KANSAS BOARD OF REGENTS SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA Wednesday, March 20, 2024 8:30 – 9:00 a.m.

The System Council of Chief Academic Officers (SCOCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612.

Call to Order	Mickey McCloud, Co-Chai	r
A. Roll Call and Introductions		
Welcome Rusty Monhollon, Vice President for Academic	Rusty Monhollon	
Affairs, KBOR		
B. Approve Minutes from February 14, 2024		p. 3
Systemwide Updates		
A. Transfer and Articulation Council (TAAC) Report	Jane Holwerda	
B. Performance Agreements/AY 2024 Performance Report	Sam Christy-Dangermond	p. 5/9
C. Math Pathways/Math Course Placement	Sam Christy-Dangermond	
D. General Education Exceptions	Karla Wiscombe	
E. Systemwide Elementary Education Transfer Associate	Karla Wiscombe	
F. Program to Program Articulations	Karla Wiscombe	
Other Matters		
A. Off-Campus Delivery of Academic Courses and Programs	Mickey McCloud	
B. Additional Updates	•	
Next SCOCAO Meeting – April 17 th at Fort Hays State University		
	 A. Roll Call and Introductions Welcome Rusty Monhollon, Vice President for Academic Affairs, KBOR B. Approve Minutes from February 14, 2024 Systemwide Updates A. Transfer and Articulation Council (TAAC) Report B. Performance Agreements/AY 2024 Performance Report C. Math Pathways/Math Course Placement D. General Education Exceptions E. Systemwide Elementary Education Transfer Associate F. Program to Program Articulations Other Matters A. Off-Campus Delivery of Academic Courses and Programs B. Additional Updates Next SCOCAO Meeting – April 17th at Fort Hays State 	A. Roll Call and Introductions Welcome Rusty Monhollon, Vice President for Academic Affairs, KBOR B. Approve Minutes from February 14, 2024 Systemwide Updates A. Transfer and Articulation Council (TAAC) Report B. Performance Agreements/AY 2024 Performance Report C. Math Pathways/Math Course Placement D. General Education Exceptions E. Systemwide Elementary Education Transfer Associate F. Program to Program Articulations Other Matters A. Off-Campus Delivery of Academic Courses and Programs B. Additional Updates Next SCOCAO Meeting – April 17th at Fort Hays State

Date Reminders:

V.

Adjournment

- March 22: Certify preliminary 2023 KCOG courses
- July 1: Performance Reports (including Degree Maps) due

SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

The System Council of Chief Academic Officers (SCOCAO), established in 2002, is composed of the six chief academic officers of the state universities, four chief academic officers selected by the nineteen community colleges, one chief academic officer selected by the six technical colleges, and the chief academic officer of Washburn University. The Board's Vice-President for Academic Affairs serves as an ex officio member. The Committee meets in person on the morning of the first day of the monthly Board meeting. Membership includes:

Mickey McCloud, Co-Chair JCCC

Debbie Mercer, Interim, Co-Chair K-State

Barbara Bichelmeyer KU
Brent Thomas ESU
Howard Smith PSU

Jane Holwerda Dodge City CC

Jill Arensdorf FHSU

John Fritch

Luke Dowell Seward CCC

Shirley Lefever WSU

Brandon Galm Cloud County CC

Washburn

Scott Lucas WSU Tech

Rusty Monhollon KBOR

System Council of Chief Academic Officers AY 2024 Meeting Schedule

SCOCAO Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	Location (virtual or in-person)	Institutional Materials Due	
September 20, 2023	Virtual	August 30, 2023	
November 15, 2023	Emporia State University	October 25, 2023	
December 13, 2023	Virtual	November 22, 2023	
January 17, 2024	Virtual	December 27, 2023	
February 14, 2024	Virtual	January 24, 2024	
March 20, 2024	Virtual	February 28, 2024	
April 17, 2024	Fort Hays State University	March 27, 2024	
May 15, 2024	Virtual	April 24, 2024	
June 18, 2024	Virtual	May 29, 2024	

SCOCAO meets at 8:30 a.m. unless otherwise noted.

System Council of Chief Academic Officers MINUTES

Wednesday, February 14, 2024

The February 14, 2024, System Council of Chief Academic Officers (SCOCAO) meeting was called to order by Co-Chair Mickey McCloud. The meeting was held virtually through Zoom with an in-person option at the KBOR offices.

In Attendance:

Members: Mickey McCloud, JCCC Laura Stephenson, Washburn Phil Speary, Butler CC

Barbara Bichelmeyer, KU Howard Smith, PSU Luke Dowell, Seward County CC Brent Thomas, ESU Jill Arensdorf, FHSU Jane Holwerda, Dodge City CC Shirley Lefever, WSU Scott Lucas, WSU Tech Debra Mercer, KSU

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Karla Wiscombe, KBOR Marc Malone, Garden City CC

Approval of Minutes

Luke Dowell moved to approve the January 17, 2024, meeting minutes. Jill Arensdorf seconded, and the motion passed.

