

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE**

AGENDA

**June 20, 2018
10:30 am – 11:45 am**

The Board Academic Affairs Standing Committee will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

- I. Call To Order** Regent Bangerter, Chair
 - A. Approve Minutes *p. 2*
 - May 16, 2018 regular meeting
 - June 4, 2018 conference call

- II. Consent Agenda for June 20th Board meeting**
 - A. Request Approval for a Master of Science in Data Analytics *KSU p. 6*
 - B. Act on Creation of College of Applied Studies and School of Education *WSU p. 13*

- III. Other Matters**
 - A. Act on State Authorization Reciprocity Agreement (SARA) Guidelines *Jennifer Armour p. 14*
 - B. Act on Revisions to University of Kansas Performance Agreement *Jean Redeker p. 16*
 - C. BAASC 18-01 Approve Requests for Undergraduate Degrees in Excess of 120 Credit Hours *Jean Redeker*
 - D. BAASC 18-11 Receive Update on Credit for Prior Learning *Connie Beene
Samantha
Christy-Dangermond*

- IV. Adjournment**

Board Academic Affairs Standing Committee Tentative Meeting Schedule			
Meeting Dates	Location	Time	Agenda Materials Due
September 4, 2018	Conference Call	11:00 am	August 20, 2018
September 19, 2018	Topeka	10:30 am	August 31, 2018
October 29, 2018	Conference Call	11:00 am	October 15, 2018
November 7, 2018	Emporia State University	10:30 am	October 22, 2018
December 3, 2018	Conference Call	11:00 am	November 19, 2018
December 12, 2018	Topeka	10:30 am	November 26, 2018
December 31, 2018	Conference Call	11:00 am	December 17, 2018
January 16, 2019	Topeka	10:30 am	December 31, 2018
February 4, 2019	Conference Call	11:00 am	January 21, 2019
February 20, 2019	Topeka	10:30 am	February 4, 2019
March 4, 2019	Conference Call	11:00 am	February 18, 2019
March 20, 2019	Topeka	10:30 am	March 4, 2019
April 1, 2019	Conference Call	11:00 am	March 18, 2019
April 17, 2019	University of Kansas, Lawrence	10:30 am	April 1, 2019
April 29, 2019	Conference Call	11:00 am	April 15, 2019
May 15, 2019	Topeka	10:30 am	April 29, 2019
June 3, 2019	Conference Call	11:00 am	May 20, 2019
June 19, 2019	Topeka	10:30 am	June 3, 2019

**Kansas Board of Regents
Board Academic Affairs Standing Committee**

**MINUTES
Wednesday, May 16, 2018**

The May 16, 2018, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Chair Regent Bangerter at 10:22 a.m. The meeting was held in the Health Education Building on the University of Kansas Medical Center campus.

In Attendance:

Members:	Regent Bangerter Regent Van Etten	Regent Thomas	Regent Murguia
Staff:	Jean Redeker	Karla Wiscombe	Max Fridell
Others:	Linnea GlenMaye, WSU Brian Niehoff, KSU Robert Klein, KUMC Michael McCloud, JCCC Todd Carter, Seward CC Rick Muma, WSU	Rob Catlett, ESU Stuart Day, KU Jeff Briggs, FHSU Steve Loewen, FHTC Jon Marshall, Allen CC Brad Bennett, Colby CC	Adam Borth, Fort Scott CC Michael Fitzpatrick, Pratt CC Harold Arnett, Cowley CC Cindy Hoss, Hutchinson CC Brian Lindshield, KSU Nancy Zenger-Beneda, Cloud CC

Chair Bangerter welcomed everyone.

APPROVAL OF MINUTES

Regent Murguia moved that the minutes of the March 14, 2018, regular meeting and the April 30, 2018, conference call be approved. Following the second of Regent Thomas, the motion carried.

Approve Consent items for the May 16th Board Agenda

- Master of Arts in Arts Leadership and Management – WSU
- Master of Science in Athletic Training – KUMC
- Master in Health Administration – WSU
- Master of Science in Information Technology – ESU
- Bachelor of Science in Business Data Analytics - ESU

Regent Thomas moved, with the second of Regent Van Etten, that the Board Consent Agenda for May 16th be approved. The motion carried.

Discussion Agenda for May 16th Board meeting

- Doctorate in Clinical Laboratory Sciences – KUMC
Jean Redeker presented the doctorate program. Robert Klein, KUMC, was available to answer questions. Discussion was held.

Regent Van Etten moved, with the second of Regent Thomas, that the Doctorate in Clinical Laboratory Sciences be placed on the Discussion Agenda for May 16th. The motion carried.

- Request to Seek Accreditation for a Program – FHSU
Jean Redeker presented the Request to Seek Accreditation for FHSU. Jeff Briggs, FHSU, was available to answer questions. Discussion was held.

Regent Murgia moved, with the second of Regent Van Etten, to place the Request to Seek Accreditation for a Program at FHSU on the Discussion agenda for May 16th. The motion carried.

