

System Council of Chief Academic Officers

Wednesday, October 19, 2011
8:30 a.m. – 9:00 a.m.
Kathy Rupp Conference Room
Kansas Board of Regents Office
1000 SW Jackson Street Suite 520
Topeka, Kansas

A G E N D A

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SCOCAO Schedule – September 2011 – June 2012

AGENDA MATERIALS DUE	MEETING DATES
August 24, 2011	September 21, 2011
September 28, 2011	October 19, 2011
October 26, 2011	November 16, 2011
November 23, 2011	December 14, 2011
December 21, 2011	January 18, 2012
January 25, 2012	February 15, 2012
February 22, 2012	March 14, 2012
March 28, 2012	April 18, 2012
April 25, 2012	May 16, 2012
May 21, 2012	June 20, 2012

**System Council of Chief Academic Officers
Minutes**

Wednesday, September 21, 2011

9:00 a.m.

Kathy Rupp Conference Room

Kansas Board of Regents

Topeka, KS

The System Council of Chief Academic Officers met in the Kathy Rupp Conference Room of the Kansas Board of Regents Office, 1000 SW Jackson, Topeka, Kansas, at 9:00 a.m. on Wednesday, September 21, 2011.

Members Present:

Alysia Johnston, Coffeyville Community College

Allen Rawitch, University of Kansas Med Ctr

Larry Gould, Fort Hays State University

Tes Mehring, Emporia State University

Lynette Olson, Pittsburg State University

Kevin Brungardt, Garden City Community College

Joe Burke, Labette Community College

Jeffrey Vitter, University of Kansas

April Mason, Kansas State University

Steve Loewen, Flint Hills Technical College

Donna Estill, Fort Scott Community College

Keith Pickus, Wichita State University

Randy Pembroke, Washburn University

Marilyn Mahan, Manhattan Area Tech College

Members Absent:

Jon Marshall, Allen County Community College

Board Staff:

Gary Alexander, Joan Warren, Jacqueline Johnson, Jean Redeker, Julene Miller, and Crystal Puderbaugh

Others Present:

Brad Neuenswander, Kansas State Department of Education; Matt Krehbiel, Kansas State Department of Education; Kris Shaw, Kansas State Department of Education; Kim Krull, Cloud County Community College; Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Lynn Hobson, Emporia State University; Eric Burke, North Central Kansas Technical College; Jim Williams, Emporia State University; Penny Quinn, Barton County Community College; Michael Ahern, Dodge City Community College; Steven Skinner, Wichita State University

Approve Minutes of June 15, 2011 Meeting Minutes

Tes Mehring moved, and Steve Loewen seconded the motion, to approve the May 18, 2011 minutes. The motion carried.

Kansas Colleges and Universities Fighting World Hunger

April Mason, Kansas State University, presented information regarding the fight for world hunger activities that are occurring in Kansas. The colleges and universities are asking for endorsement of the proposed "Proclamation in Support of College and University Efforts to Combat Continuing the Hunger Dialogue – a Call to Action," that are occurring on campuses in October. Information regarding State-Wide Packaging Events (SWIPE) which are food packaging events, was provided to SCOCOA members.

Keith Pickus moved, and Tes Mehring seconded the motion, to endorse the proposed proclamation and recommend to the System Council of Presidents that they endorse it. Motion carried.

Discussion:

KSDE Implementation of Common Core Standards

Gary Alexander introduced Brad Neuenswander from the Kansas State Department of Education. Brad Neuenswader, Matt Krehbiel and Kris Shaw presented an introduction to the Common Core State Standards and current actions taken to implement them as follows:

The common core standards incorporate English language arts and mathematics into expectations for high school graduates to be college and career ready.

When these standards were determined, constituents were given the opportunity for input and feedback – educators, content experts, researchers, national organizations, community groups, general public, teachers, parents, business leaders, states etc.

The criteria:

- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society and
- Evidence and/or research-based

Common Core Happenings:

- Summer Academies
- Trainer of Trainers
- Content Specifications Review
- Suggested Soft Landing Transition Plan
- www.ksde.org/kscommoncore
- Enduring Understandings

It is hoped that the Standards will:

- Advance instruction
- Cultivate habits of mind
- Facilitate collaboration

Transfer and Articulation Advisory Council (TAAC) Update

Gary Alexander provided the Council with an update on the Transfer and Articulation Advisory Council. TAAC's first meeting is scheduled for Monday, September 26, 2011 from 2:00 p.m. to 5:00 p.m. A list of the members was distributed.

Other Business

There being no other business, the meeting adjourned at 9:48 a.m.

