

System Council of Chief Academic Officers

Wednesday, November 16, 2011
8:00 a.m. – 9:00 a.m.
Room 530
Curtis State Office Building
Topeka, Kansas

AGENDA

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|---|------|
| 1. Approve Minutes of October 19, 2011 [Attachment 1] | 2 |
| 2. Discussion: | |
| a. Proposed Performance Agreement Model [Attachment 2] | 5 |
| b. Performance Agreement Proposals from Community Colleges (Alysia Johnston) and Technical Colleges (Marilyn Mahon) | |
| c. Foresight 2020 Reporting | |
| 3. Additional MSEP programs at Emporia State University | |
| 4. Other Business | |

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, October 19, 2011

8:30 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	Jeffrey Vitter, University of Kansas
Allen Rawitch, University of Kansas Med Ctr	April Mason, Kansas State University
Larry Gould, Fort Hays State University	Steve Loewen, Flint Hills Technical College
Lynette Olson, Pittsburg State University	Keith Pickus, Wichita State University
Kevin Brungardt, Garden City Community College	Randy Pembroke, Washburn University
Joe Burke, Labette Community College	Marilyn Mahan, Manhattan Area Tech College
Lynn Hobson for Tes Mehring, Emporia State University	Donna Estill, Fort Scott Community College
Jon Marshall, Allen County Community College	

Board Staff:

Gary Alexander, Joan Warren, Jacqueline Johnson, Jean Redeker, Julene Miller, and Dawn Ressel

Others Present:

Randy Watson, Superintendent USD 418; Tim Peterson, Washburn University; Ann Sanders, Baker University; John Lujano, McPherson High School; Kim Krull, Cloud County Community College; Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Eric Burke, North Central Kansas Technical College; Penny Quinn, Barton County Community College; Michael Ahern, Dodge City Community College

Approve Minutes of September 14, 2011 Meeting Minutes

Lynette Olson moved, and Keith Pickus seconded the motion, to approve the September 14, 2011 minutes. The motion carried.

Discussion:

Acceptance of Advanced Placement Credit

Randy Watson, Superintendent USD 418; Ann Sanders, Baker University; Tim Peterson, Washburn University; and John Lujano, McPherson High School presented an overview of Advance Placement Credits. They are members of the Advanced Placement Council in Kansas that oversees the various requirements for Advanced Placement courses. These courses must have a standardized syllabus approved by the College Board. They asked for consideration of the standardization of acceptance of Advanced Placement credit across the system.

Transfer and Articulation Advisory Council (TAAC) Update

Gary Alexander provided the Council with an update on the Transfer and Articulation Advisory Council. The subcommittee on Quality Assurance met from 9:00 a.m. to 10:00 a.m. this morning. The subcommittee on General Education will meet Thursday from 12:30 p.m. to 1:30 p.m. The next TAAC meeting will meet on Thursday from 1:30 p.m. to 3:30 p.m.

Gary Alexander spoke at the Core Competency Project meeting encouraging the group to affiliate with the Transfer and Articulation Advisory Council.

Proposed Performance Agreement Model

Gary Alexander presented the proposed performance agreement model developed by Jean Redeker.

Discussion followed:

- Gathering feedback on the proposed model: will the model work; indicators for the system; indicators for specific sectors; etc.
- Institutional goals will be retained
- Suggested adding institutional missions

SCOCAO will continue discussion in November.

The currently proposed performance agreements will be approved for two years.

Additional MSEP programs at Pittsburg State University

Lynette Olson reported to SCOCAO the Midwest Student Exchange Programs that have been added to Pittsburg State University's MSEP programs:

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

This is an informational item that follows the Board policy concerning the Midwest Student Exchange Program asking institutions to report approved MSEP programs. No action is required.

Other Business

Foresight 2020 Reporting

Gary Alexander distributed to SCOCAO "Foresight 2020: Reports and Activities Involving SCOCAO and COCAO" and "University and Community/Technical College Approaches to Assessment of Student Learning Strategic Goal 4, Objectives 4.1, 4.2." Item 4.2 located on page 2 must be submitted to the

Board Academic Affairs Standing Committee for review and approval followed by submission to the Board for approval. SCOCAO will place this on its November 2011 agenda for discussion.