- BAAASC 18-05 Report on Program Review
 - Academic programs are to be reviewed every 8 years
 - Requirements & Criteria for the review process
 - All programs submitted were recommended for closure

Discussion was held. Thank you to Max Fridell for the work on this report.

Regent Van Etten moved, with the second of Regent Thomas, that the Report on Program Review for the Board Discussion Agenda for May 16th be approved. The motion carried.

Other Matters

- Proposed Amendments to Labette CC Performance Agreement
Max Fridell presented the proposed amendments to the Labette CC Performance Agreement. The third indicator has changed due to the elimination of College Assessment of Academic Proficiency (CAAP) Writing Exams. The new indicator will track the percentage of students successfully completing English Composition I. Discussion was held.

Regent Van Etten moved, with the second of Regent Murgia, that the proposed amendments to the Labette CC Performance Agreement be approved. The motion carried.

- Proposed Amendments to the Credit by Exam Policy
Karla Wiscombe presented the proposed amendments to the Credit by Exam Policy. The amendment includes the process to change a higher statewide cut score. Discussion was held.

Regent Murgia moved, with the second of Regent Thomas, that the proposed amendments to the Credit by Exam Policy be placed on the June 20th Board agenda. The motion carried.

- BAASC 18-01 Requests for Undergraduate Degrees in Excess of 120 Credit Hours
Jean Redeker presented the Requests for Undergraduate Degrees in Excess of 120 Credit Hours at the Universities. The Chief Academic Officers at the universities worked with faculty to revise their baccalaureate programs to meet the 120 semester credit hours benchmark. Approximately 90% of all undergraduate programs are currently at or soon will meet the benchmark. Discussion was held.

Regent Van Etten moved, to approve the Undergraduate Degrees that are in Excess of 120 Credit Hours except for the KUMC nursing program. An amendment to the motion was made by Regent Bangerter to approve the proposed Undergraduate Degrees that are at 120 Credit Hours, and all Undergraduate Degrees that are in Excess of 120 Credit Hours will need further explanation. Regent Van Etten accepted the amendment. Regent Thomas seconded the amended motion. The amended motion carried.

This item will be placed on the BAASC June 20th agenda.

- New Degree Program Proposal Form
Max Fridell presented the New Degree Proposal Form. This is a uniform method of reporting the degree program information. The new form will require a semester-by-semester course listing and more detailed analysis for the financial statement. BAASC can expect to see this new form beginning September 2018.

- Strategic Review of Programs

President Flanders reported at the March meeting during the discussion on the Board's faculty career development theme. The Board directed him to review faculty reward structures and determine if there are ways for the Board to be more strategic with program alignment. President Flanders reported that because of the changing environment of higher education and the different missions of the universities, he recommended the Board task the university CEOs with evaluating new reward structures for their faculty. He proposed the following next steps for the CEOs: 1) identify reward systems that may better accommodate changes in the higher education system; 2) gather feedback from faculty groups – Early Fall 2018; 3) report back to Board for update – November/December, 2018; 4) develop campus implementation plans – Spring 2019; and 5) implement new reward structures – Fall 2019. President Flanders noted some of the CEOs may determine that their current reward structures align with the university's mission.

President Flanders presented a proposed policy on Strategic Program Alignment. Currently, the Board has a program review process that requires universities to review approved programs at least once every eight years to ensure academic quality. The proposed strategic program alignment process is different than the program review because the Board would be looking at whether specific programs are the correct fit for the university in regard to institutional mission and strategic planning. President Flanders reviewed the proposed process and criteria for selecting programs.

The Committee discussed the process. It was noted that the process needs to be student focused and data driven.

President Flanders stated he will gather additional feedback on the proposed policy when he presents it to the Council of Presidents later in the day.

ADJOURNMENT

There being no further business, the Chair adjourned the meeting at 11:37 a.m.

**Kansas Board of Regents
Board Academic Affairs Standing Committee**

**Monday, June 4, 2018
MINUTES**

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met by conference call on Monday, June 4, 2018.

In Attendance:

Members:	Regent Bangerter	Regent Van Etten	
Staff:	Jean Redeker April Henry	Max Fridell	Sam Christy-Dangermond
Institutions Represented:	KUMC KU	KSU WSU	Coffeyville CC Colby CC

Meeting was called to order at 11:02 a.m. by Regent Bangerter.

Regent Bangerter and Regent Van Etten raised no questions or concerns regarding the Consent Agenda for the June 20th Board meeting.

Regent Bangerter discussed the June 20th agenda item of Undergraduate Degrees in Excess of 120 Credit Hours. He requested detailed information for the Regents to review prior to the meeting. Regent Bangerter also requested for the Chief Academic Officer or designee to be available for discussion.

Meeting was adjourned at 11:08 am by Regent Bangerter.

