

**KANSAS BOARD OF REGENTS  
ACADEMIC AFFAIRS STANDING COMMITTEE**

**MEETING AGENDA  
Wednesday, March 20, 2024  
10:30 a.m. – 12:00 p.m.**

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

- I. Call to Order** Regent Lane, Chair
  - A. Roll Call and Introductions
  - B. Approve minutes from March 5, 2024 p. 3
  
- II. Board Discussion Agenda Items**
  - A. Act on Change to AY 2024 Performance Report expectation Sam Christy-Dangermond p. 4
  - B. Act on Performance Agreement Guidelines and Procedures Sam Christy-Dangermond p. 22
  
- III. Other Matters**
  - A. Math Pathways/Math Course Placement Sam Christy-Dangermond
  - B. General Education Exceptions & Extensions Karla Wiscombe
  - C. Systemwide Elementary Education Transfer Associate Karla Wiscombe
  - D. Program to Program Articulations Karla Wiscombe
  - E. Good News on Campus (Universities)
  
- IV. Next BAASC Meeting – April 2<sup>nd</sup> Virtual Meeting**
  
- V. Adjournment**

**BOARD ACADEMIC AFFAIRS STANDING COMMITTEE**

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

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

**Board Academic Affairs Standing Committee  
AY 2024 Meeting Schedule**

<i><b>BAASC Academic Year 2023- 2024 Meeting Dates</b></i>			
<b>Meeting Dates</b>	<b>Location</b>	<b>Time</b>	<b>Agenda Materials Due</b>
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, March 5, 2024**

The March 5, 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  
                  Regent Johnston

**Approval of Minutes**

Regent Johnston moved to approve the February 14, 2024, meeting minutes, and Regent Mendoza seconded the motion. The motion passed.

**Apply Free Days and Apply Kansas Update**

Mistie Knox presented the Apply Kansas 2023 Annual Report and provided an update on Kansas Apply Free Days, held November 7-9, 2023. Mistie requested to schedule the 2024 Apply Free Days for October 7-9. Regent Ice moved to approve the request and Regent Johnston seconded. The motion passed.

**Performance Working Group Update**

Sam Christy-Dangermond provided an update on the Performance Agreement/Report Working Group which was formed at the February 14 BAASC meeting. The group discussed some concerns raised at the February 14 meeting and proposed that a link to Degree Maps will remain a part of the reporting requirement for July 1, 2024, but that institutions will not be required to adhere to the guidance documents for the Degree Maps that are due July 1, 2024. It is proposed that this year a link to the institutions website that includes clear degree requirements for each program found in KBOR’s program inventory and reflecting the new systemwide general education framework will suffice. Degree Maps for the performance reports due on July 1, 2025, and 2026 would adhere to the Degree Maps guidance provided. Sam also went over the rationale for requiring Degree Maps as part of the AY 2024 – AY 2026 Performance Agreements. Degree Maps were a recommendation by the National Institute for Student Success for all institutions in 2022. The proposal will be included on the March 20 agenda.

**Performance Funding Guidelines**

Sam Christy-Dangermond reviewed the Performance Agreements Funding Model and Guidelines for AY 2024-AY 2026. Because each of the performance reports due in July 2024, 2025, and 2026 require slightly different information, there is no more uniform a way to delineate the funding than the 20% breakdown per project noted in the funding guidelines. Sam will include the 2024 reporting template and guidelines in the March 20 agenda.

**Discuss Support Metrics for September Reporting**

Regent Lane led a discussion regarding three potential metrics the university provosts will begin reporting on in September; DFWs in Gateway Courses disaggregated by groups, the number of students flagged in Early Alert Systems, and the percentage of students participating with a professional advisor. Provosts will provide 5-to-6-minute quarterly reports in BAASC where they identify their data and the action plans for those metrics. The institutions agreed with the three support metrics proposed by Regent Lane for quarterly reporting and alignment with definitions used in EAB Navigate was the goal.

**Adjournment**

The next BAASC meeting is scheduled March 20, 2024.

The meeting was adjourned at 9:41 a.m.

