

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

**MEETING AGENDA
Wednesday, May 19, 2021
8:30 – 9:00 am**

The System Council of Chief Academic Officers (SCOCAO) will meet by video conference. Questions can be emailed to arobinson@ksbor.org. SCOCAO is co-chaired by Erin Shaw, Highland CC, and Shirley Lefever, WSU.

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| I. Call to Order | Erin Shaw, Co-Chair | |
| A. Introductions | | |
| B. Approval of Minutes from April 14, 2021 | | p. 3 |
| II. Transfer and Articulation Council (TAAC) Update | Linnea GlenMaye | |
| III. Other Matters | | |
| A. Developmental Education Update | Sam Christy-Dangermond | p. 8 |
| B. Data on High School GPA and College Course Success | Marti Leisinger & Jarett Payne | |
| C. AY2022 Performance Agreement | Daniel Archer | p. 9 |
| IV. Next SCOCAO Meeting – June 16, 2021 | | |
| 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:

Shirley Lefever, Co-Chair	WSU
Erin Shaw, Co-Chair	Highland CC
Jill Arensdorf	FHSU
Charles Taber	K-State
Barbara Bichelmeyer	KU
Howard Smith	PSU
David Cordle	ESU
Lori Winningham	Butler CC
Jerry Pope	KCKCC
Corey Isbell	NCK Tech
Sarah Robb	Neosho County CC
JuliAnn Mazachek	Washburn
Daniel Archer	KBOR

System Council of Chief Academic Officers AY 2021 Meeting Schedule

<i>Meeting Dates</i>	<i>Location</i>	<i>Institution Materials Due</i>
September 08, 2020 @ 10:15 am	Video Conference	August 19, 2020
November 18, 2020	Video Conference *originally at ESU	October 28, 2020
December 16, 2020	Video Conference	November 24, 2020
January 20, 2021	Video Conference	December 30, 2020
February 17, 2021	Video Conference	January 27, 2021
March 17, 2021	Video Conference	February 24, 2021
April 14, 2021	Video Conference *Originally at FHSU	March 24, 2021
May 19, 2021	Video Conference	April 28, 2021
June 16, 2021	Topeka	May 26, 2021

*SCOCAO meets from 8:30-9am unless noted otherwise.

**System Council of Chief Academic Officers
MINUTES**

Wednesday, April 14, 2021

The April 14, 2021 meeting of the System Council of Chief Academic Officers was called to order by Co-Chair Erin Shaw at 8:30 a.m. The meeting was initially scheduled to be held in Topeka. Due to the COVID-19 pandemic, it was held through Zoom.

In Attendance:

Members:	Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU Jill Arensdorf, FHSU	Erin Shaw, Highland CC David Cordle, ESU Howard Smith, PSU	Corey Isbell, NCK Tech Sarah Robb, Neosho County CC JuliAnn Mazachek, Washburn
Staff:	Daniel Archer Karla Wiscombe Connie Beene	Amy Robinson Tara Lebar Cindy Farrier	Sam Christy-Dangermond April Henry Judd McCormack
Others:	Ann Brill, KU Adam Borth, Fort Scott CC Bobby Winters, PSU Christine Brodsky, PSU Clay Stoldt, WSU Heather Morgan, KACCT Jason Sharp, Labette CC Jennifer Ball, Washburn Jeremy Patterson, WSU Linnea GlenMaye, WSU Maggie Schoonover, WSU Monette DePew, Pratt CC Shannon Portillo, KU Sharon Kibbe, Highland CC	Aron Potter, Coffeyville CC Andrew Hippisley, KU Carl Hummell, WSU Carter File, Hutchinson CC Jean Redeker, KU Jon Marshall, Allen CC Kim Morse, Washburn Jeromy Fisher, WSU Mickey McCloud, JCCC Michelle Schoon, Cowley CC Mindy Markham, K-State Sandy Valenti, ESU Stanton Gartin, SATC Tiffany Evans, Colby CC	Aleks Sternfeld-Dunn, WSU Brian Niehoff, K-State Cindy Hoss, Hutchinson CC Deanna Carpenter, Allen CC Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jody Fiorini, WSU Kim Zant, Cloud County CC Luke Dowell, Seward County CC Mike Zimmerman, NWK Tech Rija Kahn, WSU Shelly Gehrke, ESU Taylor Crawshaw, Independence CC

Co-Chair Erin Shaw welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes

Jill Arensdorf moved to approve the minutes of the March 17, 2021 meeting, and Chuck Taber seconded the motion. With no corrections, the motion passed.