New Program Proposal: Program Summary
Kansas State University
Master of Science in Data Analytics

<u>Summary</u>	
<i>Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.</i>	
<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Degree: Master of Science in Data Analytics (MS-DA) Implementation date: Fall Semester 2018 Total Semester Credit Hours: 30 CIP code: 52.1301
2. Academic Unit	College of Business Administration
3. Program Description	<p>The College of Business Administration is proposing a new Master of Science in Data Analytics (MS-DA) degree in order to address the increasing need for data scientists. This graduate program will be offered in collaboration with the Departments of Computer Science, Economics, Mathematics, Industrial Management and Systems Engineering, Statistics, and Geography; it will focus on using advanced technologies to manipulate big data,¹ utilizing rigorous methods to interpret the data, and obtaining the business skills necessary to translate understanding into actionable organizational strategies.</p> <p>This collaborative curriculum will provide students with the necessary skills and knowledge to find secure, professional jobs, provide companies scientific and systematic methods of decision-making, and provide involved faculty members opportunities to improve their professional and research skills by applying techniques to real business issues.</p>
4. Student Demand	<p>Advisors have repeatedly indicated a need and a desire for this program stemming from consultations with students representing various fields, including computer science, statistics, mathematics, economics, engineering, and, especially, business. Accordingly, we can project a conservative demand for this proposed degree program to be 20 full-time and 5 part-time three years after implementation.</p> <p>The proposed program targets recent undergraduate and graduate students from different disciplines (engineering, computer science, mathematics, and science), K-State staff, and young professionals with the need to develop skills of data analytics at work. The impact on current MBA program enrollment should be minimal, as the two programs target very different groups of students, with very different curricula. Furthermore, the experience from other, similar, graduate programs suggests there will be international students applying for this degree program, as well.</p>
5. Employment Demand	“Data analytics is a hot new career field that includes a wide range of jobs involving some combination of statistics and computing, as well as other skills” (¶)

¹ Rouse, M. (2017). *Big data analytics*. Tech Target Retrieved from: <http://searchbusinessanalytics.techtarget.com/definition/big-data-analytics>

	<p>1).² Forbes indicated that data analytics and statistics seem “to be making their way onto every avenue in the workforce” (¶ 1).³ A sampling of data analytics job titles includes Business Intelligence Developer, Business Intelligence Analyst, Data Scientist, Intelligence Analyst, Software Development Engineer, Data Engineer, Data Analyst, and Business Analyst.</p> <p>Firms’ demands for professionals with data analytics skills and knowledge are increasing (e.g., employment in all computer occupations is expected to increase by 22% by 2020, according to the U.S. Bureau of Labor Statistics)⁴ and academia is responding to the demands by developing new techniques and providing data analytics courses at undergraduate and graduate levels. According to McKinsey & Company’s <i>Big Data Report</i>, by 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills. The study also projects that the U.S. needs 1.5 million data-savvy managers and analysts who can manage and analyze large datasets, and utilize the findings in their decision making.⁵</p> <p>In 2016, there were 295,755 master’s level jobs nationally in the most common target occupations for data analytics graduates. These jobs are expected to grow by 8.6% over the next five years. Over 1.2M jobs requesting these skills have been posted during the last three years. The national job market is quite strong for master’s level graduates in data analytics. The median salary is \$103,320.⁶</p> <p>Education Advisory Board (EAB) recently published a webinar with additional findings on Data Analytics.⁷ They did an extensive search on jobs that were not specific to data analysis or data science, but that were requesting some level of expertise in these areas for other positions. EAB reports that there were an additional 400,000 job listings that could fit this description in 2016, and that jobs requesting some level of data analytics skills, in non-data analytics professions, grew by 24% in the last three years. When considered regionally within Kansas and surrounding states, there were 591 completions and to 1723 openings in 2016; the average salary for all-experience levels slightly trails the rest of the United States at \$96,820.⁸ The national entry-level salary for a data analyst, depending on location, ranges from \$40,475 to 78,217.⁹ The median entry-level salary without bonuses or fringe benefits is \$56,062.¹⁰</p>
6. Comparative/ Locational	Currently, there are no other universities in the Kansas Board of Regents System offering graduate, cross-discipline degrees in data analytics. (University of Kansas

² Rutgers. (2018). *Master of business and science degree: Data analytics jobs & skills in demand 2016*. Retrieved from <https://mbs.rutgers.edu/articles/data-analytics-jobs-skills-demand-2016>

³ Kauflin, J. (July 20, 2017). Forbes. *The five most in-demand skills for data analysis jobs*. Retrieved from <https://www.forbes.com/sites/jeffkauflin/2017/07/20/the-five-most-in-demand-skills-for-data-analysis-jobs/#610b8e922c7c>

⁴ Sieben, K. (2016 February). *Monthly Labor Review. Labor markets in 2040: big data could be a big deal for jobseekers*. U.S. Bureau of Labor Statistics. Retrieved from: <https://www.bls.gov/opub/mlr/2016/article/labor-markets-in-2040-big-data-could-be-a-big-deal-for-jobseekers.htm>

⁵ Manyika J., et al. (May 2011). *Big data: The next frontier for innovation, competition, and productivity*, McKinsey Global Institute. Retrieved from: <http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/big-data-the-next-frontier-for-innovation>

⁶ Sieben. Ibid.

