

**KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS**

VIDEO CONFERENCE AGENDA

**April 15, 2020
8:30 am – 9:00 am**

The System Council of Chief Academic Officers (SCOCAO) will meet by video conference (this was originally scheduled as a face-to-face meeting at K-State), and the meeting will be live streamed for the public. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org. SCOCAO is co-chaired by Brad Bennett, Colby CC and David Cordle, ESU.

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|---|------------------------|-------|
| I. Call to Order | Brad Bennett, Co-Chair | |
| A. Roll Call | | |
| B. Approve Meeting Minutes from February 19, 2020 | | p. 3 |
| II. Transfer and Articulation Council Update | Jon Marshall | |
| III. Other Matters | | |
| A. Discuss Associate Degree Transfer | Daniel Archer | p. 7 |
| B. COVID-19 and Performance Agreement Outcomes | Daniel Archer | p. 14 |
| C. New Business | | |
| IV. Next SCOCAO Meeting – May 20th in Topeka | | |
| • Approve minutes from April 15, 2020 meeting | | |
| • Credit for Prior Learning (CPL) Update | | |
| V. Adjournment | | |

System Council of Chief Academic Officers (SCOCAO)

The System Council of Chief Academic Officers, 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 the morning of the first day of the monthly Board meeting. Membership includes:

Brad Bennett, Co-Chair	Colby CC
David Cordle, Co-Chair	ESU
Jill Arensdorf	FHSU
Charles Taber	K-State
Barbara Bichelmeyer	KU
Howard Smith	PSU
Rick Muma	WSU
Lori Wunningham	Butler CC
Erin Shaw	Highland CC
Beth Ann Krueger	KCKCC
Matt Pounds	NWKTC
JuliAnn Mazacheck	Washburn
Daniel Archer	KBOR

System Council of Chief Academic Officers AY 2020 Meeting Schedule

<i>Meeting Dates</i>	<i>Location</i>	<i>Institution Materials Due</i>
September 18, 2019	Topeka	August 30, 2019
November 20, 2019	Pittsburg State University	November 1, 2019
December 18, 2019	Topeka	November 29, 2019
January 15, 2020	Topeka	December 27, 2019
February 19, 2020	Topeka	January 31, 2020
March 18, 2020	Canceled	February 28, 2020
April 15, 2020	Video Conference	March 27, 2020
May 20, 2020	Topeka	May 1, 2020
June 17, 2020	Topeka	May 29, 2020

**System Council of Chief Academic Officers
MINUTES**

Wednesday, February 19, 2020

The February 19, 2020, meeting of the System Council of Chief Academic Officers was called to order by Co-Chair David Cordle at 8:32 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	Brad Bennett, Colby CC	David Cordle, ESU	Lori Winningham, Butler CC
	Erin Shaw, Highland CC	Matt Pounds, NWK Tech	Charles Taber, K-State
	Carl Lejuez, KU	Jill Arensdorf, FHSU	Howard Smith, PSU
	Rick Muma, WSU	Juliann Mazachek, Washburn	Beth Ann Krueger, KCKCC
Staff:	Daniel Archer	Sam Christy-Dangermond	Amy Robinson
	Karla Wiscombe	Tim Peterson	Erin Wolfram
	Natalie Yoza	Charmine Chambers	Scott Smathers
	Cindy Farrier	Judd McCormack	Marti Leisinger
Others:	Kathleen Kottas, Barton CC	Lori Winningham, Butler CC	Michelle Schoon, Cowley CC
	Steve Loewen, FHTC	Aron Potter, Coffeyville CC	Marlon Thornburg, Coffeyville CC
	Mike Calvert, Pratt CC	Marc Malone, Garden City CC	Joe McCann, Seward County CC
	Cindy Hoss, Hutchinson CC	Michael McCloud, JCCC	Stanton Gartin, Salina Area Tech
	Brian Niehoff, K-State	Jean Redeker, KU	Jennifer Ball, Washburn
	Adam Borth, Fort Scott CC	Ryan Ruda, Garden City CC	Greg Schneider, ESU
	Kevin Bracker, PSU	Shelly Gehrke, ESU	

Co-Chair Brad Bennett welcomed everyone and those present introduced themselves.