Program Inventory Update

Dawn Ressel asked for each institution to identify its current distance education programs based on the definition that distance education is 50% or more not face-to-face. The report needs to be at the program level. After all programs have been updated, Program Inventory will add a column with distance education indicator – yes/no. The Chief Academic Officers and Institutional Research Directors should be the contacts.

There being no other business, the meeting adjourned at 9:20 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

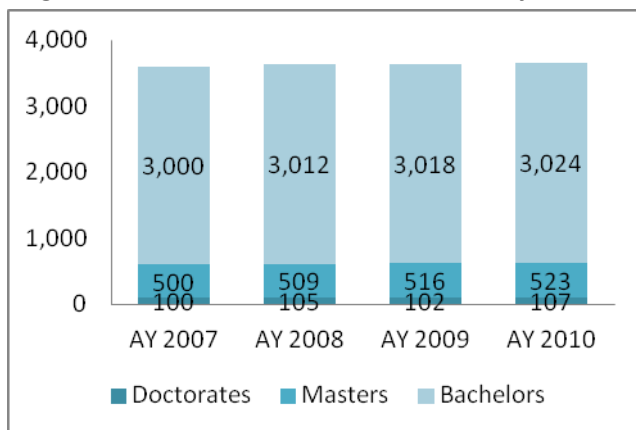
- Indicator(s) chosen by institution in support of Foresight 2020.

Four Core Indicators

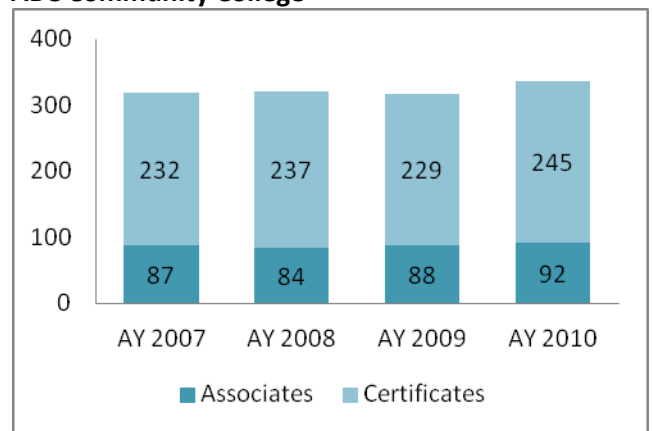
- All institutions report on same four indicators that support Foresight 2020 Goals 2, 3 and 4.
- The measurement of indicators may vary by sector.

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

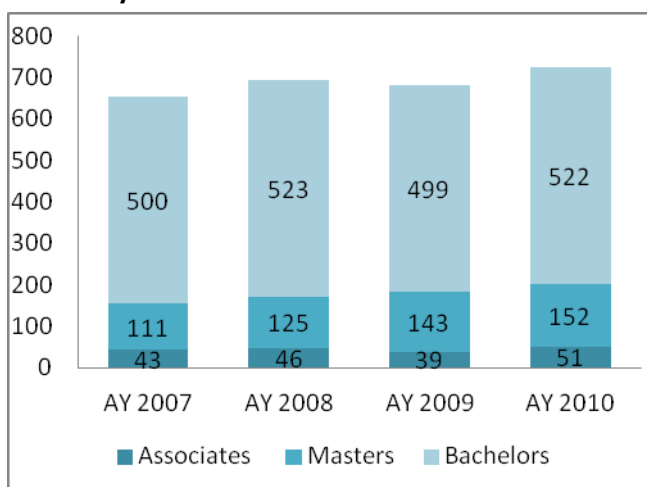
Degrees Awarded, XYZ Research University¹



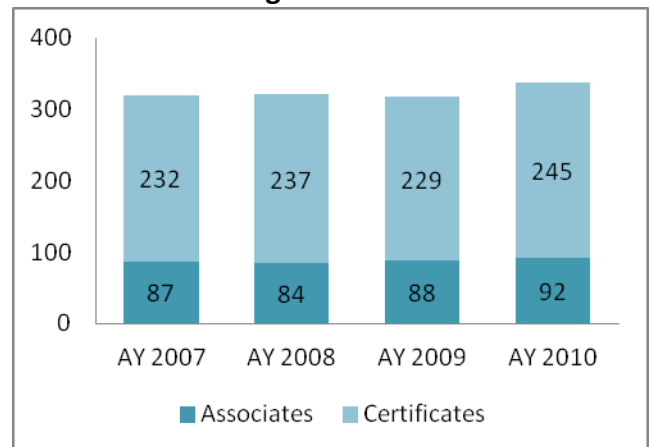
Degrees/Certificates Awarded, ABC Community College¹



