KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Wednesday, February 14, 2024
10:30 a.m. – 12:00 p.m.

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

I.	**Call to Order**	Regent Lane, Chair	
	A. Roll Call and Introductions		
	B. Approve minutes from January 30, 2024		p. 3
II	**Other Matters**		
	A. Review Academic Program Review Framework	Sam Christy-Dangermond	p. 5
	B. Review AY 2024 – AY 2026 Performance Agreements	Regent Lane &	p. 13
		Sam Christy-Dangermond	
	C. Program to Program Articulation	Heather Morgan	
	D. Academic Affairs Update	Karla Wiscombe	
	E. Good News on Campus (Universities)	Regent Lane	
III.	**Next BAASC Meeting – March 5th Virtual Meeting**		
IV.	**Adjournment**		

Date Reminders:
- February 14: Higher Education Day at the Capitol

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

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

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2024 Meeting Schedule

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

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

Board Academic Affairs Standing Committee
MINUTES

Tuesday, January 30, 2024

The January 30, 2024, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 9:00 a.m. The meeting was held virtually through Zoom, with an in-person option at the Board Office.

In Attendance:
Members: Regent Lane   Regent Mendoza   Regent Ice

Approval of Minutes
Regent Mendoza moved to approve the January 17, 2024, meeting minutes, and Regent Ice seconded the motion. The motion passed.

Consent Items
Larissa Genin, Gerald Graham, and Gery Markova presented the request for a BBA in Hospitality at Wichita State University and answered questions. Regent Ice moved to approve the request and Regent Mendoza seconded. The motion passed.

Robert Klein, Jo Wick, and Matthew Mayo presented the University of Kansas Medical Center's request for a PhD in Clinical & Translational Science. Regent Ice moved to approve the requests and Regent Mendoza seconded. The motion passed.

Both proposal requests will be placed on the February 14, 2024, Board Consent Agenda.

Discussion Items
Karla Wiscombe presented proposed changes to the State Universities and Washburn University portion of the Off-Campus Delivery of Courses and Programs policy. The main changes are being proposed to align policy with recent changes to the state statute regarding the Johnson County Research Triangle Authority Act. Other changes are proposed to provide clarification on what is required for Board approval. Gage Rolf indicated a correction will be made to "K.S.A. 19-5001(a)(2)" at the top of p. 40 to "K.S.A. 19-5005(a)(2)" before the policy revisions go to the Board. Regent Mendoza moved to approve the changes and Regent Ice seconded. The motion passed.

Debbie Mercer and Ben Wolfe presented K-State's proposal to create a bridge program for the K-State Salina campus's BS in Aeronautical Technology, Professional Pilot option, and the K-State Olathe campus. This proposal is to create a degree completion option in the Kansas City metro area. Most of the program will be offered at the New Century Airport in Johnson County; most prerequisites and general education courses will be completed at the Salina campus or partner colleges in the Kansas City metro area. Regent Ice moved to approve and Regent Mendoza seconded. The motion passed.

Both items will be placed on the Feb. 14 Board Discussion Agenda.

Strategic Plan Pillar 1 Dashboard Update
Regent Lane presented on metrics for Pillar 1: Family (Affordability, Access, and Success). She would like the state universities to report on a support metric from each of the three areas on a quarterly basis.

Academic Affairs Update
Karla Wiscombe informed attendees the Math Pathways Task Force met yesterday and reviewed priorities for

Math Pathways projects and meetings. Karla and Sam are still working through some Systemwide General Education Framework exceptions. Master course list revisions for the Systemwide General Education Framework are due February 1, and the General Education Council will meet on February 16 to review them. Dual Credit Reports are due tomorrow, January 31, to Mistie Knox.

<u>Adjournment</u>
The next BAASC meeting is scheduled February 14, 2024.

Regent Ice moved to adjourn the meeting, and Regent Mendoza seconded. The meeting was adjourned.