Aligning Performance Agreements with Foresight 2020

At its October 2011 meeting, BAASC reviewed the following performance agreement model intended to better align performance agreements with *Foresight 2020* and directed staff to consult with institutions to further develop the model. As part of the new model, staff proposes extracting data from Kansas Postsecondary Database (KSPSD) for most indicators.

Proposed Model

- Four common indicators based on *Foresight 2020* Goals 2, 3 and 4. Require all public institutions to report on these same four indicators, though measurement may vary by sector (research, regional/municipal, community college, technical college).
- Two to three sector-specific indicators. Each sector would report on the same two to three indicators. At least one indicator must support *Foresight 2020* Goal 5. The remaining indicator(s) are selected from *Foresight 2020* Goals 1, 2, 3 4, and/or 5.
- One to two institution-specific indicators from the *Foresight 2020* goals, chosen by the institution. For state universities one indicator must support *Foresight 2020* Goal 6. For any institution-specific indicator involving students, institutions should track outcomes by cohort and be allowed to disaggregate by sub-population (i.e. underrepresented minorities, underprepared students, etc.)

A graphical representation of the model follows and includes examples of what the model could look like, if implemented. The indicators chosen were chosen for illustrative purposes only and do not represent actual performance of any institution.

Model for Aligning Performance Agreements with Foresight 2020

Four Core Indicators

- All institutions report on same four indicators that support Foresight 2020 Goals 2, 3 and 4.
- The measurement of indicators may vary by sector.

Universities

Two or Three Sector-Specific Indicators

- University sectors are regional/municipal & research.
- Each sector has same indicators.
- One indicator must support Goal 5.
- Additional indicator(s) will support Foresight 2020.

Community & Technical Colleges

Two or Three Sector-Specific Indicators

- 2yr sectors are technical colleges & community colleges.
- Each sector has same indicators.
- One indicator must support Goal 5.
- Additional indicator(s) will support Foresight 2020.

Universities

One or Two Institution-Specific Indicators

- One indicator must support Goal 6.
- One additional indicator is optional, may be chosen by institution, and must support Foresight 2020.

Community & Technical Colleges

One or Two Institution-Specific Indicators

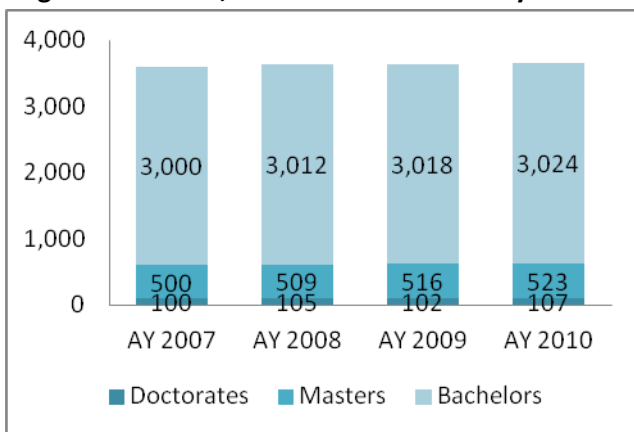
- Indicator(s) chosen by institution in support of Foresight 2020.

Four Core Indicators

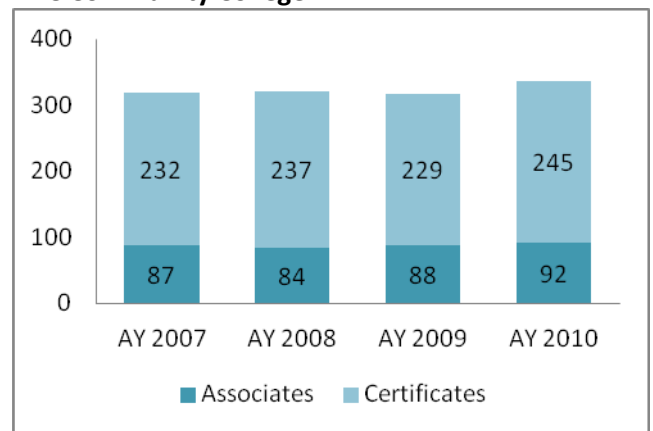
- All institutions report on same four indicators that support Foresight 2020 Goals 2, 3 and 4.
- The measurement of indicators may vary by sector.

Below is an example of one possible core indicator, degrees awarded.