## Performance Agreements and Reports

### Summary

[Kansas Statute 74-3202d](#) established performance-based funding for technical colleges, community colleges, state universities, and Washburn University. On May 17, 2023, the Board approved a new projects-based performance funding system based on implementing proven best practices to improve student success, including scaling corequisite remediation, math pathways, systemwide course placement standards, and academic degree maps.

After receiving feedback at the 2/14/24 Board Academic Affairs Standing Committee meeting, Board staff recommends a minor alteration to one of the five projects/indicators for the AY 2024 Performance Report only: to remove the requirement that Academic Degree Maps must adhere to the specifications in the [Degree Map Guidance](#) (Attachment A) and the [General Education Coding for Academic Degree Maps](#) (Attachment B) documents. However, the expectation that Academic Degree Maps for the July 1, 2025, and July 1, 2026, reports adhere to the specifications in the aforementioned documents would remain. The AY 2024 – AY 2026 Performance Agreement and the AY 2024 Performance Report template are included in Attachments C and D, respectively.

As a second item, Board staff have modified the Performance Agreement Guidelines and Procedures document to reflect the change to the projects-based performance funding model approved last year. This document is included for BAASC's review as Attachment E.

March 20, 2024

### Background

[K.S.A. 74-3202d](#) indicates “the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each post-secondary educational institution.” In addition, this statute requires that “each postsecondary educational institution’s receipt of new state funds shall be contingent on achieving compliance with its performance agreement.” At its May 17, 2023, meeting, the Board approved a new performance funding model for AY 2024 – AY 2026 Performance Agreements, fulfilling the requirements of K.S.A. 74-3202d.

Board Policy (Ch. III.A.1) indicates,

*In accordance with K.S.A 74-3202d the Kansas Board of Regents has adopted policies and procedures for the development of Performance Agreements with each postsecondary educational institution. These policies and procedures are described in the Board approved document “Performance Agreement Guidelines and Procedures.”*

*Each postsecondary educational institution’s receipt of new state funds shall be contingent on compliance with its performance agreement, as described in the Performance Agreement Guidelines and Procedures. The failure of a postsecondary educational institution to enter a performance agreement shall prevent that postsecondary educational institution from receiving any new state funds.*

As such, if the performance funding model changes, the Performance Agreement Guidelines and Procedures document must be updated to reflect those changes. Ultimately, the document must be approved by the Board Academic Affairs Standing Committee (BAASC) and the Board.

### Proposal for the AY 2024 Performance Report

At its February 14, 2024, meeting, BAASC reviewed the AY 2024 – AY 2026 Performance Agreements and the AY 2024 Performance Report template and discussed the funding model. The five projects included in the funding model are outlined below.

Project-Based Performance					
Project	Funding				
	Math Pathways in Accordance with Amended Chapter III.A.14.	Corequisite Math Support Developmental Education in Accordance with Amended Chapter III.A.14.	Corequisite English Support Developmental Education in Accordance with Amended Chapter III.A.14.	Systemwide Course Placement Measures in Accordance with Amended Chapter III.A.14.	Academic Degree Maps in Accordance with the <a href="#">Basic Standards</a>
Percentage of Funding Each Year	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

Concerns were raised by the institutions over the interrelated and overlapping projects in the system and the need to revise Academic Degree Maps each year of the agreement (due to the new Systemwide General Education and expected, but thus far undefined, changes resulting from the ongoing Math Pathways projects). Chair Lane recommended a working group to discuss the concerns and make a recommendation. A working group was formed and met on February 29, 2024. The group discussed the concerns and recommends removing the requirement that the Academic Degree Maps adhere to the specifications in the [Degree Map Guidance](#) (Attachment A) and the [General Education Coding for Academic Degree Maps](#) (Attachment B) documents, both referred to above as “Basic Standards,” but only for the AY 2024 Performance Report due July 1, 2024. The requirement would remain intact for the AY 2025 and AY 2026 Performance Reports. Attachments C and D include the AY 2024 – AY 2026 Performance Agreement and the AY 2024 Performance Report template, respectively, for reference.

