra Applications based on KBOR professional development sessions Offer at least one section of MA 092: College Algebra Applications <p>Spring 2025</p> <ul style="list-style-type: none"> Add two new 2-credit support courses for MA114 Elementary Statistics and MA108 Contemporary Math to 25-26 College Catalog Finalize development of the two new co-requisite support courses for MA 108: Contemporary Math and MA 114: Elementary Statistics Continue to work with Advising to review expected enrollments for co-requisite math pathway courses to determine how many sections of each course to offer Fall 2025 Share updates with Department, Division, and Academic Affairs and seek approval for new courses Offer at least one section of MA 092: College Algebra Applications <p>Fall 2025</p> <ul style="list-style-type: none"> Full pathways implementation expected with corequisite support courses for (at least) one section of MA108, MA111, and MA114 	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Dr. Paul Brown</p>	<p>Division Dean, Math, Science, and Technical Programs</p>
<p>Robert Zima</p>	<p>Mathematics Department Chair, Advisor, Instructor</p>
<p>Mark Whisler</p>	<p>Instructor</p>
<p>David Shirkey</p>	<p>Instructor</p>
<p>Dr. Brandon Galm</p>	<p>Vice President for Academic Affairs</p>
<p>Kris Farmer</p>	<p>Director of Advising</p>
<p>Jennifer Zabokrtsky</p>	<p>Director of Geary County Campus</p>
<p>April Benne</p>	<p>Director of Dual Credit and Outreach Education</p>
<p></p>	<p></p>

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>CCCC already has a corequisite in place for English. Composition Workshop (CM094) is a 3-credit hour corequisite course taken the same semester as Composition I (CM101) for students in need of additional support.</p> <p>CCCC will review CM 094 with KBOR recommendations through upcoming professional development and make changes as needed.</p> <p>Any changes to English corequisite support can be ready to implement as early as a subsequent semester, but most likely by the start of the next academic year once changes are approved at the Department, Division, and Academic Affairs levels.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Brent Phillips</p>	<p>Dean of Humanities, Social Sciences, and Business</p>
<p>Dr. Julia Galm</p>	<p>Faculty, Advisor, and Communications (English) Department Chair</p>
<p>William Kingsland</p>	<p>English Faculty</p>
<p>Julia Burr-Roveti</p>	<p>English Faculty</p>
<p>Suzette Ghent</p>	<p>English Faculty</p>
<p>Dr. Brandon Galm</p>	<p>Vice President for Academic Affairs</p>
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>	
<p>Name</p>	<p>Title</p>
<p>Dr. Brandon Galm</p>	<p>Vice President for Academic Affairs</p>
<p>Dr. Paul Brown</p>	<p>Dean of Science, Math, and Technical Programs</p>

Institution: Cloud County Community College

Rob Zima	Faculty, Advisor, and Mathematics Department Chair
Mark Whisler	Math Faculty
David Shirkey	Math Faculty
Chris Preston	Math Faculty
Brent Phillips	Dean of Humanities, Social Sciences, and Business
Dr. Julia Galm	Faculty, Advisor, and Communications (English) Department Chair
William Kingsland	English Faculty
Julia Burr-Roveti	English Faculty
Suzette Ghent	English Faculty
Kris Farmer	Director of Advisement and Retention
Becky Kindel	Coordinator of Academic Advisement
Dustin Breault	Advisement Support Specialist
Jennifer Zabokrtsky	Director of the Geary County Campus
Keela Andrews	TRiO Student Support Services Director
Jason Holley	Student Support Specialist—Geary County Campus
Cindy Lamberty	Director of Assessment, Institutional Effectiveness, and Planning
Scott Nikolai	Coordinator of Institutional Research
April Benne	Director of Dual Credit and Outreach Education

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Dr. Brandon Galm	Vice President for Academic Affairs
Dr. Paul Brown	Dean of Science, Math, and Technical Programs
Rob Zima	Faculty, Advisor, and Mathematics Department Chair
Mark Whisler	Math Faculty
David Shirkey	Math Faculty
Chris Preston	Math Faculty
Kris Farmer	Director of Advisement and Retention
Becky Kindel	Coordinator of Academic Advisement
Dustin Breault	Advisement Support Specialist
Jennifer Zabokrtsky	Director of the Geary County Campus
Keela Andrews	TRiO Student Support Services Director
Jason Holley	Student Support Specialist—Geary County Campus
April Benne	Director of Dual Credit and Outreach Education

Institution: Cloud County Community College

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Dr. Brandon Galm	Vice President for Academic Affairs
Rob Zima	Faculty, Advisor, and Mathematics Department Chair
Mark Whisler	Math Faculty
David Shirkey	Math Faculty
Chris Preston	Math Faculty
Dr. Julia Galm	Faculty, Advisor, and Communications (English) Department Chair
William Kingsland	English Faculty
Julia Burr-Roveti	English Faculty
Suzette Ghent	English Faculty
Brent Phillips	Dean of Humanities, Social Sciences, and Business
Dr. Paul Brown	Dean of Science, Math, and Technical Programs
Brandt Hutchinson	Vice Present of Student Services
Kris Farmer	Director of Advisement and Retention
Becky Kindel	Coordinator of Academic Advisement
Dustin Breault	Advisement Support Specialist
Cindy Lamberty	Director of Assessment, Institutional Effectiveness, and Planning
Scott Nikolai	Coordinator of Institutional Research
Jennifer Zabokrtsky	Director of the Geary County Campus
Keela Andrews	TRiO Student Support Services Director
Jason Holley	Student Support Specialist—Geary County Campus
Janice Stangel	Coordinator of the Student Success Center
April Benne	Director of Dual Credit and Outreach Education

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Cloud County Community College will ensure that individuals on the above lists have access to the information through three primary methods:

1. Individuals will be emailed with the dates and times of the professional development meetings and encouraged to attend. Should they have conflicts due to class, advising appointments, etc., individuals will be expected to watch the recordings within one week of the original meeting.
2. In addition to Method 1, Math and English departments and Student Support Service areas will be expected to cover an overview/summary of the most recent professional development meeting(s) in their respective weekly or monthly meetings, ensuring that even if someone were to miss the original meeting and were unable to watch for some reason, they still receive a recap of the important points.
3. In addition to Methods 1 and 2, all individuals on the lists will receive a monthly email from the Vice President for Academic Affairs detailing the important points from any meeting(s) that occurred that month. This ensures that everyone not only receives the information from the professional development meetings but also that there is an easily-accessible, documented record of the information for faculty and staff to refer to as they continue implementing their plans.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

<https://www.cloud.edu/academics/advising/degree-certificate-planning-guides/>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)		
Due by July 1, 2024:		
1. Please detail your institution’s commitment to implementing math pathways, including		20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		
<p>CCC has approved all three math pathway courses aligned with the systemwide general education master list. To date, all systemwide recommendations have been applied to the applicable pathways (elementary education) that have been approved. If additional math pathways are approved and moved forward in the upcoming academic year, CCC will take the appropriate actions to get approval at the institution. All new pathways approved during the new academic year (2024-25) will be implemented in the next academic year. Courses are brought to Academic Affairs for discussion and approval. Timing for this varies depending on the course and program.</p>		
b. List of Group Members		
Name	Title	
Ryan Willis	Division Chair – Math, Science & HPER	
Pam Feerer	Sr. Director of Enrollment Management & Student Success	
Dr. Aron Potter	Vice President for Academic Services	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including		20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		
<p>Currently, CCC has approved using multiple measures for course placement in math and English. In 2023, the developmental committee recommended, based on research institutional and nationally, the use of embedded tutoring during extended class time. Over the past three years, CCC has reduced the lengthened sequencing for math and English. The lowest math course will be intermediate, with a review in the upcoming academic year. In the forthcoming academic year, the College Algebra with Review, Statistics, and Quantitative Reasoning math courses will be added to include the learning outcomes to assist students in obtaining their college-level math credit. To support the review component, the additional outcomes and the utilization of the embedded tutor will be added to support student success. A With Review’s will be developed this academic year for Quantitative Reasoning and Statistics by the end of the fall term.</p>		
b. List of Group Members		
Name	Title	
Ryan Willis	Division Chair – Math, Science, and HPER	
Lisa Payne	Embedded Tutor	
Dr. Aron Potter	Vice President for Academic Services	
3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)		20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		

Lisa Payne	Embedded Tutor
Mona Walker	Advisor / Tutor
Kendall Payne	Math Faculty
Pam Feerer	Sr. Dir. Enrollment Mgt. and Student Success
Karen Strimple	IR Director
Melissa Harrison	Advisor and Transfer Coordinator
Salina Meek	Chair – Developmental Ed
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Melissa Gunby	English Faculty
Salina Meek	Chair – Developmental Committee
Ryan Butcher	English Faculty
David Beck	English Faculty
Mona Walker	Advisor/Tutor
Lisa Payne	Embedded Tutor
Pam Feerer	Sr. Dir. Enrollment Mgt. and Student Success
Karen Strimple	IR Director
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English course</p> <p>The Academic Services office will disseminate all professional development missed by the faculty or staff that cannot attend once information is received. <u>Academic Service Office Staff:</u> Vice President for Academic Services – Dr. Aron Potter Executive Assistant to the Vice President for Academic Services – Ginni Phillips</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>https://www.coffeyville.edu/</p> <p>Academic Drop Down - Programs, Certificates and Pathways Options - https://coffeyville.catalog.acalog.com/content.php?catoid=3&navoid=64</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Colby Community College is actively committed to the implementation of math pathways to enhance student success and align with degree requirements. The math pathways will be approved as part of our process once all courses and co-requisite courses are developed. Our institution has updated our existing gateway math courses and is in the process of developing additional offerings to meet the objectives of the math pathways initiative. Once the Contemporary Math course is created, it will be presented to Academic Council for approval. It will be approved and incorporated into appropriate degree plans for the 2025-2026.

Currently, CCC offers two of the three essential gateway math courses: Elements of Statistics and College Algebra. In addition, our dedicated math faculty are developing the third critical course, Contemporary Math. This course is slated to pilot in Spring 2025, with full implementation scheduled for the academic year 2025-2026.

To ensure these courses meet the highest standards and effectively support our students, our math faculty are closely collaborating with the Math Task Force and the Kansas Core Outcomes Group (KCOG). These groups are instrumental in establishing clear course objectives and learning outcomes that align with both state and national standards.

The process for creating and approving these gateway courses involves several key steps:

Course Development and Design (AY 2024-2025):

Fall 2024: Initial development and curriculum design of the Contemporary Math course, incorporating feedback from faculty and alignment with KCOG guidelines.

Winter 2024: Drafting of detailed course objectives, learning outcomes, and assessment methods.

Pilot Phase (Spring 2025):

Spring 2025: Implementation of the pilot course, with ongoing evaluation and refinement based on student feedback and performance data. During the Pilot Phase, the instructors and advisors will meet to discuss the need of a corequisite supplemental course. If this is the case, the corequisite course will be created in late Spring and Summer 2025.

Approval and Full Implementation (AY 2025-2026):

Summer 2025: Final adjustments and submission of the course for institutional approval.

Fall 2025: Official approval process completed, with full course offering available to students.

By adhering to this timeline and leveraging the expertise of our faculty and advisors, Colby Community College is dedicated to providing robust and relevant math pathways that support our students' academic and career goals.

b. List of Group Members

Name	Title
Adam Wilson	Math Faculty
Dr. Jeff Sekevec	STEM Division Chair
Taylen Hubbell	Student Success Coach and Data Analyst
Lisa Stithem	Director of Student Support Services (TRiO)
Sandra Koon	Academic Advisor and Bilingual Coordinator Specialist
Brette Hankin	Registrar and Director of Admissions
Angel Morrison	Dean of Online Learning

Jade Inlow	Transfer and Advising Specialist
Samantha Lindberg	Educational Program Specialist
<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Colby Community College is committed to implementing corequisite math support for developmental education, ensuring that all students have the resources they need to succeed. Below is a detailed overview of our process and the estimated timeline for creating and approving corequisite math support during the academic year 2025.</p> <p>Course Realignment and Prerequisite Removal: AY 2024-2025: Elements of Statistics and College Algebra, previously offered, have been realigned to meet the Math Pathways objectives. The prerequisite of College Algebra for Elements of Statistics was removed to facilitate greater access and alignment with the pathways initiative.</p> <p>Development of Corequisite Courses: AY 2024-2025: For students with low placement scores, a newly developed corequisite course has been introduced to provide supplemental instruction. A corequisite course for supplemental instruction will be provided for students scoring low for Elements of Statistics course in the Fall 2024. An additional corequisite course for Contemporary Math will also be developed and offered in the Spring 2025.</p> <p>In addition to corequisite courses, a bootcamp supplemental instructional course will be offered for students needing supplemental instructions for College Algebra. It will be developed initially as an eight-week offering and offered at the start of the term to ensure students have enough review and overview of basic concepts at the beginning of the course.</p> <p>Summer 2024: Development of the corequisite course curriculum, including detailed instructional materials and support resources for the Elements of Statistics corequisite. Fall 2024: Pilot phase for the corequisite course for the Elements of Statistics corequisite, allowing for real-time feedback and iterative improvements. Fall/Winter 2024: Drafting of detailed course objectives, learning outcomes, and assessment methods for the Contemporary Math corequisite course and the College Algebra bootcamp course.</p> <p>Full Implementation: Spring 2025: Full implementation of the corequisite course, ensuring that all students enrolled in Elements of Statistics, Contemporary Math have access to necessary supplemental instruction. Fall 2025: Full implementation of the supplemental bootcamp corequisite course for College Algebra.</p> <p>Updated Placement Measures: AY 2023-2024: We updated our placement measures to include multiple assessment tools to more accurately determine student math levels and skills, leading to improved placement decisions. These measures have been documented and published in the course catalog and on the CCC website for transparency and student awareness.</p> <p>By following this approach, Colby Community College aims to provide comprehensive support for students in developmental math education, enhancing their chances of success in their academic pursuits. Our commitment to ongoing evaluation and improvement ensures that we continually meet the needs of our diverse student population.</p>	
<p>b. List of Group Members</p>	
Name	Title
Adam Wilson	Math Faculty
Dr. Jeff Sekevec	STEM Division Chair

Taylen Hubbell	Student Success Coach and Data Analyst
Lisa Stithem	Director of Student Support Services (TRiO)
Sandra Koon	Academic Advisor and Bilingual Coordinator Specialist
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Angel Morrison	Dean of Online Learning
Jade Inlow	Transfer and Advising Specialist
Samantha Lindberg	Educational Program Specialist
3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)	
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing Colby Community College is dedicated to supporting students in their journey toward academic success through our established corequisite English support program. Implemented in the academic year 2022-2023, this program has been instrumental in helping students progress seamlessly to English Composition I without the need for additional time-consuming developmental courses. In AY2022-2023, Colby Community College launched a corequisite English support program for students who do not place directly into English Composition I. This involved the creation of a dedicated corequisite workshop designed by our English faculty and advisors.	
b. List of Group Members	
Name	Title
Deborah Bickner	English Instructor and Department Chair
Robbyn Lamb	English Instructor
Dana Juenemann	English Instructor and Assessment Coordinator
Taylen Hubbell	Student Success Coach and Data Analyst
Lisa Stithem	Director of Student Support Services (TRiO)
Sandra Koon	Academic Advisor and Bilingual Coordinator Specialist
Brette Hankin	Registrar and Director of Admissions
Angel Morrison	Dean of Online Learning
Jade Inlow	Transfer and Advising Specialist
4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:	
a. lists of individuals broken down by who will participate in professional development for <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for <ul style="list-style-type: none"> o English & math corequisite support developmental education; 	20 Points (a = 10 pts) (b = 10 pts)

<ul style="list-style-type: none"> ○ Math Pathways; and ○ Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>	
Name	Title
Robbyn Lamb	English Instructor
Dana Juenemann	English Instructor and Assessment Coordinator
Taylen Hubbell	English Instructor (as of AY2024-2025)
Adam Wilson	Math Instructor
TBD	Math Instructor
Sandra Koon	Academic Advisor and Bilingual Coordinator Specialist
Kimberly Voeller	Student Success Coach and Data Analyst (AY2024-2025)
Brette Hankin	Registrar and Director of Admissions
Angel Morrison	Dean of Online Learning
Jade Inlow	Transfer and Advising Specialist
Samantha Lindberg	Educational Program Specialist
<p>List of Individuals for Professional Development (Math Pathways – include faculty and advisors)</p>	
Name	Title
Adam Wilson	Math Instructor
TBD AY2024-2025	Math Instructor
Sandra Koon	Academic Advisor and Bilingual Coordinator Specialist
Kimberly Voeller	Student Success Coach and Data Analyst (AY2024-2025)
Jade Inlow	Transfer and Advising Specialist
Samantha Lindberg	Educational Program Specialist
Lisa Stithem	Director of Student Support Services (TRiO)
<p>List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)</p>	
Name	Title
Robbyn Lamb	English Instructor
Dana Juenemann	English Instructor and Assessment Coordinator
Taylen Hubbell	English Instructor (as of AY2024-2025)
Adam Wilson	Math Instructor
TBD AY2024-2025	Math Instructor
Sandra Koon	Academic Advisor and Bilingual Coordinator Specialist
Kimberly Voeller	Student Success Coach and Data Analyst (AY2024-2025)
Brette Hankin	Registrar and Director of Admissions
Angel Morrison	Dean of Online Learning
Jade Inlow	Transfer and Advising Specialist

Samantha Lindberg	Educational Program Specialist
Tara Schroer	Director of Library Services
Megan Kistler	Reference Librarian/Test Coordinator
Lisa Stithem	Director of Student Support Services (TRiO)
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>To ensure that all faculty and staff have access to the information and training they need, even if they are unable to attend professional development meetings or webinars, we have developed a comprehensive plan. This plan includes providing video recordings, documentation, and additional support to guarantee that no one misses out on important information.</p> <p>Recordings and dissemination of development sessions will be provided via meetings, and webinars will be recorded. The recorded videos and presentation materials will be made available in the institution’s LMS, Canvas, in a designated course shell with other faculty resources and training. In addition Q & A sessions will be offered Friday mornings when classes are not in session and when Faculty have time for planning, meetings and professional development.</p> <p>To ensure that all faculty and staff at Colby Community College have access to crucial professional development opportunities, even if they are unable to attend live meetings or webinars, we have developed a comprehensive plan. This plan includes various methods to disseminate information and provide ongoing support for topics such as English and math corequisite support developmental education, Math Pathways, and Course Placement Measures.</p> <ul style="list-style-type: none"> • All professional development meetings and webinars will be recorded. • Accompanying presentation slides, handouts, and supplementary materials will be compiled. • Recorded videos and presentation materials will be uploaded to the institution’s LMS, Canvas. A designated course shell will be created specifically for faculty resources and training sessions. This course shell will serve as a centralized repository, ensuring that all faculty and staff can easily access past and current training materials at their convenience. • Periodic workshops and follow-up sessions will be organized to revisit key topics and address emerging questions or challenges. • Faculty and staff will receive regular announcements and reminders about available resources and upcoming Q & A sessions via email and the Canvas LMS. <p>By implementing this comprehensive plan, Colby Community College reaffirms its commitment to faculty and staff development. This approach ensures that all members of our academic community have continuous access to essential training and resources, fostering a culture of continuous improvement and excellence in education.</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>Colby Community College has implemented Guided Pathways, providing term-by-term templates of course schedules to help students achieve their respective degrees or certificates. These degree maps are detailed in the Academic Catalog. The degree maps for AY 2023-2024 are available in the current Academic Catalog on the CCC website. The 2024-2025 Academic Catalog, which will reflect the new Systemwide General Education Framework, is currently under revision and will be published by August 2024. This new framework, including the updated GE and coding labels, are incorporated into the degree maps already available for reference on the CCC website.</p> <p>Link to CCC Degree Maps: https://www.colbycc.edu/academics/find-my-path.html Link to Academic Catalogs: https://www.colbycc.edu/academics/catalog.html</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)		
Due by July 1, 2024:		
1. Please detail your institution’s commitment to implementing math pathways, including		20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		
<ul style="list-style-type: none"> • The three math pathway courses have already been created with approved course procedures for: College Algebra, Contemporary Mathematics, and Statistics. • Contemporary Mathematics has been updated to Quantitative Reasoning. The degree inventory has been approved. Mathematics faculty are developing updated outcomes to reflect identified student learning outcomes. 		
b. List of Group Members		
Name	Title	
Dr. Brooke Iestas	Lead Curriculum and Online Math Faculty Instructor	
April Nittler	Lead CEP Math Faculty Instructor	
Dr. Scott Layton	Natural Science and Mathematics Department Chair	
A.J. Ybarra	Math Faculty	
Steve Cooper	Math Faculty	
Greg Mink	Math Faculty	
Uwe Conrad	Math Faculty	
Dr. Rachel Bates	Vice President for Academic Affairs	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including		20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and		(a = 10 pts)
b. the list of the group members that will lead this work on campus.		(b = 10 pts)
a. Process & Estimated Timing		
<p>The “with Review” sections, have course procedures ready to be approved in Fall 24. College Algebra with Review was approved almost 10 years ago as a “just in time delivery” model. Summer 24 this model will be piloted for College Algebra with Review asynchronous online delivery and will continue this pilot in the Fall 24</p> <p>A pilot for the “with Review” sections of Contemporary Math and Statistics may be offered in Spring 25.</p>		
b. List of Group Members		
Name	Title	
Dr. Brooke Iestas	Lead Curriculum and Online Math Faculty Instructor	
April Nittler	Lead CEP Math Faculty Instructor	

Dr, Scott Layton	Natural Science and Mathematics Department Chair																	
A.J. Ybarra	Math Faculty																	
Steve Cooper	Math Faculty																	
Greg Mink	Math Faculty																	
Uwe Conrad	Math Faculty																	
Dr. Rachel Bates	Vice President for Academic Affairs																	
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>																
<p>a. Process & Estimated Timing</p> <p>Cowley College currently provides a co-requisite model for English support developmental education. Two different courses are offered. EBE2206, English Composition Supplemental Seminar and EBE2207, ELL: English Supplemental Seminar. KBOR recommendations for course outcomes can be compared with current course outcomes and updated by the following semester.</p> <p>Training for updates can be provided within the same semester with information shared through our English course resource shell available to all full-time and adjunct instructors in Blackboard Ultra.</p>																		
<p>b. List of Group Members</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Julie Kratt</td> <td>Lead Instructor, Co-Requisite English Courses and Composition 1</td> </tr> <tr> <td>Nick DiMeo</td> <td>Humanities Faculty</td> </tr> <tr> <td>Kirsten dos Santos</td> <td>Humanities Faculty</td> </tr> <tr> <td>Lance Turner</td> <td>Humanities Faculty</td> </tr> <tr> <td>Ryan Doom</td> <td>Humanities Faculty</td> </tr> <tr> <td>Amy McWhirt</td> <td>Department Chair, Hummanities & Communications</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		Name	Title	Julie Kratt	Lead Instructor, Co-Requisite English Courses and Composition 1	Nick DiMeo	Humanities Faculty	Kirsten dos Santos	Humanities Faculty	Lance Turner	Humanities Faculty	Ryan Doom	Humanities Faculty	Amy McWhirt	Department Chair, Hummanities & Communications			
Name	Title																	
Julie Kratt	Lead Instructor, Co-Requisite English Courses and Composition 1																	
Nick DiMeo	Humanities Faculty																	
Kirsten dos Santos	Humanities Faculty																	
Lance Turner	Humanities Faculty																	
Ryan Doom	Humanities Faculty																	
Amy McWhirt	Department Chair, Hummanities & Communications																	
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures 		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>																

will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).	
a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title
Dr. Brooke Istas	Lead Curriculum and Online Math Faculty Instructor
April Nittler	Lead CEP Math Faculty Instructor
Dr. Scott Layton	Department Chair, Natural Science and Mathematics
A.J. Ybarra	Mathematics Faculty
Steve Cooper	Mathematics Faculty
Greg Mink	Mathematics Faculty
Uwe Conrad	Mathematics Faculty
Jana Weston	Enrollment Services Representative
Julianna Smarsh	Academic Outreach/Mulvane Site Coordinator
Stephanye Edwards	Assistant Athletic Director; Academics & Compliance
Stefani Jones	Director of Student Enrollment and Success
Debbie Phelps	Executive Director of Institutional Effectiveness
Dr. Rachel Bates	Vice President for Academic Affairs
List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Same as listed above in 4a	
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Same as listed in 4a	

Meetings will be held to provide professional development to attendees who are unable to make it. Additionally, short instructional training videos will be created and be made available for others who may be interested in learning more about pathways. Additionally, mathematics faculty, advisors, and others involved in student success will meet once a quarter, virtually, to discuss upcoming changes and updates.