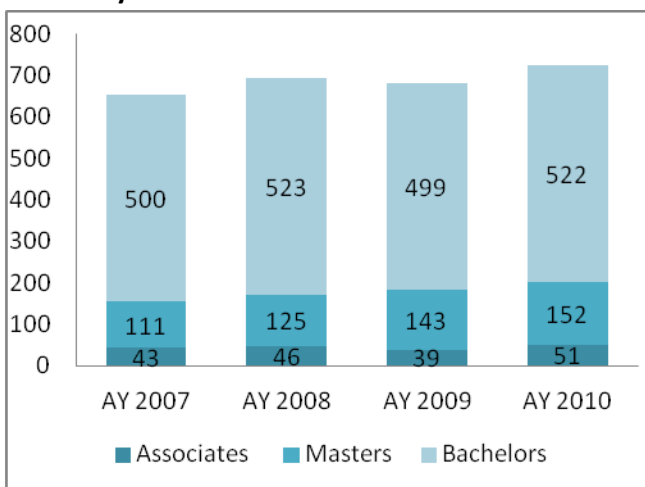
Degrees Awarded, XYZ Research University¹



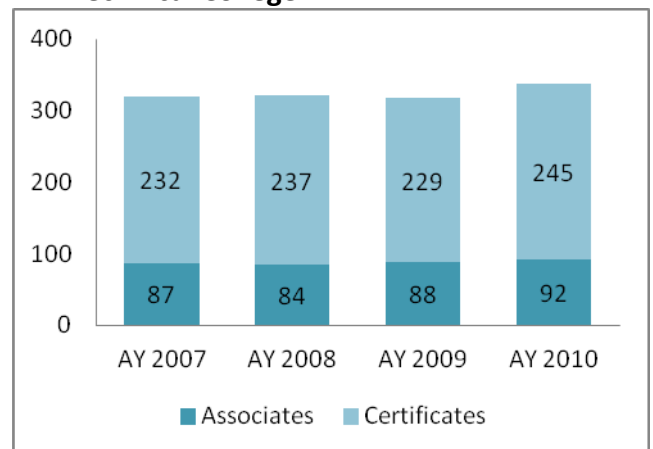
Degrees/Certificates Awarded, ABC Community College¹



Degrees Awarded, ABC Regional University¹



Degrees/Certificates Awarded, XYZ Technical College¹



¹ Charts are for illustrative purposes only and do not represent actual performance of any institution. 6

Universities

Two or Three Sector-Specific Indicators

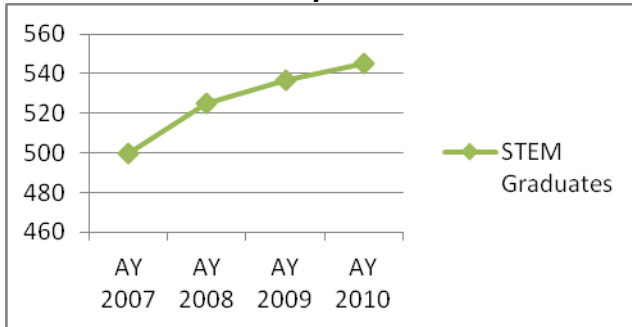
- University sectors are regional/municipal & research.
- Each sector has same indicators.
- One indicator must support Goal 5.
- Additional indicator(s) will support Foresight 2020.

Community & Technical Colleges

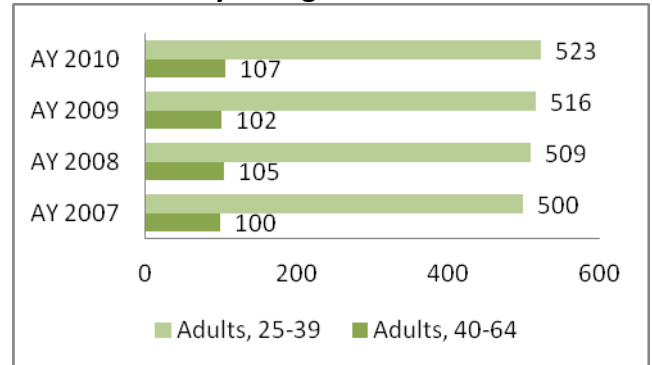
Two or Three Sector-Specific Indicators

- 2yr sectors are technical colleges & community colleges.
- Each sector has same indicators.
- One indicator must support Goal 5.
- Additional indicator(s) will support Foresight 2020.