### Importance of Degree Maps

In the spring of 2021, after hearing from Georgia State University President, Mark Becker address strategies his institution employed to address equity gaps for underrepresented populations, the Board engaged the newly formed National Institute of Student Success (NISS) to work with the six state universities and Cowley Community College to identify and resolve institutional barriers to equity and college completion. At the May 18, 2022, Board meeting, the National Institute of Student Success (NISS) Executive Director, Tim Renick, summarized the findings and recommendations. Dr. Renick reported that each institution that participated in the project received its own unique playbook that outlines recommendations to address specific challenges. One of the common recommendations for the institutions included standardizing academic degree maps for all academic programs, using a common template that sets forth, semester by semester, the preferred sequence of courses for students to take to complete their degrees. Along with the other recommendations, standardized academic degree maps were suggested to help address common challenges facing the institutions, including declining enrollment, equity gaps for students receiving Pell grants and non-white students, inconsistent student support services, and deficiencies in data utilization.

### Performance Agreement Guidelines and Procedures document

As the performance funding model changed for the AY 2024 – AY 2026 Performance Agreements, Board staff revised the Performance Agreement Guidelines and Procedures document to reflect those changes. That document is included as Attachment E for BAASC’s review.

### Recommendations

Board staff recommends approval for the following:

- the proposal to **remove** the requirement that the Academic Degree Maps adhere to the specifications of the [Degree Map Guidance](#) (Attachment A) and the [General Education Coding for Academic Degree Maps](#) (Attachment B) for the AY 2024 Performance Report due July 1, 2024, and
- the Performance Agreements Guidelines and Procedures document (Attachment E).



## ACADEMIC DEGREE MAPS

### What are Academic Degree Maps?

These are term-by-term sample course schedules that specify milestones, courses, and special requirements that are necessary for facilitating on-time completion. More information about academic degree maps is detailed by [Complete College America](#).

### Who Utilizes Academic Degree Maps?

- Current students use them to understand course sequencing and important information about their academic journey;
- Concurrent enrollment, transfer, and prospective students use them to consider options and plan their academic future;
- College academic advisors and high school counselors use them as an academic advising tool; and
- Families use them to support students with academic planning.

### What are Some of the Professional Organizations that Recommend Academic Degree Maps?

- Complete College America (CCA);
- Education Advisory Board (EAB); and
- National Institute for Student Success (NISS)

### What are the Basic Standards for Academic Degree Maps?

At a minimum, each academic degree map will need to:

- Specify any applicable milestones (e.g., specify that there is a minimum grade standard, a course must be taken during a specific semester to ensure the student is on a trajectory for on-time completion, etc.);
- **Code each general education course requirement based on the following [guidance](#);**
- List specific courses required each semester;
- Provide a path to complete associate degrees in two years and baccalaureate degrees in four years.<sup>1</sup>
  - In most cases, institutions will list at least 15 credit hours of course requirements in the Fall and Spring semesters OR 30 credit hours of course requirements over the course of the Fall, Spring, and Summer semesters;
- Be listed in alphabetical order on a centralized location on the institution's website to provide a one-stop shop approach for visitors to review all undergraduate degree program requirements. Here are some examples:
  - [Middle Tennessee State University](#);
  - [University of Texas @ Austin](#); and
  - [Perimeter College](#).








### When are the Academic Degree Maps Due?

- A link to the academic degree maps, which will include the new systemwide GE and coding labels as noted above, must be sent to KBOR by July 1, 2024.
- Updated academic degree maps will be provided in subsequent years.

<sup>1</sup> It is understood that a small number of programs may not be completed in two or four years. In such cases, the institution will need to outline the most efficient semester-by-semester route possible for timely completion.



**Degree Map Coding Guide for Institutions**

Bucket	English	Communications	Math & Statistics	Natural & Physical Sciences	Social & Behavioral Sciences	Arts & Humanities	Institutionally Designated
							
Systemwide General EDucation	010	020	030	040	050	060	070

Include the footnote code that aligns with each bucket requirement.

Here is an example of how the codes would be notated on a degree map. Links to course lists are recommended but not required.