Cowley College will ensure that individuals on the above lists have access to the information by creating a designated Teams folder. All meeting notes and related resources from meetings and webinars will be available to not only the individuals listed, but to all stakeholders.

1. Direct Communication and Recordings:

- Individuals will receive email notifications with the dates and times of upcoming professional development meetings. Attendance is encouraged.
- If individuals cannot attend due to scheduling conflicts such as classes or advising appointments, they are expected to watch the meeting recordings within one week of the original session.

2. Departmental Overviews and Summaries:

- Math and English departments, along with Student Support Services, will include an overview or summary of the latest professional development meetings in their regular weekly or monthly meetings.
- This ensures that even if someone misses the original meeting and cannot view the recording, they still receive a recap of the key points.

3. Monthly Recap from the Vice President:

- The Vice President for Academic Affairs will send a monthly email summarizing the key takeaways from all professional development meetings held that month.
- This provides everyone with an accessible, documented record of the meeting content, helping faculty and staff to reference and implement the discussed plans effectively.

Setup the Teams Folder Structure:

- Create a Dedicated Channels
 - English and math corequisite support
 - Math Pathways
 - Course placement

Uploading and Organizing Content:

- Meeting Recordings and Materials
 - After each professional development meeting, upload the recording to the corresponding folder.
 - Include any supplementary materials, such as presentation slides, handouts, or meeting notes.
 - Ensure files are named clearly.

Departmental Summaries:

- Encourage departments to upload their overviews or summaries to a designated subfolder (e.g., "Department Summaries").
- Create folders within this section for each department (e.g., "Math Department Summaries", "English Department Summaries").

Monthly Recaps and Documentation:

- Each month, after receiving the Vice President for Academic Affairs' summary email, upload the document to a dedicated folder (e.g., "Monthly Recaps").

Notification and Access:

- Use Teams' notification feature to inform all team members when new content is uploaded.
- Provide guidance on accessing the folder and subfolders during initial setup and periodically remind members about where to find resources.

Access and Permissions:

- Ensure that all team members have the necessary permissions to view and upload content to the "Professional Development" channel.
- Consider setting specific permissions for editing or managing content if needed.

Tagging and Metadata:

- Encourage the use of clear, consistent file naming conventions and metadata to facilitate search and retrieval.
- Use tags or categories within Teams to further organize and highlight important documents.

Regular Maintenance:

- Periodically review and clean up the folders to ensure they remain organized and relevant.

Archive old content if necessary, to keep the workspace efficient and focused on current materials.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

Cowley AVP Janice Stover has submitted the information to KBOR staff.

<https://catalog.cowley.edu/content.php?catoid=12&navoid=7915>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	
<p>At Dodge City Community College, planning for and implementing math pathways will occur within AY24-25.</p> <p>DCCC’s commitment to implementing math pathways launches June of 2024 with members of the college’s Curriculum Committee reviewing degree (AA, AS, AGS) and certificate programs to assure alignment with systemwide General Education degree requirements and to identify programmatic math gateway courses. Current course outcomes and historic rates of student success will be assessed for Math pathway courses: College Algebra (MATH106; KRSN MAT1010), Modern College Math (MATH101; KRSN MAT1040), and Elementary Statistics (MATH230).</p> <p>Through Fall 2024, the Curriculum Committee will also work with key instructional divisions and Information Technology/Institutional Research staff to identify high demand programs, propose changes to existing programs and/or courses, and propose new courses as needed. By mid- February 2025, the Curriculum Committee will provide necessary information and documentation for various institutional, governing and accrediting entities. Such entities include those with oversight for accuracy and currency in college course inventories, college publications and websites, course scheduling, advising trees and degree audits; and approvals.</p>	
b. List of Group Members	
Name	Title
Professor Sherry Curtis Rogers	Chair Curriculum Committee; Professor Physical Science
Dr Mechele Hailey	VP Academic Affairs
Dr Clayton Tatro	VP Workforce Development and Technical Education
Dr Jodi Rust	Assistant Vice President – Online
Charlene Figger	Coordinator Academic Affairs
Melanie Smith	Director of Advising
Michelle Richardson	Registrar
Joe Baumann	Executive Director of Institutional Research and Effectiveness
Stephanie Gruver	Division Chair Science-Mathematics, Professor Mathematics
Jay Kinzer	VP Student Services
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	

Dodge City Community College piloted corequisite math support developmental education in the Fall of 2023 for Modern College Math and College Algebra.

A Math Redesign Group was established in **January 2023** and included participation from a broad cross-section of the college: Math faculty, technical education faculty, vice-presidents of Academics, Student Services, Administration/Finance, advising, tutoring, admissions/enrollment, CEP, registrar/records. The group reviewed math sequences, placement guidelines, math pathways for current programs/degree plans, developed/revised course descriptions and self-guided placement, established course templates and integrated common texts to LMS (Canvas) course shells. Courses for in-person delivery were scheduled for **Fall 2023**; courses for online delivery were scheduled for **Spring 2024**.

Assessment of support and parent courses occurred through AY23-24; self-guided placement has been replaced with multiple measures placement and established within the college’s Student Information System effective for Fall 2024. Support course for Elementary Statistics has been approved by the college’s curriculum committee and added to the college’s course inventory.

The work of this group **through AY24-25** includes the development/build of learning support course for Elementary Statistics to be piloted no later than Summer 2025, alignment of college placement guidelines with those established by KBOR’s taskforce, alignment of the college’s Math Pathways Gateway and other mathematics course outcomes proposed by KBOR’s Transfer and Articulation Council once approved by the Board of Regents. The group will continue assessment of student success outcomes across learning modalities (online and in-person) per placement and completion of College Algebra (MATH106/KRSNMAT1010) and Modern College Math (MATH101/KRSN MAT1040) and learning support courses Learning Support College Algebra (MATH006) and Learning Support Modern College Math (MATH001).

b. List of Group Members

Name	Title
Stephanie Gruver	Division Chair Science-Mathematics, Professor Mathematics
Dylan Faullin	Professor Mathematics
Pat Shiew	Professor Building Construction Trades
Sherry Rogers	Chair Curriculum Committee; Physical Science Professor
Russ Rickers	Coordinator- Math Lab
Ryan Gerwitz	Learning Support Instructor; Math Lab Staff
Charlene Figger	Coordinator Academic Affairs
Michelle Richardson	Registrar
Jorge Estrella	Director Student Achievement Resource Center
Melanie Smith	Director of Advising
Dr. Mechele Hailey	VP Academic Affairs
Mike Webster	Assistant Vice President Information Technology

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p>	

At Dodge City Community College planning for implementation of corequisite English support developmental education will occur during **AY24-25, with the goal of implementing corequisite English in the Fall of 2025.**

The tasks and responsibilities of the group are

- review and analysis of relevant data sets, such as historical enrollment of existing development English course (ENG099, Preparatory English Composition) and equivalent English as a Second Language (ESL) course (ESLIII, ESL113) and student success rates through required General Education English Composition courses (English Composition I, ENG102/KRSN ENG1010; English Composition II, ENG103/KRSN ENG1020).
- review and analysis of Technical Communications (ENG101) such as historical enrollment and student completion rates
- assess need/demand for Technical Communications as a stand-alone course
- assess alignment of current English Composition course outcomes through course sequence, i.e., ENG099 or ESL113 through ENG102 through ENG103
- identify outcomes specific to developmental learning support course
- identify outcomes specific to Technical Communication (ENG101)
- determine relevance of same to current programs/degree and certificate plans
- establish an effective method of support development education for English Composition (such as co-requisite)
- develop/revise course descriptions and secure appropriate approvals of institutional and governing entities **by mid-February 2025**
- establish course templates and choices of instructional materials for initial in-person delivery
- update placement criteria as needed and/or as established by KBOR, integrate same within college Student Information Systems
- publish in appropriate college publications and websites updated/new course descriptions, course sequences, and placement criteria by deadlines established by Student Services.
- schedule support and parent classes per anticipated demand for **Fall 2025** delivery
- develop method to assess success of pilot delivery of in-person learning support and parent courses
- recommend staffing additions to insure delivery

b. List of Group Members

Name	Title
Jay Gooldy	Instructor, English
Geneva Diamond	Professor, English
Janice Hodgkin	Professor, English
Phil Hoke	Division Chair Humanities, Speech Professor
Jorge Estrella	Academic ESL Instructor, Director of Student Achievement Resource Center
Maria Rojas	Skills ESL Instructor, Director of Adult Learning Center
Dr Mechele Hailey	Vice President of Academic Affairs
Dr Clayton Tatro	Vice President Workforce Development and Technical Education
Charlene Figger	Coordinator Academic Affairs
Dr Allen Hall	Writing Coach, Student Achievement Resource Center
Melanie Smith	Director Advising
Michelle Richardson	Registrar
Maria Rojas	Director Adult Learning Center
Joe Baumann	Executive Director Institutional Research and Effectiveness

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Stephanie Gruver	Division Chair Math-Sciences, Professor - Mathematics
Dylan Faullin	Professor - Mathematics
Van Kenton	Professor - Mathematics
Russ Rickers	Coordinator Math Lab; Learning Support Instructor
Ryan Gerwitz	Learning Support Instructor, Math Lab Staff
Sherry Rogers	Professor Physical Science, Curriculum Committee Chair
Dr. Anthony Aragon	Professor Biological Sciences
Dr. Kyung-Shin Suh	Professor Chemistry
Ben Cuellar	Division Chair Social Sciences, Instructor - Business
Phil Hoke	Division Chair Humanities, Professor - Speech
Kerry Kuplic	Division Chair Fine Arts, Professor – Vocal Music
Melanie Smith	Director Advising
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Stephanie Gruver	Division Chair – Math and Science, Professor Mathematics
Dylan Fallin	Professor Mathematics
Van Kenton	Professor Mathematics
Russ Rickers	Coordinator Math Lab; Learning Support Instructor
Ryan Gerwitz	Learning Support Instructor; Math Lab Staff
Sherry Rogers	Professor Physical Sciences; Curriculum Committee Chair
Dr Kyung Shin Suh	Professor Chemistry
Dr Anthony Aragon	Professor Biology
Jay Gooldy	Instructor, English
Dr Geneva Diamond	Professor, English
Janice Hodgkin	Professor, English
Melanie Smith	Director Advising
Charlene Figger	Coordinator Academic Affairs
Michelle Richardson	Registrar
Mike Webster	Assistant Vice President Information Technology
Kate Helfrich	Coordinator Testing Center

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Dodge City Community College will ensure that individuals on the above lists have access to the information through three primary methods:

1. Individuals will receive emails with the dates and times of the professional development meetings and encouraged to attend. In the event of conflicts due to class, appointments, etc, individuals will be expected to watch the recordings within ten (10) business days of the original meeting.
2. In addition, the Math/Science and English divisions and student support staff areas will be expected to cover an overview/summary of the most recent professional development meeting(s) in their respective weekly or monthly meetings, ensuring that even if someone were to miss the original meeting and were unable to watch for some reason, they still receive a recap of the important points.
3. In addition to the above points, each individual will receive a monthly email from the Vice President of Academic Affairs detailing the important points from any meetings or training that occurred that month. This ensures that everyone not only receives the information from the professional development meetings, but also that there is an easily-accessible, documented record of the information for faculty and staff to refer to as they continue implementing their plans.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

It is: <https://dc3.edu/academics/certificates-degrees/>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Fort Scott Community College currently offers College Algebra (MAT1083) and Elementary Statistics (MAT2253) on a regular basis. Fort Scott Community College started the process of developing Quantitative Reasoning (MAT1063) in spring of 2024. Below is the timeline for creating and approving Quantitative Reasoning.

Spring 2024:

- Created the course description and syllabus for Quantitative Reasoning. Approved by Curriculum Committee.
- Identified the text book and sample assignments for Quantitative Reasoning.
- Created a document with potential math class mapping for each major/program we offer based on the math pathway courses required by four-year institutions.
- Revised the placement policy and adopted multiple measures for each math pathway course.
- Created a report of all students enrolled in fall 2023 with their majors to identify sections of each math pathway needed.
- Math faculty attended the Kansas Mathematical Association of Two-Year Colleges conference.
- Provided guidance to Advisors regarding math pathways for degree programs.

Summer 2024:

- Update the course catalog for 2024-25 by adding the course description for Quantitative Reasoning.

Fall 2024:

- Pilot a section of Quantitative Reasoning.
- Continue to provide guidance to advisors.
- Work with Advising to ascertain the number of sections needed for each math pathway course for spring based on the enrollment numbers.
- Have meetings involving Academic Affairs, Division, Registrar, and Advisors to share updates and create a plan.
- Finalize gateway math courses for degree programs.

Spring 2025:

- Continue to pilot sections of Quantitative Reasoning.
- Review enrollment numbers for each math pathway course.
- Update degree maps with gateway math courses.

Summer 2025:

- Update the course catalog for 2025-26.

Fall 2025:

- Implement complete math pathways.

b. List of Group Members

Name	Title
Sonia Gugnani	Vice President of Academic Affairs
Tracy Springer	Math and Science Division Chair
DeeAnn Vanluyck	Math Instructor
Savanna Ashmore	Math Instructor
Courtney Metcalf	Registrar

Ashley Keylon	Associate Dean of Student Services & Director of Advising	
Ben Souza	Director of Institutional Research	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points	(a = 10 pts)
a. Process & Estimated Timing		(b = 10 pts)
<p>Fort Scott Community College currently offers College Algebra with Review (MAT1084). It is a four-credit hour course consisting of three credit hours of College Algebra and one credit hour of support developmental education. The college has a placement policy involving multiple placement measures.</p> <p>Spring 2024:</p> <ul style="list-style-type: none"> Created the course description and syllabus for Quantitative Reasoning with Review (MAT1065). Identified the areas that are needed to be taught as part of the corequisite. Created a document with potential math class mapping for each major/program we offer based on the math pathway courses required by four-year institutions. Revised the placement policy and adopted multiple measures for each math pathway course. Created a report of all students enrolled in fall 2023 with their majors to identify sections of each math pathway needed. Math faculty attended the Kansas Mathematical Association of Two-Year Colleges conference. Provided guidance to Advisors regarding math pathways for degree programs. <p>Summer 2024:</p> <ul style="list-style-type: none"> Update the course catalog for 2024-25 by adding the course description for Quantitative Reasoning with Review. <p>Fall 2024:</p> <ul style="list-style-type: none"> Start the process for corequisite support course for Elementary Statistics by creating the course description, syllabus, sample assignments. Continue to provide guidance to advisors. Work with Advising to ascertain the number of sections needed for each math pathway course based on the enrollment numbers. Have meetings involving Academic Affairs, Division, Registrar, and Advisors to share updates and create a plan. Finalize the gateway math courses for degree programs. <p>Spring 2025:</p> <ul style="list-style-type: none"> Pilot a section of Quantitative Reasoning with Review and Elementary Statistics with Review. Revise the placement policy, if needed. Review enrollment numbers for each math pathway course. Update degree maps with gateway math courses. <p>Summer 2025:</p> <ul style="list-style-type: none"> Update the course catalog for 2025-26. <p>Fall 2025:</p> <ul style="list-style-type: none"> Implement co-requisite math support courses by offering College Algebra with Review, Quantitative Reasoning with Review, and Elementary Statistics with Review. 		
b. List of Group Members		
Name	Title	
Sonia Gugnani	Vice President of Academic Affairs	
Tracy Springer	Math and Science Division Chair	

DeeAnn Vanluyck	Math Instructor	
Savanna Ashmore	Math Instructor	
Courtney Metcalf	Registrar	
Ashley Keylon	Associate Dean of Student Services & Director of Advising	
Ben Souza	Director of Institutional Research	
<p>3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Fort Scott Community College has a corequisite in place for English. English Enrichment (ENG1012) is a two-credit hour course that students take in addition to English 101 during the same semester if they do not qualify to be placed in English 101 based on the placement policy consisting of multiple measures. FSCC is looking forward to guidance from KBOR on English Enrichment and will implement changes in the subsequent semester, if needed.</p>		
<p>b. List of Group Members</p>		
Name	Title	
Sonia Gugnani	Vice President of Academic Affairs	
Maria Bahr	English Instructor Division Chair, Communication & Fine Arts	
Troy McCloughan	English Instructor	
Deborah Hyland	English Instructor	
Courtney Metcalf	Registrar	
Ashley Keylon	Associate Dean of Student Services & Director of Advising	
Ben Souza	Director of Institutional Research	
<p>4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		

Institution: Fort Scott Community College

Name	Title
Sonia Gugnani	Vice President of Academic Affairs
DeeAnn Vanluyck	Math Instructor
Savanna Ashmore	Math Instructor
Ashley Keylon	Associate Dean of Student Services & Director of Advising
Ben Souza	Director of Institutional Research
Maria Bahr	English Instructor Division Chair, Communication & Fine Arts
Troy McCloughan	English Instructor
Deborah Hyland	English Instructor
Quentin Choice	Advisor
Holli Mason	Director of TRiO
Stacy Bishop	TRiO Advisor
Jodi Murrow	Director of Student Success Center
Buddy Jo Tank	Dean of Miami County
Nolanda Crain	Office Manager/Advisor

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Sonia Gugnani	Vice President of Academic Affairs
DeeAnn Vanluyck	Math Instructor
Savanna Ashmore	Math Instructor
Ashley Keylon	Associate Dean of Student Services & Director of Advising
Quentin Choice	Advisor
Holli Mason	Director of TRiO
Stacy Bishop	TRiO Advisor
Jodi Murrow	Director of Student Success Center
Buddy Jo Tank	Dean of Miami County
Nolanda Crain	Office Manager/Advisor

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Sonia Gugnani	Vice President of Academic Affairs
DeeAnn Vanluyck	Math Instructor
Savanna Ashmore	Math Instructor

Ashley Keylon	Associate Dean of Student Services & Director of Advising
Ben Souza	Director of Institutional Research
Maria Bahr	English Instructor Division Chair, Communication & Fine Arts
Troy McCloughan	English Instructor
Deborah Hyland	English Instructor
Quentin Choice	Advisor
Holli Mason	Director of TRiO
Stacy Bishop	TRiO Advisor
Jodi Murrow	Director of Student Success Center
Buddy Jo Tank	Dean of Miami County
Nolanda Crain	Office Manager/Advisor
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>FSCC will make certain that individuals who are unable to attend profession development opportunities have access to the information missed through the following options.</p> <ul style="list-style-type: none"> • Individuals will be notified of the dates and times of professional development opportunities in advance, and they will be encouraged to participate. Individuals who are unable to attend meetings due to scheduling conflicts will be given access to the recordings, as well as any supporting documents/power points, and will be expected to watch them. • A person will be assigned to take notes during the professional development meetings, summarizing the important points for each meeting. Notes will be distributed to the folks on the list to ensure that they receive the information. • Following professional development opportunities, the Vice President of Academic Affairs, in collaboration with faculty and advisors, will draft a document outlining new policies. That document will be distributed to all parties concerned and will serve as a roadmap for the implementation of math pathways, as well as course placement metrics for gateway and corequisite math and English courses. 	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
https://fortscott.edu/academics/degree-certificates-programs/	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Context: GCCC currently offers MATH-110 Fundamentals of Statistics, and MATH-108 College Algebra and offers multiple sections of these courses each semester. The college developed and will offer its first sections of MATH-111-Contemporary Mathematics in Fall 2024.

Summer 2024

President Ruda has served on the Math Pathways Committee with KBOR. Marc Malone (CAO) and Nicole Dick (Division Chair Science and Mathematics) have served on the Math Placement Committee. We will continue to serve in these roles and disseminate information to relevant audiences as needed.

Fall 2024

Any necessary redevelopment of existing math courses and development of new gateway courses will be completed by the math department faculty, chaired by Nicole Dick. These courses (master syllabi with accurate Student Learning Outcomes, descriptions, etc.) will go to the college’s Curriculum and Instruction Committee during the Fall 2024 semester.

The Core Curriculum Committee, a sub-committee of the Curriculum and Instruction Committee (C&I), reviews all courses for inclusion as general education requirements for degrees. During the Fall 2024 semester, as courses are considered for approval by C&I, the Core Curriculum Group will convene to make its recommendation. This recommendation will take the form of updated degree sheets showing the additional courses for the A.A. and A.S. degrees. They will also consider if pathways prompts any changes in the A.A.S. degree requirements. Their recommendations will pass to Curriculum & Instruction for a formal vote.

The Curriculum and Instruction Committee will also vote to officially change placement guidelines for Math and English gateway courses. Instructional Services (VP/CAO, Dean, Division Chair) will coordinate with Admissions and Assessment to ensure all placement guidelines are in place and followed, including appropriate training.

Dean of Academics and Division Chair for Math and Sciences will develop the Fall 2025 course line schedule with best estimates of the number of course sections required for each gateway course.

Appropriate faculty and staff will participate in KBOR professional development and additional external training as appropriate (described more fully in number 4 below).

Spring 2025

Instructional Services will coordinate with Advising to ensure there is robust understanding of the math pathways for all staff advisors. During AY 2025, GCCC is transitioning to a fully-centralized advising model.

Appropriate faculty and staff will participate in KBOR professional development and additional external training as appropriate (described more fully in number 4 below).

As details are finalized, the college’s systems (SIS, catalog, and KHEDS database) will be updated by March 2025, in time to appropriately advise incoming students for Fall 2025.

SIS: After all requirements and changes are finalized internally by the Curriculum and Instruction Committee, SIS updates (self-service, degree requirements, degree verification, etc.) will be made by the Registrar, Nancy Unruh.

Catalog: Updated requirements will also be published in a Summer 2025 update to the college’s 24-26 catalog update (the college typically operates on a two-year catalog cycle). This creates an additional catalog (UG2025) for tracking in our system for catalog compliance. These catalog updates and subsequent updates to KHEDS (if any) will be made by Stephanie Knight, Assistant to Instructional Services.

Once published, the college's Advising staff will work with students to ensure they are following the path that best suits their academic plans, including transfer to state universities.