Program Review Framework

a. Purpose of Academic Program Review

    i. Ensure that state university makes appropriate adjustments based on student demand, capacity of programs, employment demand, student return on investment, and costs;

    ii. Assign responsibility for regular academic program review to institutions and make process responsive and meaningful;

    iii. Identify opportunities for program growth as well as for program elimination;

    iv. Strengthen system as a whole by providing KBOR-coordinated consultation for program development, alignment, and collaborations;

    v. Simplify and align reporting burden so it better addresses needs for academic program review from campuses, KBOR, and external stakeholders;

    vi. Provide stories Regents and State officials need in clear ways that can be messaged beyond KBOR to support higher education in Kansas;

    vii. Recognize and celebrate success of institutions, programs, faculty/staff, <u>and students</u>; and

    viii. Demonstrate alignment with the Board's Strategic Plan.

b. Regular Academic Program Review Policies and Procedures for AY 25-28

    i. Each university shall establish and publish clearly defined policies and procedures to review all its academic degree programs.

    ii. At minimum, university academic program review policies and procedures must analyze and assess:

        (1) Market demand for the program;

        (2) Student demand, student accessibility, and student return on investment;

        (3) Centrality of the program to fulfilling the mission and the role of the institution;

        (4) The quality of the program as assessed by its curriculum and impact on students;

        (5) The service the program provides to the discipline, the university, and beyond; and

        (6) The program's cost-effectiveness.

c. Regular Academic Program Review Report for AY 25-28

    i. The documentation from each university during its review year shall include:

        (1) A copy of the state university's academic program review policies and procedures;. and

        (2) The information detailed in the academic program review guidance sheet (see page three), most of which will be provided by Board staff.

    ii. A verbal report from each university during its academic program review year shall include:

        (1) A description of the academic program review process; and

        (2) Examples of how the academic program review process was successful and where opportunities for improvement exist.

d. Regular Academic Program Review Cycle AY 25-28

    i. Effective AY 25, the following academic program review cycle shall apply:

        (1) Year One: The University of Kansas and Kansas State University submits the required academic program review report and presents the report to the Board.

        (2) Year Two: Wichita State University submits the required academic program review report and presents the report to the Board.

        (3) Year Three: Emporia State University, Fort Hays State University, and Pittsburg State University submits the academic program review report and presents the report to the Board.

        (4) Year Four: The Board of Academic Affairs Standing Committee will evaluate the effectiveness of the academic program review system.

        (5) One year after its regular review, the university will provide an update on the status of each action phase-out plan, merger plan, or action plan.

e. Academic Program Review for AY 24 (See the Visual on Page Eight)

    i. Preliminary Analysis

        (1)   In Summer 2023, Board staff will identify all undergraduate programs that are more than five-years old that do not meet the threshold on two or more of the metrics below:

            (a) Student Demand: 25 or more junior and senior majors (four-year average);

            (b) Degree Production: 10 or more graduates (four-year average);

            (c) Talent Pipeline: 51% or more of graduates working in the region after graduation (four-year average); and

            (d) Student Return on Investment: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280% or more of 2022 poverty level).

        (2) For any program identified in e.i.(1)(a-d), when undergraduate program duplication exists, Board staff will provide market-share data from Kansas public and private universities. An example of market-share data for one mock undergraduate degree program is linked here.

    ii. Identifying the Undergraduate Programs for Review

        (1) At the September 20, 2023, Board of Academic Affairs Standing Committee (BAASC) meeting, BAASC shall:

            (a) review the list of undergraduate programs and the corresponding data identified in e.i.(1)(a-d) and when applicable, any market share data as detailed in e.i.(2);

            (b) remove an undergraduate program(s) from the list of programs identified in e.i.(1)(a-d) in which it has determined the program data do not pose significant concerns and has established that the program provides a mission-critical function; and

            (c) officially codify the list of undergraduate programs that will be reviewed by each state university in AY 24.

    iii.   Reviewing the Undergraduate Programs on Campus and Issuing a Recommendation

        (1) For each undergraduate program on the academic program review list codified by BAASC, by March 21, 2024, each state university shall submit a written recommendation to Board staff to:

            (a) phase out the undergraduate program and detail a plan to reinvest the resources from the phased-out program into other academic programs and/or services (phase-out plan);

            (b) merge the undergraduate program in a manner that generates substantive cost savings (merger plan); or

            (c) place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

    iv.   Reviewing the Recommendation and Making a Final Decision

        (1) In late Spring 2024:

            (a) BAASC shall review each recommendation to place an undergraduate program on a phase-out plan, a merger plan, or an action plan and advise the Board on potential actions regarding each recommendation; and

            (b) The Board shall make the final determination on whether the undergraduate program is placed on a phase-out plan, a merger plan, or an action plan.