First-Year							
First Semester				Second Semester			
Code	Course	Hours	Notes	Code	Course	Hours	Notes
ENG 101	English Composition I (SGE) <sup>010</sup>	3		ENG 102	English Composition II (SGE) <sup>010</sup>	3	
COM ----	<a href="#">Communications</a> (SGE) <sup>020</sup>	3		-----	<a href="#">Arts &amp; Humanities</a> (SGE) <sup>060</sup>	3	
MTH 101	College Algebra (SGE) <sup>030</sup>	3		-----	<a href="#">Natural &amp; Physical Sciences</a> (SGE) <sup>040</sup>	4	
BUS 101	Intro to Business	3		ACC 101	Accounting I	3	Must have a "C" or Better
-----	<a href="#">Arts &amp; Humanities</a> (SGE) <sup>060</sup>	3		CIS 101	Intro to Information Technology	3	

Systemwide General Education (SGE) Key	
010 English	050 Social & Behavioral Sciences
020 Communications	060 Arts & Humanities
030 Math & Statistics	070 Institutionally Designated
040 Natural & Physical Sciences	

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 <a href="#">Launch Year's Initiative in November 2022.</a>	<a href="#">Develop Charge Document</a>	
<a href="#">Develop Charge Document</a>	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.)		



**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 <ul style="list-style-type: none"> <li>• Corequisite Support Developmental Education                             <ul style="list-style-type: none"> <li>○ Instruction: English and Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> </ul> </li> <li>• Math Pathways                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> </ul> </li> <li>• Course Placement Measures                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> <li>○ Assessment: Testing Center Personnel</li> </ul> </li> </ul>	KBOR Professional Development <ul style="list-style-type: none"> <li>• Corequisite Support Developmental Education                             <ul style="list-style-type: none"> <li>○ Instruction: English and Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> </ul> </li> <li>• Math Pathways                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> </ul> </li> <li>• Course Placement Measures                             <ul style="list-style-type: none"> <li>○ Instruction: Math Faculty</li> <li>○ Advising: Academic Advisors</li> <li>○ Data Reporting: Institutional Research</li> <li>○ Assessment: Testing Center Personnel</li> </ul> </li> </ul>	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)		
<b>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:</b>		
1. A commitment to implementing math pathways, which will include detailing <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve gateway math courses for math pathways into degree programs; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
2. A commitment to implementing corequisite math support developmental education, which will include detailing <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve corequisite math support developmental education; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		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) <ul style="list-style-type: none"> <li>• the process and estimated timing that is required on campus to create and approve corequisite English support developmental education; and</li> <li>• the list of the group members that will lead this work on campus.</li> </ul>		1 Point
4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include: <ul style="list-style-type: none"> <li>• the list of the individuals that will participate in professional development; and</li> <li>• 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.).</li> </ul>		1 Point
5. A link to all its <a href="#">academic degree maps</a> for students starting in Fall 2024 or Spring 2025.		1 Point

**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)		
<b>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:</b>		
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 <a href="#">academic degree maps</a> for students starting in Fall 2025 or Spring 2026.		1 Point

**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 <a href="#">academic degree maps</a> for students starting in Fall 2026 or Spring 2027.		1 Point















AY 2024 Performance Report Template

- 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)**

|Insert text here|

AY 2024 Performance Report Template

5. Please provide a link to all <a href="#">academic degree maps</a> 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, and all courses required for completion of the program and credential.	1 Point
Insert text here	



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# Performance Agreement Guidelines & Procedures

Effective for Academic Years 2024, 2025, & 2026

Approved \_\_\_\_\_

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★ LEADING HIGHER EDUCATION ★



### **Introduction**

In 1999, the Kansas legislature adopted K.S.A. 74-3202d which established improvement plans for public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements.

The Board of Regents is responsible for reviewing and approving performance agreements and for providing technical assistance to institutions as they develop, implement and revise their performance agreements.

The Board is also responsible for determining the amount of new state funds awarded, as defined in K.S.A. 74-3202d. The awarding of new state funds is based on an institution's level of compliance with its performance agreement and the funds available for distribution.

### **Establishing an Improvement Plan**

At least once every three years, institutions negotiate a new performance agreement with the Board. [\*Building a Future\*](#), the Board's strategic plan for the System, provides the foundation for each institution's performance agreement. The three pillars of Building a Future are Family, Business, and Economic Prosperity. Performance metrics will be drawn predominantly from the Family pillar, which includes three areas of focus: Affordability, Access, and Success.