Fall 2025

Full math pathways implementation expected, with co-requisite support courses for all gateway course options.

b. List of Group Members

Name	Title
Marc Malone	VP for Instructional Services/CAO
Stephanie Knight	Assistant to Instructional Services
Math Department	
Nicole Dick	Division Chair Math and Sciences
An Nguyen	Faculty in Math
Perla Salazar	Faculty in Math
Benjamin Gershon	Faculty in Math
Jonathan Whitacre	Faculty in Math
Core Curriculum Committee	
Phil Terpstra	Dean of Academics
Chuck Pfeifer	Dean of Technical Education and Workforce Development
Greg Greathouse	Faculty
Tracy Lamb	Faculty
Michael Knutson	Faculty
An Nguyen	Faculty
Christopher Turpin	Faculty
Nancy Unruh	Registrar
Curriculum and Instruction Committee	
Marc Malone	VP for Instructional Services/CAO
Phil Terpstra	Dean of Academics
Chuck Pfeifer	Dean of Technical Education and Workforce Development
Nicole Dick	Division Chair: Math and Sciences
Brian McCallum	Division Chair: Fine Arts
Renee Harbin	Division Chair: Business, Social Sciences, HPER
Position Vacant	Division Chair: English, Communications, Education
Brandy Unruh	Assistant Dean: Technical Education/Faculty
Gabe Winger	Assistant Dean: Technical Education/Faculty
Sydnee Claussen	Director of Advising
Nancy Unruh	Registrar

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Context: GCCC offered its first co-requisite developmental courses for College Algebra in Spring 2023 and have offered multiple sections of this co-requisite course in each subsequent semester. The college does still have three levels of pre-requisite developmental education: MATH-005 College Math, MATH-006 Beginning Algebra, and MATH 107 Intermediate Algebra.</p> <p>Summer 2024 Finalize plan for co-requisite developmental courses for MATH-110 Fundamentals of Statistics and MATH-111 Contemporary Mathematics (QR) course.</p> <p>Fall 2024 Develop co-requisite Statistics and Contemporary Mathematics course(s). These courses will be developed by Math department faculty members and require approval of the Curriculum and Instruction Committee prior to inclusion in the Summer 2025 catalog update.</p> <p>Spring 2025 Work with Admissions and Advising to implement required placement guidelines for developmental education in Math for students enrolling for the Fall 2025 semester. This will be completed by early Spring 2025.</p> <p>Summer 2025 All updates will published in a Summer 2025 update to the college’s 24-26 catalog update. This will essentially create an additional catalog (UG2025) for tracking in our system for catalog compliance. These catalog updates and subsequent updates to KHEDS (if any) will be made by Stephanie Knight, Assistant to Instructional Services.</p> <p>Fall 2025 Full co-requisite implementation expected with corequisite support courses for all gateway math courses.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Math Department</p>	
<p>Nicole Dick</p>	<p>Division Chair Math and Sciences</p>
<p>An Nguyen</p>	<p>Faculty in Math</p>
<p>Perla Salazar</p>	<p>Faculty in Math</p>
<p>Benjamin Gershon</p>	<p>Faculty in Math</p>
<p>Jonathan Whitacre</p>	<p>Faculty in Math</p>
<p>Curriculum and Instruction Committee</p>	<p>Full listing provided in number 1 above</p>
<p>Sydnee Claussen</p>	<p>Director of Advising</p>
<p>Karlie Purdy</p>	<p>Director of Admissions</p>

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Context: GCCC began offering co-requisite developmental courses for English I in Fall 2022. The college offers both a one- and a two-credit support or “companion” course based on student placement level.</p> <p>Fall 2024</p> <p>As of Summer 2024, an internal promotion has left the Division Chair of English, Communications, Education, and ELL vacant. During August and September, this position will be filled by an English department faculty member in an open internal hiring process.</p> <p>English faculty will participate in required KBOR trainings to ensure our current developmental education structure and processes meet KBOR’s requirements, and recommended any necessary changes for approval in the college’s Curriculum and Instruction Committee.</p> <p>Spring 2025</p> <p>English faculty will participate in required KBOR trainings to ensure our current developmental education structure and processes meet KBOR’s requirements, and recommended any necessary changes for approval in the college’s Curriculum and Instruction Committee.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>English Department</p>	
<p>Vacant</p>	<p>Division Chair English, Communications, Education, and ELL</p>
<p>Sheena Hernandez</p>	<p>Faculty in English</p>
<p>Christopher Turpin</p>	<p>Faculty in English</p>
<p>Helen Weeks</p>	<p>Faculty in English</p>
<p>Seth Kristalyn</p>	<p>Faculty in English</p>
<p>Veronica Goosey</p>	<p>Faculty in English</p>
<p>William Schlichter</p>	<p>Faculty in English</p>
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and 	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>

Institution: Garden City Community College

<p>○ Course Placement Measures will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>	
Name	Title
English Department	
Vacant	Division Chair English, Communications, Education, and ELL
Sheena Hernandez	Faculty in English
Christopher Turpin	Faculty in English
Helen Weeks	Faculty in English
Seth Kristalyn	Faculty in English
Veronica Goosey	Faculty in English
William Schlichter	Faculty in English
Math Department	
Nicole Dick	Division Chair Math and Sciences
An Nguyen	Faculty in Math
Perla Salazar	Faculty in Math
Benjamin Gershon	Faculty in Math
Jonathan Whitacre	Faculty in Math
Advising	
Sydnee Claussen	Director of Advising
Breanna Perez	Advisor
Jason Bilberry	Advisor
Melanie Hands	Advisor
Vickey Reyes	Coordinator of Online Services/Online Advisor
Full-time staff advisor	Position Vacant—Hiring Fall 2024
Full-time staff advisor	Position Vacant—Hiring Fall 2024
<p>List of Individuals for Professional Development (Math Pathways – include faculty and advisors)</p>	
Name	Title
Math Department	
Nicole Dick	Division Chair Math and Sciences
An Nguyen	Faculty in Math
Perla Salazar	Faculty in Math
Benjamin Gershon	Faculty in Math

Institution: Garden City Community College

Jonathan Whitacre	Faculty in Math
Advising	
Sydnee Claussen	Director of Advising
Breanna Perez	Advisor
Jason Bilberry	Advisor
Melanie Hands	Advisor
Vickey Reyes	Coordinator of Online Services/Online Advisor
Full-time staff advisor	Position Vacant—Hiring Fall 2024
Full-time staff advisor	Position Vacant—Hiring Fall 2024
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
English Department	
Vacant	Division Chair English, Communications, Education, and ELL
Sheena Hernandez	Faculty in English
Christopher Turpin	Faculty in English
Helen Weeks	Faculty in English
Seth Kristalyn	Faculty in English
Veronica Goosey	Faculty in English
William Schlicter	Faculty in English
Math Department	
Nicole Dick	Division Chair Math and Sciences
An Nguyen	Faculty in Math
Perla Salazar	Faculty in Math
Benjamin Gershon	Faculty in Math
Jonathan Whitacre	Faculty in Math
Advising	
Sydnee Claussen	Director of Advising
Breanna Perez	Advisor
Jason Bilberry	Advisor
Melanie Hands	Advisor
Vickey Reyes	Coordinator of Online Services/Online Advisor
Full-time staff advisor	Position Vacant—Hiring Fall 2024

Full-time staff advisor	Position Vacant—Hiring Fall 2024
Institutional Research and Data Support	
Brenda Barrett	Director
Peter Simmons	Senior Research Analyst
Anita Gray	Research Analyst
Assessment	
JoAnn Garrier	Counselor/Coordinator of Assessment Center
Gina Cavazos	Assessment Center
Synthia Preston	Assessment Center
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <ol style="list-style-type: none"> 1. Invitations to relevant groups will be sent by Marc Malone, VP/CAO. The invitations will include relevant dates and times and will be marked as “required.” Should individuals not be able to attend, communications will be clear that they are expected to watch the recordings within one week of the original meeting. 2. In addition to 1 above, individuals will be expected to share updates/relevant information from trainings at their regularly-scheduled meetings (instructional department meetings, Curriculum and Instruction Committee, Student Services meetings, etc.) 3. Marc Malone, VP/CAO will present updates at regularly-scheduled (twice a month) meetings of College Council, a large-group meeting of all Director-level and above positions on campus. This will ensure that the college as a whole has a broad overview of the projects and progress throughout the academic year. 	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
<p>The link to GCCC’s A-Z degree maps is here: https://catalog.gcccks.edu/content.php?catoid=3&navoid=59 As of June 10, 2024, the degree maps show SGE courses complete with KBOR’s bucket notation. By the end of summer, each notation will link to the bucket, displaying a list of all eligible courses for that bucket. We also hope to have a sidebar link within the catalog title “KBOR Systemwide Gen. Ed. Requirements.” This will be a landing page displaying information about the general education program and an additional place to link to each of the buckets.</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)

a. Process & Estimated Timing

Highland Community College is committed to implementing math pathways courses into degree programs through a structured review and approval process. The following steps outline our commitment and timeline for this initiative:

Review of Current Math Pathways:

- MAT 090 Fundamentals of Math
- MAT 100 Beginning Algebra
- MAT 102 Technical Math
- MAT 103 Intermediate Algebra
- MAT 104 College Algebra
- MAT 104L College Algebra with Lab
- MAT 105 Trigonometry
- MAT 106 Calculus I
- MAT 107 General Calculus and Linear Algebra
- MAT 108 Contemporary Math
- MAT 110 Calculus II
- MAT 201 Calculus III
- MAT 202 Differential Equations
- MAT 203 Basic Statistics

Associate of Arts degree requires MAT 108 or MAT 104 or higher to fulfill graduation requirements. The Associate of Science degree requires MAT 104 or higher. MAT 104, MAT 108, and MAT 203 will be offered in Fall 2024.

Approval Process:

- **Curriculum Committee:** The Curriculum and Instruction Committee will review and approve any changes to the math curriculum.
- **Proposals:** Develop and submit detailed proposals for any new courses or revisions, including course objectives, syllabi, and rationale for changes.

Currently, MAT203 Basic Statistics will need to be reviewed for the required prerequisite. At this time, MAT104 is required as a prerequisite for the course. The Math Faculty will make a determination on the prerequisite requirement no later than January 2025.

Based on the information from the 2023 Kansas Core Outcomes Group (KCOG) Conference, it was acknowledged that Elementary Statistics (MAT 203) should not require College Algebra (MAT 104) as a prerequisite. This decision was made to align with agreed-upon learning outcomes, ensuring that the course remains accessible to a broader range of students. Here’s how Highland Community College can address this issue:

1. **Review Current Prerequisites:**
 - o Confirm that MAT 203 (Elementary Statistics) currently lists MAT 104 (College Algebra) as a prerequisite.
2. **Update Curriculum Accordingly:**
 - o Develop a proposal to remove MAT 104 as a prerequisite for MAT 203, aligning with the KCOG 2023 decision.
 - o Ensure that the proposal includes a detailed rationale explaining that the learning outcomes for MAT 203 can be achieved without the prerequisite of College Algebra.
3. **Approval Process:**
 - o Submit the proposal to the Curriculum Committee for review and approval. This process involves presenting the rationale and ensuring that all necessary documentation supports the change.
4. **Timeline and Milestones:**
 - o **August 2024:** Initial meeting with the working group to discuss and finalize the proposal.
 - o **October 2024:** Draft and finalize the proposal for the prerequisite change.
 - o **November 2024:** Submit the proposal to the Curriculum Committee.

- **December 2024:** Curriculum Committee reviews and approves the proposal.
 - **January 2025:** Implement the change and update the course catalog.
5. **Communication and Training:**
- Inform faculty and academic advisors of the change in prerequisite for MAT 203.
 - Update advising materials and degree plans to reflect the new prerequisite structure.

b. List of Group Members

Name	Title
Dr. Carlos Carrillo	Vice President for Academic Affairs
Shelley Smith	Math Faculty
Liton Hasan	Math Faculty
Carol White	Math Faculty
Michelle Hurn	Math Faculty

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

Process & Estimated Timing:

Highland Community College is committed to enhancing student success through the implementation of corequisite support for gateway math courses, specifically Contemporary Math (MAT 108) and Elementary Statistics (MAT 203).

1. **Contemporary Math (MAT 108):**

- **Current Status:** Although Contemporary Math is offered each semester, it has experienced low enrollment and interest. To improve student outcomes, HCC plans to integrate corequisite support.
- **Development Plan:**
 - **Fall 2024:** Begin developing the corequisite support model, which will either incorporate additional instructional support within the same class period or include a separate but linked support course.
 - **Spring 2025:** Pilot the corequisite model with selected sections to evaluate its effectiveness. Collect data on student performance and feedback.
 - **Fall 2025:** Fully implement at least one section of Contemporary Math with corequisite support, ensuring compliance with KBOR’s requirements.

2. **Elementary Statistics (MAT 203):**

- **Current Status:** Following the 2023 Kansas Core Outcomes Group (KCOG) Conference, it was recommended to remove MAT 104 (College Algebra) as a prerequisite to make the course more accessible.
- **Development Plan:**
 - **August 2024:** Convene the working group to finalize the proposal for the prerequisite change and plan the corequisite support structure.
 - **October 2024:** Draft and finalize the proposal for the prerequisite removal and corequisite support implementation.
 - **November 2024:** Submit the proposal for approval by the Curriculum Committee.
 - **January 2025:** Implement changes, update course catalogs, advising materials, and degree plans. Ensure faculty and advisors are trained on the new structure.

Group Members Involved:

- Dr. Carlos Carrillo, Vice President for Academic Affairs
- Shelley Smith, Math Faculty
- Liton Hasan, Math Faculty

- Carol White, Math Faculty
- Michelle Hurn, Math Faculty

Communication & Training: To facilitate a smooth transition, faculty and academic advisors will be provided with training sessions and informational materials. This preparation will ensure they are equipped to advise students appropriately and support them in adapting to the new course structures.

These detailed plans for Contemporary Math and Elementary Statistics demonstrate HCC's proactive approach to aligning with the KBOR's guidelines and improving academic pathways for students.

b. List of Group Members

Name	Title
Dr. Carlos Carrillo	Vice President for Academic Affairs
Shelley Smith	Math Faculty
Liton Hasan	Math Faculty
Carol White	Math Faculty
Michelle Hurn	Math Faculty

<p>3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

The following courses are remedial English and 100 level English courses offered at Highland

ENG 096 Fundamentals of Reading/Writing Advanced

ENG 097 Fundamentals of English-Accelerated Learning

ENG 098 English Language Learner Success

ENG 101 Comp I

ENG 102 Comp II

ENG103 Comp II: Rhetoric and Research

ENG 110 Technical Comp

The English Faculty have begun work on creating an additional lab tied to Comp I for students identified as needing additional assistance. The ENG 101L will replace ENG 096 and ENG 097 beginning Fall 2024 as a pilot on campus

b. List of Group Members

Name	Title
Dr. Carlos Carrillo	Vice President for Academic Affairs
Mary Bryant	English Faculty
Pam Fulbright	English Faculty

Name	Title
Mary Bryant	English Faculty
Pamela Fulbright	English Faculty
Vacant	Director of Academic Advising
Jeff Hurn	Institutional Research

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Professional Development Participation: Full-time faculty members identified for professional development receive one credit hour of release time to ensure they can attend training sessions. If faculty members are unable to attend, those who attended will share the information and materials through direct meetings and documentation.

Advising and Support Services: Highland Community College (HCC) employs full-time advisors and faculty members to provide comprehensive advising services to students.

Full-Time Advisors: HCC full-time advisors assist with educational and career goals, course selection, degree and transfer information, and more. Each advisor is assigned to specific roles and locations to ensure tailored support. Advisors include:

- Alexander Moore - HCC Library-LSU
- Amber Huffles - 2nd Floor, Irvin Hall
- Angie Eberly - Wellness Center
- Becky Gilmore - 2nd Floor, Irvin Hall
- Kim Bechtold - 2nd Floor, Irvin Hall
- Kristy Sumpter - HCC Library-LSU
- Amy Dulac - Atchison Technical Center
- Allison Johnson - Atchison Technical Center
- Cara Baker - Western Center
- Stacey Jones - Western Center
- Lindsey Milburn - Wamego Center
- Nicole Bartel - Wamego Center Director
- Denise Peters - Online Education
- Sara Smith - Early College

Faculty Advising: Faculty members at HCC also advise students, helping with field of study choices, academic plans, transfer options, and connecting with campus resources. Faculty advisors include:

- Shelley Smith - Math Faculty
- Liton Hasan - Math Faculty
- Carol White - Math Faculty
- Michelle Hurn - Math Faculty
- Mary Bryant - English Faculty
- Pam Fulbright - English Faculty

Advising Personnel: Both full-time advisors and faculty members collaborate to provide comprehensive student support, combining broad expertise with specialized academic knowledge.

Placement Testing: HCC offers placement testing for appropriate course placement in math, reading, and English, including:

- **Accuplacer:** For various academic programs, particularly AA, AS, or AGS degrees.
- **WorkKeys:** For technical programs to assess relevant workplace skills.

Placement tests can be scheduled at HCC locations, including the main campus and regional centers. The first Accuplacer test is free, with fees for retakes. For scheduling and more information, contact the Testing Center or relevant campus staff.

Success Center and Testing Center: The Success Center (M-113) at HCC provides a range of testing and support services, including:

- College Placement Tests: Accuplacer and WorkKeys
- Proctored Exams: For HCC classes, online/hybrid classes, and outside institutions
- Standardized Tests: Such as ACT, CLEP, DSST, and Pearson Vue tests

The Testing Center ensures compliance with national testing standards and maintains student record confidentiality. For detailed information or to schedule a test, contact the Testing Center at 815-599-3680.

Success Center Staff: Specialists providing academic support services, including tutoring and retention assistance, are:

- Amber Hutfles: Student Support Services Director
- Kimberly Bechtold: Student Support Services Transfer Advisor
- Heather Mejia: Retention/Tutoring Coordinator
- Kristen Johnson: Student Support Services Office Assistant
- Renae Welch: Academic Specialist
- Derek Rempe: Math Specialist

These staff members support students with academic planning, test preparation, and achieving educational goals through personalized resources.

Summary: Highland Community College ensures faculty involved in corequisite support, math pathways, and course placement measures receive comprehensive training. Full-time advisors and faculty members collaborate to provide comprehensive student support. The Success Center staff aids in academic planning, retention, and tutoring, enhancing student success.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

The individual “buckets” appear on the following page: <https://highlandcc.edu/pages/degreeplanningcourseinfo>.

Highland Community College will be undergoing a redesign of the HCC website. The current website site shows the systemwide general education buckets as well as the Associate of Arts Degree and Associate of Science Degree requirements, (to include the systemwide general education). There are currently web pages that we have deleted that can still be found in a google search. We have worked with our host to correct this problem. They have not provided a solution. This is one of many reasons we have decided to move to another website developer.

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)

a. Process & Estimated Timing

Fall 2022: Math faculty formed teams to discuss and plan for each math pathway

- Discussed necessary changes in syllabi for new courses and began looking at textbook options for Contemporary Math

Spring 2023:

- Determined that Basic & Intermediate Algebra would no longer be offered after Summer 2024
- Removed prerequisites from Elements of Statistics and College Algebra and determined temporary placement scores for each pathways course until placement scores are communicated by KBOR
- Textbook, course description, and outcomes written for Contemporary Math and approved by Curriculum Committee
- Began developing online course shell for Contemporary Math
- Evaluated each area of study and math pathway assignments to better determine necessary course offerings for the 2024-2025 academic schedule

Summer 2023:

- Online course development continued for Contemporary Math course
- Updated degree maps to reflect math pathway changes

Fall 2023:

- Development of online Contemporary Math was completed and approved
- Discussed implementation and scheduling for pathway courses with math faculty beginning Fall 2024.
- Added new courses to 2024-2025 academic schedule

Spring 2024:

- Presented math pathway information to academic advisors during January 2024 professional development
- Began enrolling students in pathways courses in March 2024

Fall 2024:

- Full implementation of math pathways courses.

As needed:

- As prerequisites are determined at the state level, changes will be made in our system with each going to the Curriculum Committee as information items. Given that these decisions are made at the state level and that institutions are to comply with these decisions, the Curriculum Committee is notified of changes via information items (that is, notification of changes, but not requiring a decision of the local Curriculum Committee).
- As determinations are made by KBOR discipline groups regarding which pathway course is appropriate for each area of study, changes will be made to our degree maps. Given that these decisions are made at the state level and that institutions are to comply with these decisions, the Curriculum Committee is notified of changes via information items (that is, notification of changes, but not requiring a decision of the local Curriculum Committee).

b. List of Group Members

Name	Title
Erin Beavers	Co-Chair, Science & Math Dept.
David Bosworth	Math Instructor
Sam De Abreu	Math Instructor

Cristina Domme	Math Instructor
Terri McQueen	Math Instructor
Allen Pinkall	Math Instructor
Marcia Stoesz	Math Instructor
Casey Worley	Math Instructor
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing Fall 2022: Math faculty formed teams to discuss and plan for each corequisite math pathway course Spring 2023: <ul style="list-style-type: none"> Course descriptions and outcomes written and approved by Curriculum Committee for 2-hour corequisite courses for College Algebra, Elements of Statistics, and Contemporary Math Began developing online course shells for each corequisite course Summer 2023: <ul style="list-style-type: none"> Online course development continued Fall 2023: <ul style="list-style-type: none"> Work groups determined that developmental students would be cohorted and that letter grades would be assigned in both the 2-hr corequisite course and the 3-hour pathway course Determined enrollment for developmental cohorts would be capped at 20 students per section to ensure more one-on-one time with instructors Development of all online corequisite courses were completed and approved Added corequisite courses to 2024-2025 academic schedule Spring 2024: <ul style="list-style-type: none"> Presented corequisite math pathway model to academic advisors during January 2024 professional development Began enrolling students in corequisite math courses in March 2024 	
b. List of Group Members	
Name	Title
Erin Beavers	Co-Chair, Science & Math Dept.
David Bosworth	Math Instructor
Sam De Abreu	Math Instructor
Cristina Domme	Math Instructor
Terri McQueen	Math Instructor
Allen Pinkall	Math Instructor
Marcia Stoesz	Math Instructor
Casey Worley	Math Instructor
3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)	
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)

a. Process & Estimated Timing

Fall 2023: The English Developmental Education committee met to review the current prerequisite / co-requisite models currently in place at HutchCC. They reviewed past student performance data and proposed the following plan:

- Conduct an extensive revision of the EN098 Foundations of Composition syllabus to incorporate the following areas: Research Support, Grammar & Mechanics, Revision, Reading Skills, and College Skills.
- Integrate Developmental Education students with Non-Developmental Education students within the EN101 classes.
- Based on current HutchCC Placement Scores, place DevEd students in EN101 and a concurrent/corequisite EN098 with the same instructor.
- Maintain a maximum enrollment of 16 students in the EN098 class.

The English DevEd committee then met with advisors to discuss optimal scheduling of the EN101/EN098 co-requisite classes. Based on the above information and recommendations, the committee met again to revise the syllabus. The new syllabus, EN098 Introduction to English Composition, was submitted to the Curriculum Committee for review and subsequently approved. The committee presented the proposal to the VPAA for a pilot of the new co-requisite model to begin Fall 2024 semester.

Fall 2024:

- Initial implementation in the Fall 2024 semester will involve three faculty members teaching the new co-requisite model, EN098/EN101.
- At the end of the Fall 2024 semester, the English DevEd team will assess data gathered from the three pilot EN098/EN101 class sections.
- Based on data and anecdotal evidence, the model will be reviewed, revised as needed, and fully implemented institution-wide beginning in the Fall 2025 semester.
- Plans for an online EN098/EN101 offering will also be discussed at that time.