Transfer and Articulation Council (TAAC) Update

Linnea GlenMaye provided an update from the Council. At their April 7 meeting, TAAC approved six new courses to review at the October 8, 2021 KCOG Conference. Linnea stated their selection process is based on a number of criteria, but they focused on courses that have at least twelve institutions offering the course, lower-level introductory program courses, general education courses, and courses recommended from faculty provided at previous KCOG Conferences. The following six courses were chosen based on those criteria:

1. Microbiology & Lab
2. Business Law
3. State & Local Government
4. Cultural Diversity and Ethnicity
5. Prevention & Care of Athletic Injuries

6. Educating Exceptional Students

TAAC also identified thirteen courses for review, which were last reviewed five years ago:

1. Anatomy & Physiology-5 credit hours
2. Anatomy & Physiology-8 credit hours
3. Introduction to Business
4. Introduction to Education
5. Introduction to Women's Studies
6. World Regional Geography
7. Medical Terminology
8. First Aid & CPR
9. College Algebra
10. Contemporary/Essential Mathematics
11. General/Business Calculus
12. Introduction to Psychology
13. Human Lifespan/Developmental Psychology

A list of all new and review courses can be found on the TAAC website

https://www.kansasregents.org/academic_affairs/transfer-articulation/annual-kcog-conference. An email will go out to Chief Academic Officers requesting they submit preliminary course information for the new courses before the end of the spring semester.

The Core Learning Outcomes approved from new and review courses at the 2020 KCOG Conference have been updated on the TAAC website and in the Transfer Portal. The Core Outcomes Subcommittee is reviewing TAAC policies and procedures, and the Quality Assurance Subcommittee is developing the 2021 Quality Assurance Report.

JCCC/KU Edwards Campus Transfer Pilot Update

Mickey McCloud and Shannon Portillo provided a summary from their report contained in the agenda. The report includes background information on the formation of the pilot and an update on how students are performing after two years. Shannon noted the data shows more students are taking advantage of the pilot process, and the student persistence rate is around 90%. They also see high quality and low transfer shock, and students are maintaining GPA's around 3.24. Mickey discussed their ability to draw back students who have fallen away and were not going to be degree completers in Kansas. The data shows the number of students entering this pipeline has increased, as the design of this program has helped these students get the support they require while honoring their previous associate degree work. Mickey also pointed out the diversity of degrees students are interested in has increased.

Chuck Taber stated the support for students sounds promising and asked for further elaboration on things that can be done to support students in their transfer process. Mickey responded their teams had joined together, so students are jointly advised at the point of transfer, and this has been very beneficial in building faculty and student relationships and conversations. Shannon stated they use an Academic Success Coach Model at the KU Edwards Campus. This allows one advisor to work with students from the point of inquiry to graduation, and the advisor works closely with the JCCC counselors and specific academic programs. She believes the pilot has helped their faculty reach out to other community college faculty and think through how they are scaffolding the curriculum through a complete degree experience for students who move from an associate to a bachelor's degree. Shannon noted they have also been able to plan out each of their degree plans by accepting transfer credits while ensuring majors are focusing on junior and senior skills. Mickey discussed how they continue to keep students in the JCCC pipeline after transferring to KU to continue using JCCC services. This would include tutoring centers and libraries, and JCCC tracks the data, which can be shared with KU.

