

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.)		

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) <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. 		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"> • 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