Fall 2025: The new EN098/EN101 co-requisite model for DevEd students will be the sole co-requisite model offered for DevEd students. The existing EN099/EN100 co-requisite course will be discontinued at the end of the 2024-2025 school year.

b. List of Group Members

Name	Title
Frances Johannsen	Co-Chair, Fine Arts & Humanities Department
Ryan Diehl	English Professor
Melissa Stanton	English Professor
Christi Mancha	English Instructor

<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> ○ English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); ○ Math Pathways (including faculty and advisors); ○ Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> ○ English & math corequisite support developmental education; ○ Math Pathways; and ○ Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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- a. List of Individuals for Professional Development** (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Institution: Hutchinson Community College

Name	Title
Frances Johannsen	Co-Chair, Fine Arts & Humanities Department
Ryan Diehl	English Professor
Melissa Stanton	English Professor
Christi Mancha	English Instructor
Erin Beavers	Co-Chair, Science & Math Dept.
David Bosworth	Math Instructor
Sam De Abreu	Math Instructor
Cristina Domme	Math Instructor
Terri McQueen	Math Instructor
Allen Pinkall	Math Instructor
Marcia Stoesz	Math Instructor
Casey Worley	Math Instructor
Rex Cheever	Research Coordinator
Olin Williamson	Research Analyst
DJ Chastain	Coordinator of Advising & Career Development
Alex Hass	Advisor
Alison Casebolt	Advisor
Amber Brawner	Advisor
Amy Elwell	Advisor
Andrea Koehling	Advisor
Becky Warman	Advisor
Ben Williams	Advisor
Bernadett Dillon	Advisor
Blair Pauly	Advisor
Bobby Obermite	Advisor
Bonnie Folkerts	Advisor
Brad Hallier	Advisor
Brea Turner	Advisor
Brian Bird	Advisor
Christi Watters	Advisor
Chuck Buller	Advisor
Cindy Rowland	Advisor
Cliff Moore	Advisor
Dan Smith	Advisor
Dan Naccaratto	Advisor
Dawn Hendrix	Advisor
Debbie Graber	Advisor
Deidre Mattox	Advisor
Denise Lovell	Advisor
Eric Valdois	Advisor
Erin Ellis	Advisor
James Garner	Advisor

Institution: Hutchinson Community College

Janean Barlow	Advisor
Janice Yoder	Advisor
Jeff Deal	Advisor
Jennifer Forker	Advisor
Jennifer Wiens	Advisor
Jerry Houchin	Advisor
Jesse Newberry	Advisor
Jillene Cunningham	Advisor
Joyce Armbrust	Advisor
Katherin Wilkerson	Advisor
Kelly Beikmann	Advisor
Kent McKinnis	Advisor
Kim Ivancovich	Advisor
Lacey Hoskinson	Advisor
Lesley Weigel	Advisor
Lisa Davies	Advisor
Lisa Jolliff	Advisor
Lynnette Hilty	Advisor
Mandee Bucholz	Advisor
Matt Smith	Advisor
Michelle Carey	Advisor
Mike McCandless	Advisor
Miranda Engelken	Advisor
Norine Hamby	Advisor
Paul Becker	Advisor
RC Watson	Advisor
Rebecca Poland	Advisor
Roy Broxterman	Advisor
Ryan Ewy	Advisor
Sandy Pangburn	Advisor
Sheldon Stewart	Advisor
Staci Unruh	Advisor
Sydney Fountain	Advisor
Taliatha Hudson-Palmer	Advisor
Tanner Sneed	Advisor
Teri Eckhoff	Advisor
Todd Sazama	Advisor
Tracy Chadwick	Advisor
Travis Booe	Advisor
Trish Reed	Advisor

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
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Institution: Hutchinson Community College

Erin Beavers	Co-Chair, Science & Math Dept.
David Bosworth	Math Instructor
Sam De Abreu	Math Instructor
Cristina Domme	Math Instructor
Terri McQueen	Math Instructor
Allen Pinkall	Math Instructor
Marcia Stoesz	Math Instructor
Casey Worley	Math Instructor
DJ Chastain	Coordinator of Advising & Career Development
Frances Johannsen	Co-Chair, Fine Arts & Humanities Department, Advisor
Ryan Diehl	English Professor, Advisor
Alex Hass	Advisor
Alison Casebolt	Advisor
Amber Brawner	Advisor
Amy Elwell	Advisor
Andrea Koehling	Advisor
Becky Warman	Advisor
Ben Williams	Advisor
Bernadett Dillon	Advisor
Blair Pauly	Advisor
Bobby Obermite	Advisor
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Cindy Rowland	Advisor
Cliff Moore	Advisor
Dan Smith	Advisor
Dan Naccaratto	Advisor
Dawn Hendrix	Advisor
Debbie Graber	Advisor
Deidre Mattox	Advisor
Denise Lovell	Advisor
Eric Valdois	Advisor
Erin Ellis	Advisor
James Garner	Advisor
Janean Barlow	Advisor
Janice Yoder	Advisor
Jeff Deal	Advisor
Jennifer Forker	Advisor
Jennifer Wiens	Advisor

Institution: Hutchinson Community College

Jerry Houchin	Advisor
Jesse Newberry	Advisor
Jillene Cunningham	Advisor
Joyce Armbrust	Advisor
Katherin Wilkerson	Advisor
Kelly Beikmann	Advisor
Kent McKinnis	Advisor
Kim Ivancovich	Advisor
Lacey Hoskinson	Advisor
Lesley Weigel	Advisor
Lisa Davies	Advisor
Lisa Jolliff	Advisor
Lynnette Hilty	Advisor
Mandee Bucholz	Advisor
Matt Smith	Advisor
Michelle Carey	Advisor
Mike McCandless	Advisor
Miranda Engelken	Advisor
Norine Hamby	Advisor
Paul Becker	Advisor
RC Watson	Advisor
Rebecca Poland	Advisor
Roy Broxterman	Advisor
Ryan Ewy	Advisor
Sandy Pangburn	Advisor
Sheldon Stewart	Advisor
Staci Unruh	Advisor
Sydney Fountain	Advisor
Taliatha Hudson-Palmer	Advisor
Tanner Sneed	Advisor
Teri Eckhoff	Advisor
Todd Sazama	Advisor
Tracy Chadwick	Advisor
Travis Booe	Advisor
Trish Reed	Advisor
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
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Ryan Diehl	English Professor
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Christi Mancha	English Instructor
Erin Beavers	Co-Chair, Science & Math Dept.

Institution: Hutchinson Community College

David Bosworth	Math Instructor
Sam De Abreu	Math Instructor
Cristina Domme	Math Instructor
Terri McQueen	Math Instructor
Allen Pinkall	Math Instructor
Marcia Stoesz	Math Instructor
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Olin Williamson	Research Analyst
DJ Chastain	Coordinator of Advising & Career Development
Alex Hass	Advisor
Alison Casebolt	Advisor
Amber Brawner	Advisor
Amy Elwell	Advisor
Andrea Koehling	Advisor
Becky Warman	Advisor
Ben Williams	Advisor
Bernadett Dillon	Advisor
Blair Pauly	Advisor
Bobby Obermite	Advisor
Bonnie Folkerts	Advisor
Brad Hallier	Advisor
Brea Turner	Advisor
Brian Bird	Advisor
Christi Watters	Advisor
Chuck Buller	Advisor
Cindy Rowland	Advisor
Cliff Moore	Advisor
Dan Smith	Advisor
Dan Naccaratto	Advisor
Dawn Hendrix	Advisor
Debbie Graber	Advisor
Deidre Mattox	Advisor
Denise Lovell	Advisor
Eric Valdois	Advisor
Erin Ellis	Advisor
James Garner	Advisor
Janean Barlow	Advisor
Janice Yoder	Advisor
Jeff Deal	Advisor
Jennifer Forker	Advisor
Jennifer Wiens	Advisor
Jerry Houchin	Advisor

Institution: Hutchinson Community College

Jesse Newberry	Advisor
Jillene Cunningham	Advisor
Joyce Armbrust	Advisor
Katherin Wilkerson	Advisor
Kelly Beikmann	Advisor
Kent McKinnis	Advisor
Kim Ivancovich	Advisor
Lacey Hoskinson	Advisor
Lesley Weigel	Advisor
Lisa Davies	Advisor
Lisa Jolliff	Advisor
Lynnette Hilty	Advisor
Mandee Bucholz	Advisor
Matt Smith	Advisor
Michelle Carey	Advisor
Mike McCandless	Advisor
Miranda Engelken	Advisor
Norine Hamby	Advisor
Paul Becker	Advisor
RC Watson	Advisor
Rebecca Poland	Advisor
Roy Broxterman	Advisor
Ryan Ewy	Advisor
Sandy Pangburn	Advisor
Sheldon Stewart	Advisor
Staci Unruh	Advisor
Sydney Fountain	Advisor
Taliatha Hudson-Palmer	Advisor
Tanner Sneed	Advisor
Teri Eckhoff	Advisor
Todd Sazama	Advisor
Tracy Chadwick	Advisor
Travis Booe	Advisor
Trish Reed	Advisor
Brad Fenwick	Director of Rimmer Support Services (testing center)
Mira Clobes	Professional Proctor & Administrative Assistant (testing center)
Carmen Ortiz	Director of Test Proctoring Services (testing center)

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

At a recent BAASC meeting, we were informed that the training provided would be recorded so that it could be easily shared with those who would be unable to attend the training. The format of that recording will dictate our approach. We will likely implement both in-person/Zoom and electronic means of sharing the information. Attendance will be tracked through in-person/Zoom sessions and through Bridge module completion to ensure those unable to attend the original training (and those who may want to view it again) are able to do so. Our plans are noted below.

- Academic advisors have mandatory assigned training each academic year to stay informed of updates. The recording of the training would be shown and discussed during a mandatory in-person training meeting at the start of the academic year (or at another time in the academic calendar, depending on when the training occurs and the recording is made available to institutions). The session would also be made available on Zoom for those working remotely.
- In addition to academic advisors, any staff (faculty, advisors, Institutional Research staff) who were unable to attend the original training and who are involved in these projects would participate in the training noted above, with roll taken to account for attendance.
- The training recording would also be added to Bridge, the electronic microtraining platform currently used at HutchCC. Once the recording is placed into a Bridge module, that module can be assigned to specific people to watch/review by a posted deadline. Bridge allows supervisors (i.e. Department Chairs, the Coordinator of Advising and Career Development, VPAA, etc.) to track who has completed the training. Further, while the module can be assigned to specific people, it would also automatically be included in the Bridge Learning Library for any employee to watch, as needed.

5. **Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025).** Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

All HutchCC degree maps are found at <https://www.hutchcc.edu/areas-of-study> . Degree maps for all areas of study are listed on this page (scroll down to see links for each area of study), with Transfer Options noted in blue blocks and Career & Technical Options noted in red blocks. To search for specific degree maps, an area of study may be entered into the search bar or you may search areas of study alphabetically by clicking the “Search Alphabetically” button.

These degree maps reflect the new Systemwide General Education Framework and were presented at the SCOCAO and BAASC meetings in Spring 2024 as positive examples for other institutions to view. Degree maps were developed using live data behind the scenes. That is, any change to a course or program in our data will automatically reflect in each impacted course and degree map on our public website noted above. Degree maps are as up-to-date as they can be and include any final decisions on math pathways courses to include for each area of study. KBOR discipline groups are still meeting to determine appropriate math pathways courses for a variety of majors and those pathways courses will be updated as determinations are made. Similarly, placement scores will be updated on the degree maps as those scores are communicated from KBOR. |

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing Independence Community College currently offers: College Algebra Elementary Statistics Contemporary Mathematics Independence Community College’s process for creating and approving gateway math courses for math pathways into degree programs includes representation for several areas of campus. Math faculty would begin work to create or revise a course description and outcomes for the courses. Course description and outcomes would then be approved or revised at the Division level and then approved or revised at Academic Council. Both campus organizations meet monthly. Academic Council members include representation from each of the three campus divisions (Arts and Letters, Math and Sciences, and Business and Technology), academic staff representation, and financial aid staff representation. The Vice President for Academic Affairs serves as an ex-officio member. Updates to course descriptions and/or outcomes can be made through Division and Academic Council to begin in the semester immediately following however, institutional practice dictates these changes come into effect in the following catalog year. Courses are typically developed for inclusion in next year’s catalog and all revisions for the next catalog are typically due by the February meeting.	
b. List of Group Members	
Name	Title
Brian Southworth	Professor of Mathematics (Math and Sciences Division Chair)
Allen Shockley	Associate Professor of Mathematics
Heather Mydosh	Professor of English (Arts and Letters Division Chair)
Melissa Ashford	Professor of Accounting and Business (Business and Technology Division Chair)
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing	

ICC offered co-requisite education in prior years but due to faculty load and a review of assessment data regarding student learning and impact, the courses were put on hold.

In the Fall of 2023, Faculty members begin the internal process for reviewing the course description and outcomes for the College Algebra supplemental. Co-requisite outcomes were approved by the Math and Sciences Division and by the Independence Community College Academic Council.

Independence Community College has implemented corequisite math support developmental education for the AY25 year beginning the Fall 2024 semester. No pre-requisite mathematics developmental education will be offered beginning in the Fall of 2024.

During AY25 faculty will develop the course descriptions and outcomes for co-requisite support for Elementary Statistics and Contemporary Mathematics for Division and Academic Council approval by Spring 2025 with anticipated implantation in Fall 2025.

Updates to course descriptions and/or outcomes can be made through Division and Academic Council to begin in the semester immediately following however, institutional practice dictates these changes come into effect in the following catalog year.

b. List of Group Members

Name	Title
Taylor Crawshaw	Vice President for Academic Affairs
Brian Southworth	Professor of Mathematics (Math and Sciences Division Chair)
Allen Shockley	Associate Professor of Mathematics
Heather Mydosh	Arts and Letters Division Chair

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

Independence Community College has implemented corequisite English support developmental education for the AY25 year beginning the Fall 2024 semester. Students may enroll in 3-hour English Composition I course with a 2-hour co-requisite support course. While not on the schedule for the Fall 2024 semester, ICC has also prepared a 5-hour English Composition I course.

No pre-requisite English developmental course work will be offered beginning in the Fall of 2024.

ICC offered co-requisite education in prior years but due to faculty load and a review of assessment data regarding student learning and impact, the courses were put on hold.

In the Fall of 2023, Faculty members begin the internal process for reviewing the course description and outcomes. Co-requisite outcomes were approved by the Arts and Letters Division and by the Independence Community College Academic Council.

Updates to course descriptions and/or outcomes can be made through Division and Academic Council to begin in the semester immediately following however, institutional practice dictates these changes come into effect in the following catalog year.

b. List of Group Members																															
Name	Title																														
Heather Mydosh	Professor of English (Arts and Letters Division Chair)																														
Rafal Redlinski	Associate Professor of English																														
Bridget Carson	Associate Professor of English																														
Melissa Ashford	Professor of Accounting and Business (Business and Technology Division Chair)																														
Brian Southworth	Professor of Mathematics (Math and Sciences Division Chair)																														
4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:																															
<p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>																															
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>																															
<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td>Taylor Crawshaw</td> <td>Vice President for Academic Affairs</td> </tr> <tr> <td>Brian Southworth</td> <td>Professor of Mathematics (Math and Sciences Division Chair)</td> </tr> <tr> <td>Allen Shockley</td> <td>Associate Professor of Mathematics</td> </tr> <tr> <td>Heather Mydosh</td> <td>Professor of English (Arts and Letters Division Chair)</td> </tr> <tr> <td>Melissa Ashford</td> <td>Professor of Accounting and Business (Business and Technology Division Chair)</td> </tr> <tr> <td>Sonja Conley</td> <td>Academic Advisor</td> </tr> <tr> <td>Laura Jamison</td> <td>Academic Advisor</td> </tr> <tr> <td>Anita Chappuie</td> <td>Director for Institutional Research</td> </tr> <tr> <td>Matthew Kittrell</td> <td>Senior Director for Industry and Employer Engagement</td> </tr> <tr> <td>Wendy Niemeyer</td> <td>Registrar</td> </tr> <tr> <td>Dee Molnar</td> <td>Director for the William Inge Center for the Arts and Academic Advisor</td> </tr> <tr> <td>Tyler Allen</td> <td>Director for Enrollment and Retention</td> </tr> <tr> <td>Taylor Livingston</td> <td>Title III Director/Director for Academic Success Center</td> </tr> </tbody> </table>		Name	Title			Taylor Crawshaw	Vice President for Academic Affairs	Brian Southworth	Professor of Mathematics (Math and Sciences Division Chair)	Allen Shockley	Associate Professor of Mathematics	Heather Mydosh	Professor of English (Arts and Letters Division Chair)	Melissa Ashford	Professor of Accounting and Business (Business and Technology Division Chair)	Sonja Conley	Academic Advisor	Laura Jamison	Academic Advisor	Anita Chappuie	Director for Institutional Research	Matthew Kittrell	Senior Director for Industry and Employer Engagement	Wendy Niemeyer	Registrar	Dee Molnar	Director for the William Inge Center for the Arts and Academic Advisor	Tyler Allen	Director for Enrollment and Retention	Taylor Livingston	Title III Director/Director for Academic Success Center
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Tyler Allen	Director for Enrollment and Retention																														
Taylor Livingston	Title III Director/Director for Academic Success Center																														

20 Points
(a = 10 pts)

(b = 10 pts)

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Brian Southworth	Professor of Mathematics/Division Chair
Allen Shockley	Professor of Mathematics
Taylor Livingston	Title III Director/Director for Academic Success Center
Taylor Crawshaw	Vice President for Academic Affairs
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Taylor Crawshaw	Vice President for Academic Affairs
Brian Southworth	Professor of Mathematics (Math and Sciences Division Chair)
Allen Shockley	Associate Professor of Mathematics
Heather Mydosh	Professor of English (Arts and Letters Division Chair)
Melissa Ashford	Professor of Accounting and Business (Business and Technology Division Chair)
Sonja Conley	Academic Advisor
Laura Jamison	Academic Advisor
Anita Chappuie	Director for Institutional Research
Matthew Kittrell	Senior Director for Industry and Employer Engagement
Wendy Niemeyer	Registrar
Dee Molnar	Director for the William Inge Center for the Arts and Academic Advisor
Tyler Allen	Director for Enrollment and Retention
Taylor Livingston	Title III Director/Director fo Academic Success Center

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Independence Community College regularly practices the “train the trainer” methodology and will implement this for any missed professional development opportunities.

Math and English Departments and Academic Support Staff will review the most recent professional development events at Division or other regularly occurring meetings.

Faculty and staff will watch any available video recordings for professional development opportunities.

The Vice President for Academic Affairs will communicate through the monthly faculty meeting and Academic Affairs updates email detailing the important points for any meeting(s) that occurred that month.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

<https://www.indycc.edu/areas-of-study/programs/degree-maps>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs This(during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>Johnson County Community College is committed to implementing math pathways. In AY 2025 stakeholders across campus, particularly math faculty, divisional curriculum committees, program chairs, and JCCC Educational Affairs committees will work to identify and appropriate gateway math course that aligns with the skills students need for each of JCCC degree and certificate programs. JCCC Math faculty began this work in AY 2024. It is estimated that this work will continue throughout AY 2025 to review and update the gateway math requirement for each program as needed.</p> <p>Math pathways will follow the same implementation process as other curriculum changes. All proposed courses are required to go through a Division Curriculum Committee process and be formally approved by the JCCC Educational Affairs Committee. The mission of the Division Curriculum Committee is to maintain the quality and integrity of all curricula housed within its divisions. Each of JCCC’s academic divisions has a standing Division Curriculum Committee, and these committees serve as the “front line” in all curriculum matters. Once approved by the Division Curriculum Committee, the curriculum is placed on the JCCC Educational Affairs agenda for review and approval. The JCCC Educational Affairs Committee was created to provide leadership regarding the development, assessment, and evaluation of credit-bearing curriculum to the Board of Trustees.</p> <p>Once approved through the JCCC Educational Affairs committee, the gateway math course will be available for students to enroll the following academic year. Academic advisors/counselors will be kept up to date on any changes to programs math requirements as part of math pathways. Changes will be reflected in the next academic year’s catalogue.</p> <p>Additionally, tools used by students to assist in their academic planning will contain information on the gateway math required for the selected program. Examples of tools are Degree Works, and Stellic’s Plan my Classes. Course requirements/changes will also be reflected on JCCC’s degree maps.</p>	
List of Group Members	
Name	Title
Jennifer Kennett	Professor of Mathematics
Rhonda Barlow	Professor of Mathematics
Whitney Turner	Professor of Mathematics
Educational Affairs Committee Designee	
Division Curriculum Committee Designee	
JCCC Deans Council Designee	Academic Dean
Alex Wells	Assistant Dean, Counseling & New Student Retention
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)

a. Process & Estimated Timing

Math pathways for college algebra along with the 3 hour coreq course (Math 171/071) has been completed. Students started registering for the corequisite and gateway math courses beginning in Fall 2023.

Math pathways for Contemporary mathematics (Math 151) along with its coreq course (Math 051) has been developed within the mathematics department and is in the pipeline for Ed Affairs approval at JCCC for Fall 2024. The course will be offered Summer 2025 if approved by JCCC Ed Affairs.

Math pathways for Elementary statistics (Math 161) along with its coreq course (Math 061) has been developed within the mathematics department and is in the pipeline for Ed Affairs approval at JCCC for Fall 2024. The course will be offered Summer 2025 if approved by JCCC Ed Affairs.

Below is the map for JCCC’s current math placement with more to follow after Ed Affairs meeting with Math 151/051 & 161/061:

Mathematics Multiple Measures Placement

Course	High School GPA** & Coursework	ACTM & A42*		ALEKS PPL (Proctored)		Accuplacer**^		JCCC Prerequisite Course(s)†
College Algebra MATH 171 (3 hrs.)	HS GPA** ≥ 3.25 and a grade of “B” or higher in the final semester of Algebra II equivalent or higher (HMAT* ≥ 250)	22 or	20 or 21 and HS GPA** ≥ 3.25	46 or	ALEKS PPL 42 and HS GPA** ≥ 3.25	ANQS 263 or	ANQS 260 and HS GPA** ≥ 3.25	Accelerated Prep for College Math MATH 014 ^o (5 hrs.) or Intermediate Algebra MATH 116 ^o (3 hrs.)
College Algebra with Coreq. College Algebra Support Course MATH 171 (3 hrs.) and MATH 071 (3 hrs.)	HS GPA** ≥ 3.00 and a grade of “B” or higher in the final semester of Algebra II equivalent or higher (HMAT* ≥ 250)	21 or	20 and HS GPA** ≥ 3.00	38 or	ALEKS PPL 36 and HS GPA** ≥ 3.00	ANQS 260 or	ANQS 256 and HS GPA** ≥ 3.00	
Concurrent Enrollment QSP College Algebra MATH 171 (3 hrs.)	HS GPA** ≥ 3.00 and a grade of “B” or higher in the final semester of Algebra II equivalent or higher (HMAT* ≥ 250)	21 or	20 and HS GPA** ≥ 3.00	38 or	ALEKS PPL 36 and HS GPA** ≥ 3.00	ANQS 260 or	ANQS 256 and HS GPA** ≥ 3.00	
Finite Mathematics MATH 165 (3 hrs.)	HS GPA** ≥ 3.25 and a grade of “B” or higher in the final semester of Algebra II equivalent or higher (HMAT* ≥ 250)	22 or	20 or 21 and HS GPA** ≥ 3.25	46 or	ALEKS PPL 42 and HS GPA** ≥ 3.25	ANQS 263 or	ANQS 260 and HS GPA** ≥ 3.25	Accelerated Prep for College Math MATH 014 ^o (5 hrs.) or Intermediate Algebra MATH 116c (3 hrs.)

- Notes:
- *JCCC MATH placement requirements are valid for 2 years from the testing date or completed term
 - ** High school cumulative unweighted GPA on 4.0 scale
 - † JCCC MATH courses with prerequisite completion set at a grade of “C” or higher
 - SAT and IB scores considered case-by-case basis
 - ^ACCUPLACER to be phased out in a future catalog

01/18/2024

b. List of Group Members

Name	Title
Therese McChesney	Professor of Mathematics
Whitney Turner	Associate Professor of Mathematics
Aaron Gibbs	Professor of Mathematics
Donna Helgeson	Professor of Mathematics

Elaine Hembree	Assistant Professor of Mathematics
Colby Keslar	Associate Professor of Mathematics
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	
<p>a. Process & Estimated Timing</p> <p>In response to the state’s recommendation that two-year institutions replace prerequisite developmental experiences with corequisite remediation models, the English Department at Johnson County Community College assembled a working group of instructors to explore the two corequisite options identified in the state guidelines. The group discussed the goals and challenges of a corequisite course in a JCCC context, and it evaluated course offerings at other Kansas two-year institutions that already use corequisite courses for developmental composition. Ultimately, the group voted to pursue the “corequisite combination course” model, defined in the state guidelines as follows:</p> <p>A single course designed to include both developmental and college-level content (often referred to as courses “with review”). Examples include College Algebra with Review and English Composition I with Review. This includes non-credit instruction and non-credit labs that a student enrolls in. (Kansas Board of Regents, Placement/Assessment Committee. “Kansas Placement/Assessment Guidelines: A Best Practices Guide for Assessing and Placing Students in Developmental Education Courses at Postsecondary Institutions.” Updated October 2021. Page 7)</p> <p>The committee determined that the department would develop the new course as “ENGL 119: Composition I with Review.” It will include five hours of instructional time, while granting three credit hours to students; it will be designated writing-intensive for the purposes of faculty load, and as such will count as 1.25 toward load per credit hour.</p> <p>The committee approved the following action steps and timelines to ensure that the college can install the course in the academic catalog in Fall 2025:</p> <p>April-May 2024: Two members of the English Department will develop the outline, learning outcomes, and sample syllabus for ENGL 119: Composition I with Review.</p> <p>May 2024: The proposal for ENGL 119 as a new course will be evaluated and voted on by the divisional curriculum committee.</p> <p>October 2024: The proposal will be submitted to the college’s Educational Affairs committee.</p> <p>November 2024: The department will put multiple sections of the new course on the Fall 2025 schedule.</p> <p>Fall 2024: To prepare for the adoption and implementation of the course, the department will offer training sessions to full- and part-time instructors.</p> <p>January-March 2025: In advance of the Fall 2025 enrollment date of March 15th, the department will work with the college’s Counseling department to ensure that students receive appropriate guidance for enrollment in the new corequisite course.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>

August 2025: All instructors assigned to corequisite sections will meet in Professional Learning Days week for a final workshop on the new model.