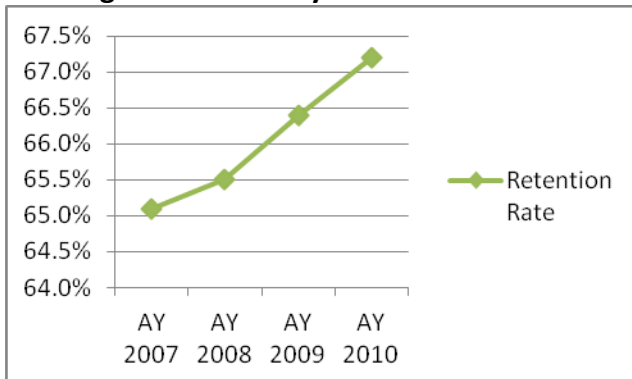
Number of STEM Graduates, XYZ Research University¹



Number of Adults Enrolled, ABC Community College¹



Fall to Fall Retention of First-year Full-time Students, ABC Regional University¹



Percent of Students Employed in Field, XYZ Technical College¹



¹. The indicators and charts are for illustrative purposes only. The charts do not represent actual performance of any institution.

Universities

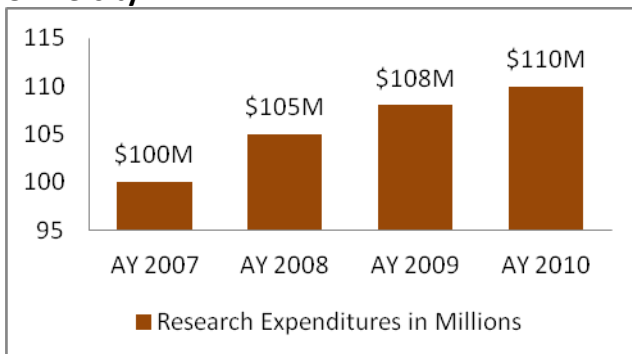
One or Two Institution-Specific Indicators

- One indicator must support Goal 6.
- One additional indicator is optional, may be chosen by institution, and must support Foresight 2020.

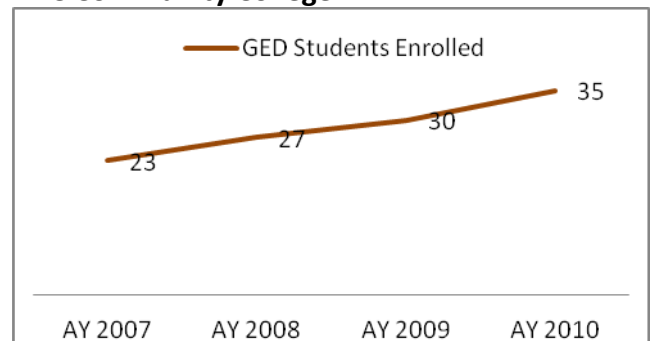
One or Two Institution-Specific Indicators

- Indicator(s) chosen by institution in support of Foresight 2020.

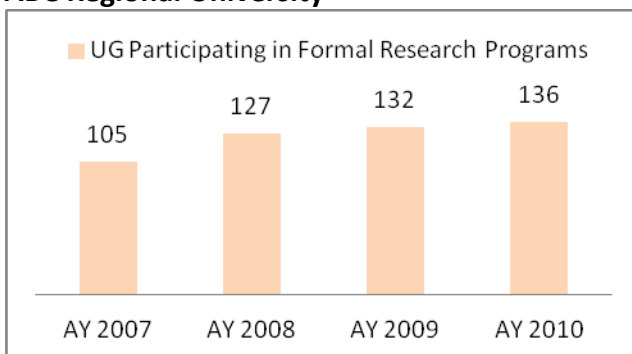
Life Science Research Expenditures, XYZ Research University¹



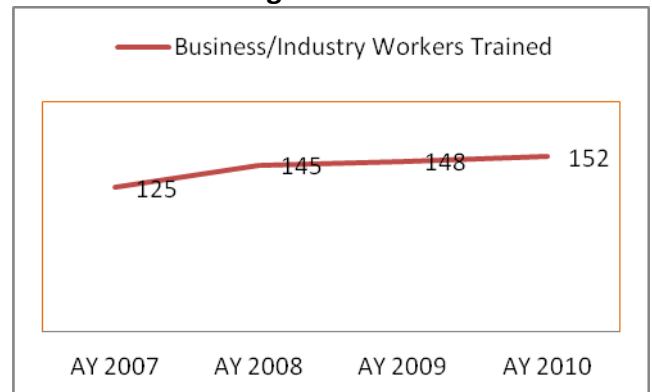
Number of GED Students Enrolled, ABC Community College¹



Number of Undergraduates Participating in Formal Research Programs, ABC Regional University¹



Number of Business & Industry Workers Trained, XYZ Technical College¹



¹. The indicators and charts are for illustrative purposes only. The charts do not represent actual performance of any institution.

