

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

**January 16, 2019
11:00 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

- A. Approve Minutes from the January 7, 2019, committee meeting *Regent Thomas* p. 2

II. New Business

- A. BAASC 19-04 Receive Qualified Admissions Report *Max Fridell, KBOR* p. 3
- B. BAASC 19-05 Receive Transfer and Articulation Council Report *Lisa Beck, KU* p. 6
- C. BAASC 19-02 Approval of Independence Community College Performance Report for Academic Year 2017 *Jean Redeker, KBOR Institutional Representative* p. 7
- D. Act on Revision to University of Kansas Medical Center Performance Agreement *Jean Redeker, KBOR* p.12

III. Next BAASC Meeting

February 4, 2019, teleconference at 11:30 am

IV. Adjourn

Meeting Schedule

Meeting Dates	Location	Time	Agenda Materials Due
February 4, 2019	Conference Call	11:30 am	January 21, 2019
March 4, 2019	Conference Call	11:30 am	February 18, 2019
March 20, 2019	Topeka	10:30 am	March 1, 2019
April 1, 2019	Conference Call	11:30 am	March 18, 2019
April 29, 2019	Conference Call	11:30 am	April 15, 2019
May 15, 2019 (tentative)	Topeka	10:30 am	April 26, 2019
June 3, 2019	Conference Call	11:30 am	May 20, 2019
June 19, 2019 (tentative)	Topeka	10:30 am	May 31, 2019

Receive Annual Report on Exceptions to the Minimum Admission Standards at State Universities

Summary and Recommendation

The report on admission of the 2017-2018 freshmen class and 2017-2018 transfer students are mandated by K.S.A. 76-717. This statute requires the Board to annually submit to the Legislature information on the following categories of student admissions: (1) the number and percentage of freshmen class admissions permitted as exceptions to the minimum admissions standards and (2) the number and percentage of transfer student admissions permitted as exceptions to the minimum admissions standards. Staff notes no state university exceeded the limit on the number of applicants admitted as exceptions to the minimum standards and recommends acceptance of this report for submission to the Legislature to fulfill reporting requirements.

November 30, 2018

Background

From 1915 to 2001, Kansas had an open admission policy which guaranteed admission to anyone who graduated from an accredited high school in Kansas. In 1996, the Legislature passed K.S.A. 76-717, which established minimum admission standards for state universities. Those became effective in 2001. The statute requires the Board to annually submit to the Legislature information on undergraduate students admitted to state universities who did not meet minimum admission standards.

Minimum Admission Criteria for 2017-2018 Freshmen Applicants

K.S.A.76-717 requires resident and non-resident freshmen applicants under the age of 21 to meet one of the following criteria in order to gain admittance to a state university: (1) graduate from an accredited high school and earn a minimum ACT score of 21; (2) graduate from an accredited high school and rank in the top one-third of the class; (3) graduate from an accredited high school; or (4) graduate from an unaccredited high school and earn a minimum ACT score of 21; or (5) earn a GED with the prescribed minimum scores (Kansas residents only). Beginning in 2015 for all 2015 high school graduates and continuing currently, required of all applicants is the completion of the precollege curriculum with a GPA of at least 2.0 for residents and 2.5 for non-residents.

Kansas residents 21 and older must meet one of the following criteria in order to gain admittance to a state university as freshmen: (1) graduate from an accredited high school; (2) graduate from an unaccredited high school; or (3) earn a GED with the prescribed minimum scores. Non-resident freshmen applicants 21 and older must either (1) graduate from an accredited high school or (2) earn a GED with prescribed minimum scores for admission to a state university.

2017-2018 Freshmen Applicants

K.S.A. 76-717 requires that on or before January 31 of each year, the Board submit a report that includes the following information on the number and percentage of **resident freshmen class admissions permitted as exceptions** to the minimum admissions standards, disaggregated by institution. (Table 1). State universities may, at their discretion, admit applicants who do not meet the minimum freshmen admissions criteria, provided that the number of resident freshmen admitted as exceptions is limited to 10 percent of the university's total freshmen admissions. No institution exceeded the 10 percent limit.