Fall 2025: ENGL 119 will be offered for the first time.

b. List of Group Members

Name	Title
Andrea Broomfield	Chair, English Department
David Davis	Professor, English Department
Beth Gulley	Professor, English Department
Brian Shawver	Dean, Division of Communications, English, and Journalism

<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Name	Title
Jennifer Kennett	Professor of Mathematics
Rhonda Barlow	Professor of Mathematics
Therese McChesney	Professor of Mathematics
Aaron Gibbs	Professor of Mathematics
Donna Helgeson	Professor of Mathematics
Colby Keslar	Associate Professor of Mathematics
Whitney Turner	Associate Professor of Mathematics
Elaine Hembree	Assistant Professor of Mathematics
Ron Palcic	Chair and Professor of Mathematics
Brenda Edmonds	Professor of Mathematics
Jeff Lewis	Professor of Mathematics
Beth Edmonds	Professor of Mathematics

Institution: Johnson County Community College

David Davis	Professor, English Department
Beth Gulley	Professor, English Department
Shaun Harris	Professor, English Department
Greg Dixon	Professor, English Department
Bob Sykora	Assistant Professor, English Department
Doug Texter	Assistant Professor, English Department
Nick Hart	Adjunct Professor, English Department
Chris DeVictor	Adjunct Professor, English Department
Chris Patch	Adjunct Instructor, English Department
Stacey Lillich	Adjunct Instructor, English Department
Brent Haverkamp	Coordinator, Orientation & Student Retention
Casey Buchanan	Counseling and Advising, STEM
Amy Warner Koch	Counseling and Advising, STEM
Indra Mursid	Counseling and Advising, STEM
Chad Yonker	Counseling and Advising, STEM
Natalie Alleman Beyers	Institutional Planning & Research

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Jennifer Kennett	Professor of Mathematics
Rhonda Barlow	Professor of Mathematics
Whitney Turner	Professor of Mathematics
Alex Wells	Assistant Dean, Counseling
Casey Buchanan	Counseling and Advising, STEM
Amy Warner Koch	Counseling and Advising, STEM
Brent Haverkamp	Coordinator, Orientation & Student Retention
Chad Yonker	Counseling and Advising, STEM

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Shannon Benes	Assistant Professor of Mathematics
Geraldine Dotson	Professor of Mathematics
Justin Dunham	Professor of Mathematics
Rob Grondahl	Professor of Mathematics
Ruchika Gulati	Assistant Professor of Mathematics


Institution: Johnson County Community College


Richard Harris	Associate Professor of Mathematics
Darlene Hatcher	Associate Professor of Mathematics
Chris Imm	Professor of Mathematics
Kathi Lefert	Professor of Mathematics
Melissa Menning	Associate Professor of Mathematics
Jason Robertson	Assistant Professor of Mathematics
Kitz Siebert	Associate Professor of Mathematics
Christopher Valle	Associate Professor of Mathematics
Phil Veer	Professor of Mathematics
Shun Hwa Wang	Professor of Mathematics
Melissa Weston-Puett	Associate Professor of Mathematics
Andrea Broomfield	Chair, English Department
Brian Shawver	Dean, Division of Communications, English, and Journalism
Natalie Alleman Beyers	Director, Institutional Planning & Research
Cathy Almai-Mahurin	Dean of Students & Learner Engagement
Marcelle Cooper	Director, Testing and Assessment Services
Pete Belk	Director, Recruitment & Enrollment Strategy
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Materials that are disseminated through KBOR’s Professional Development offerings will be shared with those unable to attend.</p> <p>Additionally, JCCC will plan to video tape the inservice for viewing at a more convenient time for those that did not get a chance to participate in the face-to-face inservice/professional development.</p>	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points

JCCC Catalog – Courses & Programs: [Catalog - Academic Year 2024-2025 | Johnson County Community College Catalog \(jccc.edu\)](https://catalog.jccc.edu/)

Degree Maps JCCC AY 2025 Catalog: <https://catalog.jccc.edu/programs/>


Catalog Home > Program Search

Narrow Your Results 

Post JCCC Goals 

Career

Transfer to a 4-year school

*** Program Type** 

Certificate

Associate of Arts (AA)

Associate of Fine Arts (AFA)

Associate of Science (AS)

Associate of Applied Science (AAS)

Associate of General Studies (AGS)

Advanced Certificate

For older programs or those in phase out, degree maps can be found in prior year catalogue: <https://catalog.jccc.edu/archives/2023-24/>

Current: Degree maps do not specifically reflect new Systemwide General Education Framework at this time. The focus in AY2024 was to communicate the important courses that are a part of the general education framework for students to complete. The communications have focused on helping students better understand the new framework. Currently, reference to systemwide transfer courses are currently found here: <https://www.jccc.edu/admissions/financial-aid/house-bill-2144-taxpayer-student-transparency.html>

AY 2025: Webpages will be developed to help better inform students and families about the general education framework along with system-wide transfer courses. The information will be aligned with JCCC programs and embedded in the academic catalogue. Additionally, JCCC will hold JCCC Connection Nights for High School Students and parents with a focus on the KBOR system-wide general education frameworks along with transfer courses and dual degree options.

Degree Requirements:

- Associate of Arts: <https://catalog.jccc.edu/degreerequirements/associate-arts/>
- Associate Fine Arts: <https://catalog.jccc.edu/degreerequirements/associate-fine-arts/>
- Associate of Science: <https://catalog.jccc.edu/degreerequirements/associate-science/>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
<ul style="list-style-type: none"> a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and b. the list of the group members that will lead this work on campus. 	(a = 10 pts)
<p>a. Process & Estimated Timing</p> <ul style="list-style-type: none"> 1. The math department has developed and identified three courses for use with our transfer degrees and math pathways. These courses include MATH-0115 Statistics, MATH-0106 College Algebra, and MATH-0111 Contemporary Mathematics. Beginning in fall 2024 these courses will be offered without prerequisites. 2. KCKCC will participate in KBOR efforts to determine the correct gateway math course for each degree program. The final timeline for this will be impacted by how quickly KBOR provides back the required math courses for each degree at the Regent Universities. The hope is to finish this in fall 2024 or spring 2025. 3. The Math Coordinator and Dean of MSBT will work with the VPAA office to update each guided pathway and degree through the Academic Affairs (curriculum) Committee to reflect the correct math course for each degree to be completed by fall 2025. 4. The Dean of MSBT and the Assistant Director of Student Success and Retention will update program pages and guided pathways to reflect correct guided pathway math courses to be completed by fall 2025. 	
b. List of Group Members	
Name	Title
Ed Kremer	Dean of Math, Science, Business, and Technology
Jerry Pope	Vice President of Academic Affairs
Brett Lagerblade	Assistant Director of Student Success and Retention
Cathy Sutherlin	Developmental Math Coordinator
David Jones	Math Coordinator
Other Math faculty as needed	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
<ul style="list-style-type: none"> a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus. 	(a = 10 pts)
<p>a. Process & Estimated Timing</p> <ul style="list-style-type: none"> 1. The math department has developed a corequisite MATH Course for College Algebra, College Algebra with Review MATH-0105 (5-credit hours). 2. Hire a consultant as part of the college’s Title III grant to help with developing and exploring formats for corequisite math courses during fall 2024. 3. Develop similar courses for MATH-0115 Statistics and MATH-0111 Contemporary Mathematics. The department is working to determine the format and number of credit hours each course will receive. Additionally, the department will work with the Title III consultant to determine how they will be offered. This work to be completed by the end of spring 2025. 4. Begin offering all three-corequisite courses by fall 2025. 	

b. List of Group Members	
Name	Title
Dr. Ed Kremer	Dean Math, Science, Business, and Technology
Cathy Sutherlin	Developmental Math Coordinator
Dr. Gena Ross	Director of Student Support for Program Success
David Jones	Math Coordinator
Other math faculty as needed	
3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)	
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing [A corequisite English support developmental education course was created, approved, and implemented beginning in Spring 2022. The number of sections of this Integrated Reading and Writing (INRW 0099) corequisite course with English Composition I (ENGL 0101) has steadily increased over the past five semesters.]	
b. List of Group Members	
Name	Title
Dr. Donna Bohn	Dean, Arts, Communications, & Humanities
Dr. Faith Harrell	Reading Program Coordinator and Instructor
Dr. Elizabeth Gillhouse	Professor of English and English Coordinator
4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:	
a. lists of individuals broken down by who will participate in professional development for <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).	20 Points (a = 10 pts) (b = 10 pts)
a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title
Dr. Ed Kremer	Dean MSBT
Cathy Sutherlin	Developmental Math Coordinator and developmental math faculty member

Institution: Kansas City Kansas Community College

Dr. Gena Ross	Director of Student Support for Program Success
David Jones	Math Coordinator and math faculty member
Dr. Donna Bohn	Dean, Arts, Communications, & Humanities
Dr. Faith Harrell	Reading Program Coordinator and Instructor
Dr. Elizabeth Gillhouse	Professor of English and English Coordinator
Brett Lagerblade	Assistant Director of Student Success and Retention
Kathy Boeger	Student Success Advisor
Jeremiah McCluney	Student Success Advisor
Dr. Stephen Nettles	Director of Institutional Effectiveness
Christopher Day	Research Analyst

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Dr. Ed Kremer	Dean of Math, Science, Business, and Technology
Brett Lagerblade	Assistant Director of Student Success and Retention
Cathy Sutherlin	Developmental Math Coordinator
David Jones	Math Coordinator
Kathy Boeger	Student Success Advisor
Jeremiah McCluney	Student Success Advisor

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Dr. Elizabeth Gillhouse	English Coordinator and Professor of English
Dr. Faith Harrell	Reading Program Coordinator and Instructor
David Jones	Math Coordinator and Mathematics Instructor
Paige Darby	Professor of Mathematics
Brett Lagerblade	Assistant Director of Student Success and Retention
Valerie Mendoza	Student Success Advisor
Robert Roberson	Student Success Advisor
Faith Moody	Placement Testing Specialist I
Dr. Stephen Nettles	Director of Institutional Effectiveness
Christopher Day	Research Analyst

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Unless otherwise determined by KBOR staff, training opportunity times and dates will be sent to the appropriate individuals through a calendar invite by the Vice President of Academic Affairs. The deans and assistant directors will confirm attendance at the professional development opportunities. Anyone who must miss the live training will be required to both watch the recording and review the provided professional development documentation. Again, this will be monitored by the deans and directors among the attendees. The VPAA will confirm keep track of the trainings and attendance results. Consistent lack of attendance and participation will be viewed as a performance-related issue and taken through the appropriate disciplinary procedures as outlined in college policy.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

https://www.kckcc.edu/academics/degrees-and-certificates/index.html?utm_source=globalnav&utm_medium=links&utm_campaign=programs

When a student visits the “Programs” link from the college’s home page, they are directed to a list of all the certificates and degrees offered at KCKCC. When a student further clicks on “Program Info” for an individual degree, they are directed to the relevant page in the Academic Catalog which includes program-specific information (for example, if it is an accredited program, if it is a selective admission program, etc.) as well as a list of all courses required for the degree and a semester-by-semester course listing. Additionally, systemwide transfer courses are noted.

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing [Labette Community College started this process roughly a year ago. We currently already offer all three math pathway classes (College Algebra, Elementary Statistics, and Quantitative Reasoning. We have implemented the math course required for Elementary Education during the program to program alignment for AY25. All three courses are currently being offered at LCC and we will be able to adjust math pathways into degree programs for the start of AY26 if the math designations are provided by the state prior to February 1, 2025.]	
b. List of Group Members	
Name	Title
Ralph Gouvion	Professor of Math
Allie Kashka	Assistant Professor of Math
Dr. Ken Elliott	Dean of Instruction and Distance Learning
Dr. Jason Sharp	Vice President of Academic Affairs
Curriculum and Instruction Committee – 8 total (5 faculty	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing [Our math faculty have taken a progressive approach. We currently offer all three math pathway courses developed and offered to students. For the support sections of math courses, our math faculty will be developing this academic year a corequisite support for College Algebra, Elementary Statistics, and Quantitative Resoning. The final design will be largely dependent on the math placement scores and disciplines identified by the state and provided to the community colleges. We plan to offer the support courses in Fall 2025 (AY26). With the full plan of working it into our math schedule in AY26.]	

b. List of Group Members	
Name	Title
Ralph Gouvion	Professor of Math
Allie Kashka	Assistant Professor of Math
Dr. Ken Elliott	Dean of Instruction and Distance Learning
Dr. Jason Sharp	Vice President of Academic Affairs
Curriculum and Instruction Committee – 8 total (5 faculty)	
3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)	
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing <p>Labette Community College already has in place a English Comp I with review. LCC has been offering this course for numerous semesters and have phased out most of the standalone developmental English classes.</p> <p>English faculty and administration worked together on this over the last 3 years using, at first, an accelerated model with two course options offered during the same semester. We identified a few challenges for the college and students with this design. The first was scheduling conflicts for the two-course option, second was student engagement in the separate two-course option and lastly, student’s performance in the “transfer course” versus that of the “support” course. Therefore, we designed and developed an English Comp I with review course (co-requisite support). As a result, the students and college have not seen the same challenges that were experienced previously.</p> <p>Initiative completed and implemented already.</p>	
b. List of Group Members	
Name	Title
Elizabeth Stoneberger	Professor of English
Randee Baty	Assocaite Professor of English
Dr. Ken Elliott	Dean of Instruction and Distance Learning, prior English professor
Dr. Jason Sharp	Vice President of Academic Affairs
Curriculum and Instruction Committee – 8 total (5 faculty)	
4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:	
a. lists of individuals broken down by who will participate in professional development for <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for <ul style="list-style-type: none"> o English & math corequisite support developmental education; 	20 Points (a = 10 pts) (b = 10 pts)

<ul style="list-style-type: none"> ○ Math Pathways; and ○ Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	
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a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Name	Title
Ralph Gouvion	Professor of Math
Allie Kashka	Assistant Professor of Math
Elizabeth Stoneberger	Professor of English
Randee Baty	Associate Professor of English
Dr. Ken Elliott	Dean of Instruction and Distance Learning, prior English professor
Ross Harper	Dean of CTE and Workforce
Dr. Jason Sharp	Vice President of Academic Affairs
Tracie Moon	Database Administrator
April Bolinger	Director of Advising
Elizabeth Robinson	Director Student Success Center

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Ralph Gouvion	Professor of Math
Allie Kashka	Assistant Professor of Math
Elizabeth Stoneberger	Professor of English
Randee Baty	Associate Professor of English
Dr. Ken Elliott	Dean of Instruction and Distance Learning, prior English professor
Ross Harper	Dean of CTE and Workforce
Dr. Jason Sharp	Vice President of Academic Affairs
Tracie Moon	Database Administrator
April Bolinger	Director of Advising
Elizabeth Robinson	Director Student Success Center

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Ralph Gouvion	Professor of Math
Allie Kashka	Assistant Professor of Math
Elizabeth Stoneberger	Professor of English

Randee Baty	Associate Professor of English
Dr. Ken Elliott	Dean of Instruction and Distance Learning, prior English professor
Ross Harper	Dean of CTE and Workforce
Dr. Jason Sharp	Vice President of Academic Affairs
Tracie Moon	Database Administrator
April Bolinger	Director of Advising
Elizabeth Robinson	Director Student Success Center

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Labette Community College’s plan is to share the information from KBOR training in a variety of different ways.

Current:

VPAA has shared the upcoming state initiatives (math pathways, placement scores, developmental education, etc.) and trainings that will be offered by KBOR with student affairs and academic affairs staff since spring 2024.

Fall 2024 – August:

The VPAA will share information with the entire college (all employees) during an opening session at our fall Inservice. The Dean of Instruction & Distance Education and the Dean of CTE & Workforce will be able to share information during the Dean’s break out session (adjuncts) and concurrent meeting (high school coordinators and instructors) during fall Inservice.

In addition, the Director of Advising and/or Director of Student Success Center can share the information during the student affairs meeting during Inservice.

The Database Administrator can share the information with the financial affairs department.

The Vice President of Academic Affairs will also share the information during the Academic Affairs Faculty / Staff meeting. This will be multiple layers and repetitive in nature, allowing all parties to hear the information many different times.

Curriculum and Instruction Committee meeting during Inservice. The VPAA will share the information during the August meeting.

Fall monthly:

LCC holds monthly all employee meetings. Each month the VP’s provide updates to all employees regarding different trends or items that impact the college operations. The VPAA plans to use this time to share KBOR training updates either schedule or content depending on KBOR training schedule.

The VPAA will keep the Curriculum and Instruction Committee up-to-date with information during our fall monthly meetings regarding curriculum. The VPAA has share most of this information in the spring during our meeting and are waiting for the roll out at the state.

As received:

The VPAA will schedule any necessary training or information sharing meetings with impacted staff during the term depending on the date of the professional training from the state.

The VPAA will send any training materials to those mentioned above to schedule attendance with the meetings. Should there be any conflict with the meeting times due to class, advising appointments, etc. it will be a college expectation that they watch the webinar recordings as soon as possible. The webinars will also be shared with all other employees as a informational resources after each monthly meeting or as distributed by KBOR.

Institution: Labette Community College

5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
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Labette Community College has academic pages with the scope of programs outlined. However, for streamlined student access the college provides a direct link (catalog tab) which outlines each of our programs, the general education requirements and general elective options. That information can be found at the following link (below). Students can click on any degree program, technical certificate or certificate of completion to view a curriculum map and program of study outline.

[Degree & Certificate Programs | Labette Community College](#)

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	
Process Information	
NCCC currently offers all three math pathways courses:	
<ul style="list-style-type: none"> • MATH 113 College Algebra – KRSN MAT1010 • MATH 133 Quantitative Reasoning – KRSN MAT1040 • MATH 143 Elementary Statistics – KRSN MAT1020 	
<p>In order to ensure that our courses are meeting the necessary expectations, we will continue to participate in all related Kansas Core Outcome Group (KCOG) review meetings and update the course learning outcomes when appropriate. Additionally, to ensure that all of our students have access in all modalities for these three courses, last year, we took proactive action to develop MATH 133 Quantitative Reasoning for the online environment. This was the only one of the three courses that had yet to be developed for the online environment.</p> <p>In order to make sure that the appropriate math course is connected to the appropriate program, the team established below will keep up with all updates provided by the math pathways working group and the results of the decisions made at our university partners related to which math course is needed per program. NCCC faculty spent 2023-2024 updating all of our degree maps as part of this performance agreement, therefore we “made our best educated guess” for which course was appropriate for each program, or in some cases provided two options for students. We will update as needed.</p>	
Timing Information	
<p>Much of the work to create and approve gateway math courses for math pathways into degree programs has already been completed, therefore the timing information for this report is related primarily to any changes to our degree pathways that need to be made as a result of the working group and final decisions per program. Generally, if a change is needed, the degree path update will originate in a division meeting, and then if approved, will move on to a Curriculum Committee meeting. If approved at that level, the change will be proposed to the NCCC Board of Trustees for their approval. This process will take a minimum of three months; however, several changes can be processed concurrently.</p>	
b. List of Group Members	
Name	Title
Paul Walcher	Math Professor
Rita Drybread	Math Professor
Doug Joseph	Math Professor
Dr. Steve Yuza	Applied Science Division Chair
Stephen Dowell	Dean for Assessment and Institutional Effectiveness
Dr. Sarah Robb	Vice President for Student Learning
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	

Process Information

NCCC currently offers corequisite math support for MATH 113 College Algebra in the form of MATH 111 College Algebra Workshop. Additional work will be completed by the NCCC Math task force (members listed below). A preliminary meeting to establish timelines and expectations was completed in Spring 2024.

Work during the 2024-2025 academic year will include the potential revision and expansion of MATH 111 to include concepts currently being covered in Beginning and Intermediate Algebra to accommodate for this adjustment to eliminate traditional pre-requisite developmental education. Additionally, this task force will begin to plan and discuss additional co-requisite courses that may be needed for the Elementary Statistics and Quantitative Reasoning pathways once those pathways are fully developed at the state level.

Timing Information

Because the MATH 111 College Algebra Workshop already exists, the Math Task Force will prioritize the revision and expansion of this course content first. Once that is completed, the additional work for the other pathways will begin. In order to be eligible to provide the newly updated MATH 111 sections in the Fall 2025, work on the course will need to be completed prior to March 2025. NCCC has the structure in place to meet this timeline.

b. List of Group Members

Name	Title
Paul Walcher	Math Professor
Rita Drybread	Math Professor
Doug Joseph	Math Professor
Dr. Steve Yuza	Applied Science Division Chair
Stephen Dowell	Dean for Assessment and Institutional Effectiveness
Dr. Sarah Robb	Vice President for Student Learning

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

Process Information

NCCC currently offers corequisite English support by offering ENGL 100 Pre-Composition in an eight-week setting during the first part of a semester and then an eight-week section of ENGL 101 English Composition 1. This is currently considered co-requisite in KBOR standards; however, the English Task Force (members listed below) will be discussing the transition of this course to mirror that of the College Algebra Workshop that supplements a student in the college-level course throughout the 16-week semester. A preliminary meeting to establish timelines and expectations was completed in Spring 2024.

Therefore, work during the 2024-2025 academic year will include the potential revision and expansion of ENGL 100 to accommodate for this change.

Timing Information

In order to be eligible to provide the newly updated ENGL 111 sections in the Fall 2025, work on the course will need to be completed prior to March 2025. NCCC has the structure in place to meet this timeline.

b. List of Group Members		
Name	Title	
Ruth Zollars	English Professor	
James Adams	English Professor	
Greg Olsen	English Professor	
Kevin Blackwell	Liberal Arts Division Chair	
Stephen Dowell	Dean for Assessment and Institutional Effectiveness	
Dr. Sarah Robb	Vice President for Student Learning	
<p>4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
Ruth Zollars	English Professor	
James Adams	English Professor	
Greg Olsen	English Professor	
Paul Walcher	Math Professor	
Rita Drybread	Math Professor	
Doug Joseph	Math Professor	
Andrew Haworth	Director of Advising and Counseling	
Sally Sudja	Learning Center Assistant/Advisor	
Ragan Vogel	Advising and Testing Specialist	
LuAnn Hauser	Coordinator of Institutional Research and Reporting	
Dr. Steve Yuza	Applied Science Division Chair	
Kevin Blackwell	Liberal Arts Division Chair	
Stephen Dowell	Dean for Assessment and Institutional Effectiveness	
Dr. Sarah Robb	Vice President for Student Learning	

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Paul Walcher	Math Professor
Rita Drybread	Math Professor
Doug Joseph	Math Professor
Dr. Steve Yuza	Applied Science Division Chair
Stephen Dowell	Dean for Assessment and Institutional Effectiveness
Dr. Sarah Robb	Vice President for Student Learning
Andrew Haworth	Director of Advising and Counseling
Sally Sudja	Learning Center Assistant/Advisor
Ragan Vogel	Advising and Testing Specialist
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Ruth Zollars	English Professor
James Adams	English Professor
Greg Olsen	English Professor
Paul Walcher	Math Professor
Rita Drybread	Math Professor
Doug Joseph	Math Professor
Andrew Haworth	Director of Advising and Counseling
Sally Sudja	Learning Center Assistant/Advisor
Ragan Vogel	Advising and Testing Specialist
LuAnn Hauser	Coordinator of Institutional Research and Reporting
Dr. Steve Yuza	Applied Science Division Chair
Kevin Blackwell	Liberal Arts Division Chair
Stephen Dowell	Dean for Assessment and Institutional Effectiveness
Dr. Sarah Robb	Vice President for Student Learning

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

When information is provided from KBOR about professional development opportunities related to these goals, the information will be effectively shared with the appropriate task force members at NCCC. The Vice President for Student Learning will ensure that these identified task force members either attend the professional development activity or view the recording of the activity within an appropriate timeframe.

