

**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.

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| I. Call to Order | | Mickey McCloud, Co-Chair | |
| A. Roll Call and Introductions | | | |
| Welcome Rusty Monhollon, Vice President for Academic Affairs, KBOR | | Rusty Monhollon | |
| B. Approve Minutes from February 14, 2024 | | | p. 3 |
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II. 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 | |
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III. Other Matters | | | |
| A. Off-Campus Delivery of Academic Courses and Programs | | Mickey McCloud | |
| B. Additional Updates | | | |
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IV. Next SCOCAO Meeting – April 17th at Fort Hays State University | | | |
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V. Adjournment | | | |

Date Reminders:

- 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	Washburn
Luke Dowell	Seward CCC
Shirley Lefever	WSU
Brandon Galm	Cloud County CC
Scott Lucas	WSU Tech
Rusty Monhollon	KBOR

System Council of Chief Academic Officers AY 2024 Meeting Schedule

<i>SCOCAO Academic Year 2023- 2024 Meeting Dates</i>		
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
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 (SWT) 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 [Off-Campus Delivery of Academic Courses and Programs policy](#). 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 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.

AY 2024 – AY 2026 Performance Agreement

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"> • Corequisite Support Developmental Education <ul style="list-style-type: none"> ○ Instruction: English and Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research • Math Pathways <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors • Course Placement Measures <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research ○ Assessment: Testing Center Personnel 	KBOR Professional Development <ul style="list-style-type: none"> • Corequisite Support Developmental Education <ul style="list-style-type: none"> ○ Instruction: English and Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research • Math Pathways <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors • Course Placement Measures <ul style="list-style-type: none"> ○ Instruction: Math Faculty ○ Advising: Academic Advisors ○ Data Reporting: Institutional Research ○ 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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)		1 Point

AY 2024 – AY 2026 Performance Agreement

<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

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

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

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

1 Point

Insert text here