Approval of Minutes

David Cordle moved to approve the minutes of the January 15, 2020 meeting and Rick Muma seconded the motion. With no discussion or corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update

Karla Wiscombe provided an update from the February 12, 2020 TAAC meeting. There were eight institutions submitting courses not previously offered at their institutions. These courses have been approved for Systemwide Transfer. The Committee also looked at several courses for the 2020 Kansas Core Outcomes Conference being held at Wichita State University on October 16.

Karla demonstrated the new Transfer KS portal. The portal can be accessed from the home page of the KBOR website as well as on the KBOR Transfer and Articulation page https://www.kansasregents.org/academic_affairs/transfer-articulation. Karla noted the portal can sort transfer courses by subjects, SWT course titles, and institutions, with the ability to produce a list of all 91 transfer courses. Karla asked institutions to look for any courses that have not been offered in the past and that may be offered in the future. Erin Wolfram created a set of instructions to export all 91 courses, but Karla noted the moment the data is exported, it becomes outdated, as it is being pulled from course inventory in real time. Karla discussed that the course inventory may still have inaccuracies and asked for everyone to look again to ensure their institutional course inventory is up to date. She thanked those who have made updates already. Karla sent

an email asking institutions to certify the nine new courses. These will be added to the Transfer KS portal and Karla stated if any personnel have issues completing this they can contact her for assistance.

Erin Wolfram mentioned that core outcomes with effective, approval, and review dates can be accessed by individual courses in the Transfer KS portal. Erin also noted that if you want to quickly view SWT courses with effective dates, this information can be found under the Transfer and Articulation page on the KBOR website.

Open Educational Resources (OER) Update

Erin stated that KBOR has tentative approval for systemwide membership with Open Textbook Network (OTN). Paperwork is being processed to receive official approval from the Department of Administration. The benefits of OTN membership include:

1. Sending four state ambassadors to the OTN Summer Institute in July 2020. These ambassadors will then serve as statewide experts and trainers across Kansas.
2. OTN staff members will come to Kansas two times in the first year of membership to conduct statewide trainings for additional state OER representatives.
3. Mechanisms for statewide OER data collection.

OER will create cost savings for students. She noted there is a statewide OER showcase on March 26th 1-4pm at Washburn University for administrators, faculty, and staff across Kansas. This event is free and the OER Steering Committee will provide an update of their action plan, a key-note speaker from LibreNet will present, and there will be a poster session highlighting OER across institutions. An email will be sent out about this event and Erin encouraged each institution to present a poster and invite their peers.

There is also a statewide OER Conference on September 18 at FHSU. A call for presentation proposals will go out soon and this information will be placed on the KBOR website. The OER Steering Committee is looking for proposals related to three main topics:

1. Introduction to OER
2. Practices and Application
3. Instruction, Support, and Advocacy

Erin stated this event is for everyone from novices to experts. There will be key-note presentations and break-out sessions, and the cost will be minimal. Erin will send out more details soon.

The last item Erin discussed is the development of an OER website through KBOR. This will provide information on upcoming events, benefits of the OTN membership, general OER resources, and highlights of what individual institutions are doing with OER.

High Impact Practices

Daniel Archer gave a short update on proposed systemwide high impact practices. Daniel previously requested feedback from universities and community colleges and thanked those who submitted their practices. He noted there were a few high impact practices that everyone agreed on such as:

1. Creating an OER Initiative: KBOR is assisting with OER to create opportunities, which includes OTN membership. The Committee did not object with listing OER as a high impact practice.
2. Developing a statewide campaign to promote full-time students completing 30 credit hours per year. Data shows students completing 30 credit hours per year are more likely to graduate, they graduate sooner, and in turn spend less on associated costs. Data also show this is effective at all types of institutions.
3. The Board directed goal to create a transfer framework that will strengthen associate-to-baccalaureate transfer between community colleges and universities.