⁷ Educational Advisory Board (EAB). (2018). *Creative disruption: Data analytics capitalizing on the rise of data analytics*. Retrieved from: <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/events/webconferences/2018/creative-disruption-data-analytics>

⁸ Educational Advisory Board (EAB). (2018). *Creative disruption: Data analytics capitalizing on the rise of data analytics*. Retrieved from: <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/events/webconferences/2018/creative-disruption-data-analytics>

⁹ PayScale (2018). Retrieved from: https://www.payscale.com/research/US/Job=Data_Analyst/Salary/6d51ed9b/Entry-Level-Data-Analysis

¹⁰ Ibid.

<p>Advantage</p>	<p>offers a Graduate Business Analytics Certificate.) A comparison of master’s degree analytics programs from institutions in bordering states is provided below.</p> <table border="1" data-bbox="430 252 1421 714"> <thead> <tr> <th data-bbox="430 252 711 336">University</th> <th data-bbox="711 252 1003 336">Program</th> <th data-bbox="1003 252 1120 336">Total Hours</th> <th data-bbox="1120 252 1421 336">Remark</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 336 711 436">Rockhurst University</td> <td data-bbox="711 336 1003 436">MS in Bus Intelligence & Analytics</td> <td data-bbox="1003 336 1120 436">30</td> <td data-bbox="1120 336 1421 436">No data science courses</td> </tr> <tr> <td data-bbox="430 436 711 508">U of Missouri - Columbia</td> <td data-bbox="711 436 1003 508">MS in Data & Analytics</td> <td data-bbox="1003 436 1120 508">34</td> <td data-bbox="1120 436 1421 508">No data science courses</td> </tr> <tr> <td data-bbox="430 508 711 579">Iowa State University</td> <td data-bbox="711 508 1003 579">MS of Business Analytics</td> <td data-bbox="1003 508 1120 579">30</td> <td data-bbox="1120 508 1421 579">No data science courses</td> </tr> <tr> <td data-bbox="430 579 711 646">Oklahoma State University</td> <td data-bbox="711 579 1003 646">MS in Business Analytics</td> <td data-bbox="1003 579 1120 646">33-37</td> <td data-bbox="1120 579 1421 646">No data science courses</td> </tr> <tr> <td data-bbox="430 646 711 714">U of Colorado – Boulder</td> <td data-bbox="711 646 1003 714">MS in Business Analytics</td> <td data-bbox="1003 646 1120 714">33</td> <td data-bbox="1120 646 1421 714">No data science courses</td> </tr> </tbody> </table> <p>This MS-DA proposed degree program is unique, combining courses from various disciplines that cover both data science and applied analytics. Such an integrated curriculum, that offers the students flexibility in choosing courses that fit their interests and background, should be attractive to students interested in data analytics. Kansas State University is well-positioned to offer a graduate-level major in data analytics. Companies interested in cost reduction, faster and better decision-making, and gauging customer needs for new products and services are eager for skilled personnel, and K-State’s proposed graduate level major will provide companies with a much needed resource, resulting in excellent, high-paying careers for our students, within the State of Kansas, nationwide, and internationally.</p>	University	Program	Total Hours	Remark	Rockhurst University	MS in Bus Intelligence & Analytics	30	No data science courses	U of Missouri - Columbia	MS in Data & Analytics	34	No data science courses	Iowa State University	MS of Business Analytics	30	No data science courses	Oklahoma State University	MS in Business Analytics	33-37	No data science courses	U of Colorado – Boulder	MS in Business Analytics	33	No data science courses
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U of Colorado – Boulder	MS in Business Analytics	33	No data science courses																						
<p>7. Curriculum</p>	<p>The Master of Science in Data Analytics degree program requires 30 hours of coursework. This includes:</p> <ul style="list-style-type: none"> • 21 hours of required courses and • 9 hours of specified electives. <p>Opportunities for student interaction and research are embedded throughout the program.</p>																								
<p>8. Faculty Profile</p>	<p>Faculty in existing departments and colleges across the university will teach and coordinate the curriculum. There is a total of 19 tenured/tenure-track faculty members (6 for required/core courses and 13 for electives) involved in teaching this program. Because all program courses (both cores and electives) are currently offered, there are no additional course or faculty resources required.</p> <p>Core courses come from five different departments: Computer Science (CS), Economics (ECON), Industrial and Manufacturing Systems Engineering (IMSE), Management (MANGT), and Marketing (MKTG). Core faculty include:</p> <table border="1" data-bbox="422 1627 1429 1869"> <thead> <tr> <th data-bbox="422 1627 649 1669">Name/Degree</th> <th data-bbox="649 1627 917 1669">Tenure Status/Title</th> <th data-bbox="917 1627 1055 1669">Dept.</th> <th data-bbox="1055 1627 1429 1669">Academic Specialization</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 1669 649 1732">William Hsu, Ph.D.</td> <td data-bbox="649 1669 917 1732">Tenured, Professor</td> <td data-bbox="917 1669 1055 1732">CS</td> <td data-bbox="1055 1669 1429 1732">CIS 730, CIS 798/731, CIS 732</td> </tr> <tr> <td data-bbox="422 1732 649 1795">Yoon-Jin Lee, Ph.D.</td> <td data-bbox="649 1732 917 1795">Non-tenured, Assistant Professor</td> <td data-bbox="917 1732 1055 1795">ECON</td> <td data-bbox="1055 1732 1429 1795">ECON 630</td> </tr> <tr> <td data-bbox="422 1795 649 1869">Shing I Chang, Ph.D.</td> <td data-bbox="649 1795 917 1869">Tenured, Professor</td> <td data-bbox="917 1795 1055 1869">IMSE</td> <td data-bbox="1055 1795 1429 1869">IMSE 785</td> </tr> </tbody> </table>	Name/Degree	Tenure Status/Title	Dept.	Academic Specialization	William Hsu, Ph.D.	Tenured, Professor	CS	CIS 730, CIS 798/731, CIS 732	Yoon-Jin Lee, Ph.D.	Non-tenured, Assistant Professor	ECON	ECON 630	Shing I Chang, Ph.D.	Tenured, Professor	IMSE	IMSE 785								
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9. Student Profile	<p>The proposed program targets recent undergraduate and graduate students from different disciplines, K-State staff seeking professional development, and young professionals with the need to develop skills of data analytics at work. The experience from other, similar graduate programs in the region also suggests there will be international students applying for this degree program.</p> <p>Students interested in this major typically exhibit the following characteristics¹¹: strong analytics aptitude, curiosity, hypothesis-driven, motivated, and structured problem-solver. Other sources reference similar traits, and one thing they all have in common is that the student must have a passion for business and data.</p>												
10. Academic Support	<p>Academic services at KSU, including advising, library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. All academic support available at Kansas State University and in the College of Business will be available for students and faculty in the Master of Science – Data Analytics program.</p> <p>Library material, including electronic subscriptions to the most relevant journals and databases, are sufficient for the proposed program. Current support staff in the College of Business (technology support consultants, instructional support specialists, development officers) is sufficient for the proposed program.</p>												
11. Facilities/ Equipment	<p>The School of Business anticipates that the facilities are adequate to support the proposed program; no new facilities or equipment will be needed to implement this new major.</p>												
12. Program Review, Assessment, Accreditation	<p>The MS-DA will be subject to continuous review by graduate faculty in the Graduate Innovative Curriculum Committee of the College of Business Administration. Faculty will be invited to raise issues and help solve problems. Students will be asked to complete surveys at the mid-point and conclusion of their program to help faculty address student concerns and make changes or improvements. Data from the surveys and student assessments will be aggregated, reported, and used for program refinement and improvement.</p> <p>The program will also be subject to accreditation review by the Association to Advance Collegiate Schools of Business (AACSB); AACSB, considered the gold-standard of business school accreditation,¹² is a non-governmental accrediting agency that oversees the standardization of collegiate schools of business and accounting nationwide.</p> <p>The Graduate Curriculum Committee will review assessment results annually within two weeks of the conclusion of the Spring semester. Additionally, the</p>												