The Vice President for Student Learning's Office will ensure effective sharing of the professional development opportunities through:

- Making sure the activity information is added to each appropriate task force member's Microsoft Outlook calendar;
- Sending email reminders and tracking attendance or confirmation of review of recordings for members per assigned activity; and
- Sharing updates in Division meetings about upcoming opportunities.

Additionally, a new standing agenda item will be added to the regularly scheduled Division Meetings (Applied Science and Liberal Arts), the Student Learning Division Meetings, and the general Faculty Meetings throughout the year to ensure that the information from the professional development opportunities will be gathered, effectively disseminated, and discussed. Task force members will be expected to report back to their Division and Faculty Meetings (monthly) with any updates. Action items from these reports will be forwarded to the appropriate office or department for completion.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

NCCC has done extensive work on the degree maps to meet all aspects of this requirement. The following is a link to the Program Path/Degree Map page in NCCC's current Academic Catalog as evidence:

<https://catalog.neosho.edu/content.php?catoid=4&navoid=352>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Pratt Community College (PCC) is committed to implementing math pathways. The current math course most often required is College Algebra (MTH178). College Mathematics (MTH176) has not been part of the regular math schedule for several years. With the new math pathways, the College is renaming and restructuring this course into Contemporary Mathematics (MTH176). While Elementary Statistics is a current course, it is also undergoing revision. The timeline below illustrates PCC’s commitment to implementing math pathways. PCC understands math pathways and placement guidelines will evolve as KBOR committees continue their work; the College is committed to adhering to KBOR guidelines.

Timeline

Fall 2023

- PCC math faculty, the department chair, and the Vice President of Instruction meet to discuss math pathways.
- The College’s curriculum committee reviews math pathway information as part of its review of current math course requirements for degrees and certificates. The two groups work together and decide to enact math pathway changes effective with 2024-2025 new student enrollment.
- PCC hires a math consultant to work with math faculty to provide guidance/strategies to improve math course success rates. To support the math pathways project, the services of the math consultant include assisting with the review and discussion of math pathways and multiple measures math placement.

(As noted above, we realize that as more information is shared by KBOR, we will need to adjust math pathway and placement information to align with KBOR guidelines.)

Spring 2024

- The initial math pathways team membership is expanded beyond the math faculty, department chair, and VP of Instruction to include the math consultant, the Director of the Student Success Center, the Coordinator of Institutional Research/IE, and the Director of Admissions.
- Multiple meetings occur throughout the spring. Math faculty share their work with the curriculum committee.
- Math faculty submit revised College Algebra, Contemporary Mathematics, and Elementary Statistics syllabi to PCC’s curriculum committee; syllabi are approved.
- The math pathways team reviews data to gather insight as to the number of sections necessary for College Algebra, Contemporary Mathematics, and Elementary Statistics. Data studied includes the number of students selecting each degree/certificate for the past three years and their majors.
- Prior to fall pre-enrollment, meetings are held with faculty, faculty advisors, and staff advisors to inform them of changes in the math requirements for degrees/certificates. To ensure students are properly enrolled, meetings and written information will continue to be shared prior to the start of each semester’s enrollment. Prior to being assigned advisees, faculty and staff who advise are required to complete advisor training through our Student Success Center. Placement, corequisite and college-level course information as well as math pathway guidelines are part of that training (as is the new general education curriculum).
- Information regarding changes in the math curriculum and course requirements is also shared with the full college community through email and all-employee meetings.
- Beginning with March early enrollment, new students are enrolled using the math pathway requirement appropriate for their degree/certificate goal and using the multiple measures placement guidelines.

Summer 2024

- Enrollment of new students continues following the new math degree/certificate requirements.
- Enrollment numbers are monitored; course sections are added as needed.

Fall 2024-Spring 2025

- PCC implements math pathways as a pilot project during the 2024-2025 academic year. The College recognizes pathways may need to be adjusted as information is shared by the Kansas Board of Regents.
- The College’s team will continue to meet throughout the year to review the math requirements using updates from KBOR to guide discussion.

- Changes will be communicated to faculty and staff advisors and the College community at-large.
- Academic degree maps and degree and certificate requirements will be updated as necessary.

b. List of Group Members

Name	Title
Sarah Jackson	Math Instructor
Karen Baker	Math Instructor
Michael Jackson	Math Instructor
Monette DePew	Vice President of Instruction

2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)

a. Process & Estimated Timing

Pratt Community College (PCC) is committed to implementing corequisite math courses as demonstrated in the timeline below. |

Timeline
Fall 2023

- PCC math faculty, the department chair, and the Vice President of Instruction meet to discuss corequisite math courses.
- The College’s curriculum committee endorses the move from developmental courses prior to the gateway course to corequisite support of gateway courses.
- PCC administration and math faculty enlist the services of a math consultant to assist with planning and structuring the corequisite math courses.

Spring 2024

- The initial corequisite math team membership noted Bullet 1 of Fall 2023 is expanded to include the math consultant, the Director of the Student Success Center, the Coordinator of Institutional Research/IE, and the Director of Admissions.
- Math faculty submit revised College Algebra, Contemporary Mathematics, and Elementary Statistics syllabi to PCC’s curriculum committee; syllabi are approved.
- Also submitted to and approved by the curriculum committee are the syllabi for each of the corequisite support courses. Gateway course learning outcomes have figured prominently in the planning of course curriculum and will provide the foundation for the corequisite math course curriculum and learning outcomes.
- Course placement review occurs; changes to course placement are made, most notably the inclusion of high school GPA as a placement measure. (Placement will be adjusted to adhere to KBOR guidelines once those guidelines are finalized.)
- To determine the number of corequisite courses needed for each gateway math course, previous years’ enrollment data reports are reviewed and used as a guide.
- Gateway course learning outcomes figure prominently in the planning and development of the corequisite courses; learning outcomes provide the foundation for the corequisite math course curriculum.
- Prior to Fall 2024 pre-enrollment, meetings are held with faculty, faculty advisors, and staff advisors to inform them of the changes to inform and educate everyone as to the change from developmental math course format to the corequisite format. This includes course placement measures updates.
- Information regarding changes in the math curriculum and course requirements as well as course placement measures is shared with all PCC employees through email and during all-employee and other meetings.
- Fall 2024 pre-enrollment begins; students are enrolled in the corequisite course according to revised placement guidelines.
- Meetings with the team will continue throughout the year to review the challenges and successes of the corequisite courses. The College recognizes adjustments will need to occur.

Summer 2024

- Faculty are offered extended contracts to adjust/create course curriculum for College Algebra, Contemporary Mathematics, and Elementary Statistics.

- Extended contracts are also offered to create course curriculum for corequisite classes for each of the above math courses.
- To determine the number of corequisite courses needed for each gateway math course, reports from previous years' enrollment data are reviewed and used as a guide.
- Enrollment in corequisite courses is being closely watched to see what adjustments may be required (ex.the need for an additional corequisite section).

Fall 2024-Spring 2025

- PCC implements corequisite courses for on-campus College Algebra, Contemporary Math, and Statistics courses as a pilot project during the 2024-2025 academic year.
- Faculty and VP of Instruction participate in KBOR sponsored and other professional development opportunities.
- Meetings with the team will continue throughout the year to review the challenges and successes of the corequisite courses.
- Recommendations will be discussed; curriculum changes approved.
- Academic degree maps and degree and certificate requirements will be updated as necessary.

Summer 2025

- Faculty will be offered compensation to revise curriculum and course structure as indicated by student and instructor feedback and by any changes in KBOR guidelines.
- Compensation will also be available to faculty building the online math corequisite courses.

Fall 2025

- The math corequisite courses will be available for online delivery.
- Corequisite and academic degree map changes will be communicated to all faculty and faculty/staff advisors as well as the College community at-large.

b. List of Group Members

Name	Title
Sarah Jackson	Math Instructor
Karen Baker	Math Instructor
Michael Jackson	Math Instructor
Monette DePew	Vice President of Instruction

<p>3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

Historically, Pratt Community College has offered two levels of developmental writing support to students: Fundamentals of Writing (the first level) and Basic Writing (the second level). Basic Writing was scheduled in a corequisite format with the college level English Composition I course. Basic Writing paired with English Composition I could be completed within one semester. Fundamentals of Writing was a prerequisite to both the paired option or English Composition I. (Students who were successful in Fundamentals of Writing were placed in either the paired Basic Writing/English Composition I course or in a stand-alone English Composition I course.)

Timeline:

Fall 2023

- English faculty begin meeting to discuss moving solely to the corequisite English Composition I course support model.
- PCC's curriculum committee endorses this move.

Spring 2024

- Upon recommendation by the English department and approval from the curriculum committee, the decision is made to no longer offer Fundamentals of Writing. Instead, students needing additional support as indicated by multiple placement measures will be enrolled in the English Composition I corequisite support class.
- Upon recommendation by the English department and approval from the curriculum committee, the decision is made to retain the current corequisite English Composition I course with a new title—Composition I Coreq.
- Placement measures are reviewed and expanded to include high school GPA.(Once established, PCC will utilize KBOR placement measures.)
- English faculty submit revised course descriptions and syllabi to the curriculum committee for approval. Approval is granted.
- To determine the number of corequisite courses needed for the gateway English course, reports from three previous years' enrollment data are reviewed and used as a guide.
- Prior to Fall 2024 pre-enrollment, meetings are held with faculty, faculty advisors, and staff advisors to inform them of the changes and to educate everyone as to the corequisite format and revised placement measures.
- Information regarding changes in the English Composition I and Composition I Coreq. courses is shared with all college employees through email and during all-employee meetings. Course placement revisions are also provided.
- Fall 2024 pre-enrollment begins; students are enrolled in the corequisite course according to revised placement guidelines.
- Meetings with the team will continue throughout the year to review the challenges and successes of the corequisite courses. The College recognizes adjustments may need to occur based on student and faculty feedback and KBOR updates. |

Summer 2024

- The lead English instructor, who also serves as department chair, accepted a summer assignment to complete the corequisite course curriculum. This includes compensation for the work.
- Gateway course learning outcomes will figure prominently in the development of the corequisite English course curriculum.
- Corequisite course enrollment is being closely watched to see what scheduling adjustments may be required (ex. the need for an additional corequisite course section).

Fall 2024/Spring 2025

- PCC implements the revised Composition I Coreq course for on-campus sections as a pilot project.
- Department faculty will use data and instructional experience to review the course curriculum and placement measures.
- Academic degree maps and degree and certificate requirements will be updated as necessary.

Summer 2025

- Faculty will be offered compensation to revise course curriculum and course structure based on the review of enrollment data, course success rate data, student course evaluation, updates from KBOR, and other appropriate data/information. Curriculum will be adjusted as indicated by data and faculty input.
- Development of the corequisite course for online delivery will occur.

Fall 2025

- Composition I Coreq will be available for online delivery.
- Corequisite and academic degree map changes will be communicated to all faculty and faculty/staff advisors as well as the College community at-large.

b. List of Group Members

Name	Title
Stephanie Wiese	English Instructor/Advisor
Brandon Cummins	English Instructor/Advisor
Amber Graves	English Instructor/Advisor
Monette DePew	Vice President of Instruction

Name	Title
Stephanie Wiese	English Instructor/Advisor
Brandon Cummins	English Instructor/Advisor
Amber Graves	English Instructor/Advisor
Sarah Jackson	Math Instructor/Advisor
Karen Baker	Math Instructor/Advisor
Michael Jackson	Math Instructor/Advisor
Diego Esparza	Student Success Center Director
Lisa Kolm	Coordinator of Institutional Research/IE
Monette DePew	Vice President of Instruction
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Pratt Community College is committed to ensuring that the individuals on the above list and all additional faculty and staff who advise receive the training necessary for successful implementation of the English and Math corequisite support information, math pathways, and course placement measures through the following strategies:</p> <ol style="list-style-type: none"> 1. Email communications will be sent to faculty and staff with the times, days, and topics of the training sessions. Administrative expectations of participation will be clearly stated. Faculty and staff who have conflicts with any of those sessions will be required to review the recorded sessions within 10 days of the initial session. 2. KBOR training information will be shared with additional faculty and staff involved in the implementation of English and math corequisite courses, math pathways, and course placement measures for gateway and corequisite courses through faculty and staff meetings. This will reinforce the training information to those who attended the sessions, communicate the information to team members unable to attend the KBOR professional development and trainings, and inform the broader audience of all faculty, Student Success Center personnel/advisors, and Admissions personnel. 3. A written review of the summaries will be available through faculty and staff meeting minutes. 4. The Vice President of Instruction will be participating in the professional development and trainings; she will meet with math and English faculty and the IR representative should they be unable to attend to ensure they remain informed. The Student Success Center Director will follow up with Student Success Center and Admissions personnel. 	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>https://prattcc.edu/sites/default/files/media/documents/2024/academic-maps-combined-6524-0-6450.pdf</p> <p>https://prattcc.edu/academic-degree-maps</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>College Algebra and Elementary Statistics have been offered at SCCC for years and are already in place. Several sections of College Algebra are offered each semester and Elementary Statistics is offered at least once a semester. More sections will be added in the future as needed.</p> <p>Contemporary Math was developed in Fall 2023. The course was developed by mainly focusing on the KBOR Core Outcomes approved during the KCOG Core Outcomes Conference in October 2023. During the discussions, the department members were able to also discuss and ask questions of several other colleges and institutions that are already currently offering this course. It is also helpful that one of the current faculty members at SCCC has taught a similar course at their previous institution, so they were familiar with the content in the KBOR Core Outcomes. The course has been approved by the Academic Affairs Council and will be offered every semester beginning Fall 2024.</p> <p>Faculty involved with every program will review and update program degree sheets by December of 2024. This includes making changes to the required math course to align with the system-approved math pathways course if necessary. These changes will be made in time to share with potential students before they enroll in March of 2025.</p>	
b. List of Group Members	
Name	Title
Bonnie Merrihew	Math Instructor
Dr. Heather Hannah	Math Instructor
Dr. William Bryan	Math, Science, Physical Education Division Chair
DeeDee Flax	Agriculture, Business, and Personal Services Division Chair
Dr. Magda Silva	Humanities and Social Services Division Chair
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
<p>a. Process & Estimated Timing</p> <p>College Algebra with Review was developed and approved Spring 2023. It was first taught in Fall 2023 and will continue to be offered every semester.</p> <p>Contemporary Math with Review will be developed Fall 2024, with the plan to be approved by Academic Affairs in Spring 2025. The plan is to offer it every semester beginning in Fall 2025. As the Contemporary Math course is taught, faculty will be able to determine what types of support will be necessary to include in the corequisite course.</p> <p>Elementary Statistics with Review will be developed Fall 2024, with the plan to be approved by Academic Affairs in Spring 2025. The plan is to offer it every semester beginning in Fall 2025.</p> <p>The math department plans to utilize the professional development opportunities to guide the development and improvement of these courses.</p>	
b. List of Group Members	

Name	Title	
Bonnie Merrihew	Math Instructor	
Dr. Heather Hannah	Math Instructor	
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>SCCC already offers corequisite English support through English Composition Plus. This has been offered since 2018, and four sections will be offered in Fall 2024.</p>		
<p>b. List of Group Members</p>		
Name	Title	
Sherry Moentmann	English Instructor	
Gina Moore	English Instructor	
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
Bonnie Merrihew	Math Instructor	
Dr. Heather Hannah	Math Instructor	
Alex Groves	Math Instructor	
Sherry Moentmann	English Instructor	
Gina Moore	English Instructor	
Jason Pete	English Instructor	
Joy Jacquart	English Instructor	
Stephanie Heger	Director of Student Success	

Institution: Seward Community College

Ruth Rivera	Advising and Transfer Coordinator
Jamie Francis	Academic and Online Advisor
Teresa Wehmeier	Institutional Research Data Analyst
Erika Espinoza	Executive Director of Enrollment Management
Joel Figgs	Director of Trio
Laura Rosales	Director of Outreach
Dr. William Bryan	Division Chair, Math Science Physical Education
Magdalena Lopez	SSS/Trio Academic & Career Advisor
Dr. Magda Silva	Division Chair, Humanities and Social Science
Bronwyn Bahr	Research and Assessment Secretary

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Bonnie Merrihew	Math Instructor
Dr. Heather Hannah	Math Instructor
Alex Groves	Math Instructor
Stephanie Heger	Director of Student Success
Ruth Rivera	Advising and Transfer Coordinator
Jamie Francis	Academic and Online Advisor
Erika Espinoza	Executive Director of Enrollment Management
Joel Figgs	Director of Trio
Laura Rosales	Director of Outreach
Dr. William Bryan	Division Chair, Math Science Physical Education
Magdalena Lopez	SSS/Trio Academic & Career Advisor

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Leanne Nay	Testing Center Facilitator
Bonnie Merrihew	Math Instructor
Dr. Heather Hannah	Math Instructor
Alex Groves	Math Instructor
Sherry Moentmann	English Instructor
Gina Moore	English Instructor
Jason Pete	English Instructor

Joy Jacquart	English Instructor
Stephanie Heger	Director of Student Success
Ruth Rivera	Advising and Transfer Coordinator
Jamie Francis	Academic and Online Advisor
Teresa Wehmeier	Institutional Research Data Analyst
Erika Espinoza	Executive Director of Enrollment Management
Joel Figgs	Director of Trio
Laura Rosales	Director of Outreach
Dr. William Bryan	Division Chair, Math Science Physical Education
Magdalena Lopez	SSS/Trio Academic & Career Advisor
Dr. Magda Silva	Division Chair, Humanities and Social Science
Bronwyn Bahr	Research and Assessment Secretary
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Attendance at all professional development trainings for SCCC will be tracked and submitted to the Vice President of Academic Affairs, Luke Dowell. The VPAA will contact each assigned person who is unable to attend the training and will provide recordings and any other documentation provided for the training. He will also assign the individual to meet with others who were in attendance to ensure understanding.</p>	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
<p>https://catalog.sccc.edu/degrees</p>	

Technical Colleges

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Flint Hills Technical College currently offers the following math courses:

- MA 090 Principles of Math (remedial math course, does not count toward math degree requirement)
- MA 096 College Algebra with Review (corequisite course, does not count toward math degree requirement)
- MA 097 Beginning Algebra (remedial math course, does not count toward math degree requirement)
- MA 099 Intermediate Algebra (KCOGS MAT 0990; remedial math course, does not count toward math degree requirement)
- MA 108 Essentials Math (KCOGS MAT 1040)
- MA 110 College Algebra (KCOGS MAT 1010)

Students pursuing an Associate of Applied Science degree with FHTC are placed into math courses based on the following:

Course	Accuplacer Next-Gen QAS	ACT Math	HS GPA/Grade
MA 090 Principles of Math	236 or below	15	
MA 096 Coll Alg w/Review	262	20	D in Alg II or higher
MA 097 Beginning Algebra	237-249	16-17	
MA 099 Intermediate Alg	250-262	18-19	
MA 108 Essentials Math	250-262	18	D in Alg II or higher
MA 110 College Algebra	263 or above	21	C in Alg II or higher

By AY2026 FHTC will add Elementary Statistics (KCOGS MAT 1020) through an internal approval process. The Dean of Academic Affairs, in consultation with the current FHTC math faculty, will use the system-wide transfer outcomes to develop the course during the fall semester of 2024. Once the course is developed it will go through the internal approval process including the General Education Subcommittee, Instructional Services Committee, Leadership Team and Board of Trustee notification. This process will be completed by the end of fall 2024. At the beginning of the spring 2025 semester, the course will be sent to all Program Advisory Committees for approval. Once approval is received by February, 2025, the course will be added to degree plans prior to fall 2025 enrollment in March 2025. |

b. List of Group Members

Name	Title
Kim Dhority (lead)	Dean of Academic Affairs
Leann Garcia (lead)	General Education Division Chair
Lori Turner	Math faculty
Paul Cassity	Math faculty
Scott Marshall	Emporia High School math teacher

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Flint Hills Technical College currently offers the following remedial/corequisite math courses:

- MA 090 Principles of Math (remedial math course, does not count toward math degree requirement)
- MA 096 College Algebra Review (corequisite math course, does not count toward math degree requirement)
- MA 097 Beginning Algebra (remedial math course, does not count toward math degree requirement)
- MA 099 Intermediate Algebra (KCOGS MAT 0990; remedial math course, does not count toward math degree requirement)

FHTC has a robust remedial and corequisite math process. Currently, MA 097 Beginning Algebra and MA 090 Intermediate Algebra are remedial and corequisite courses for the 100 level math courses. As FHTC develops the Elementary Statistics course, staff and faculty will take advantage of the professional development through KBOR to determine future corequisite needs. The Dean of Academic Affairs will review the process with the math faculty during the fall of 2024 to ensure that the options available meet current student needs. Meeting minutes will be documented and sent to Lisa Kirmer, Executive Vice President of Student Services and Academic Affairs by the end of the fall 2024 semester. Any changes or updates will be implemented during the spring 2025 semester.

b. List of Group Members

Name	Title
Kim Dhority (lead)	Dean of Academic Affairs
Brenda Carmichael	Dean of Enrollment Management
Leann Garcia (lead)	General Education Division Chair
Lori Turner	Math faculty
Paul Cassity	Math faculty
Scott Marshall	Emporia High School math teacher

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	20 Points
	(a = 10 pts)
	(b = 10 pts)

a. Process & Estimated Timing

Flint Hills Technical College currently offers the following English courses:

- EG 099 English Composition with Review (corequisite course, does not count toward degree requirement)
- EG 100 English for the Technical Professions
- EG 103 English Composition I (KCOGS ENG 1010)
- EG 104 English Composition II (KCOGS ENG 1020)

Students pursuing an Associate of Applied Science degree with FHTC are placed into English courses based on the following:

Course	Accuplacer Next-Gen Writing	Accuplacer Next-Gen Reading	ACT English	HS GPA/Grade
EG 099 English Comp w/Review	250-255	250-255	16-17	
EG 100 English for Tech Prof	249 or below	249 or below	15 or below	
EG 103 English Comp I	255 or above	255 or above	18	2.5 in English

Flint Hills Technical College has addressed the corequisite needs for English, but plans to discuss options to implement a writing lab by AY 2026. During the fall 2024 semester a committee will meet to design the writing lab process including staffing and services to best meet student needs. The goals will be to provide a writing lab to students during the spring 2025 semester and data will be gathered as to the usage and effectiveness. Data will be reviewed during the summer 2025 semester and necessary changes/improvements will be made for the fall 2025 semester.

b. List of Group Members		
Name	Title	
Kim Dhority (lead)	Dean of Academic Affairs	
Leann Garcia	General Education Division Chair/English faculty	
Liberty Worthen (lead)	Librarian	
Ashlie Thomas	Emporia High School English Teacher	
Jessica Madinger	Northern Heights High School English Teacher	
<p>4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
Kim Dhority	Dean of Academic Affairs	
Brenda Carmichael	Dean of Enrollment Management	
Leann Garcia	General Education Division Chair/English faculty	
Ashlie Thomas	Emporia High School English teacher	
Jessica Madinger	Northern Heights High School English teacher	
Lori Turner	Math faculty	
Paul Cassity	Math faculty	
Scott Marshall	Emporia High School math teacher	
Eva DeHoyos	Academic Advisor	
Hana Risley	Academic Advisor	
Denise Gilligan	Director of Institutional Effectiveness	
Liberty Worthen	Librarian	
Ashley Johnson	Director of Admissions/Accuplacer Testing	

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Kim Dhority (lead)	Dean of Academic Affairs
Brenda Carmichael (lead)	Dean of Enrollment Management
Leann Garcia	General Education Division Chair
Lori Turner	Math faculty
Paul Cassity	Math faculty
Scott Marshall	Emporia High School math teacher
Eva DeHoyos	Academic Advisor
Hana Risley	Academic Advisor
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Kim Dhority (lead)	Dean of Academic Affairs
Brenda Carmichael (lead)	Dean of Enrollment Management
Leann Garcia	General Education Division Chair/English faculty
Ashlie Thomas	Emporia High School English teacher
Jessica Madinger	Northern Heights High School English teacher
Lori Turner	Math faculty
Paul Cassity	Math faculty
Scott Marshall	Emporia High School math teacher
Eva DeHoyos	Academic Advisor
Hana Risley	Academic Advisor
Denise Gilligan	Director of Institutional Effectiveness
Liberty Worthen	Librarian
Ashley Johnson	Director of Admissions/Accuplacer Testing

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Kim Dhority, Dean of Academic Affairs, will create a shared drive with all information related to documentation, meetings, webinars, trainings, etc. Links for trainings and webinars will be shared by Kim Dhority with the appropriate employees at the college level and at area high schools. Kim Dhority will document the names of the employees who participate in the various trainings and webinars and maintain the record in the shared drive. If an employee misses the trainings or webinars Kim Dhority will ensure that the employee is completing the training/webinar within a timely manner and prior to any future meetings/trainings/webinars.