Daniel stated that KBOR is not trying to mandate any specific practices. KBOR plans to provide consistent messaging strategies, help build campaigns, obtain memberships that benefit students, and assist with current efforts. Erin Shaw asked if institutions that are currently working on these items will be required to shift their messaging in the future. Daniel responded a committee will be formed and he would not want to take away any current momentum from current individual initiatives; however, it could be beneficial for everyone to use the same messaging. Brad Bennett asked if these practices are going to become the new performance agreements. Daniel responded this was not the goal but noted there is a metric on the KBOR website for on-time graduation. Juliann Mazachek asked for mindfulness of what “on-time graduation” is. She noted they work with a large group of students and on-time may mean different time frames for different student populations.

Daniel discussed potential systemwide high impact practices. He noted there were potential high impact practices that he received positive feedback on implementing, such as:

1. Math pathways
2. Expanding corequisite remediation; and
3. Developing meta-majors

Daniel commented he believes before committing to the above practices there is a need to study and explore these through looking at them through faculty, student, and Board lenses.

Daniel discussed non-systemwide initiatives which individual institutions are implementing or plan to continue implementing. Daniel provided a list to the Committee and asked if anyone has additional initiatives to add they can contact him.

Daniel discussed the next steps in moving forward with these high impact practices. Pillar 1 is being focused on currently, and he anticipates the Board will approve these initiatives in June 2020. Brian Niehoff asked if the term “high impact practices” is set in stone, noting that this term is used for academic teaching and can confuse some due to these dual definitions.

Program Articulation

Daniel Archer stated this was originally assigned to BAASC but has since been directed to SCOCAO. He will be working on a report over the next month that addresses current challenges with the 2+2 programs and highlights successful initiatives in other states which may provide options.

Policy Revision

Karla Wiscombe discussed new US Department of Education regulations governing the recognition of accrediting agencies and other areas of the Higher Education Act, which take effect July 1, 2020. The Higher Learning Commission (HLC) is currently the accrediting body for Kansas. Due to these changes, Board policy must be amended to align with the new federal regulations. Outdated language in the Systemwide Transfer and Articulation section will also be updated at this time.

Classification of Instructional Programs (CIP) Code Update

Marti Leisinger provided an update on changes to CIP codes, which will be reflected in the 2020 edition of the CIP (CIP-2020). This will include almost 70 new four-digit series and more than 300 new six-digit codes. Marti noted that institutions may want to review the changes to make sure the CIP they are using for reporting is the CIP which best describes the content of their programs. New and historical classifications can be found at <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>. In the next few weeks KBOR will be asking institutions to update the CIP codes in KBOR Program Inventory to align with federal reporting. KBOR will be contacting IR officers at impacted institutions to let them know what specific CIP codes need to be changed. Marti does not believe there will be an impact to KSdegreestats.org or Program Review.

KCIA Update

Brad Bennett provided a brief update from the KCIA meeting on February 18, 2020. Brad thanked the KBOR staff who attended, noting it's helpful to get updates and spend time with them, in general. Brad stated KCIA members are helping each other from an accreditation standpoint. For example, KCIA has individuals who volunteered to do mock visits of the two-year colleges for HLC that are non-peer reviewers. Brad noted in the past they have used consultants which can be costly. Brad noted they have the KCIA retreat the third week of May 2020.

Adjournment

Jill Arensdorf motioned to adjourn the meeting, and Chuck Taber seconded the motion. The motion passed and the meeting adjourned at 9:05 a.m.

Summary

This issue paper explores and examines the challenges and potential opportunities associated with associate-to-baccalaureate degree program transfer. The paper addresses three core components that are critical in establishing a systemwide associate-to-baccalaureate transfer framework and outlines proposed recommendations.