¹¹ Piyanka, Jain. (May 28, 2016) *5 characteristics of the analytics hero*. Forbes Retrieved from <https://www.forbes.com/sites/piyankajain/2015/05/18/5-characteristics-of-the-analytics-hero/#6ae574ea176f>

¹² Get Educated (2017). *AACSB accredited MBA: Pros and cons*. GetEducated.com. Retrieved from: <https://www.geteducated.com/online-mbas/94-do-i-need-an-aacsb-accredited-online-mba>

	Graduate Curriculum Committee will review the exit survey results and assessment results during its annual meeting and provide suggestions to improve the program.
13. Costs/ Financing	Implementation year reallocated salaries for six faculty members amounts to \$19,589. This cost will be covered by reallocating salary expenses from other departments. There are no new costs in salaries; there are no other operating expenses costs in the implementation year; there are no additional money requests for years two and three.

New Program Proposal: Curriculum Outline
Kansas State University
Master of Science in Data Analytics

Basic Program Information

- | | |
|-------------------------------------------|---------------------------------------------|
| 1. Title of proposed program: | Master of Science in Data Analytics |
| 2. Degree to be offered: | Master of Science in Data Analytics (MS-DA) |
| 3. Anticipated date of implementation: | Fall Semester 2018 |
| 4. Responsible department or unit: | College of Business |
| 5. Total Number of Semester Credit Hours: | 30 |
| 6. CIP code: | 52.1301 |

I. Required Core Courses:

Course Name & Number	Semester Credit Hours
CIS 798/731: Programming Techniques for Data Science & Analytics	3
ECON 630 Intro to Econometrics	3
IMSE 785: Big Data Analytics	3
MANGT 830: Information Technology Strategy and Application	3
MIS 665: Business Analytics and Data Mining	3
MIS 670: Social Media Analytics and Web Mining	3
MKTG 880: Applied Marketing Analytics	<u>3</u>