Systemwide Updates

- Mistie Knox provided an update on the Apply Free Days and Apply Kansas. Apply Kansas took place in the month of October. Apply Free Days took place on November 7th-9th. The annual reports and data highlights can be found on the KBOR website. She also provided a FAFSA update.
- Jane Holwerda provided the Transfer and Articulation Council (TAAC) Report. TAAC met last week on February 7th and approved new Systemwide Transfer (<u>SWT</u>) courses not previously offered at three community colleges. The TAAC's next meeting is March 6th. March 1 is the deadline for institutions to apply to include SWT courses not previously offered to be added to the Transfer Portal for the 2024-25 academic year.
- Sam Christy-Dangermond provided an update on Math Pathways. The Math Pathways Task Force met on January 29th and plans to meet every 3-4 weeks. Elementary Education and Early Childhood Education is the next discipline group to meet on February 23rd to discuss appropriate math courses, and the Math Course Placement Measures Committee will meet on February 28th to discuss common course placement measures for the gateway math courses.
- Sam Christy-Dangermond provided an update on the Systemwide Elementary Education Transfer Associate Degree. Staff from 15 community colleges participated in this articulated program, getting program requirements entered into the program inventory at KBOR.
- Sam Christy-Dangermond provided an update on Performance Agreements/Reports & Performance Funding Guidelines. A sample agreement and report were provided, as guidance for what is due July 1 of this year and what is expected over the next two years. Reports will go to BAASC for review in late August. A Funding Model and Guidelines draft document was provided. The draft is expected to be submitted to BAASC by the March meeting, and it will ultimately need full Board approval to become official.

Other Matters

Mickey McCloud noted work is underway to update language and processes for the <u>Off-Campus</u>
 <u>Delivery of Academic Courses and Programs policy</u>. The KCIA group provided recommendations and

the revised policy will go to KBOR legal for review before it is disseminated. It should be ready for review next month.

• Karla Wiscombe gave a general Academic Affairs update. KBOR restructured the administrative support group, and additional staff will assist Academic Affairs. She provided an update on Systemwide Gen Ed Exceptions, which will be posted on the website by March 1. An email was sent to all Chief Academic Officers requesting representatives to create a systemwide associate degree for four programs: Business Administration, Computer Science, Nursing, and Social Work. The deadline for the work is May 24.

Adjournment

Brent Thomas moved to adjourn the meeting. Shirley Lefever seconded, and the motion passed.

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 - i di				

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	Establish systemwide math course	Establish systemwide math course		
will be used for math pathways (math task	placement measures (Math task force	placement measures (Math task force		
force will work with associate deans	members and a soon-to-be-created	members and a soon-to-be-created		
and/or department chairs in various	systemwide math course placement	systemwide math course placement		
disciplines). Upon completion of this	measures committee will work on this).	measures committee will work on this).		
work, revise Board policy to include math				
pathway options with a Fall 2026				
implementation date.				
Establish systemwide math course	Establish systemwide English course	Establish systemwide English course		
placement measures (Once it is understood	placement measures (A soon-to-be	placement measures (A soon-to-be		
what gateway math courses will be used	systemwide English course placement	systemwide English course placement		
for math pathways, this work will begin).	measure committee will work on this).	measure committee will work on this).		
Math task force members and a soon-to-				
be-created systemwide math course				
placement measures committee will work				
on this.				
Contemporary Math course outcomes and		Establish math pathways advising one-		
Elementary Statistics course outcomes		pager to outline what, when, and the		
might be revised at the Fall 2023 Kansas		alignment between majors and math		
Core Outcomes Group Meeting.		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.