Table 1: Number of Resident Freshmen Exceptions

	Exceptions	Admits	Percent
Emporia State University	104	1,428	7.3%
Fort Hays State University	69	1,930	3.6%
Kansas State University	390	7,700	5.1%
Pittsburg State University	82	2,194	3.7%
University of Kansas	341	13,684	2.5%
Wichita State University	246	5,081	4.8%

Table 2 presents the number and percent of non-resident freshmen students admitted as exceptions, disaggregated by institution. By regulation, the number of non-resident freshmen exceptions is limited to either 10 percent of the total number of admitted non-resident freshmen, or 50 students, whichever is greater. Each state university has a written policy to guide decisions about exceptions and every student admitted as an exception receives an individual success plan.

Table 2: Number of Non-Resident Freshmen Exceptions

	Exceptions	Admits	10% or 50 students, whichever is greater (the greater is shown)
Emporia State University	18	191	9.4%
Fort Hays State University	40	585	6.8%
Kansas State University	221	2,508	8.8%
Pittsburg State University	64	912	7.0%
University of Kansas	564	8,266	6.8%
Wichita State University	108	1,595	6.8%

Minimum Admission Criterion for 2017-2018 Transfer Applicants

State universities are required to admit resident transfer applicants who have earned at least 24 credit hours of transferable coursework with a cumulative grade point average of at least 2.0 on a 4.0 scale. State universities may admit non-resident transfer applicants who have met this criterion, but they are not required to do so. State universities may adopt additional and/or more stringent standards to admit non-resident transfer applicants.

Exceptions to the Minimum Admission Standards

State universities may admit transfer applicants who have earned less than a 2.0 on 24 or more transferable semester credit hours, but the number of these exceptions is limited by statute. The number of resident transfer exceptions is limited to 10 percent of the university’s resident transfer admissions. The number of non-resident transfer exceptions is limited to 10 percent of the university’s non-resident transfer admissions. Admitting applicants as exceptions is at the discretion of the state university and each student receives an individual success plan.

K.S.A. 76-717 requires the Board to report the following to the legislature on or before January 31 of each year: (1) the number and percent of resident transfer students admitted as exceptions, and (2) the number and percent of non-resident transfer students admitted as exceptions. The statute specifies this information be disaggregated by institution.

Table 3 presents the number and percent of transfer students admitted by each state university under the 10 percent exception window. This information is disaggregated by institution and by residency status. No institution exceeded the 10 percent limit.

Table 3: Number of Transfer Students Admitted as Exceptions

	Resident			Non-Resident		
	Exceptions	Admits	Percent	Exceptions	Admits	Percent
Emporia State University	4	493	0.8%	2	63	3.2%
Fort Hays State University	119	1,783	6.7%	102	1,387	7.4%
Kansas State University	10	1,339	0.7%	6	822	0.7%
Pittsburg State University	14	534	2.6%	9	246	3.7%
University of Kansas	27	1,683	1.6%	22	766	2.9%
Wichita State University	51	1,994	2.6%	12	387	3.1%

Summary and Recommendation

Regarding the admittance of undergraduate freshmen and transfer students for 2017-2018, no state university exceeded the 10 percent threshold for the total number who did not meet the minimum admission standards. Staff recommends acceptance of this report.

**Transfer and Articulation Council
2018 Quality Assurance Report**

Lisa Beck, TAAC Member

Summary

The Transfer and Articulation Council (TAAC) is responsible for the oversight and implementation of the Board's systemwide transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. TAAC includes representation from each university and representation from the community and technical colleges, and members serve on one of the two subcommittees: core outcomes and quality assurance. TAAC provides monthly updates to the System Council of Chief Academic Officers and reports annually on transfer student success and completion to the Board Academic Affairs Standing Committee (BAASC). Lisa Beck, from the University of Kansas, will present the 2018 Quality Assurance Report to BAASC.