Total Semester Credit Hours of Core Courses: **21**

II. Specified Elective Courses: *(Students are to select three courses from the electives listed below):*

Course Name & Number	Semester Credit Hours
CIS 730: Principles of Artificial Intelligence	3
CIS 732: Machine Learning and Pattern Recognition	3
CIS 751: Computer and Information Security	3
CIS 833: Information Retrieval and Text Mining	3
MATH 725: The Mathematics of Data and Network I	3
MATH 726: The Mathematics of Data and Network II	3
STAT 717: Categorical Data Analytics	3
STAT 730: Multivariate Statistical Methods	3
ACCTG 856: Accounting Analytics	3
ECON 686: Economic Forecasting	3
FINAN 623: Financial Modeling	3
GEOG 608: Geographic Information Systems II	3
GEOG 712: Internet GIS and Distributed Geographic Information Services	3
GEOG 728: Topics in Programming for Geographic Analysis	3
GEOG 808: Geocomputation	3
MANGT 662: Procurement, Logistics and Supply Chain Design	3
MKTG 881: Advanced Marketing Analytics	<u>3</u>

Total Semester Credit Hours of Elective Courses: **9**

Total Semester Credit Hours for Program30

New Program Proposal: Fiscal Summary
Kansas State University
Master of Science in Data Analytics

Basic Program Information

- | | |
|-------------------------------------------|---------------------------------------------|
| 1. Title of proposed program: | Master of Science in Data Analytics |
| 2. Degree to be offered: | Master of Science in Data Analytics (MS-DA) |
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| 6. CIP code: | 52.1301 |

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	3	2	10	5	20	5
B. Total SCH taken by all students in program	75 (=3*21 + 2*6)		240 (=10*21 + 5*6)		450 (=20*21 + 5*6)	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries	\$19,589.00 * <i>(reallocated; no new cost)</i>		0		0	
OOE	0		0		0	
Total	\$19,589.00 * <i>(reallocated; no new cost)</i>		0		0	

Notes:

- * Costs for salaries for six faculty members will be reallocated from other programs/departments.
- No new courses are offered; no new faculty lines are required. There are no new costs in salaries; there are no other operating expenses costs in the implementation year; there are no additional money requests for years two and three.

Act on Creation of College of Applied Studies and School of Education – Wichita State University

Summary

Universities may seek Board of Regents' approval of a new stand-alone college/school, as outlined in the Kansas Board of Regents Policy Manual (II.A.7.c.ii.). WSU submitted a request for approval of a new College of Applied Studies that will house the proposed School of Education as well as the ongoing Department of Counseling, Educational Leadership, and Educational and School Psychology; the Department of Human Performance Studies; and the Department of Sport Management. The proposed reorganization does not require any new faculty or staff. Staff recommends approval.

Background

Wichita State University is seeking to reorganize its College of Education and create a new College of Applied Studies. This proposed structure includes taking the Department of Curriculum and Instruction and changing its name to the School of Education. The other three departments formerly in the College of Education and the newly named School of Education will all be housed in the newly created College of Applied Studies, as detailed below.

Current Structure	Action	Proposed Structure
College of Education	Creates College of Applied Studies	College of Applied Studies
-Dept. of Curriculum & Instruction	Dept. name changed to School of Education	-School of Education
-Dept. of Counseling, Educational Leadership, and Educational & School Psychology	N/A	-Dept. of Counseling, Educational Leadership, and Educational & School Psychology
-Dept. of Human Performance Studies	N/A	-Dept. of Human Performance Studies
-Dept. of Sport Management	N/A	-Dept. of Sport Management

Rationale for Change

This proposed change will resolve constituents' confusion as to where some programs are housed: for example, Sport Management, Athletic Training, and Exercise Science are all housed in the College of Education; many fail to see a connection between these programs and a College that is known for teacher preparation.

The title of College of Applied Studies will better reflect the range of programs and highlight an essential facet of all the College's programs, that of applied learning. Changing the name of the Department of Curriculum and Instruction to the more prestigious School of Education more clearly communicates the varied programs offered in the department.

Minor expenses necessary to make the changes proposed (e.g. signage, stationery, etc.) will be provided by the College. No new staff or faculty are required for the proposed reorganization.

Recommendation

Staff recommends approval.

Act on State Authorization Reciprocity Agreement (SARA) Guidelines

Summary

SARA allows accredited degree-granting institutions to offer distance education in other member states without having to seek individual authorization from those states. The Board, serving as the State Portal Entity for Kansas, accepts applications from degree-granting institutions of all sectors and approves participation in SARA. Staff recommends the Board establish guidelines concerning the provisional approval of institutions. (May 16, 2018)

Background

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Since 2014, Kansas has been approved as a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) through the Midwest Higher Education Compact (MHEC). The Kansas Board of Regents (KBOR) serves as the State Portal Entity for all institutions domiciled in Kansas, with staffing provided by the Academic Affairs Private Postsecondary Unit. As the portal entity for Kansas, KBOR serves as the interstate point of contact for SARA questions, complaints and other communications for institutions domiciled in Kansas and for students taking online courses from those institutions.