The employees listed above will also meet once each semester to update all members on professional development, changes within the college related to English and/or math courses and corequisites, etc. This information will also be shared with the three institutional committees at FHTC including the Institutional Effectiveness Committee, Instructional Services Committee and Student Services Committee.

Kim Dhority, Dean of Academic Affairs will also share relevant information with the Career Consortium, which meets monthly throughout the academic year and includes area high school counselors, principals and superintendents. |

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

The following link is available on the FHTC website: <https://www.fhtc.edu/academics/majors-and-programs/> Visitors can then click on each specific program and certificate, technical certificate and AAS requirements are available under “Program Options” for each program of study. FHTC plans to update the Program Options of each program of study page to “Program Options/Degree Maps.” |

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

1. Please detail your institution’s commitment to implementing math pathways, including a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
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a. Process & Estimated Timing

MATC is in a unique position as a technical college given that Intermediate Algebra (MAT110 / KRSN MAT0990) is the entry-level math course required for most of its technical programs, which is not part of the proposed math pathways. However, there is still the expectation to offer at least one section of each math pathways course (contemporary math, college algebra, and elementary statistics) as appropriate to its degree offerings by Fall 2025. As of AY23-24, MATC offers College Algebra (MAT 135 / KRSN MAT1010) and Elementary Statistics (MAT 145 / KRSN MAT1020) every semester along with other introductory-level math courses appropriate to its technical programs. This means that in order to be in compliance with this initiative, MATC needs to implement a Quantitative Reasoning pathway which has Contemporary Math/Essential Math (KRSN MAT1040) as the gateway course.

If the Technical Education Authority (TEA) supports the recommendation to implement math pathways, MATC will complete the following process to create and approve the gateway math course of Contemporary Math/Essential Math. With the goal of a soft implementation by Fall 2025 and the KBOR deadline of March 1 for submitting all paperwork to offer a system-wide transfer course (SWT/KRSN), the MATC math pathways team will meet regularly to review the available literature and the Fall 2023 approved core outcomes for KRSN MAT1040. The team will develop the course and determine how it best fits into MATC’s curriculum to aid in determining the logistics of offering it. It is important to note that MATC’s Mathematics faculty member, Brian Koch, is a member of KBOR’s Math Pathways Task Force and of MATC’s math pathways implementation team, which should ensure accurate and timely communication.

The team will then submit the appropriate paperwork to MATC’s Curriculum Committee by the end of 2024 to allow sufficient time for the committee to review and approve the proposal. In the meantime, the team will work with MATC’s Academics department to begin entering all required documentation into KBOR’s SWT portal by the deadline of March 1, 2025.

Summer/Fall 2024	Review available literature & approved core outcomes for Contemporary Math / Essential Math Develop proposed course
December 31, 2024 Jan – Feb, 2025	Proposal to MATC Curriculum Committee to develop and implement Contemporary Math/Essential Math Work with Curriculum Committee for course approval and begin entering documentation into KBOR’s SWT portal
March 1, 2025 Fall 2025	All documentation completed/submitted/approved to KBOR for KRSN MAT1040 Soft implementation with MATC offering one section of each gateway course for each math pathway

b. List of Group Members

Name	Title
Brian Koch	Faculty, Mathematics
Chris Boxberger	Dean of Academic Partnerships & Outreach
Neil Ross	Dean of Student Services, Title IX Coordinator
Suzanne Duncan	Wamego Center Coordinator
Kerri Bellamy	Dean of Advanced Technologies, Chief Academic Officer

2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
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a. Process & Estimated Timing

The MATC corequisite math support developmental education team is the same as the math pathways team. Additionally, each team member will also serve on the proposed professional development team for training on math pathways, corequisite support developmental education, and course placement measures. This overlap in these initiatives allows the team members to address each of these interrelated issues during their meetings, including some of the logistics in being able to offer corequisite math support developmental education.

The team will submit the appropriate paperwork to MATC’s Curriculum Committee by the end of 2024 to allow sufficient time for the committee to review and approval the proposal. In the meantime, the team will work with MATC’s Academics department to begin entering all required documentation into KHEDS program/course inventory.

Summer/Fall 2024	Review available literature & approved core outcomes for corequisite math support developmental education for each of the three math pathways
	Develop proposed course(s)
December 31, 2024	Proposal to MATC Curriculum Committee to develop and implement corequisite math support developmental education course(s)
Jan – Feb, 2025	Work with Curriculum Committee for course approval and begin entering documentation into KHEDS
Fall 2025	Soft implementation with MATC offering one section of each gateway course for each math pathway

b. List of Group Members

Name	Title
Brian Koch	Faculty, Mathematics
Chris Boxberger	Dean of Academic Partnerships & Outreach
Neil Ross	Dean of Student Services, Title IX Coordinator
Suzanne Duncan	Wamego Center Coordinator
Kerri Bellamy	Dean of Advanced Technologies, Chief Academic Officer

3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)

a. Process & Estimated Timing

As with the MATC corequisite math support developmental education team, there is overlap in team members between the corequisite English support developmental education team, the corequisite math support developmental education team, and the proposed professional development team for training on corequisite support developmental education, and course placement measures. This overlap in these initiatives allows the team members who serve on both teams to share any information and knowledge gained in the other team meetings and to ensure consistency between approaches.

The team will submit the appropriate paperwork to MATC’s Curriculum Committee by the end of 2024 to allow sufficient time for the committee to review and approval the proposal. In the meantime, the team will work with MATC’s Academics department to begin entering all required documentation into KHEDS program/course inventory.

Summer/Fall 2024	Review available literature & approved core outcomes for corequisite English support developmental education
	Develop proposed course(s)
December 31, 2024	Proposal to MATC Curriculum Committee to develop and implement corequisite English support developmental education course(s)
Jan – Feb, 2025	Work with Curriculum Committee for course approval and begin entering documentation into KHEDS
Fall 2025	Soft implementation with MATC offering one section of each gateway course for each math pathway

b. List of Group Members		
Name	Title	
Rachel Ohmes	Faculty, Communications	
Chris Boxberger	Dean of Academic Partnerships & Outreach	
Neil Ross	Dean of Student Services, Title IX Coordinator	
Suzanne Duncan	Wamego Center Coordinator	
Kerri Bellamy	Dean of Advanced Technologies, Chief Academic Officer	
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
Kerri Bellamy	Dean of Advanced Technologies, Chief Academic Officer	
Rachel Ohmes	Faculty, Communications	
Brian Koch	Faculty, Mathematics	
Neil Ross	Dean of Student Services, Title IX Coordinator	
Chris Boxberger	Dean of Academic Partnerships & Outreach	
Kim Withroder	Director of Institutional Research & Effectiveness	
Beth Dugan	Adult Education Academic Advisor	
Steffan Ryan	Academic Advisor	
Lauren Rust	Academic Advisor	
Suzanne Duncan	Wamego Center Director	
Darren Ortega	Director of Academic Resources	
<p>List of Individuals for Professional Development (Math Pathways – include faculty and advisors)</p>		

Name	Title
Brian Koch	Faculty, Mathematics
Neil Ross	Dean of Student Services, Title IX Coordinator
Chris Boxberger	Dean of Academic Partnerships & Outreach
Beth Dugan	Adult Education Academic Advisor
Steffan Ryan	Academic Advisor
Lauren Rust	Academic Advisor
Suzanne Duncan	Wamego Center Director
Kerri Bellamy	Dean of Advanced Technologies, Chief Academic Officer
<p>List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)</p>	
Name	Title
Rachel Ohmes	Faculty, Communications
Brian Koch	Faculty, Mathematics
Neil Ross	Dean of Student Services, Title IX Coordinator
Chris Boxberger	Dean of Academic Partnerships & Outreach
Kim Withroder	Director of Institutional Research & Effectiveness
Beth Dugan	Adult Education Academic Advisor
Steffan Ryan	Academic Advisor
Lauren Rust	Academic Advisor
Suzanne Duncan	Wamego Center Director
Darren Ortega	Director of Academic Resources
Kerri Bellamy	Dean of Advanced Technologies, Chief Academic Officer
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>MATC will create distribution lists for each Performance Agreement initiative. After each meeting of a group, a group member will be designated to summarize the meeting and send any materials provided to all other group members.</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	<p>20 Points</p>
<p>https://manhattantech.edu/degremaps</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Fort Hays Tech | North Central currently offers the following math courses: MA-102 Essential Math (KSRN-MAT1040), MA-110 Intermediate Algebra (KSRN – MAT0990), MA-111 College Algebra (KSRN-MAT1010), and MA-200 Elementary Statistics (KSRN- MAT1020). All math offerings at Fort Hays Tech | North Central are included within the transfer and articulation transfer matrix as noted. Currently, MA-102 Essential Math (KSRN-MAT1040), MA-110 Intermediate Algebra (KSRN – MAT0990), and MA-111 College Algebra (KSRN-MAT1010) will meet the math requirement for a Certificate B and/or an AAS degree. All Certificate B and AAS students seeking students are required to complete a math course to meet Fort Hays Tech | North Central graduation requirements. The above courses are available in multiple modalities.

MA-200 Elementary Statistics is offered as an evening course or an online course. Nursing and Business students are advised to take Stats as an elective. For AY2024, MA-200 Elementary Statistics is offered as an elective and does not fulfill the math requirement. The plan noted below will included incorporating MA-200 Elementary Statistics as a gateway math course in the applicable program areas.

Spring 2024

- Remove the pre-requisite requiremnts for completion of College Algebra prior to enrolling in Elementary Statistics. This was approved through Fort Hays Tech | North Central’s curricular approval process.

Fall 2024

- Review program curriculum and math requirements with math faculty and departmental faculty.

Spring 2025

- Continue the review process looking at program curriculum and math requirements with math faculty and departmental faculty.
- Approve new math requirements per program through Fort Hays Tech | North Central’s curricular approval process
- Develop schedules offering additional sections of MA-200 Elementary Statistics

Fall 2025

- Continue offering MA-102 Essential Math and MA-111 College Algebra to fulfill the math requirement at Fort Hays Tech | North Central.
- Implement utilizing MA-200 Elementary Statistics to fulfill the math requirement at Fort Hays Tech | North Central for applicable programs.

Note: starting in AY2026 Intermediate Algebra will no longer fulfill a math requirement for Fort Hays Tech | North Central. Students will be able to choose from MA-102 Essential Math, MA-111 College Algebra, and MA-200 Elementary Statistics. |

b. List of Group Members

Name	Title
Jennifer Brown	Dean of Instruction
Janet Moeller	General Education Division Chair
Sean Keady	Math Faculty
Amber Meis	Math Faculty

<p>2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p> <p>Fort Hays Tech North Central currently utilizes the co-requisite model in math to support learners. The College adopted the co-requisite model for both math and English beginning in fall 2018 after attending an ALP conference at Butler Community College. Students enroll in the gateway course and a separate co-requisite section. Co-requisite options were created for MA-102 Essential Math and MA-110 Intermediate Algebra. Currently, Intermediate Algebra currently fulfills the math requirement for students at Fort Hays Tech North Central, so a co-requisite support course was created to support students.</p> <p>Fort Hays Tech North Central uses multiple measures to place students directly into the gateway math course or the gateway course and the addition co-requisite support course. Standardized test scores (ACT, Accuplacer), cumulative high school GPA, and/or grades and the last math course taken in high school are used to determine the best placement for students. Multiple measures were implemented during the pandemic and remains as standard practice.</p> <p>After successfully launching the co-requisite model, Fort Hays Tech North Central discontinued offering MA-099 Basic Algebra as the sole developmental math course. The co-requisite model has become operational at NCK Tech. Using the Performance Agreement process provides space for the institution to reevaluate our processes and procedures surrounding the co-requisite model in math.</p> <p>AY2025</p> <ul style="list-style-type: none"> Review current data as to co-requisite student success Review curriculum per each co-requisite section Develop co-requisite curriculum for MA-200 Elementary Statistics Develop co-requisite curriculum for MA-111 College Algebra The development of new co-requisite courses will be approved through Fort Hays Tech North Central’s curricular approval process. Upon approval, Fort Hays Tech North Central’s advising staff will be updated on the additional options prior to course registration for AY2026. <p>AY2026</p> <ul style="list-style-type: none"> Implement new co-requisite support courses for MA-200 Elementary Statistics and MA-111 College Algebra Implement curricular changes to existing co-requisite math support courses <p>Note: starting in AY2026 Intermediate Algebra will no longer fulfill a math requirement for Fort Hays Tech North Central. Students will be able to choose from MA-102 Essential Math, MA-111 College Algebra, and MA-200 Elementary Statistics.</p>	
<p>b. List of Group Members</p>	
<p>Name</p>	<p>Title</p>
<p>Jennifer Brown</p>	<p>Dean of Instruction</p>
<p>Janet Moeller</p>	<p>General Education Division Chair</p>
<p>Sean Keady</p>	<p>Math Faculty</p>
<p>Amber Meis</p>	<p>Math Faculty</p>
<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. Process & Estimated Timing</p>	

Fort Hays Tech | North Central currently utilizes the co-requisite model in English to support learners. The College adopted the co-requisite model for both math and English beginning in fall 2018 after attending an ALP conference at Butler Community College. Students enroll in the gateway course and a separate co-requisite section. Co-requisite options were created for COM-101 English Composition I. The co-requisite model has become operational at Fort Hays Tech | North Central.

Currently Fort Hays Tech | North Central still offers COM-099 Introduction to Composition as a developmental English course. This is the only developmental course being offered. Through advising, students are encouraged to enroll in the co-requisite course, but given the option of COM-099 Introduction to Composition. As part of the plan to fully implement the co-requisite model in English, Fort Hays Tech | North Central will not offer COM-099 beginning in AY2026. The removal of the offering will go through the curricular approval process.

Fort Hays Tech | North Central uses multiple measures to place students directly into the gateway English course or the gateway course and the addition co-requisite support course. Standardized test scores (ACT, Accuplacer), cumulative high school GPA, and/or grades in the last English course taken in high school are used to determine the best placement for students. Multiple measures were implemented during the pandemic and remains as standard practice.

Using the Performance Agreement process provides space for the institution to reevaluate our processes and procedures surrounding the co-requisite model in English.

AY2025

- Review current data as to co-requisite student success
- Review curriculum for the co-requisite section

AY2026

- Discontinue offering COM-099 Introduction to Composition
- Implement curricular changes to existing co-requisite English support courses

b. List of Group Members

Name	Title
Jennifer Brown	Dean of Instruction
Janet Moeller	General Education Division Chair
Kate Wise	English Faculty

<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> ○ English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); ○ Math Pathways (including faculty and advisors); ○ Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> ○ English & math corequisite support developmental education; ○ Math Pathways; and ○ Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)

Name	Title
Jennifer Brown	Dean of Instruction, Institutional Research

Institution: North Central Kansas Technical College

Janet Moeller	General Education Division Chair
Sean Keady	Math Faculty, Advisor
Amber Meis	Math Faculty, Advisor
Kate Wise	English Faculty, Advisor
Rene Meyers	Social Science Faculty, Advisor
Alyssa Deneke	Social Science Faculty, Advisor
Kathy Albert	Science Faculty, Advisor
Darsey Offutt	Registrar, Institutional Research
Jayme Owen	Dean of Student Success

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Jennifer Brown	Dean of Instruction
Janet Moeller	General Education Division Chair
Sean Keady	Math Faculty, Advisor
Amber Meis	Math Faculty, Advisor
Kate Wise	English Faculty, Advisor
Rene Meyers	Social Science Faculty, Advisor
Alyssa Deneke	Social Science Faculty, Advisor
Kathy Albert	Science Faculty, Advisor
Angela Murray	Director of Nursing Beloit Campus, Nursing Advisor
Sheri Stone	Director of Nursing Hays Campus, Nursing Advisor
Joannie Kollman	Director of Respiratory Care, RC Advisor
Darsey Offutt	Registrar
Program Faculty as appropriate per discipline discussion	Faculty

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Jennifer Brown	Dean of Instruction, Institutional Research
Janet Moeller	General Education Division Chair
Sean Keady	Math Faculty, Advisor
Amber Meis	Math Faculty, Advisor
Kate Wise	English Faculty, Advisor
Rene Meyers	Social Science Faculty, Advisor

Alyssa Deneke	Social Science Faculty, Advisor
Kathy Albert	Science Faculty, Advisor
Darsey Offutt	Registrar, Institutional Research
Jayme Owen	Dean of Student Success
Echo Boden	Testing Center
Abi Hernandez	Student Success Coordinator, Testing

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Fort Hays Tech | North Central will work to ensure each of the above noted members attend trainings and receive the presented information. Professional development is encouraged, and all faculty are required to achieve 40 hours of faculty development per year. Staff, while not a requirement, are highly encouraged to achieve the same level of applicable professional development. Document below is the plan Fort Hays Tech | North Central will utilize to ensure appropriate faculty and staff attend professional development sessions, and if not, receive the information presented via the professional development sessions.

The Dean of Instruction will communicate all training opportunities to those listed above. The College will communicate all meetings, dates and times, for the professional development as well as secure joint spaces if needed for personnel to join. Meeting invites will be sent to those required to attend as calendar placeholders.

After the professional development session, all documents presented – powerpoints, worksheets, and recordings - will be shared via a shared folder within Microsoft 365 One Drive. This is a process already familiar to faculty and staff as a way to share communication and documents.

If an individual is unable to attend, they should communicate with the Dean of Instruction who will provide all meeting materials, documents, powerpoints and/or recordings of the missed professional development session. A follow-up meeting will be scheduled for any questions and/or discussion on the meeting documents and information presented.

Information will be covered within the professional development will be added to meeting agendas for both the General Education Division and Advising meetings. Other applicable groups will receive information from the professional development sessions utilizing Fort Hays Tech | North Central’s monthly meeting structure.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

Below is the link Fort Hays Tech | North Central’s degree maps as documented on our public website. Information on the website is updated annually at the end of the academic year to reflect any curricular changes for the next AY. The current maps represent the curricular information for each program for academic year 2025 including required pre-requisites and general education courses.

Please note: Fort Hays Tech | North Central requires 15 hours of general education to earn an AAS degree and 9 hours of general education to earn a Certificate B. The general education block is listed within the degree maps, but students have choice as to which semester to complete those requirements and choice over modality as well. As students come to the College with general education credits from other institutions, this provides an opportunity during advising to plan an educational path beyond Fort Hays Tech | North Central and allows students to take additional credits to prepare for that transition.

<https://ncktc.edu/academics/>

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution’s commitment to implementing math pathways, including	20 Points
a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	
<p>Northwest Tech began a process of revising math pathways, removing remedial courses, and adding co-requisite “with review” coursework during the 2017/2018 academic year. The college made this decision after observing higher education and legislative trends towards removing remedial coursework in other states around the nation. The following is the timeline in which each math course was transitioned:</p> <p><u>Courses Removed:</u> Fundamentals of Math (remedial): Following the Spring 2019 semester Pre-Algebra (remedial): Following the Spring 2019 semester Beginning Algebra (remedial): Following the Spring 2022 semester Intermediate Algebra (remedial): Following the Fall 2023 semester</p> <p><u>New Courses:</u> Technical Math with Review: 5 credit corequisite gateway course that began Fall 2019 semester College Algebra with Review: 5 credit corequisite gateway course that began Fall 2023 semester Contemporary Math: 3 credit gateway course that began Fall 2022 semester</p> <p><u>Existing Courses prior to Changes:</u> Technical Math: 3 credit gateway course College Algebra: 3 credit gateway course Statistics: 3 credit gateway course</p> <p>Specific math courses for each technical program were reviewed most recently in the Fall 2023 and Spring 2024 program advisory meetings. Efforts are made to ensure the selection of the appropriate course aligns with the specific needs within industry. Any changes supported by the program advisory boards will be implemented during the 2024/2025 academic year. The only recommended math course change was to remove College Algebra, and insert Statistics for the Precision Agriculture program.</p>	
b. List of Group Members	
Name	Title
Jason Showalter	Vice President of Student Affairs
Rachel Schears	Math Faculty
TBD	Chief Academic Officer
TBD	New Division Chair for Business and General Education Division
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including	20 Points
a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and	(a = 10 pts)
b. the list of the group members that will lead this work on campus.	(b = 10 pts)
a. Process & Estimated Timing	

Institution: Northwest Kansas Technical College

Northwest Tech began evaluating changes to the remedial/developmental math and English courses in the 2017/2018 academic year. We began implementing corequisite “with review” courses into the math pathway in the Fall 2019 semester. The evaluation process involved senior administration as well as content area faculty. As of the Spring 2024 semester, all remedial math courses have been removed. Corequisite courses have been added for two significant gateway courses: College Algebra and Technical Math. During the upcoming 2024/2025 year, faculty will evaluate the need (or not) for corequisite “with review” sections for Contemporary Math and Statistics.

Studies we evaluated during the 2017/2018 year indicated that students who struggled with math didn’t need additional semesters of instruction, but rather, they needed more contact time with instructors **during** the semester they were taking the gateway math course. Over the course of a few years, we phased out remedial courses in order to pilot the process, as well as not take a substantial immediate hit to credit hour generation. We phased-in two credits “with review” coursework which did not provide additional content, but instead more time with instructors. The phased-in approach has worked well, and our improved math outcomes have demonstrated the decision to remove remedial courses, and add more contact time with instructors, was a sound one. Math has long been a significant stumbling block for students seeking to complete their degree in higher education institutions across the nation, and Northwest Tech was no exception. While we did lose a significant amount of credit hour generation as we made the change, the improved outcomes and the increase in the number of students who reach their degree has been incredible to see. The removal of remedial courses has also allowed us to reduce one math faculty position following the retirement of one of our faculty.

Northwest Tech is 100% committed to improved outcomes through appropriate corequisite coursework.

b. List of Group Members

Name	Title
Jason Showalter	Vice President for Student Affairs
Rachel Schears	Math Faculty
TBD	Chief Academic Officer
TBD	New Division Chair for Business and General Education Division

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

Northwest Tech began evaluating changes to the remedial/developmental math and English courses in the 2017/2018 academic year. We began implementing corequisite “with review” courses into the English pathway in the Fall 2018 semester as part of a phased-in process.