April 15, 2020

Background

In recent years, Kansas has established systemwide transfer (SWT) as a robust transfer framework for individual courses. The SWT inventory is comprised of 100 courses that transfer among the 32 public colleges and universities in Kansas. This system exists in conjunction with a long-standing tradition of Kansas community colleges playing a vital role in supporting baccalaureate degree completion. In 2019, Kansas ranked second in the nation in the percentage of baccalaureate degree earners who started at two-year public colleges.¹

While Kansas has built an effective model for individual course transfer and has a documented history of students progressing from two-year colleges to universities, the state does not currently have a systemwide policy or strategy that advances associate-to-baccalaureate degree program transfer. Seeing an opportunity for growth, the Board directed Board staff to collaborate with colleges and universities to design a systemwide transfer framework at the programmatic level.

A systemwide program transfer approach is intended to preserve credits and establish a clear transfer pathway between two-year colleges and universities.² As a result, this approach creates a concrete trajectory in which all courses completed within an earned associate degree transfer and apply toward the completion of specific baccalaureate degree requirements. Implementing a systemwide associate-to-baccalaureate transfer model is advantageous to students, states, universities, and community colleges for a multitude of reasons. Among others, the benefits include:

Benefits to the Student

- Provides a shorter path to completion, thereby reducing time-to-degree³
- Decreases the cost of the degree³
- Creates more flexibility and increases options for students⁴

Benefits to the State

- Increases efficiencies and reduces course redundancy⁴
- Saves state costs associated with excessive credits³
- Aligns with the KBOR Strategic Plan – Promotes affordability, retention, and completion

¹ National Student Clearinghouse. (2019). *Completing college-state-2019*. Retrieved from <https://nscresearchcenter.org/signature-report-16-state-supplement-completing-college-a-state-level-view-of-student-completion-rates/>

² Gross, B., & Goldhaber, D. D. (2009). *Community college transfer and articulation policies: Looking beneath the surface*. Bothell, WA: Center on Reinventing Public Education, University of Washington.

³ Root, M. (2013). *Essential elements of state policy for college completion*. Retrieved from http://publications.sreb.org/2013/013_ess_lem_tran_courses.pdf

⁴ Kisker, C. B., Wagoner, R. L., & Cohen, A. M. (2012). Elements of effective transfer associate degrees. *New Directions for Community Colleges*, 2012(160), 5-11.

Benefits to the University

- Provides an opportunity to attract more non-traditional students as universities adapt to recruiting from smaller high school graduating classes⁵
- Establishes an opportunity to have a larger population of junior transfer students, which could increase the demand for upper-division coursework⁵
- Simplifies transfer student advising and streamlines degree audits because the transferability has previously been determined⁶
- Creates opportunities to increase baccalaureate degree completion (transfer students who have an associate degree are more likely to earn a baccalaureate degree)⁷

Benefits to the Community College

- Creates opportunity to increase associate degree completion⁸
- Simplifies transfer student advising⁶

Core Components in a Systemwide Associate-to-Baccalaureate Transfer Framework

A review of practitioner and scholarly literature revealed that three components are commonly cited when establishing a systemwide associate-to-baccalaureate program transfer model.

- Developing a common general education (GE) package^{3,4}
- Creating a framework in which program courses transfer as a block without the loss of credit^{2,3}
- Examining associate and/or baccalaureate degree credit limits⁴

A description of each component, as well as the challenges and opportunities associated with it, are detailed herein.

Developing a Common General Education Package

A common general education package “is the foundation upon which transfer associate degrees are built, and is key to achieving statewide gains in efficiency and cost savings.”⁴ Accordingly, many states have established a common general education framework that guarantees a transferable associate degree automatically satisfies the receiving university's general education requirements.

A breakdown of systemwide general education packages in nine states is detailed below.