1/16/2019

Act on Performance Report for Independence Community College

Summary: *At the December BAASC meeting, eight institutions that fell below the 100% performance report funding tier were asked to present an appeal to move up one funding tier. As per Board request, Independence Community College, absent from the December BAASC meeting, has been provided an additional opportunity to present its appeal for a one-step increase on the funding tier.* *January 2, 2019*

Background

Any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement. Institutions submitted reports to Board staff on performance for Academic Year 2017; these reports will be the basis of awarding any new funds in July 2019. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the report and resubmitted.

As per policy¹, Independence Community College may make a case to move from its current 75% funding tier to the next higher level (90%) by selecting one indicator that did not maintain or improve from the established baseline and submitting evidence that the indicator meets one or more of the following alternative evaluation criteria:

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances beyond the control of the institution.

Following is Independence Community College's funding tier appeal.

¹ Kansas Board of Regents. Performance agreements: Funding guidelines. Retrieved from:
https://www.kansasregents.org/resources/PDF/2441-Revised_funding_guidelines_Sept_21_2017.pdf

Independence Community College	Currently at 75% funding; Requesting 90% funding
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Indicator number and title: 6) Improve percentage of students who successfully complete (A, B, or C) online courses.

Identify alternative evaluation criteria being used: Sustained Excellence

Justification:

Independence Community College received Higher Learning Commission (HLC) approval to offer fully online programs and courses on December 14, 2015.

Before this time, we could only offer 50% of a degree program online, thus limiting the amount of course offerings available to students. Once approval occurred, ICC was able to rapidly increase our course offerings, thus ensuring more students access to the modality they sought for course completion.

In reviewing ICC’s performance on this indicator since AY2014, you will indeed see a level of sustained excellence even though the number of course offerings tripled in size to AY2017. The only difference is that due to our sustained excellence, our average of the three prior years increased our baseline by 4.2%.

Please see the chart below:

Indicator:	AY 2014:	AY2015:	AY2016:	AY2017:
6.) Improve percentage of students who successfully complete (A, B, or C) online courses.	72% (312/433)	76% (109/144)	66% (96/146)	66% (865/1303)

Our base line for the prior three years (AY14, 15, 16) was 63.8%. On our new agreement, the percentage has increased to 68% due to the baseline data using AY13, 14, and 15. AY2016 was not included in the baseline calculation of 68%, but as you can tell from the table above, we have remained steady in our success rates regarding students successfully passing an online course with ICC despite the rapid enrollment increase. It is for this reason that we request to be moved to the next tiered funding rate.

Independence Community College Performance Report AY 2017						AY 2017 FTE: 826		
Contact Person: Kara Wheeler		Phone and email: 620-332-5635; kwheeler@indycc.edu				Date: 7/24/2018		
Independence Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	2012: 42.2% (38/90) 2013: 33.3% (50/150) 2014: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑				
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓				
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009:45% (88/194) 2010:53% (100/189) 2011:54% (106/195) Baseline:51% (294/578)	84% (194/230)	↑				
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)	47% (66/141)	↓				
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)	73% (8/11)	↓				
*6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1,038) F13/S14: 72.1% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)	66% (865/1303)	↓				
*Updated 7-16-18								

Independence Community College Performance Report AY 2017

Indicator 1: Increase first to second year retention rates of college ready cohort.

Description: According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions.

Outcome/Results: ICC moved in January of this past year to implement student “Navigators”, or full-time staff to serve as the sole contact for students regarding their journey at ICC. Navigators walk with students from the admissions process all the way through to graduation. While the data we received from KBOR for this outcome (59/133—44.4%) was above our baseline, we would like to continue to push this number higher with the implementation of the Navigators. We will not really see the results of this effort until the third year of data collection. Power Campus was implemented during this period, although the functionality of academic plans is still on the to-do list for implementation. Hopefully with some updates coming this summer to Power Campus, we will be able to build these plans out and put them to work this next academic year.

Indicator 2: Increase number of certificates and degrees awarded to ICC students.