Course Removed:

Fundamentals of Writing (remedial): Following the Spring 2018 semester

New Courses:

Composition I with Review: 5 credit corequisite gateway course that began Fall 2018 semester

Existing Courses prior to Changes:

Technical Writing: 3 credit gateway course

Composition I: 3 credit gateway course

Composition II: 3 credit English course

Specific English courses for each technical program were reviewed most recently in the Fall 2023 and Spring 2024 program advisory meetings. Efforts are made to ensure the selection of the appropriate course aligns with the specific needs within industry. changes supported by the program advisory boards will be implemented during the 2024/2025 academic year. At this juncture, there were no recommended changes by program advisory boards.

b. List of Group Members	
Name	Title
Jason Showalter	Vice President for Student and Academic Advancement (CAO)
Tanner Callis	English Faculty
TBD	Dean of Academic Advancement
TBD	New Division Chair for Business and General Education Division
4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:	
a. lists of individuals broken down by who will participate in professional development for <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and 	
b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).	
a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title
Rachel Schears	Math Faculty – we only have one instructor
Tanner Callis	English Faculty – we only have one instructor
Jacque Thompson	Title III Academic Coach
Sherri Knitig	Executive Vice President for Operations (Institutional Research)
List of Individuals for Professional Development (Math Pathways – include faculty and advisors)	
Name	Title
Rachel Schears	Math Faculty
Jacque Thompson	Title III Academic Coach
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
Rachel Schears	Math Faculty
Tanner Callis	English Faculty
Jacque Thompson	Title III Academic Coach

20 Points
(a = 10 pts)

(b = 10 pts)

Institution: Northwest Kansas Technical College

Mandy Garrett	Director of Admissions
Sherri Knitig	Executive Vice President for Operations (Institutional Research)
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Northwest Tech has utilized institutional funds, as Perkins funding is not eligible, in prior years to allow General Education faculty to pursue professional development and continuing education related to math and English acceleration. We remain committed to providing compensated release time to faculty, and relevant staff, to ensure the college remains engaged in state-wide efforts. In the event a faculty member cannot attend, materials and recordings will be provided to the individuals.</p>	
<p>5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.</p>	20 Points
<p>We have completed this portion of the performance agreement through the addition of a new Degree Maps landing page on our website. The page is accessible from our homepage through the Academic dropdown tab and directly through this URL: https://www.nwktc.edu/degree-maps</p>	

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)

Due by July 1, 2024:

<p>1. Please detail your institution’s commitment to implementing math pathways, including</p> <p>a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points (a = 10 pts) (b = 10 pts)</p>
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a. Process & Estimated Timing

Salina Area Technical College has multiple math classes related directly to the technical students are enrolled in. For 17 out of the college’s 20 technical programs, MAT 101 Technical Math is the recommended math class to complete for either a program specific math course for their Technical Certification or towards the student’s Associate of Applied Science degree. Three programs (Practical Nursing, Associate Degree in Nursing, and Dental Hygiene) require either MAT 105 Intermediate Algebra or MAT 150 College Algebra coursework through their approval from the Commission on Dental Accreditation (CODA) and the Kansas Nursing Board (KSBN). MAT 101 Technical Math, MAT 105, and MAT 150 are offered every semester (fall, spring, and summer) with a mixture of on-campus, hybrid, and online modalities for each course. MAT 152 Elementary Statistics is offered when the college receives enrollment requests for the course online and through concurrent credit through high school partnerships. Salina Tech will be working on during the AY 25 school year, developing a Contemporary Math course.

Summer 2024:

- Development of college committee to start review of current math courses.

Fall 2024:

- Development of Contemporary Math (MAT1040) course in alignment to core outcomes
- Create course description, syllabus, and select textbook for Contemporary Math
- Set course placement testing scores for Contemporary Math for Accuplacer
- Develop and/or redesign co-requisite classes for current math courses (MAT 101, MAT 105, MAT 150, MAT 152)

Spring 2025:

- Course approval through Administrative Council and Academic Affairs for Contemporary Math course and textbook.
- Contemporary Math added to advising program guides (curriculum maps), College Catalog, website, and general education promotional materials.
- Communicate with advising team on new Contemporary Math course, any changes in current courses, co-requisite, and support classes.
- Add Contemporary Math course to KHEDS system for Fall 2025 (AY 26).
- Marketing Contemporary Math to concurrent high schools.
- Contemporary Math course added to line schedule based on enrollment requests for AY 26.
- Review math course teaching load, advertise and hire additional faculty (adjunct) if needed.

Summer 2025:

- Contemporary Math CANVAS course developed for on campus, hybrid, and online course modalities.

Fall 2025:

- Contemporary Math implemented and offered in at least one modality.

b. List of Group Members

Name	Title
James Knapp	Math Faculty
Jennifer Callis	VP of Student and Academic Affairs
Ryan Weber	Director of Enrollment Services
Rachel Holt	Concurrent Enrollment Specialist
Lara Duran	Educational Services Coordinator
Jessica Picolet	Salina Adult Education -- Math Teacher Co-teaches math with partnership with Salina Tech
Cindy Carter	Business Administrative Technology faculty

Barbara Becker Clark	Registrar	
2. Please detail your institution’s commitment to implementing corequisite math support developmental education, including		20 Points (a = 10 pts) (b = 10 pts)
<p>a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p> <p>a. Process & Estimated Timing</p> <p>In past years, Salina Tech has offered a variety of math courses from including 090 Basic Math, MAT 090L Basic Math Review, MAT 095 Beginning Algebra, MAT 097 Technical Math Review, MAT 145 College Algebra Review as corequisite or development classes. Courses were developed to be completed during the same semester.</p> <p>Summer 2024:</p> <ul style="list-style-type: none"> Vice President of Student and Academic Affairs will review course data from the three math courses (MAT 101 Technical Math, MAT 105 Intermediate Algebra, MAT 150 College Algebra) students complete at Salina Tech for their technical certificate or associate degree, and the math course (MAT 152 Elementary Statistics) completed by students transferring math credit to other colleges after high school. <p>Fall 2024:</p> <ul style="list-style-type: none"> Development of Contemporary Math (MAT1040) course in alignment to core outcomes Review course placement testing scores for MAT 101, MAT 105, MAT 150, and MAT 152 for Accuplacer with guidance from KBOR. Develop and/or or redesign co-requisite classes for math courses (MAT 101, MAT 105, MAT 150, MAT 152) <p>Spring 2025:</p> <ul style="list-style-type: none"> Course approval through Administrative Council and Academic Affairs for updated co-requisite courses. Co-requisite math courses added to advising program guides (curriculum maps), College Catalog, website, and general education promotional materials. Communicate with advising team on new co-requisite courses. Add new co-requisite courses for MAT 101, MAT 105, MAT 150, and MAT 152 to KHEDS system for Fall 2025 (AY 26). Review math course teaching load, advertise and hire additional faculty (adjunct) if needed. <p>Summer 2025:</p> <ul style="list-style-type: none"> Co-requisite math courses developed for on campus. Tutoring model and schedule developed for students in co-requisite math courses. For MAT 101, MAT 105, MAT 150, MAT 152, placement scores evaluated, and students enrolled in co-requisite when needed. Co-requisite courses added to line schedule based on need for AY 26. <p>Fall 2025:</p> <ul style="list-style-type: none"> At least one co-requisite course offered on campus, will be based on student need. 		
b. List of Group Members		
Name	Title	
James Knapp	Math Faculty	
Jennifer Callis	VP of Student and Academic Affairs	
Ryan Weber	Director of Enrollment Services	
Azalia Cunningham	Enrollment Specialist	
Lara Duran	Educational Services Coordinator	
Jessica Picolet	Salina Adult Education -- Math Teacher Co-teaches math with partnership with Salina Tech	

Cindy Carter	Business Administrative Technology faculty
Barbara Becker Clark	Registrar

<p>3. Please detail your institution’s commitment to implementing corequisite English support developmental education, including (it’s understood that many are currently doing corequisite English)</p> <p>a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and</p> <p>b. the list of the group members that will lead this work on campus.</p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
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a. Process & Estimated Timing

In past years, Salina Tech has offered a co-requisite English support class of ENG 097 Technical Writing Review for ENG 100 Technical Writing. Courses was developed to be completed during the same semester. ENG 100 is the main English course completed by Salina Tech students in completion of their degrees. Salina Tech has also offered an ENG 090 Basic Writing class in the past.

Summer 2024:

- Vice President of Student and Academic Affairs will review course data from both ENG 100 Technical Writing and ENG 101 English Composition I courses students complete at Salina Tech for their technical certificate or associate degree.

Fall 2024:

- Review ENG 097 Technical Writing Review course, making any changes to curriculum of the course.
- Development of a co-requisite course for English Composition I (ENG 101).
- Review course placement testing scores for ENG 100 and ENG 101 for Accuplacer with guidance from KBOR.

Spring 2025:

- Course approval through Administrative Council and Academic Affairs for updated co-requisite courses.
- Co-requisite English courses added to advising program guides (curriculum maps), College Catalog, website, and general education promotional materials.
- Communicate with advising team on new co-requisite courses.
- Add new co-requisite courses for ENG 100 and ENG 101 to KHEDS system for Fall 2025 (AY 26).
- Review English course teaching load, advertise and hire for additional faculty (adjunct) if needed.

Summer 2025:

- Co-requisite English courses developed for on campus.
- Tutoring model and schedule developed for students in co-requisite courses.
- For ENG 100 and ENG 101, placement scores evaluated, and students enrolled in co-requisite when needed.
- Co-requisite courses added to line schedule based on need for AY 26.

Fall 2025:

- At least one co-requisite course offered on campus, will be based on student need.

b. List of Group Members

Name	Title
James Hawley	Written and Oral Communication’s Adjunct Faculty
John Triplett	Written Communication’s Adjunct Faculty
Ryan Weber	Director of Enrollment Services
Jennifer Callis	VP of Student and Academic Affairs
Tyler Johnson	Enrollment Specialist

Lara Duran	Educational Services Coordinator	
Matthew Hansen	Diesel Technology faculty	
Barbara Becker Clark	Registrar	
<p>4. Please detail your institution’s commitment to faculty and staff participation in KBOR sponsored-professional development, including:</p> <p>a. lists of individuals broken down by who will participate in professional development for</p> <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and <p>b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for</p> <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures <p>will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).</p>		<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p>a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)</p>		
Name	Title	
James Knapp	Math Faculty	
Jessica Picolet	Salina Adult Education -- Math Teacher Co-teaches math with partnership with Salina Tech	
James Hawley	Written and Oral Communication’s Adjunct Faculty	
John Triplett	Written Communication’s Adjunct Faculty	
Jennifer Callis	VP of Student and Academic Affairs	
Ryan Weber	Director of Enrollment Services	
Lara Duran	Educational Services Coordinator	
Denise Hoeffner	Director of Institutional Research	
Barbara Becker Clark	Registrar	
Tyler Johnson	Enrollment Specialist	
Azalia Cunningham	Enrollment Specialist	
Rachel Holt	Concurrent Enrollment Specialist	
Irma Diaz	Enrollment Specialist	
Jordan Vignery	Enrollment Specialist	
<p>List of Individuals for Professional Development (Math Pathways – include faculty and advisors)</p>		
Name	Title	
James Knapp	Math Faculty	
Jessica Picolet	Salina Adult Education -- Math Teacher	

Institution: Salina Area Technical College

	Co-teaches math with partnership with Salina Tech
Jennifer Callis	VP of Student and Academic Affairs
Ryan Weber	Director of Enrollment Services
Lara Duran	Educational Services Coordinator
Denise Hoeffner	Director of Institutional Research
Barbara Becker Clark	Registrar
Tyler Johnson	Enrollment Specialist
Azalia Cunningham	Enrollment Specialist
Rachel Holt	Concurrent Enrollment Specialist
Irma Diaz	Enrollment Specialist
Jordan Vignery	Enrollment Specialist
List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)	
Name	Title
James Knapp	Math Faculty
Jessica Picolet	Salina Adult Education -- Math Teacher Co-teaches math with partnership with Salina Tech
James Hawley	Written and Oral Communication's Adjunct Faculty
John Triplett	Written Communication's Adjunct Faculty
Jennifer Callis	VP of Student and Academic Affairs
Ryan Weber	Director of Enrollment Services
Lara Duran	Educational Services Coordinator (testing and tutoring services)
Denise Hoeffner	Director of Institutional Research
Barbara Becker Clark	Registrar
Tyler Johnson	Enrollment Specialist
Azalia Cunningham	Enrollment Specialist
Rachel Holt	Concurrent Enrollment Specialist
Irma Diaz	Enrollment Specialist
Jordan Vignery	Enrollment Specialist

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)

Salina Tech will work with the faculty, advisors, IR, testing center, etc. to be able to attend professional development in the areas designated. The Vice President of Student and Academic Affairs will email the members the dates and times of professional development meetings and requested to attend. If they are unable to attend due to scheduling conflict, they will be required to watch the recording of the training. The Vice President of Student and Academic Affairs will be provided provide all members the recordings of professional development as soon as it is provided by KBOR, whether they attended or not to allow review of the information before next group meeting. With including the advising and enrollment group, not all will be able to attend the training at the same time due to the need to have available for student needs, access to the recordings will become particularly important to them after each date.

The identified groups for both Math and English will have regularly scheduled meetings (bi-weekly or monthly) to provide an overview and summary of progress completed and review of any professional development that has taken place since last meeting. Meeting minutes will be saved and shared with all group members on the college's shared drive, updates provided at Administrative Council, and Academic Affairs throughout the year.

5. Please provide a link to all [academic degree maps](#) effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps should reflect new Systemwide General Education Framework for Universities and Community Colleges.

20 Points

The central location on the Salina Tech's website of all program guides can be located at:

All Program Guides page under Admissions, Prospective Students link: <https://www.salinatech.edu/programs/all-program-guides/>
It is also listed under the Documents and Forms link: <https://www.salinatech.edu/documents-and-forms/>

In addition, each program has a link of its guide on its individual webpage.

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
Due by July 1, 2024:	
1. Please detail your institution's commitment to implementing math pathways, including a. the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. & Estimated Timing WSU Tech has demonstrated its commitment to implementing math pathways by developing and piloting a new gateway course, Contemporary Math, in AY 24 that is suitable for most Technical Certificates and Associate of Applied Science degree programs. The course will replace Intermediate Algebra as the default math requirement for most programs beginning in AY 25. Institutional Effectiveness will assist with data collection to monitor the success rates of Contemporary Math. Developmental math classes will phase out by the end of AY 25 as students will have the option to complete a co-requisite course, if needed, with College Algebra, Contemporary Math, or Elementary Statistics.	
b. List of Group Members	
Name	Title
Jennifer Seymour	Vice President, General Education & Applied Technologies
Doug Maury	Dean, General Education & Professional Studies
Jena Roth	Dean, High School Partnerships
Talelia Schroeder	Department Chair, Mathematics
Josephine Post	Faculty, Mathematics
2. Please detail your institution's commitment to implementing corequisite math support developmental education, including a. the process and estimated timing that is required on campus to create and approve corequisite math support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing During the fall 2024 semester, the math department will design the curriculum and learning outcomes for the corequisite math courses tentatively titled College Algebra with corequisite, Contemporary Math with corequisite, and Elementary Statistics with corequisite. During the spring 2025 semester, the math faculty will pilot College Algebra with corequisite with a small group of students and collect feedback/data on student performance and satisfaction. During the summer 2025 semester, any necessary revisions to College Algebra with corequisite based on the pilot results will be completed. Faculty professional development will be scheduled for summer including any dual credit partners also offering College Algebra with corequisite. Full implementation of the co-requisite course is planned for AY26. Contemporary Math with corequisite and Elementary Statistics with corequisite will be developed during the spring 2025 semester. Feedback/data and lessons learned from the pilot of College Algebra with corequisite will be used in the development of these courses. Full implementation is expected by the fall 2025 semester.	
Professional development and opportunities for feedback will be scheduled frequently with academic advising, tutoring, and Trio staff.	
b. List of Group Members	
Name	Title
Jennifer Seymour	Vice President, General Education & Applied Technologies

Doug Maury	Dean, General Education & Professional Studies
Jena Roth	Dean, High School Partnerships
Talelia Schroeder	Department Chair, Mathematics
Josephine Post	Faculty, Mathematics
3. Please detail your institution's commitment to implementing corequisite English support developmental education, including (it's understood that many are currently doing corequisite English)	
a. the process and estimated timing that is required on campus to create and approve corequisite English support developmental education (during AY 2025); and b. the list of the group members that will lead this work on campus.	20 Points (a = 10 pts) (b = 10 pts)
a. Process & Estimated Timing WSU Tech has offered a corequisite course for English Composition I, Composition I Lab, since AY 21. The course is designed for students to work in an adaptive setting based on their skills and needs in reading and writing. Students enroll in this 1 credit hour lab in conjunction with English Composition I and it will continue to be utilized in this capacity. As developmental English classes are phased out, in FY25 a taskforce will be created to review the current course outcomes and revise as appropriate to ensure Composition I Lab meets the needs of all students. The revised course will be implemented in FY26.	
b. List of Group Members	
Name	Title
Jennifer Seymour	Vice President, General Education & Applied Technologies
Doug Maury	Dean, General Education & Professional Studies
Jena Roth	Dean, High School Partnerships
Rena Rodriguez	Department Chair, English & Humanities
Courtney Green	Faculty, English
Nate Arida	Faculty, English
4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:	
a. lists of individuals broken down by who will participate in professional development for <ul style="list-style-type: none"> o English and math corequisite support developmental education (including math and English faculty, advisors, and institutional research staff); o Math Pathways (including faculty and advisors); o Course Placement Measures for gateway and corequisite math and English courses (including math and English faculty, advisors, institutional research staff, and testing center personnel); and b. a plan to ensure that faculty and staff who are unable to attend professional development meeting(s) and/or webinar(s) for <ul style="list-style-type: none"> o English & math corequisite support developmental education; o Math Pathways; and o Course Placement Measures will receive the information missed (e.g. provide video recordings and professional development documentation, etc.).	20 Points (a = 10 pts) (b = 10 pts)
a. List of Individuals for Professional Development (English & math corequisite support developmental education - include math and English faculty, advisors, and institutional research staff)	
Name	Title

Institution: Wichita State University Campus of Applied Sciences & Technology

Jennifer Seymour	Vice President, General Education & Applied Technologies
Doug Maury	Dean, General Education & Professional Studies
Jena Roth	Dean, High School Partnerships
Talelia Schroeder	Department Chair, Mathematics
Josephine Post	Faculty, Mathematics
Rena Rodriguez	Department Chair, English & Humanities
Courtney Green	Faculty, English
Nate Arida	Faculty, English
Jeff Thomas	Assistant Director, Academic Advising
Laura Fowler	Senior Director, Enrollment Management
Alex Harmon	Academic Advisor
Rachel Harpenau	Academic Advisor
Rachel Beck	Academic Advisor
Pamela Layman	Director, Academic Transitions
Charlee Wilson	Director, Student Support Services/TRIO
Kristen Johnston	Executive Director, Institutional Effectiveness

List of Individuals for Professional Development (Math Pathways – include faculty and advisors)

Name	Title
Talelia Schroeder	Department Chair, Mathematics
Josephine Post	Faculty, Mathematics
Jeff Thomas	Assistant Director, Academic Advising
Laura Fowler	Senior Director, Enrollment Management
Alex Harmon	Academic Advisor
Rachel Harpenau	Academic Advisor
Rachel Beck	Academic Advisor
Pamela Layman	Director, Academic Transitions
Charlee Wilson	Director, Student Support Services/TRIO

List of Individuals for Professional Development (course placement measures for gateway and corequisite math and English courses – include math and English faculty, advisors, institutional research staff, and testing center personnel)

Name	Title
Jennifer Seymour	Vice President, General Education & Applied Technologies
Doug Maury	Dean, General Education & Professional Studies
Jena Roth	Dean, High School Partnerships

Talelia Schroeder	Department Chair, Mathematics
Josephine Post	Faculty, Mathematics
Rena Rodriguez	Department Chair, English & Humanities
Courtney Green	Faculty, English
Nate Arida	Faculty, English
Jeff Thomas	Assistant Director, Academic Advising
Laura Fowler	Senior Director, Enrollment Management
Alex Harmon	Academic Advisor
Rachel Harpenau	Academic Advisor
Rachel Beck	Academic Advisor
Pamela Layman	Director, Academic Transitions
Charlee Wilson	Director, Student Support Services/TRIO
Kristen Johnston	Executive Director, Institutional Effectiveness
Ildo Martins	Director, Learner Services
Tonya Vaughn	Test Proctor
<p>b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed (English & math corequisite support developmental education, math pathways, and course placement measures for gateway and corequisite math and English courses)</p> <p>Those who are not able to participate in professional development will receive training at staff meetings and/or in-service sessions. We will also use our portal/intranet to share important updates and materials such as recorded webinars, slide decks, etc. We will make it a priority to make sure everyone can access the information.</p>	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025 (AY 2025). Degree maps effective for AY 2025 are not required to reflect the linked guidance, nor are they required to reflect Math Pathways courses, as those will be going through campus approval processes during AY 2025 for most institutions. Degree maps <u>should</u> reflect new Systemwide General Education Framework for Universities and Community Colleges.	20 Points
<p>Academic degree maps can be found by clicking on the degree maps tile on the program of study page of the WSU Tech website. The degree map tile is also included on each program page as well for easy reference. The screen shot below is an example of this from the Criminal Justice page.</p> <p>Degree Maps WSU Tech</p>	

Institution: Wichita State University Campus of Applied Sciences & Technology

Criminal Justice Program Features

This program is uniquely designed to prepare students for a successful career in law enforcement with a special focus on urban policing, diversity and criminal justice in the 21st century. The criminal justice field affords a multitude of career possibilities with graduates having the capability to serve as law enforcement officers, probation and parole officers, correctional officers, and other specialties at all levels of government.

CURRENT AND FORMER LAW ENFORCEMENT OFFICERS wanting to complete a for-credit program in criminal justice can get a head start with credit for prior learning or experience at WSU Tech.

WSU Tech only charges a \$75 one-time fee for up to 15 hours of credit for prior learning (work experience, police academy training, etc.). Other schools with similar programs are charging up to full tuition for credited prior learning hours.

Police academy courses such as Introduction to Criminal Justice, Criminal Law, Law Enforcement Operations and Procedures and Criminal Procedures receive credit toward a criminal justice degree.

With a degree in criminal justice from WSU Tech, you'll expand your knowledge and experience with courses in Criminal Justice Interview and Report Writing, Juvenile Delinquency and Justice, Criminal Investigation, Corrections and more.

Mission Statement:

The Criminal Justice program is grounded in theory, application, and community engagement to help students prepare for careers in criminal justice. The curriculum teaches students to critically analyze crime and justice issues, to combine theory with functional experience, and to apply industry best practices. Our faculty is committed to preparing students to exhibit high standards of integrity, equality, ethics, and professionalism required for practitioners of criminal justice.

Vision Statement:

WSU Tech will be the leading provider for the Associate of Applied Science degree in Criminal Justice, specializing in the application of the skills required within the career, utilizing state-of-the-art facilities with highly qualified faculty, and offering a competitive advantage in the hiring process for our graduates.

All degree seeking Criminal Justice students are required to purchase a uniform from the WSU Tech bookstore. This purchase is required at the beginning of the students program of study and may not be purchased via outside vendors.

Degree and Certificate Options

Associate of Applied Science, Criminal Justice	67 Credit Hours
Technical Certificate, Criminal Justice	46 Credit Hours
Associate of Applied Science, Criminal Justice/Technical Studies	67 Credit Hours
Associate of Applied Science, Criminal Justice/Technical Studies EMS	67 Credit Hours



Program Checklist
Click to view the Criminal Justice Program Checklist



Schedule a Tour
Click here for information about tours



Advisors
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Degree Maps
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