Academic Program Review Guidance Sheet (AY 25-28)

1. Aligning Program Review Metrics with the Strategic Plan

Families
Will Include Data for Each Major

Affordability	Success	Completion
Percentage of Full-Time Junior and Senior Majors that Enrolled in at Least 30 Hours Per Year or Graduated (Board Staff will provide)	Number of Junior and Senior Majors, Master's Majors, and Doctoral Majors to Gauge Student Demand (Board Staff will provide)	Number of Undergraduate Completions, Master's Completions, and Doctoral Completions (Board Staff will provide)
Maximum Number of Transfer Credit Hours that Apply Toward the Baccalaureate Program from Two-Year Colleges (University provides a list of courses and total hours)[1]	Undergraduate Median Wage Data 5 Years After Graduation to Measure Student Return on Investment (Board Staff will provide)	Junior Graduation Rate[2] (Board Staff will provide)

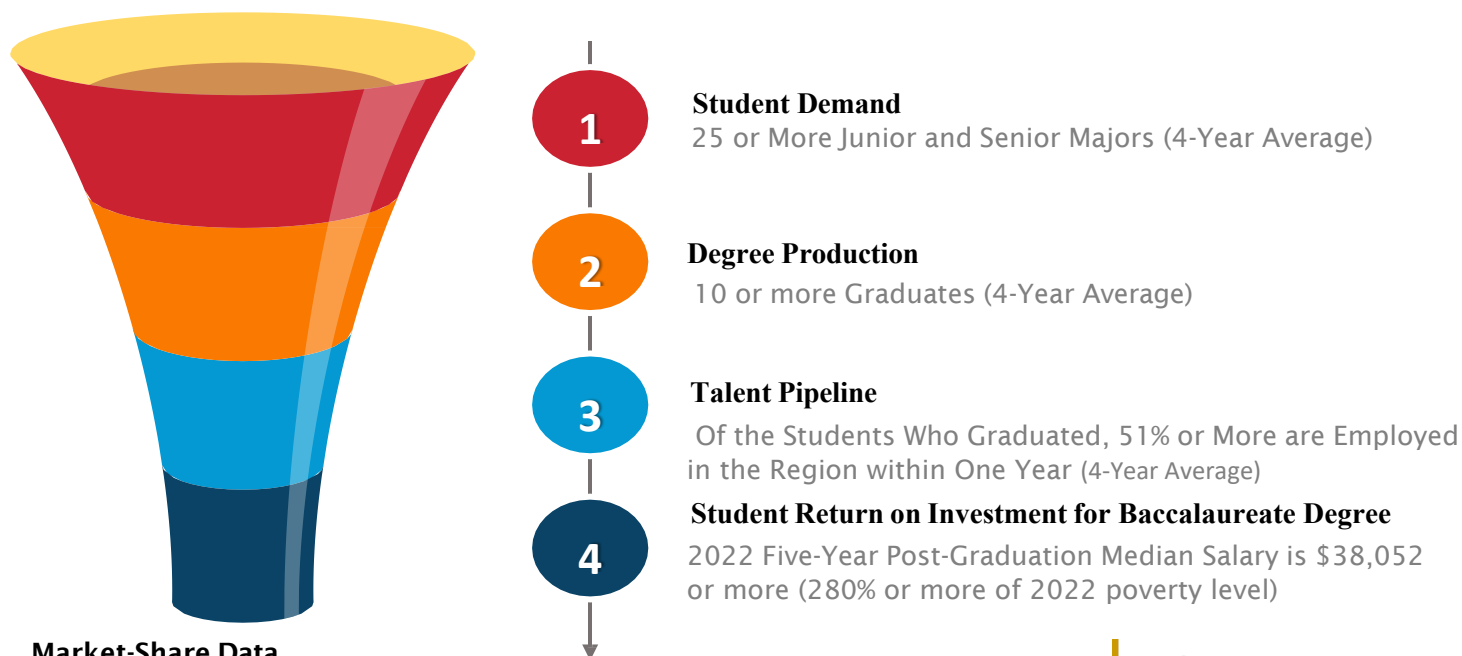| Businesses	
Talent Pipeline	Meeting Workforce Needs
Percentage of Undergraduate Degree Completers Employed in the Region Within One Year for Each Major (Board Staff will provide)	Each State University provides a brief narrative articulating how multiple programs meet critical Kansas economic needs through workforce development and/or research.