State	Total Common General Education Hours	Link to General Education Package
Arkansas	35 Hours	Arkansas GE Package
Colorado	35 Hours	Colorado GE Package

⁵ Jenkins, D., Kadlec, A., & Votruba, J. (2014). *Maximizing resources for student success: The business case for regional public universities to strengthen community college transfer pathways*. Retrieved from [http://hcmstrategists.com/maximizingresources/images/Transfer_Pathways_Paper .pdf](http://hcmstrategists.com/maximizingresources/images/Transfer_Pathways_Paper.pdf)

⁶ Manz, N. (2015). *The transfer handbook: promoting student success*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

⁷ Shapiro, D., Dundar, A., Ziskin, M., Chiang, Y.-C., Chen, J., Harrell, A., & Torres, V. (2013). *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions* (Signature Report No. 5). Herndon, VA: National Student Clearinghouse Research Center.

⁸ Spencer, G. (2017). *Improving transfer pathways: the impact of statewide articulation policies* (Doctoral dissertation).

State	Total Common General Education Hours	Link to General Education Package
Florida	36 Hours	Florida GE Package
Iowa	40 Hours	Iowa GE Package
Maryland	30-36 Hours	Maryland GE Package
Missouri	42 Hours	Missouri GE Package
Oklahoma	36 Hours	Oklahoma GE Package
Pennsylvania	30 Hours	Pennsylvania GE Package
Tennessee	41 Hours	Tennessee GE Package

In contrast to these states, Kansas does not currently have a policy guaranteeing that completing a transferable associate degree satisfies baccalaureate general education requirements. While there is no such policy concerning associate degrees, [current Board policy](#) specifies that a combination of transfer courses should be recognized as completing general education requirements at state universities and Washburn University.

It should be noted that the combination of courses detailed in policy is dated and does not align with general education requirements used by many Kansas colleges and universities. As an example, this combination of courses requires 45 total hours, including nine hours of science courses. These requirements exceed what is currently prescribed by many Kansas colleges and universities and surpass the credit hour parameters established in the aforementioned systemwide general education packages.

Recommendation

It will be critical to develop a policy that addresses both general education requirements and how such requirements will apply within an associate-to-baccalaureate transfer framework. Therefore, it is recommended that a working group is formed to develop a proposed policy that:

- defines a common general education package for transferable associate degrees; and
- guarantees that a transferable associate degree is used to satisfy the general education at the receiving baccalaureate-degree granting university.

Creating a framework in which program courses transfer as a block without the loss of credit

In Kansas, transferring a block of program courses has primarily been based upon a university establishing a set of bilateral agreements with community colleges. Thus, if a university wishes to establish a program transfer agreement with each community college in the state, it must develop 19 individual agreements. This is cumbersome for universities and community colleges and necessitates ongoing oversight because any program change made by either party triggers a need to re-examine and revise the agreement.

In addition to bilateral agreements with community colleges, universities also have transfer guides that specify program-specific courses from community colleges that will transfer. While this is a helpful resource, a transfer guide does not guarantee that community college credits will transfer because it may change between the point at which the student took the course at the community college and the date in which he/she is admitted to the university.⁹

⁹ Schudde, L. (2019). *Why Texas should mandate that associate degree credits can be readily transferred from two- to four-year colleges*. Retrieved from <https://scholars.org/contribution/why-texas-should-mandate-associate-degree-credits-can-be-readily-transferred-two-four>

On account of the challenges and limitations associated with transferring program-specific courses, multiple states have established systemwide associate degrees in which a block of program-specific courses transfer and apply toward the completion of baccalaureate degrees in like programs.⁴ This has been executed by using pre-major and early-major courses to 1) fulfill the program portion of associate of arts/science degrees and 2) satisfy specific baccalaureate degree course requirements, without the loss of credit. This model aligns program-specific courses across community colleges and universities, which, in turn, reduces course overlap and eliminates the need to repeat similar courses at the university.

The states that are often cited as having effective systemwide associate-to-baccalaureate transfer models are detailed below.