The projects-based performance funding model is based upon an institution employing proven practices that will position the system to move the needle on the Board's [\*Building a Future\*](#) strategic plan.

### **Annual Evaluation of Compliance and Funding**

To be eligible for any new funding appropriated by the Legislature and approved by the Governor, each institution annually submits a performance report that updates the Board on an institution's progress toward implementing the proven practices as outlined in the performance agreement. The performance report provides the Board a basis for awarding any new funding.

Awarding of new funding is based on progress in the following five projects/indicators included in the performance agreement, all in accordance with amended Board Policy [Chapter III.A.14](#), unless otherwise noted in the Projects-Based Performance Funding table below.

- Math Pathways
- Corequisite Math Support Developmental Education
- Corequisite English Support Developmental Education
- Systemwide Course Placement Measures (for both math & English)
- Academic Degree Maps

Projects-Based Performance Funding					
Project	Math Pathways	Corequisite Math Support Developmental Education	Corequisite English Support Developmental Education	Systemwide Math & English Course Placement Measures	Academic Degree Maps in Accordance with the <a href="#">Basic Standards</a>
Percentage of Funding Each Year	20% Funding	20% Funding	20% Funding	20% Funding	20% Funding

It should be noted that when new legislative dollars are allocated to higher education, an institution will receive a performance funding allocation by participating and meeting basic conditions in the five projects, in accordance with the reporting specifications outlined in the AY 2024 – AY 2026 Performance Agreement, and as generally described below. *The below Funding Tiers table is based upon full completion of the given number of projects/indicators. Please refer to the AY 2024 – AY 2026 Performance Agreement for the specific expectations and reporting requirements for each project/indicator for each year of the agreement.*

Funding Tiers					
<u>First Funding Tier: Institution Receives 100% New Funding Available</u>					
Institution Meets 5 out of 5 Indicators	1	2	3	4	5
<u>Second Funding Tier: Institution Receives 80% New Funding Available</u>					
Institution Meets 4 out of 5 Indicators	1	2	3	4	5
<u>Third Funding Tier: Institution Receives 60% New Funding Available</u>					
Institution Meets 3 out of 5 Indicators	1	2	3	4	5
<u>Fourth Funding Tier: Institution Receives 40% New Funding Available</u>					
Institution Meets 2 out of 5 Indicators	1	2	3	4	5
<u>Fifth Funding Tier: Institution Receives 20% New Funding Available</u>					
Institution Meets 1 out of 5 Indicators	1	2	3	4	5
<u>Sixth Funding Tier: Institution Receives 0% New Funding Available</u>					
Institution Meets 0 out of 5 Indicators	1	2	3	4	5

*If a project/indicator is not fully completed, partial credit may be awarded for each project/indicator, depending upon the institution’s level of completion and compliance, as determined by Board Staff and BAASC upon review of each annual performance report.*

Compliance is evaluated annually, and levels of funding are determined on an annual basis. The first year is critical

and builds the foundation for the next two years. For each reporting year, an institution may be awarded 0% to 100% of new funding, based on its level of compliance with the performance agreement and level of completion of each of the five projects as specified in the AY 2024 – AY 2026 Performance Agreement, as reported by the institution.

**Definition of New State Funds**

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution’s receipt of “new state funds” shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Except as otherwise specifically required by statute or appropriation proviso, only those funds that are appropriated by the Legislature to a specific postsecondary educational institution for a specific purpose by using a separate line item shall be exempted from performance funding.

Accordingly, the Board has determined that the following line items are subject to performance: (1) State university and Washburn University operating grants; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid; (3) eligible institutions’ Career Technical Education Capital Outlay Aid and Technology Grant Funding; (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding consistent with the statutes. “New state funds” received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771, will also be subject to performance.