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[1] It is understood that the maximum number of transfer credit hours from two-year colleges that apply toward the baccalaureate degree will vary among programs. This is intended to understand common practices and differences among programs.

[2] Percentage of full-time undergraduate junior majors in the Fall of a given year that graduated within three years with a baccalaureate degree in the same major (e.g., Fall 2020 psychology juniors who graduated with a baccalaureate degree in psychology by Spring 2023).

Academic Program Review for AY 24

Preliminary Analysis

In Summer 2023, Board staff will identify all undergraduate programs that are more than five-years old that do not meet the threshold on two or more of the metrics below:

1 **Student Demand**
25 or More Junior and Senior Majors (4-Year Average)

2 **Degree Production**
10 or more Graduates (4-Year Average)

3 **Talent Pipeline**
Of the Students Who Graduated, 51% or More are Employed in the Region within One Year (4-Year Average)

4 **Student Return on Investment for Baccalaureate Degree**
2022 Five-Year Post-Graduation Median Salary is $38,052 or more (280% or more of 2022 poverty level)

Market-Share Data
For each program identified above, when undergraduate program duplication exists, Board staff will provide market-share data from Kansas public and private universities. An example of market-share data for one mock undergraduate degree program is linked here.

Identifying the Programs for Review
At the September 20, 2023, Board of Academic Affairs Standing Committee (BAASC) meeting, BAASC shall:
- review the list of undergraduate programs and the corresponding data identified above and when applicable, any market share data;
- remove an undergraduate program(s) from the list of programs identified above in which it has determined the program data do not pose significant concerns and has established that the program provides a mission-critical function; and
- officially codify the list of undergraduate programs that will be reviewed by each state university in AY 24.

Reviewing the Programs on Campus and Issuing a Recommendation
For each undergraduate program on the academic program review list codified by BAASC, by March 21, 2024,[3] each state university shall submit a written recommendation to Board staff to:
- phase out the undergraduate program and detail a plan to reinvest the resources from the phased out program into other academic programs and/or services (phase-out plan);
- merge the undergraduate program in a manner that generates substantive savings (merger plan); or
- place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

Reviewing the Recommendation and Making a Final Decision
In late Spring 2024, BAASC shall review each recommendation to place a program on a phase-out plan, a merger plan, or an action plan and advise the Board on potential actions regarding each recommendation. The Board shall make the final determination on whether the program is placed on a phase-out plan, a merger plan, or an action plan.

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[3] Because the universities received the data later than planned, this date was later changed to April 19, 2024.

Proposed Program Cover Sheet: Provided by Board Staff

Effective Fall 2023, the four components detailed herein will compliment a program proposal for baccalaureate and master-level programs. The program proposal form will not change. This information, which will be included as a cover sheet, will be provided from Lightcast.