State	Total Systemwide Associate-to-Baccalaureate Transfer Programs
California	38 Programs
Colorado	36 Programs
Connecticut	27 Programs
Ohio	51 Programs
Pennsylvania	25 Programs
Tennessee	57 Programs

A review of these associate-to-baccalaureate program transfer inventories revealed that there are many common program areas among the states. The common associate-to-baccalaureate transfer program areas are highlighted below.

All Six States Implemented the following as Systemwide Associate-to-Baccalaureate Transfer Programs	
1. Business	6. English
2. Biology	7. History
3. Chemistry	8. Political Science
4. Criminal Justice	9. Psychology
5. Early Childhood Education	10. Sociology
Five out of the Six States Implemented the following as Systemwide Associate-to-Baccalaureate Transfer Programs	
1. Communications	5. Physics
2. Computer Science	6. Social Work
3. Geography	7. Spanish/Modern Languages
4. Philosophy	8. Theatre
Multiple States Implemented the following as Systemwide Associate-to-Baccalaureate Transfer Programs	
1. Accounting	12. Exercise Science
2. Agriculture Business	13. Finance
3. Agriculture Plant Sciences	14. Geology
4. Animal Science	15. Information Systems
5. Art	16. Journalism
6. Art History	17. Marketing
7. Economics	18. Management
8. Elementary Education	19. Music
9. Engineering	20. Nursing
10. Engineering Technology	21. Nutrition and Dietetics
11. Environmental Science	22. Secondary Education

Nearly all these states have created degree sheets that detail the associate degree course requirements within systemwide associate-to-baccalaureate transfer programs. Examples of systemwide associate degree sheets in common program areas are detailed below.

State	Systemwide Program
Colorado	Business
Connecticut	Biology
Ohio	Psychology
Pennsylvania	Criminal Justice
Tennessee	Early Childhood Education

In addition to highlighting the common program areas in other states, it is also essential to recognize the common program areas selected by Kansas students who have transferred from community colleges to state universities. When reviewing the fall enrollment data between 2014 and 2018:

- 51% of incoming state university students who transferred from a community college were enrolled in 10-program areas;
- 61% of incoming state university students who transferred from a community college were enrolled in 15-program areas; and
- 75% of incoming state university students who transferred from a community college were enrolled in 30-program areas.

These data show that much of the incoming community college transfer student population were concentrated in select program areas. To provide more context, the five-year enrollment averages for the top 30 program areas selected by community college students who transferred to state universities in the fall between 2014 and 2018 are detailed below.

Top 30 Programs Selected by Community College Students Who Transferred to Universities	5 Year Average
Teacher Education and Professional Development, Specific Levels and Methods	294.4
Liberal Arts and Sciences, General Studies and Humanities	255.8
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing	193
Psychology, General	139.8
Business Administration, Management and Operations	136.8
Social Work	99.6
Biology, General	97
Accounting and Related Services	97
Teacher Education and Professional Development, Specific Subject Areas	78
Health and Physical Education/Fitness	74.8
Criminal Justice and Corrections	64
Communication, General	58.2
Animal Sciences	54.2
Mechanical Engineering	53.8
Fine and Studio Arts	53.2
Marketing	44.8
Agricultural Business and Management	43

Top 30 Programs Selected by Community College Students Who Transferred to Universities	5 Year Average
Computer and Information Sciences, General	36.4
Allied Health Diagnostic, Intervention, And Treatment Professions	34.4
Finance and Financial Management Services	33.8
English Language and Literature, General	33.6
Business/Commerce, General	32.4
Sociology	32.2
Construction Management	20.8
Political Science and Government	20.8
History	20.8
Communication Disorders Sciences and Services	20.4
Health Services/Allied Health/Health Sciences, General	19.2
Design and Applied Arts	17.8
Human Resources Management and Services	13.8

When considering these data in relation to the systemwide program inventories in other states, it should be noted that nearly all the top 30 programs selected by community college students who transferred to state universities are classified by multiple states as associate-to-baccalaureate transfer programs.