Barbara Bichelmeyer thanked them for their work and innovation. She asked if they see faculty or students being mobile to meet. Shannon responded it is a combination. Faculty and staff from KU regularly went to JCCC before the pandemic, and during the pandemic, they focused on a digital presence. In addition to this pilot, KU has several "Transfer Communities" where students, faculty, and staff can come together around specific topics. These communities provide an opportunity for JCCC students to start meeting with KU faculty and Success Coaches, so they begin to build relationships before they transfer. Mickey stated JCCC creates student opportunities such as site visits with KU Edwards. They have been working over the last year on finding a space to start a pilot cohort program for the Business degree. Their current pilot saw many students interested in a BBA, so they looked at a new pilot to get the students through their program more expediently. This space could also be used as a teaching space to share with KU Edwards faculty for their work on the JCCC campus.

Daniel Archer stated representation on the Board would like the conditions of this pilot to become a state-wide policy in terms of providing flexibility to transfer in community college hours to university bachelor's degrees. He asked if universities had any interest in making this change or would prefer to continue looking at data for another year or two.

- Chuck Taber stated the pilot looks successful, and K-State is ready to move forward with discussions.
- David Cordle agreed it looked successful, noting ESU may have faculty concerns with expansion, and more conversations may be beneficial.
- Barbara Bichelmeyer stated it would be worth having conversations around implementation and who 2-year and 4-year institutions would partner with. She suggested a phase-in approach before going systemwide, and Mickey and Shannon could create best practices to help ensure success with other partnerships.

The Council agreed to look into the expansion of this program. They will have conversations about making the pilot broader and building intentional partnerships.

Credit for Prior Learning (CPL) Report

Tara Lebar provided a summary of data from the 2020 CPL Report. The full report can be found at https://www.kansasregents.org/academic_affairs/credit_for_prior_learning. Connie Beene also provided information on military articulation data and updates. Credit for Prior Learning (CPL) is the awarding of credit for college-level equivalent knowledge and includes credit awarded by earning pre-determined scores on national standardized exams, military training, industry credentials, portfolios, and other methods. Awarding CPL aligns with the Board's goal to increase higher education attainment. The report shows that Advanced Placement has the largest amount of CPL being awarded at the Universities and in the system at 41%, with military articulations coming in second at 32% overall. Military articulations represented the largest CPL award for Washburn University and the community college sector and institutional exams represented the largest CPL type for technical colleges. Tara noted International Baccalaureate (IB) made the top five this year, which has increased since a new policy was put in place. Charts provided show the highest number of credits awarded by sectors and comparison from 2019 to 2020. The total number of hours awarded at universities in 2020 totaled 51,000, and Washburn data add another 2,000 hours. For community colleges, the total is 16,000 hours awarded. For technical colleges, the total is 2,200 hours, and Tara noted that not all institutions in this category had numbers that could be represented. The system total headcount is 6,203 students, 4,100 at universities, 1,300 at community colleges, and almost 600 at technical colleges. Tara stated if you average the total hours and number of students, it is about 11.7 hours of credit awarded per student. Tara went over the military articulation data from the report. Connie Beene noted there are more articulations that are not in the KBOR system that KBOR institutions are doing. KBOR, through a grant, is in the process of working with these institutions to include any additional articulations in our system by using some of the grant funds to enhance the KBOR Military Portal.

In addition to the current military articulations, Connie Beene discussed military grant funding. Kansas was invited to apply for a Lumina Foundation Grant and was awarded \$200,000. The universities are leading the project and have created teams within their institutions to articulate pathways with multiple exit points and

stackable credentials. These pathways also include community and technical college partners. This grant focuses on having our educational partners look broadly at the skills learned in four military occupational code areas that lack clear paths to civilian credentials and jobs. More than half of minority service members are clustered in these four occupations: food service, supply administration, personnel and administration, and warehousing and equipment handling. The KBOR grant team cross-walked SOC codes to institutional CIP codes within the four MOC's to assist institutions in identifying diverse degree options. The project funds have been extended to the end of 2021, which will allow for continued discussions and time to complete the work. Connie stated Kansas leads the nation in this area and noted the evaluator who was hired to award the grant is focused on learning from Kansas and creating a process to share nationwide. Connie discussed a previous pilot project between the Army and Department of Defense (DoD) to create a tool to input program outcomes and match them with MOC's. This contract ended, and the DoD identified a new contractor developing the "Learner Credit & Analysis Tool." Connie and her team are working to evaluate this tool currently.