1. Market-Share Figures

If a proposed program creates or increases existing degree program duplication in baccalaureate or master-level programs, the name of each public university with a like program and the number of completers it produces will be included. Additionally, when applicable, the number of completers that are produced in like programs at Kansas private universities will also be provided. Here is an example:

Number of Baccalaureate Widget Making Completers by Year Kansas Public and Private Universities With Market-Share (MS) Figure						
State University	2018	2019	2020	2021	Total	4-Year MS
University of Kansas	19.00	24.00	29.00	25.00	97.00	24%
Wichita State University	17.00	15.00	15.00	17.00	64.00	16%
Kansas State University	7.00	17.00	14.00	8.00	46.00	11%
Emporia State University	2.00	9.00	3.00	18.00	32.00	8%
Washburn University	9.00	6.00	7.00	6.00	28.00	7%
Benedictine College	9.00	2.00	7.00	10.00	28.00	7%
Friends University	10.00	4.00	8.00	3.00	25.00	6%
Bethel College	3.00	2.00	4.00	3.00	12.00	3%
Fort Hays State University	5.00	1.00	2.00	2.00	10.00	2%
Ottawa University	3.00	1.00	4.00	1.00	9.00	2%
Pittsburg State University	1.00	2.00	4.00	2.00	9.00	2%
Kansas Wesleyan University	0.00	1.00	6.00	1.00	8.00	2%
Bethany College	3.00	4.00	1.00	0.00	8.00	2%
Central Christian College of Kansas	1.00	2.00	3.00	1.00	7.00	2%
Sterling CollegeSterling College	1.00	3.00	2.00	0.00	6.00	1%
MidAmerica Nazarene University	3.00	0.00	3.00	0.00	6.00	1%
Tabor College	0.00	2.00	2.00	1.00	5.00	1%
McPherson College	2.00	1.00	1.00	1.00	5.00	1%
Baker University	1.00	0.00	0.00	2.00	3.00	1%
Southwestern College	0.00	1.00	1.00	1.00	3.00	1%

2. State and National Projections For Employment Linked to the Proposed Degree Program

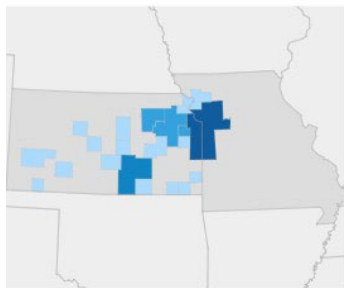Regional Employment Is Lower Than the National Average

An average area of this size typically has 3,211* jobs, while there are 2,008 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
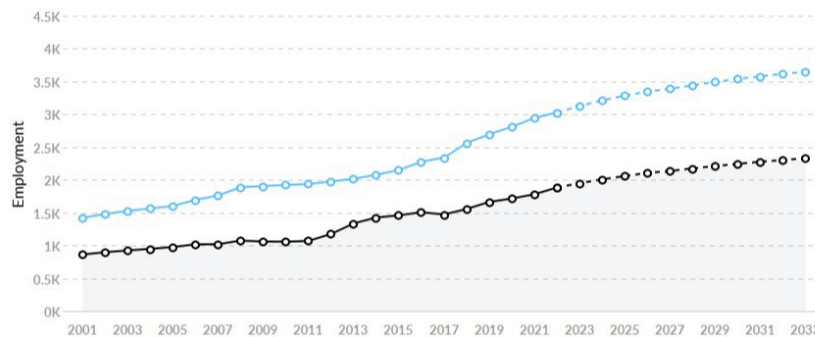
Region	2024 Jobs	2026 Jobs	Change	% Change
● Kansas	2,008	2,106	98	4.9%
● National Average	3,211	3,347	135	4.2%

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

Regional Breakdown

MSA	2024 Jobs
Kansas City, MO-KS	1,620
Wichita, KS	322
Topeka, KS	163
Manhattan, KS	149
Lawrence, KS	136

4. **Regional and National Employment Wage Information Linked to the Degree Program Proposal**