Recommendation

Kansas has a tremendous opportunity to create a systemwide approach to support program transfer. Before any concrete steps are taken, it will be vital to establish the foundational components that are needed to construct a robust systemwide associate-to-baccalaureate transfer initiative. As such, it is recommended that a working group is formed to:

- identify a conceptual framework for developing a systemwide associate-to-baccalaureate transfer initiative;
- identify the potential programs for a systemwide associate-to-baccalaureate transfer initiative; and
- identify a proposed timeline for creating and implementing a systemwide associate-to-baccalaureate transfer initiative.

Examining Associate and/or Baccalaureate Degree Credit Limits

Current policy states that a “Baccalaureate degree” means a degree:

(a) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of 120 semester credit hours in the liberal arts, sciences or professional fields.

(b) Incorporating in its program design the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at or above the baccalaureate level, and a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions, except as authorized in paragraph 2(e). Institutions may make a limited number of exceptions from the 60-hour requirement for individual students, up to a maximum of 6 hours.

(c) The degree shall require distinct specialization, i.e., a “major,” which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.

(d) The equivalent of the first two academic years of full-time study (associate degree programs ordinarily require 64, but in some cases may extend up to 72, semester credit hours) may be from institutions that have a majority of degree conferrals below the baccalaureate level.

(e) The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success.

There is Board interest in examining section e, which allows the University of Kansas Edwards campus (KU-Edwards) to apply more than 60 hours from Johnson County Community College toward the completion of a baccalaureate degree. This particular provision was approved as a pilot program in March 2019. In May 2020, KU will present the early results of the pilot to the Board of Academic Affairs Standing Committee (BAASC).

Recommendation

Given that this is relatively new, it will be essential to collect data to analyze and assess the effectiveness of the pilot. This will provide an opportunity to determine how the pilot has impacted credit hour completion at each institution as well as baccalaureate completion at KU-Edwards. Thus, it is recommended that KU continue reporting outcomes to BAASC before any large-scale baccalaureate degree policy changes are recommended.

Summary

Due to the COVID-19 pandemic, institutions are struggling to adjust to unprecedented circumstances, including reducing or completely eliminating face-to-face delivery of courses, on-site testing, student services, and recruitment. They are in the process of determining how final exams will be administered, whether to make temporary changes to academic policies (including grading systems), the delivery method of summer courses, and a myriad of other issues dealing with campus operations. Board staff requested this agenda item as a discussion item for SCOCAO.

April 15, 2020

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. Each performance agreement consists of several performance indicators chosen by the institution by which their performance is measured. The performance agreements for AY 2020 – AY 2021 were approved by the Board March 18, 2020.

Due to the unprecedented disruption caused by the COVID-19 pandemic, institutions of higher education have had to adjust nearly every aspect of operations, including the delivery of courses, student services, recruiting, and research efforts, to name a few. Additionally, institutions may be adopting or considering adopting temporarily adjusted academic policies related to grading and withdrawing from courses as students have had to leave campuses and readjust to the new reality of “sheltering in place.” Because of this disruption, many measures of institutional performance *could* be negatively affected, including but not limited to indicators measuring:

- number of degrees and certificates awarded and any variation thereof;
- number of industry-recognized and/or third-party credentials awarded;
- number of high school students completing a course with a grade of C or better;
- completion of certain number of credit hours for AY;
- first-year GPA of students in developmental courses;
- success rate of developmental students in either developmental or gateway courses;
- adult Basic Education (ABE) gains;
- fall to spring retention;
- research expenditures; and
- knowledge/proficiency based on institution-specific tests.

Further, because of the uncertainty of how far into the future these extenuating circumstances will extend, we are unsure of the effects on measures that include summer semester courses and/or testing, and fall to fall (or year to year) retention, all of which could affect AY 2021 data, as well.

Each institution has at least one indicator from the bulleted list above; many have two or more. Considering the current [Funding Guidelines](#), Board staff would like to discuss what steps might be taken to help mitigate the negative effects of the pandemic on performance measures.