Connie stated each university identified the MOC's they wanted to work on. The grant provides funding to the university and their 2-year partners, and universities are allowed to add additional MOC's and partners at any time during the grant project. Connie noted that all the universities could work with the Coast Guard, Army, Air Force, and Navy. This project has opened up conversations between 2-year and 4-year institutions and within the faculty teams at the universities.

Barbara Bichelmeyer asked for examples of "industry-recognized credentials" and "all other types," and those most frequent in these categories. She also wondered if it was possible to break down how much institutions are bringing to KU and KU Edwards separately. Tara responded that all other types refer to anything not reported in the top five CPL categories. Sam Christy-Dangermond responded the KU campuses are reported together by the institution. She also noted that industry-recognized credentials could include certifications and professional licensures, but they will follow up with more specific credential titles.

Concurrent Enrollment Partnership (CEP) Data

Karla Wiscombe introduced Judd McCormack, Associate Director for Reporting in the Data, Research & Planning unit at KBOR. Judd and his team work on the online reporting tool Kansas Higher Education Statistics (KHEStats) <http://stats.kansasregents.org/>. Judd provided an overview of KHEStats and focused on the newer high school reporting tab and high school-level reports. He noted that much of the CEP reporting can now be found online, and he shared his screen to walk through the tab and process for obtaining a variety of data. Judd pointed out that currently, all the reports default to an FTE and not a headcount. An email was sent previously to IR staff at all institutions to inform of the high school tab and this topic was also covered in the spring webinar for IR staff. Race/Ethnicity is a new category and can be utilized when planning for partnerships to focus on gaps.

Judd noted all of the tables have an export option and contain small cell protection. There are also tables specifically for Systemwide Transfer (SWT) courses. The newest update is a student success index which includes four different categories: Unduplicated All, Concurrent Enrollment (CEP), Dual Enrolled, and Excel in CTE. The Concurrent Enrollment (CEP) category includes Kansas high school students who have graduated and have taken a concurrent enrollment course at some point in high school from a Kansas public postsecondary institution. In the Student Success Index for CEP, the courses can be broken down by All Courses, Systemwide Transfer, or No Systemwide Transfer. Judd noted the small cell protection requires the cohort to be more than 30 students.

Judd stated that KHEStats provides export options, instructions, resources, and definitions through links contained within the site. If anyone has any questions, Judd welcomes them to contact him. Karla noted an email was sent out the previous day to Chief Academic Officers, including the KHEStats link and additional information.

General Education (GE) Working Group Update

Daniel Archer summarized the work being done within the General Education (GE) Working Group. There are four key elements driving their work; Association of American Colleges and Universities (AAC&U) identified knowledge and skill areas, common elements to include in a framework, GE framework in other states, and discussions around student situations and assessment connections between academic skills and disciplines. The working group has an agreement on including the first six knowledge and skill areas below and has an interest in two additional areas, numbers 7 and 8 below:

1. Written Communication
2. Oral Communication
3. Quantitative Literacy
4. Problem Solving & Critical Thinking
5. Artistic Expression, Creativity, & Innovation
6. Intercultural Awareness & Diversity
7. Inquiry & Analysis *Interest
8. Information Literacy *Interest

In looking at the GE framework in other states, Daniel noted that 14 out of 15 central states have some form of a discipline-defined GE package required, and Kansas is the only state that does not. Daniel noted it is important to take a deeper dive into what can be learned from this previous work, and they have to be conscious about understanding issues from multiple institutional perspectives. The workgroup has had discussions around different transfer situations, how knowledge and skills are assessed at the institutional level, potential connections between knowledge and skills, and core academic discipline areas common in a GE framework. The workgroup is taking the information from these resources and their discussions to do two things; finalize a GE framework that includes disciplines, credit hours, and knowledge and skill areas and finalize a process for writing outcomes. No questions were presented from the Council.