Regional Compensation Is the Same Cost as the Nation

For Substance Abuse, Behavioral Disorder, and Mental Health Counselors, the 2021 median wage in Kansas is $48,339, while the national median wage is $48,526.
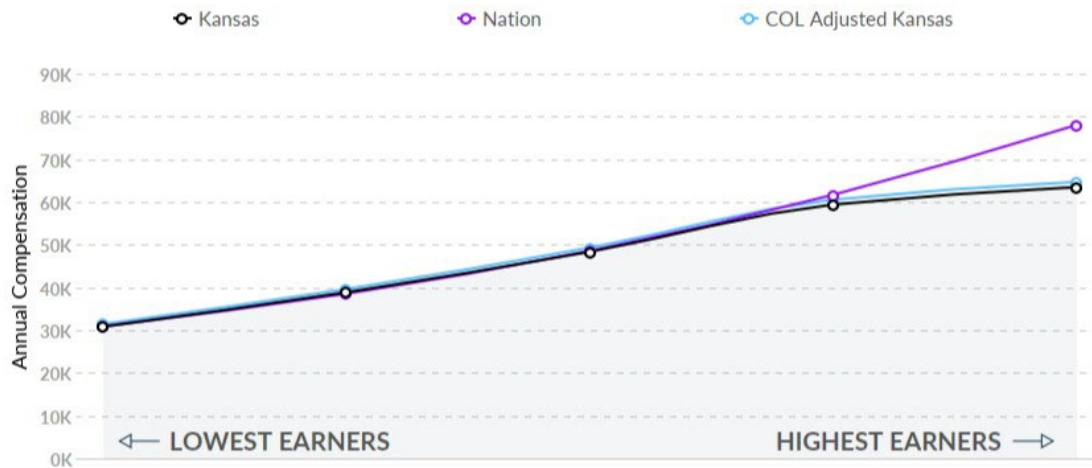
KANSAS STATE UNIVERSITY

1. Geography (Bachelor of Arts/Science in Geography)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
22.5 Majors (4-Year Average)	7.25 Degrees (4-Year Average)	68.57% Employed in Region Within 1 Year After Graduation (4-Year Average)	$57,280 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
3: FHSU, KU, & PSU	N/A	41.58%

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

(Type recommendation in box above)

Required additional information – Please insert below this box

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

2.   Music (Bachelor Arts in Music /Bachelor of Music)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓	✓		
44.5 Majors (4-Year Average)	13 Degrees (4-Year Average)	34.21% Employed in Region Within 1 Year After Graduation (4-Year Average)	$33,938 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, KU, PSU, WSU, & WU	12	11.52%

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

(Type recommendation in box above)

Required additional information – Please insert below this box

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

AY 2024 – AY 2026 Performance Agreement	Institution:
Contact:	Email:

Project Timeline

AY 2023: Starting the Foundation		
Fall 2022 Semester	Spring 2023 Semester	Summer 2023 Semester
Acceptance into Dana Center's Launch Year's Initiative	Establish timeline	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)
Math task force attends the Dana Center's Launch Year's Initiative in November 2022.	Develop Charge Document	
Develop Charge Document	Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines)	
	Performance Funding Implications	
N/A existing system still in place. (Review of AY 2021 Performance Reports was completed by the Board in Spring of 2023; any new funding to be awarded in July of 2023.)		

AY 2024: Continue Building the Foundation		
Fall 2023 Semester	Spring 2024 Semester	Summer 2024 Semester
Establish the gateway math courses that will be used for math pathways (math task force will work with associate deans and/or department chairs in various disciplines). Upon completion of this work, revise Board policy to include math pathway options with a Fall 2026 implementation date.	Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this).	Establish systemwide math course placement measures (Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this).
Establish systemwide math course placement measures (Once it is understood what gateway math courses will be used for math pathways, this work will begin). Math task force members and a soon-to-be-created systemwide math course placement measures committee will work on this.	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).	Establish systemwide English course placement measures (A soon-to-be systemwide English course placement measure committee will work on this).
Contemporary Math course outcomes and Elementary Statistics course outcomes might be revised at the Fall 2023 Kansas Core Outcomes Group Meeting.		Establish math pathways advising one-pager to outline what, when, and the alignment between majors and math pathway courses.
Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	Institutions will work on creating degree maps for students who begin in Fall 2024 or Spring 2025.	
Performance Funding Implications		
N/A existing system still in place. (Review of existing AY 2022 Performance Reports turned in by June 30, 2023, will be completed by the Board in Spring of 2024; any new funding to be awarded in July of 2024.)		

Sample Performance Agreement

AY 2024 performance is based on creating a plan for AY 2025, including the below activities. Any new funding to be awarded in July of 2025.