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. 7

Universities

Two or Three Sector-Specific Indicators

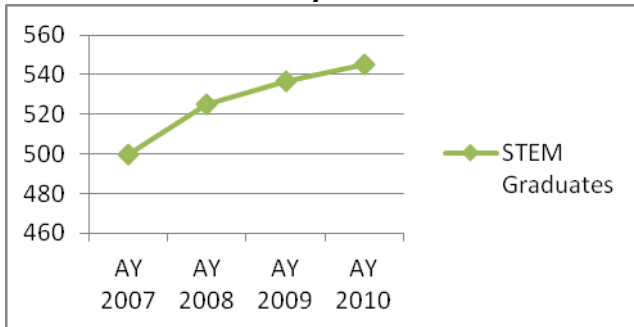
- University sectors are regional/municipal & research.
- Each sector has same indicators.
- One indicator must support Goal 5.
- Additional indicator(s) will support Foresight 2020.

Community & Technical Colleges

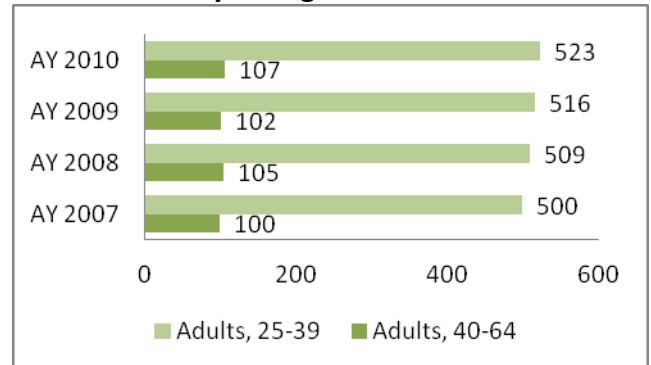
Two or Three Sector-Specific Indicators

- 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.

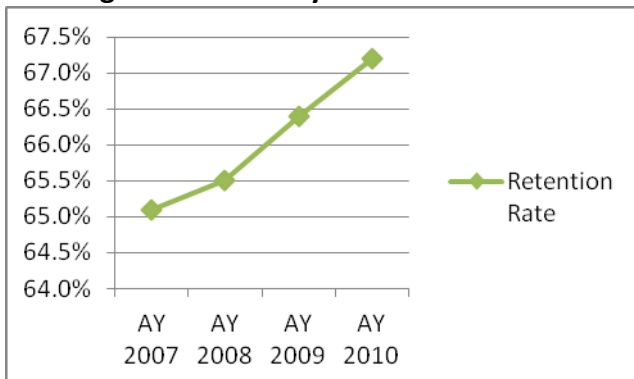
Number of STEM Graduates, XYZ Research University¹



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

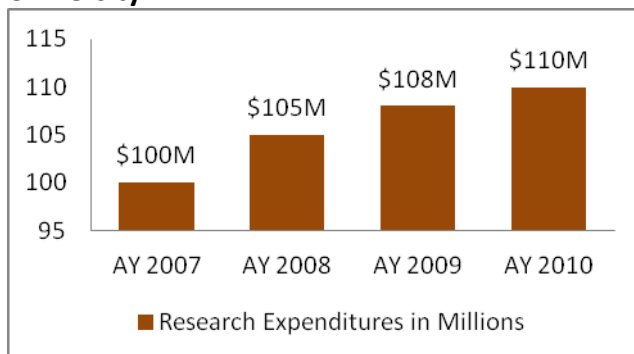
One or Two Institution-Specific Indicators