Next Meeting

The next meeting is scheduled for May 19, 2021, at 8:30 a.m.

Adjournment

Jill Arensdorf moved to adjourn the meeting, and Barbara Bichelmeyer seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 9:38 a.m.

College Board (Accuplacer) Contract Reminder

In June 2019, the Board negotiated a new three-year contract with College Board for discounted, systemwide pricing for ACCUPLACER exams. The systemwide price is \$1.95 per exam, while the standard price is \$2.30 per exam. Originally, there were two requirements of the contract for participating institutions. However, **the requirement that institutions submit an estimated incoming freshman enrollment figure to College Board by June 15 of each year is no longer in effect.** The requirement that any participating institution who discontinues using the Accuplacer exams notifies College Board within 15 days following the cessation *remains*. If your institution has been using the Accuplacer exams but stops using them, the person to notify at College Board is Kathie Montognese (kmontognese@collegeboard.org), and please copy Sam Christy-Dangermond (schristy@ksbor.org). This contract expires June 30, 2022.

Great Plains Conference on Acceleration – Butler Community College

The next Great Plains Conference on Acceleration, for developmental education, will be held at Butler Community College on February 24-25, 2022. Accelerated developmental education models allow students to complete remediation and enroll in college-level math and English within a shorter timeframe. For more information, please check the website below.

<https://www.butlercc.edu/homepage/343/great-plains-conference-on-acceleration>

Placement/Assessment Committee of the Developmental Education Working Group

Current committee membership is shown below. The committee is interested in expanding the group to share best practices and to widen expertise, specifically to folks in developmental English, developmental math, advising, and/or campus testing centers. If your institution is not already represented below and you would like to add someone to the group, please feel free to send their name, position, and email address to Sam Christy-Dangermond (schristy@ksbor.org).

Carol Murphy	Barton Community College
Bethany Chandler	Butler Community College
Cheryl Johnson	Butler Community College
Kathy McCoskey	Butler Community College
Ryan Ruda	Garden City Community College
Christopher Lau	Hutchinson Community College
Natalie Alleman-Beyers	Johnson County Community College
Mary Ann Dickerson	Johnson County Community College
James Genandt	Manhattan Area Technical College
Jennifer Brown	North Central Kansas Technical College

Further, the committee is responsible for reviewing the [Kansas Placement/Assessment Guidelines](#) every year and making any necessary revisions. After revisions are proposed, SCOCAO members review the document and offer any additional feedback they find appropriate. The committee is reviewing the document currently, and SCOCAO members should receive proposed revisions by early June.

AY 2022 Performance Agreements

Summary

In 2019, a plan was devised to extend the existing AY 17-19 performance funding agreements for two more years, thereby creating “bridge agreements” to cover AY 20 and AY 21. The bridge agreements were supported by the System Council of Chief Academic Officers and subsequently approved by the Board of Academic Affairs Standing Committee. This issue paper outlines a plan to extend the bridge agreements for one additional year to cover AY 22. This will provide an opportunity to use insights from participation in Georgia State University’s National Institute for Student Success to help shape the performance funding agreements for AY 23 (starts June 1, 2022) and beyond. As a first step, the National Institute for Student Success will conduct a diagnostic process in Summer and Fall of 2021 in which data from seven participating institutions are analyzed and assessed. It is anticipated that this process will shed light on metrics that can be utilized to assess critical elements within the Board’s Building a Future Strategic Plan (access, affordability, completion, and equity) and highlight potential areas of improvement that can be emphasized in future performance agreements.

Background

Linking the Strategic Plan with the National Institute for Student Success

The Board’s new strategic plan, *Building a Future*, places a significant emphasis on 1) increasing access; 2) strengthening affordability; 3) boosting completion; and 4) reducing equity gaps. In recent years, Georgia State University (GSU) has demonstrated monumental growth in each of these respective areas. Most notably, over the past decade, GSU has increased its graduation rate by 23 percentage points and has reduced the time to degree by half a semester, saving students \$18 million a year. Based on this success, the Board invited GSU President, Dr. Mark Becker, to highlight GSU’s strategies and initiatives at the January 2021 Board meeting. After this presentation, the Board expressed high enthusiasm for the GSU model and concluded that Kansas public colleges and universities could employ some of these strategies and initiatives to improve outcomes.