AY 2025: Professional Development and Preparation		
Fall 2024 Semester	Spring 2025 Semester	Summer 2025 Semester
Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures	
Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	Math faculty design corequisite math support developmental education for each math pathway course that applies to the degree offerings on campus	
English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	English faculty design corequisite English support developmental education on campus (if needed) and establish any institutionally designated English course placement measures	

KBOR Professional Development
• Corequisite Support Developmental Education
   o Instruction: English and Math Faculty
   o Advising: Academic Advisors
   o Data Reporting: Institutional Research
• Math Pathways
   o Instruction: Math Faculty
   o Advising: Academic Advisors
• Course Placement Measures
   o Instruction: Math Faculty
   o Advising: Academic Advisors
   o Data Reporting: Institutional Research
   o Assessment: Testing Center Personnel
	KBOR Professional Development
	• Corequisite Support Developmental Education
	   o Instruction: English and Math Faculty
	   o Advising: Academic Advisors
	   o Data Reporting: Institutional Research
	• Math Pathways
	   o Instruction: Math Faculty
	   o Advising: Academic Advisors
	• Course Placement Measures
	   o Instruction: Math Faculty
	   o Advising: Academic Advisors
	   o Data Reporting: Institutional Research
	   o Assessment: Testing Center Personnel
		Some of the professional development may also be conducted in Summer 2025.

Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	Institutions will work on updating degree maps for students beginning in Fall 2025 or Spring 2026	
Performance Funding Implications (AY 25 Funding Cycle; any new funding awarded July of 2025)		

By July 1, 2024, each institution submits a plan document (template to be provided by KBOR in Spring of 2024) for the above activities for AY 2025, including:	

1. A commitment to implementing math pathways, which will include detailing
  • the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and
  • the list of the group members that will lead this work on campus.
	1 Point

2. A commitment to implementing corequisite math support developmental education, which will include detailing
  • the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and
  • the list of the group members that will lead this work on campus.
	1 Point

3. A commitment to implementing corequisite English support developmental education, which will include detailing (its understood that many are currently doing corequisite English)
  • the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and
  • the list of the group members that will lead this work on campus.
	1 Point

4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include:
  • the list of the individuals that will participate in professional development; and
  • a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.).
	1 Point

5. A link to all its academic degree maps for students starting in Fall 2024 or Spring 2025.	1 Point

Sample Performance Agreement

AY 2025 performance is based on creating a plan for AY 2026, including the below activities. Any new funding to be awarded in July of 2026.

AY 2026: Soft Launch		
Fall 2025 Semester	Spring 2026 Semester	Summer 2026 Semester
Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways.	Offer at least one section of each gateway math course that applies to the degree programs on its campus for math pathways.	
Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways.	Offer at least one section of corequisite math support developmental education for each gateway math course that applies to the degree programs on its campus for math pathways.	
Offer at least one section of corequisite English support developmental education.	Offer at least one section of corequisite English support developmental education.	
Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027	Institutions will work on updating degree maps for students beginning in Fall 2026 or Spring 2027	
Performance Funding Implications (AY 26 Funding Cycle; any new funding awarded July of 2026)		
By July 1, 2025, each institution submits a plan document (template to be provided by KBOR in Spring of 2025) for the above activities for AY 2026, including:		
1. A schedule showing at least one section of each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement math pathways full scale in 2026-2027 (Identify the number of students and course sections that are estimated to be taught in each respective gateway math course per year when this initiative is fully scaled in 2026-2027);		1 Point
2. A schedule showing at least one section of corequisite math support developmental education for each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement corequisite math support developmental education full scale in 2026-2027;		1 Point
3. A schedule showing at least one section of corequisite English support developmental education for Fall 2025 and Spring 2026 and a plan to implement corequisite English support developmental education full scale in 2026-2027;		1 Point
4. A plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027; and		1 Point
5. A link to all its academic degree maps for students starting in Fall 2025 or Spring 2026.		1 Point

Sample Performance Agreement
AY 2026 performance is based on creating a plan for AY 2027, including the below activities. Any new funding to be awarded in July of 2027.