Institutions and Participation

The State Portal Entity determines whether an institution in its state is eligible for participation in SARA. Institutions participating in SARA must meet the following eligibility requirements.

1. Be a degree-granting institution, awarding associate degrees or higher;
2. Be physically located in the United States (including its territories, districts or Indian reservations);
3. Hold proper authorization from Congress, a U.S. state or a federally recognized Indian tribe to award degrees; and
4. Hold accreditation as a single entity from an accrediting association recognized by the U.S. Secretary of Education, and which has formal recognition to accredit distance education programs¹³.

NC-SARA policy allows for the provisional admission or renewal of an institution in the following circumstances when an institution is:

1. On provisional status or the equivalent with its accrediting body;
2. Using a letter of credit or is operating with a cash management agreement with the U.S. Department of Education; or
3. Under investigation for issues related to its academic quality, financial stability, or student consumer protection¹⁴.

Additional oversight measures may be added by the State Portal Entity to institutions participating in a provisional status to ensure SARA requirements are met regarding program quality, financial stability and consumer protection. As of guidelines published March 12, 2018, these measures may include limiting or prohibiting distance education enrollments authorized by SARA during the provisional participation period.

¹³ SARA Manual, Policy, Section 3.1

¹⁴ SARA Manual, Policy, Section 3.2

Recommendation

To provide clarification as to when the Kansas State Portal Entity will limit the distance education enrollments of provisional participants in SARA, staff recommends the Board adopt the following guidelines.

- Institutions placed on probation, or its equivalent status, with their accrediting body and approved for provisional participation in SARA will not be allowed any further enrollment under SARA.
- Institutions placed on notice, or its equivalent status, with their accrediting body and approved for provisional participation in SARA will not be subject to enrollment restrictions under SARA.
- Institutions using a letter of credit or operating under a cash management agreement with the U.S. Department of Education and approved for provisional participation in SARA will not be allowed any further enrollment under SARA if they do not meet the following standard.

For the most recent fiscal or calendar year or for the two most recent fiscal or calendar years combined an institution must demonstrate:

- A minimum ratio of current assets to current liabilities of at least 1:1;
 - A positive net worth in which the total assets exceed the total liabilities; or
 - A profit earned or positive change in net assets.
- Institutions under investigation for issues related to its academic quality, financial stability, or student consumer protection, and approved for provisional participation in SARA will not be allowed any further enrollment under SARA until the investigation is complete.

Act on Request for Revision to KU's Performance Agreement

Summary and Recommendation

In accordance with K.S.A. 74-3202d, and the Board-approved Performance Agreements: Funding Guidelines, the University of Kansas is requesting revisions to its performance agreement. Staff recommends approval. (June 2018)

Background

In June 2009, the Board Academic Affairs Standing Committee (BAASC) authorized institutions to submit requests for revisions to existing performance agreements any time during the year. Institutions consult with staff on revisions. BAASC acts on the revision requests on behalf of the Board.

Request

KU has submitted a request to revise two indicators listed on its performance agreement. The first request is to revise Indicator 4. KU is requesting a change to this metric to reflect the current research environment which recognizes researchers who have been very successful in gaining state and industry funding. Thus, KU is seeking to acknowledge those important research efforts by requesting a change in the metric to measure its total research productivity, not just federal research. KU's federal research dropped significantly from FY 2014 to FY 2016 and proportionately more than other research universities due to the loss of several key researchers in fields where there is substantial federal funding. While the institution is recruiting and supporting replacement faculty it will not see a significant increase in federal funding for several more years. As noted earlier, at the same time that the institution has seen a drop in federal funding, KU has seen a steady growth in nonfederal funding such that its total research funding has remained steady over the last handful of years.

Current Indicator 4

Federally Financed Research and Development Expenditures Ranking among public institutions
FY 2012 38th
FY 2013 38th
FY 2014 38th
Baseline: 38th

Proposed Indicator 4

Total Research & Development Expenditures Rankings among Regents Approved Peers
FY 2012 9th
FY 2013 9th
FY 2014 9th
Baseline: 9th

Regarding the second requested change, KU is reorganizing its efforts in the commercialization and entrepreneurship domain (Indicator 5). The interim Vice Chancellor for Research on the Lawrence campus in conjunction with the research leadership at KUMC are examining this very important area of research engagement and further analysis will be needed to determine the appropriate infrastructure required to support such activities. Hence at this time KU is requesting a replacement metric.

The institution seeks to use a ranking metric of top doctoral programs at public institutions ranked by U.S. News. These rankings are widely used by prospective students and faculty as an indicator of the quality and reputation of the programs offered by KU compared to other public institutions throughout the country. With high quality doctoral programs and high quality doctoral students, research and entrepreneurship activities will naturally follow.