Proposal to Further Refine Model

Staff believes it is most efficient to form several working groups to further refine the model and to recommend the common and sector-specific indicators¹ for the model. Once the model is refined and the working groups have recommended indicators for the model, staff will forward the model and indicators to all public institutions for feedback. Staff will make any necessary changes before taking the model and indicators to BAASC in January.

Staff proposes forming the following working groups:

- Working Group 1/SCOCAO

SCOCAO will review the proposed performance agreement model and provide feedback. In addition, by November 22 SCOCAO will recommend four common indicators that all institutions will include in their performance agreements. Examples of potential indicators are listed below and are presented as a means to begin discussions.

- Number of students enrolled (Goal 2)
- Number of degrees/certificates awarded (Goal 3)
- Number of students retained from first to second year (Goal 3)
- Learner outcome indicator TBD (Goal 4)

- Working Group 2/COCAO

By November 22, COCAO will recommend two or three sector-specific indicators for the two sectors listed below. The recommended indicators may differ for each sector.

- Regional/Municipal Universities
- Research Universities

- Working Group 3/KCIA

By November 22, KCIA will recommend two or three sector-specific indicators for the two sectors listed below. The recommended indicators may differ for each sector.

- Community Colleges
- Technical Colleges

Examples of Possible Sector-Specific Indicators

Below are examples of possible sector-specific indicators as a means to begin discussions.

Community Colleges

Number of successful transfers
Number of students completing gateway courses in first year
Number of high school students completing college courses
Number of students graduating on-time
Number of part-time students completing 12 hours in first year
Number of students in developmental/remedial education completing a college-level course in their area or areas of remediation (developmental/remedial courses do not count)
Number of adults receiving credentials
Number of articulation agreements with state universities

Technical Colleges

Number of CTE concentrators passing technical skill assessments aligned with industry-recognized standards
Number of CTE concentrators placed/retained in employment, military service or apprenticeship programs
Number of adults receiving credentials

Research Universities

Number of students completing gateway courses in two years
Number of students graduating on-time
Number of full-time students completing 24 hours in first year
Number of credentials/degrees awarded in STEM fields
Funding for research initiatives designed to meet needs of Kansas economy

Regional/Municipal Universities

Number of students completing gateway courses in two years
Number of students graduating on-time
Number of full-time students completing 24 hours in first year
Number of credentials/degrees awarded in STEM fields

Institutions may disaggregate selected indicators by the following sub-populations:

Full-time students
Part-time students
Transfer students
Students with limited English proficiency
GED students
Underrepresented ethnic minorities
Students above age 21 when first enrolled
Students with disabilities
Other ways as appropriate

Pittsburg State University has added the following undergraduate degree offerings to its MSEP program:

Communication: BS, BSE
Exercise Science: BS
Family and Consumer Sciences: BS
Family & Consumer Sciences Ed: BSE
Geography: BS
History: BA
Justice Studies: BS
Music: BA, BM, BME
Political Science: BA
Recreation: BS
Sociology: BS

Pittsburg State University Policy- Academic Program Participation

1. Programs approved for MSEP under previous KBOR policy will continue to be included among Pittsburg State's list of programs that accept MSEP students.
2. Requests to add degree programs to the list of Pittsburg State University programs that accept MSEP students will be initiated through the dean of the college where the program is administered.
3. Each request to add an academic program should address the following:
 - a. Program capacity – Can the program accommodate additional majors given current facilities and faculty size?
 - b. Program selectivity – Can a selective program accommodate additional students without displacing Kansas residents who meet minimum admission criteria for the program?
4. Requests to add programs will be reviewed by the Provost with input from the Provost's Leadership Council.
5. The Provost will recommend to the President programs to be added.
6. Programs must be approved by November 1st each year to become a part of MSEP for the following academic year.
7. Requests to remove degree programs from the list of Pittsburg State University programs that accept MSEP students will be initiated through the dean of the college where the program is administered and follow the same process as requests to add.
8. As new programs are added, students enrolling at the University as new freshmen or transfers after the effective date will be eligible for the MSEP tuition rate of 150% of resident tuition.

Current students in these newly added programs who (1) met initial qualifications in effect at the time of their admission to PSU and (2) have maintained a 2.50 cumulative grade point average at PSU, will be eligible for the 150% rate for their remaining semesters after the effective date.

9. If programs are removed, currently enrolled students will continue to be charged the MSEP tuition rate as long as they remain continuously enrolled in the previously eligible program.