After the January 2021 Board meeting, it was revealed that GSU would soon be launching the National Institute for Student Success (NISS). According to its website, the NISS is designed to help colleges and universities identify and resolve institutional barriers to equity and college completion by increasing their capacity to implement proven student-success systems and data-driven interventions, and enact systemic change to institutional processes and structure. Upon learning about the NISS, institutional presidents, Board leadership, and KBOR staff engaged in discussions with GSU to learn more about participating in the institute. Over the last several months, the System Council of Presidents has had multiple discussions about the NISS and how participation could help improve access, affordability, completion, and equity.

Given that the purpose and objectives of the NISS align with the goals of the *Building a Future* strategic plan, it was determined that the six state universities and one two-year college, Cowley College, will begin participating in the institute soon. Based on NISS capacity, it is anticipated that two to three of these institutions will begin participation in Summer 2021 and the remaining four to five institutions will begin participation in Fall 2021. There could be opportunities for additional institutions to participate in the NISS in the future, but this will be contingent upon NISS capacity and KBOR resources.

As a first step, NISS will conduct a diagnostic process in which it analyzes and assesses data from each participating institution. It is anticipated that this will shed light on metrics that can be utilized to assess access, affordability, completion, and equity and underscore potential opportunities for growth in these areas.

Performance Agreements: A Brief History and Background on the Need to Extend Bridge Agreements

Through the 1999 adoption of - and subsequent amendments to - K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements and 2) determine the amount of new state funds awarded as a result of those agreements. The performance agreement and funding models have changed significantly in the intervening years, most notably in AY 12 when the Board aligned its performance agreement model with its strategic plan, *Foresight 2020*.

In recent years, performance agreements have been restructured every three years. In 2019, the last time in which performance agreements were scheduled to be restructured, the Board was in the middle of creating its new strategic plan. Given that a new strategic plan was in development at that time, it would have been premature to make substantive changes to the existing performance agreement model. Accordingly, a plan was devised to extend the existing AY 17-19 performance agreements for two more years, thereby creating “bridge agreements” to cover AY 20 and AY 21. This plan was supported by the System Council of Chief Academic Officers and the System Council of Presidents and subsequently approved by the Board of Academic Affairs Standing Committee.

In June 2020, the Board approved the new strategic plan, *Building a Future*. The bridge performance agreements were approved in 2019 with the intent that AY 22 performance agreements, which take effect on June 1, 2021, would include new metrics that are aligned with the *Building a Future* strategic plan.

While AY 22 was originally targeted as the year in which the next substantive changes would be made to the performance agreements, present reevaluation has deemed making substantive changes to AY 22 performance agreements is ill-advised because it would preclude the opportunity to utilize the insights gained from the NISS data diagnostics. The NISS data diagnostics could not be utilized as a resource to shape the AY 22 performance agreements because the diagnostics will not be completed until Fall 2021, which would be approximately four to six months after the AY 22 performance agreement cycle begins. This would create a missed opportunity to maximize the use of a tool that is anticipated to shed light on potential performance agreement metrics that align with the *Building a Future* plan and target specific areas that could be used to improve access, affordability, completion, and equity.

Anticipated Next Step

Given the timing issues detailed above, Board staff recommend extending the existing bridge performance agreements and use of the [Performance Agreements: Funding Guidelines](#) for one additional year to cover AY 22. If approved by BAASC, the updated bridge agreements would expire on May 31, 2022. This will allow the AY 22 performance agreements to continue without disruption and provide ample time to utilize insights gained from NISS data diagnostics, explore and examine areas in which improvements are needed, develop potential new metrics, seek feedback, and ultimately finalize new metrics for AY 23 (which will start on June 1, 2022).