Pursuant to K.S.A. 74-3202d, the Board of Regents will determine the amount of new state funds to be received by each institution, taking into account the institution’s level of compliance with its performance agreement and the funds available for distribution. For the purpose of this statute, “new state funds” means the amounts of additional state funding each institution received for the fiscal year from a particular line item that is in excess of state funding that institution received for the previous fiscal year from that line item. The Board will determine the amount of new state funds each institution is eligible to receive for each line item if the institution is determined to be in full compliance with its performance agreement. If the Board determines that an institution is not in full compliance with its performance agreement, the Board may allocate to the institution none or a portion of the new state funds for which the institution would otherwise be eligible. Any portion not allocated to an institution in the fiscal year shall not be reallocated to any other institution. Except for those funds that never become a part of the institution’s base, any portion not allocated to an institution will be deemed to be part of the institution’s base budget for the purpose of determining the following fiscal year’s allocation. This provision precludes an institution from permanently losing multi-year state funding due to noncompliance with its performance agreement. The intended effect of this provision is that such loss of funds would be only for one fiscal year.

**Alignment with [Building a Future](#)**

[Building a Future](#) is the Board’s strategic plan for the System and provides the foundation for each institution’s performance agreement. Much more information is collected for strategic plan purposes than can be used in any single performance agreement. A data dashboard has been incorporated into the Kansas Board of Regents website. Taken together, the dashboard and the annual institutional performance reports will provide a comprehensive picture of where the system stands on the critical components of [Building a Future](#) and of the progress individual institutions are making on their performance agreements.

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**Performance Agreement Statute**

**Statute 74-3202d: Same; performance indicators, review; core indicators of quality performance; selection of determinants for state moneys; institutional improvement plans; performance agreements; new state funds, requirements for receipt.**

(a) During the 2000 fiscal year, the state board of regents (1) shall review the performance indicators developed by the postsecondary educational institutions, including the municipal university; (2) after consideration of the core indicators of quality performance identified by the respective commissions and with the active involvement of the postsecondary educational institutions, shall approve those indicators that the state board determines should be implemented; and (3) shall select from among the indicators approved for implementation those indicators that will become determinants for the allocation of state moneys on the basis of performance. The indicators selected may vary among the postsecondary educational institutions and among institutional sectors and, if feasible, shall include indicators developed and adopted by the governing bodies of each postsecondary educational institution based on the needs of each such postsecondary educational institution.

(b) During the 2001 fiscal year, the postsecondary educational institutions, including the municipal university, shall develop institutional improvement plans showing how they will implement the performance indicators applicable to their institution and how they will measure performance on the basis of each indicator. Institutional improvement plans shall be revised and submitted to the state board of regents by each institution at least every three years. The state board of regents shall provide technical assistance to institutions in the development, implementation, and revision of their improvement plans.

(c) Commencing on July 1, 2001, institutional improvement plans shall be implemented for each postsecondary educational institution, including the municipal university. Each postsecondary educational institution shall begin the data collection, measurement, or other documentation necessary in order for its performance to be evaluated with regard to each indicator.

(d) Commencing on July 1, 2004, the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution. Performance agreements shall incorporate the goals, priorities, policies and mission objectives identified in the institutional improvement plans, and the performance measures, which will be used to demonstrate compliance and progress.

(e) Commencing on July 1, 2005, each postsecondary educational institution's receipt of new state funds shall be contingent on achieving compliance with its performance agreement. As used in this subsection, "new state funds" means that amount of state funds by which the amount received by a postsecondary educational institution for a fiscal year exceeds the amount received by that postsecondary educational institution for the preceding fiscal year. The state board shall determine the amount of new state funds to be received by each postsecondary educational institution, taking into account the postsecondary educational institution's level of compliance with its performance agreement and the funds available for distribution. Any new state funds received by a postsecondary educational institution pursuant to a performance agreement shall be deemed to be part of the state funds received in the preceding fiscal year for the purposes of determining new state funds for the postsecondary educational institution pursuant to a performance agreement for the ensuing fiscal year. If a postsecondary educational institution is not allocated any portion of new state funds in a fiscal year, the new state funds which the institution was eligible to be allocated by the state board in such fiscal year shall be deemed part of the state funds received by such institution in such fiscal year for the purpose of determining such institution's base budget and any new state funds for the ensuing fiscal year. The failure of a postsecondary educational institution to enter a performance agreement with the state board shall prevent that postsecondary educational institution from receiving any new state funds. Any funds designated by the legislature for a specific postsecondary educational institution or purpose shall be exempt from the provisions of this section.

**History:** L. 1999, ch. 147, § 12; L. 2001, ch. 94, § 3; L. 2002, ch. 188, § 3; July