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

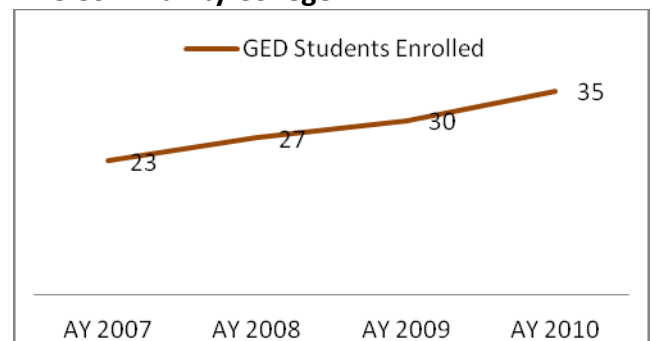
One or Two Institution-Specific Indicators

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

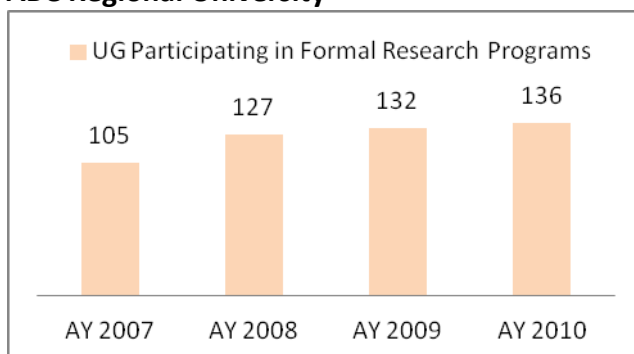
Life Science Research Expenditures, XYZ Research University¹



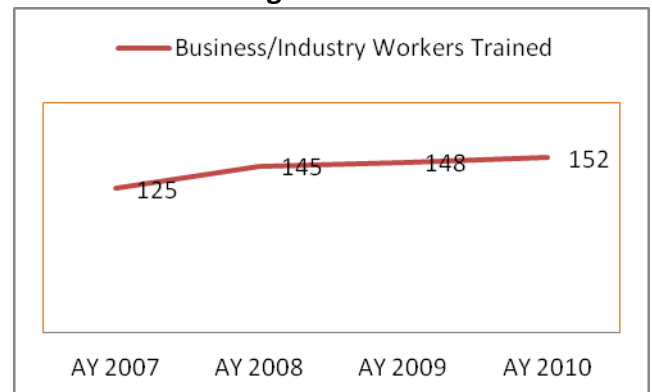
Number of GED Students Enrolled, ABC Community College¹



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 indicators 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



Accounting

BSB

Art

BA, BFA, BS, BSE

Athletic Training

BS

Biological Sciences

BA, BS, BSE, MA, MS

BSE – Science Teaching

Biochemistry and Molecular Biology

BS

Business Administration

BSB, MBA

Business Education

BSE

Chemistry

BA, BS, BSE

Communication

BA, BS – Communication

BSE – Speech Communication/Theatre

Computer Science

BS

BS – Data Security

Counseling

MS – Art Therapy

MS – Mental Health Counseling

BS – Rehabilitation Education

MS – Rehabilitation Counseling

MS – School Counseling

Crime & Delinquency Studies

BA, BS

Earth Science

BA, BS

BSE – Earth/Space Science

Economics

BS

Education

BSE – Elementary

MEd – Teaching

MS – Curriculum & Instruction

MS – Early Childhood Education

MS – Educational Administration

MS – Instructional Leadership

MS – Master Teacher

English

BA, BSE, MA

Finance

BSB

Health

BSE

BS – Health Promotion

History

BA, BS

Information Systems

BSB

Library Science

MLS, Archive Certificate Program

Management

BSB

Marketing

BSB

Mathematics

BA, BS, BSE, MS

Modern Languages

BA, BSE

MA – Teaching English to Speakers of Other Languages

Music

BA, BM, BME, MM

Nursing

BSN

Instructional Design & Technology

MS

Interdisciplinary Studies

BIS

BS – Information Resource Studies

Physical Education

BSE, MS

Physical Sciences

BA, BS, MS

BSE – Science Grades 5-8

Physics

BA, BS, BSE

Political Science

BA, BS

Psychology

BA, BS, BSE, MS

MS – Clinical Psychology

MS, EdS – School Psychology

Recreation

BS

Social Sciences

BA, BS, BSE, MAT

Sociology

BA, BS

Special Education

MS

Theatre

BA, BFA