Current Indicator 5

Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
FY 2013 930
FY 2014 1199
FY 2015 1257
Baseline: 1129

Proposed Indicator 5

U.S. News & World Report Graduate Programs in Top 25 of Rankings
Spring 2014 24
Spring 2015 22
Spring 2016 23
Baseline: 23

Staff Recommendation

If approved, these changes will become effective for the AY 2018 reporting year, and BAASC will act on that performance report in Fall 2019. The AY 2017 performance report, which is due to Board staff July 1, and will be reviewed by BAASC Fall 2018, will use the metrics measuring rankings of Federally Financed Research and Development Expenditures and Commercialization and Entrepreneurship activities. Staff recommends approval.

University of Kansas Performance Agreement AY 2017 – AY 2019							AY 2017 FTE: 22,506	
Contact Person: Carl Lejuez			Phone and email: 785-864-4904/ clejuez@ku.edu				Date: 6/7/2018	
University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer)		AY 2018 (Summer)		AY 2019 (Summer)	
			Performance	Outcome	Performance	Outcome	Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777						
2. Increase First to Second Year Retention Rates	1	AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2%						
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY2013 29.0% (1,799/6,196) AY2014 28.5% (1,697/5,953) AY2015 28.9% (1,669/5,768) Baseline: 28.8%						
4. Total Research & Development Expenditures Rankings among Regents Approved Peers	3	FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th						
5. U.S. News & World Report Graduate Programs in Top 25 of Rankings	3	Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23						
6. Increase Level of Philanthropic Support	3	FY 2013 \$169 M FY 2014 \$162 M FY 2015 \$220 M Baseline: \$183.7 M						

University of Kansas Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Certificates and Degrees Awarded

- This indicator records the number of degrees and certificates that are conferred.
- The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
- To improve our students' undergraduate experience and the quality of our undergraduate education, we have created a new Vice Provost and Dean of Undergraduate Studies position. This person will provide leadership to the newly-created undergraduate studies unit. This unit oversees the KU Core curriculum, experiential learning, first-year experience, and academic support services, including the undergraduate advising center, the academic achievement and access center, the writing center, and the career center. The new undergraduate core curriculum significantly reduces the number of general education course requirements and better enables students to focus on fundamental skills, building a broad background of knowledge, generating opportunities for blending and creating ideas, strengthening an appreciation of cultural and global diversity, and cultivating ethical integrity. By improving the student experience, we hope to improve our retention rate and ultimately the number of degrees awarded.

Indicator 2: First to Second Year Retention Rates

- This indicator records the percent of first-time, full-time freshmen who are retained after one year.
- Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.
- Retention efforts include orientation seminars for freshmen and at-risk students, use of an academic early warning system, freshman seminars with 19 or fewer students taught by senior faculty, HAWKLink, freshman tutoring, supplemental instruction, (co)curriculum mapping, and significant course redesign to engage students in deeper learning and ultimate success.

Indicator 3: Percent of Certificates and Degrees Awarded in STEM Fields

- This indicator records the percent of students who earned degrees or certificates in science, technology, engineering, or mathematics fields.
- STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
- KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we will also add faculty to maintain the desirable student/faculty ratio, add support staff to lead expansion of student recruitment, retention, and support activities, and add facilities that address high- tech research, classroom, and office space necessary for successful expansion.
- Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Indicator 4: Total Research & Development Expenditures Rankings among Regents Approved Peers

- This is our ranking of the amount of total research and development expenditures we receive compared with our Regents approved peers based on the NSF Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development survey.
- These rankings indicate the competitiveness of the research conducted by KU faculty and students, and demonstrate how KU's research strength is an asset for the state. The University supports the state's economy through discoveries in human health, education, energy and many other fields that generate prosperity and well-being for people across the state.
- We are working to improve our national reputation by highlighting the important research done at KU. While the economic benefit of KU research in Kansas is clear, the future of federal funding for research is less certain. Given the uncertainty of federal funding of research and

the ability to retain faculty in fields where federal research funding is available, we have been seeking and securing research funds from other sources. Federal research historically comprised 60% of our total research funding (FY 2012) but now stands at 50% of our total research funding due to efforts of our faculty to look beyond federal agencies for support. This metric recognizes those efforts.

Indicator 5: U.S. News & World Report Graduate Programs in Top 25 of Rankings

- This indicator records the number of KU graduate programs ranked in U.S. News & World Report's Top 25 each year compared to other public institutions.
- U.S. News weighs factors such as faculty resources, employment rates, student selectivity, reputation, research activity, and peer assessment to rank the top graduate programs in Education, Engineering, and Business. All other graduate programs are based upon peer assessment.
- These rankings are widely used by prospective students and faculty as an indicator of the quality and reputation of the programs offered by KU compared to other public institutions throughout the country.
- This goal will be achieved through continued focus on elevating graduate education, maintaining top quality faculty and a strong foundation in research.

Indicator 6: Philanthropic Support

- This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
- Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
- KU Endowment publicly launched *Far Above: The Campaign for Kansas* in April 2012, a \$1.2 billion comprehensive fundraising campaign which seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future. The philanthropic support generated from contributions to the KU Endowment during the *Far Above* campaign is expected to positively impact this indicator.