Math faculty design gateway math courses for math pathways (if needed) and establish any institutionally designated math course placement measures with applies to the degree offerings on campus that applies to the degree offerings on campus exceptionally designated math course placement measures with applies to the degree offerings on campus that applies to the degree offerings on campus the developmental deduction on campus (in needed) and establish any institutionally designated finglish course placement measures Math faculty design corequisite English aupport developmental declaration on campus (in needed) and establish any institutionally designated finglish course placement measures Corequisite Support Developmental Education Distriction: English and Math Faculty Distriction: English and Math Faculty Distriction: Math Faculty District	AY 2025: Professional Development and Preparation				
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3. A commitment to implementing corequisite English support developmental education, which will include 1 Point	1				
detailing (its understood that many are currently doing corequisite English)			include 1 Point		
	detailing (its understood that many are currently	y 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. 	
-	4. A commitment to having faculty and staff participate in KBOR sponsored-professional development, which will include:	1 Point
	 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.). 	
	5. A link to all its <u>academic degree maps</u> 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 Seme	ster	
Offer at least one section of each gateway	Offer at least one section of each			
math course that applies to the degree	gateway math course that applies to the			
programs on its campus for math	degree programs on its campus for math			
pathways.	pathways.			
Offer at least one section of corequisite	Offer at least one section of corequisite			
math support developmental education for	math support developmental education			
each gateway math course that applies to	for each gateway math course that			
the degree programs on its campus for	applies to the degree programs on its			
math pathways.	campus for math pathways.			
Offer at least one section of corequisite	Offer at least one section of corequisite			
English support developmental education.	English support developmental			
	education.			
Institutions will work on updating degree	Institutions will work on updating degree			
maps for students beginning in Fall 2026	maps for students beginning in Fall 2026			
or Spring 2027	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 pactivities for AY 2026, including:	plan document (template to be provided by K	BOR in Spring of 2025) for the	ne above	
, ,	of each gateway math course that applies to	degrees on its compus for	1 Point	
	o implement math pathways full scale in 2020		1 1 OIIIt	
	estimated to be taught in each respective gate			
when this initiative is fully scaled in 20		eway main course per year		
	of corequisite math support developmental	education for each gateway	1 Point	
math course that annies to degrees on i	ts campus for Fall 2025 and Spring 2026 and	a plan to implement	1 1 Ollit	
corequisite math support developmenta		a plan to implement		
	of corequisite English support development	al education for Fall 2025	1 Point	
	nt corequisite English support developmental		1 1 OIIIt	
2026-2027;	nt corequisite English support developmenta.	education fair scale in		
,	nglish and math course placement measures f	or the soft launch and full-	1 Point	
scale in 2026-2027; and	ignori and matir course pracement incasures i	or the soft faution and full-	1 1 01111	
			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 Seme	ster	
Math pathways full scale	Math pathways full scale	Math pathways full scale		
Corequisite English and math support	Corequisite English and math support	Corequisite English and mat		
developmental education are full scale	developmental education are full scale	developmental education are	full scale	
Systemwide English and math course	Systemwide English and math course	Systemwide English and ma	th course	
placement measures are full scale	placement measures are full scale	placement measures are full	scale	
Performance Funding Implie	eations (AY 27 Funding Cycle; any new fund	ding awarded July of 2027)		
By July 1, 2026, each institution submits a pactivities for AY 2027, including:	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;				
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			1 Point	
(ALEKS, homegrown math assessment, plan to evaluate non-cognitive factors, etc.); and				
5. A link to all its <u>academic degree maps</u> for students starting in Fall 2026 or Spring 2027.				

Performance Agreement (Submit Plans for AY 2025) (AY 2025 Funding Cycle)				
Due by July 1, 2024:				
 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. 				
a. Process & Estimated Timing				
Insert text here				
h List of Cusum Mambaus				
b. List of Group Members Name	Title	Email Address		
Name	True	Eman Address		

2.	Ple	ease detail your institution's comm ucation, including	itment to implementing corequisite math s	upport developmental	1 Point
	a. the process and estimated timing that is required on campus to create and approve corequisite math support				(a = .5 pt)
	1.	developmental education (during A	AY 2025); and		(1 5)
	b. a.	the list of the group members that v Process & Estimated Timing	will lead this work on campus.		(b = .5 pt)
Inc		ext here			
11115	ci i	ext nere			
	b.	List of Group Members			
Na	me		Title	Email Address	

3. Please detail your institution's comm	itment to implementing corequisite English	support developmental	1 Point
education, including (its understood that many are currently doing corequisite English)			(5 4)
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 = .5 pt)
b. the list of the group members that v	will lead this work on campus.		(b = .5 pt)
a. Process & Estimated Timing			
Insert text here			
b. List of Group Members			
Name	Title	Email Address	
I 1	1 1		

		itment to faculty and staff participation in	KBOR sponsored-	1 Point
pr a. b.	 English and math corequivalence faculty, advisors, and instructions. Math Pathways (including Course Placement Meas math and English faculty, a plan to ensure that faculty and stawebinar(s) for English & math corequisition Math Pathways; and Course Placement Measure will receive the information missed 	ag faculty and advisors); ures for gateway and corequisite math and advisors, institutional research staff, and test aff who are unable to attend professional deve te support developmental education;	English courses (including ing center personnel); and elopment meeting(s) and/or	(a = .5 pt) $(b = .5 pt)$
a.	documentation, etc.).			
	List of Individuals for Profession math and English faculty, advisors,	al Development (English & math corequisite and institutional research staff)	e support developmental educa	tion - include
Name		Title	Email Address	
Ţ				
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Name	Title	Email Address
		[
		Į.

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	Email Address

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		

5. Please provide a link to all <u>academic degree maps</u> 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.	1 Point
Insert text here	