AY 2027: Full Implementation		
Fall 2026 Semester	Spring 2027 Semester	Summer 2027 Semester
Math pathways full scale	Math pathways full scale	Math pathways full scale
Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale	Corequisite English and math support developmental education are full scale
Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale	Systemwide English and math course placement measures are full scale
Performance Funding Implications (AY 27 Funding Cycle; any new funding awarded July of 2027)		
By July 1, 2026, each institution submits a plan document (template to be provided by KBOR in Spring of 2026) for the above activities for AY 2027, including:		

1. A schedule of Fall 2026 and Spring 2027 gateway math courses for math pathways;	1 Point
2. A schedule of Fall 2026 and Spring 2027 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered);	1 Point
3. A schedule of Fall 2026 and Spring 2027 corequisite English support developmental education sections; (no prerequisite English developmental education courses will be offered);	1 Point
4. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and	1 Point
5. A link to all its academic degree maps for students starting in Fall 2026 or Spring 2027.	1 Point

Performance Report (Submit Plans for AY 2025) (AY 2025 Funding Cycle)	
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; and b. the list of the group members that will lead this work on campus.	1 Point

a. Process & Estimated Timing

Insert text here

b. List of Group Members

Name	Title	Email Address

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; and b. the list of the group members that will lead this work on campus.	1 Point

a. Process & Estimated Timing

Insert text here

b. List of Group Members

Name	Title	Email Address

3. **Please detail your institution's commitment to implementing corequisite English support developmental education, including (its 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; and
    b.   the list of the group members that will lead this work on campus.
	1 Point

a. **Process & Estimated Timing**

Insert text here

b. **List of Group Members**

Name	Title	Email Address

4. Please detail your institution's commitment to faculty and staff participation in KBOR sponsored-professional development, including:
    a. the list of the individuals that will participate in professional development from faculty, advising staff, and other staff as appropriate; and
    b. a plan to ensure that faculty and staff who are unable to attend professional development meeting will receive the information missed (e.g., watch video recordings, review professional development documentation, etc.).
	1 Point

a. List of Individuals

Name	Title	Email Address

b. Institutional Plan to Ensure Those Unable to Attend Will Receive Information Missed

Insert text here

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5. Please provide a link to all academic degree maps effective for students starting in Fall 2024 or Spring 2025. (Provide as many links as is necessary to ensure there is a degree map included for each undergraduate program.) | 1 Point

Insert text here

Performance Funding Implications (AY 26 Funding Cycle)	
By July 1, 2025, each institution submits:	
6. A schedule showing at least one section of each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement math pathways full scale in 2026-2027 (Identify the number of students and course sections that are estimated to be taught in each respective gateway math course per year when this initiative is fully scaled in 2026-2027);	1 Point
7. A schedule showing at least one section of corequisite math support developmental education for each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026 and a plan to implement corequisite math support developmental education full scale in 2026-2027;	1 Point
8. A schedule showing at least one section of corequisite English support developmental education for Fall 2025 and Spring 2026 and a plan to implement corequisite English support developmental education full scale in 2026-2027;	1 Point
9. A plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027; and	1 Point
10. A link to all its academic degree maps for students starting in Fall 2025 or Spring 2026.	1 Point
Performance Funding Implications (AY 27 Funding Cycle)	
By July 1, 2026, each institution submits:	
5. A schedule of Fall 2026 and Spring 2027 gateway math courses for math pathways;	1 Point
6. A schedule of Fall 2026 and Spring 2027 corequisite math support developmental education sections (no prerequisite math developmental education courses will be offered);	1 Point
7. A schedule of Fall 2026 and Spring 2027 corequisite English support developmental education sections; (no prerequisite English developmental education courses will be offered);	1 Point
8. An institutional policy demonstrating compliance with the systemwide English and math course placement measures and any institutionally designated English and math course placement measures that will be used (ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and	1 Point
5. A link to all its academic degree maps for students starting in Fall 2026 or Spring 2027.	1 Point

Forms for the above information, due July 1, 2025 and July 1, 2026, will be sent to institutions in the spring of 2025 and 2026 respectively.