Description: ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step.

Outcome/Results: ICC was only able to award 186 completions. This is a significant drop from the previous year, but shows the results of having less technical short-term certificates awarded. Part of this is due to smaller populations of high school students in our service area, and part of it is our fault for not developing more opportunities for students to be awarded shorter certificates. We worked hard this year to offer more short-term certificate options to those who may be wanting to update their skills or as a stackable credential. Again, we will not see whether our efforts were effective or not for another data reporting year.

Indicator 3: Increase the retention rate of students who participate in our Student Support Services program.

Description: Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. The denominator is the total membership in SSS for that academic year. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).

Outcome/Results: We had 194/230 students (84%) of student return, so we exceeded our goal in this category.

Indicator 4: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any program.

Description: ICC’s baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate, and to educate technical faculty on good advising practices to ensure we are giving students the best advice to get work in that field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC’s career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.

Outcome/Results: 47% (66/141) students were employed in a related field or continuing their education within one year of successfully completing any program. While this is below our baseline, it is within 4% and falls into the middle of the three years that were pulled to establish the baseline. ICC does not have a good mechanism for tracking students once they leave our institution, so this job falls mainly on instructors of technical programs to track their students beyond graduation. This data will continue to not be very reliable using word-of-mouth contacts.

Indicator 5: Increase completion % of students who complete English Comp I with at least a grade of “C” after completing a developmental English course.

Description: This data is comprised by using the following table:

	A	B	C	D	E	F	G
<i>Fall of</i>	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column “F”, which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column “D” which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation, as we are seeing a downward trend in the year to year percentage. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful by 2017.

Outcome/Results: ICC reached 73% (8/11) students successfully completing English Comp I with an A, B, or C after they successfully passed Comp Prep. We consider this as met because of the low number of students used for the percentages. Overall, we need to continue to ensure students who start in Comp Prep can pass it, because their opportunities to pass English Comp I increase greatly when they start at this level.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses.

Description: As part of our overall efforts to attract and retain students, ICC has spent considerable time redesigning our online courses, while ensuring academic rigor. The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Outcome/Results: ICC had 66% (865/1303) students pass with an A, B, C, or P. The exponential growth of students within online classes shows the impact that accreditation had on the ability to offer online classes. We only came in 2% below our goal, which for us is really good and maintaining our baseline since we went from 144 students enrolled to 1,303. We have been able to keep rigor up and while still having students successfully pass their courses.

Act on Request for Revision to KUMC'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 Medical Center is requesting revisions to its performance agreement. Staff recommends approval.
January 2019

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

The University of Kansas Medical Center has submitted a request to remove Indicator 6, "increase commercialization and entrepreneurship," as listed on its performance agreement. KUMC is not requesting to replace this metric, as KUMC's current performance agreement has seven indicators; deleting this indicator will allow KUMC to conform to the standard number of six indicators that are held by most universities, community colleges, and technical colleges under the auspices of the Board of Regents. The only exception to the standard six is the seven-metric performance agreement that reflects the combined Washburn University/Washburn Institute of Technology.

KUMC's Indicator 6 has been a shared indicator between the KUMC campus and the University of Kansas campus in Lawrence. Recently, the University of Kansas requested and was granted the opportunity to replace their commercialization and entrepreneurship indicator due to a reorganization of their efforts in this regard (June 2018 Issue Paper to BAASC). Because of this, KUMC's Indicator 6 is no longer viable. The research leadership on both campuses is reshaping efforts and developing stronger, more appropriate self-assessment measures in the commercialization and entrepreneurship domains. As the KU-Lawrence request was approved by BAASC, it is recommended, in KUMC's best interest, to remove this shared indicator from its performance agreement.

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.

University of Kansas Medical Center Performance Report AY 2017							Fall 2017 FTE: 2,725	
Contact Person: Robert Klein		Phone and email: 913-588-1258 / rklein@kumc.edu					Date: 6/29/2018	
University of Kansas Medical Center	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698	738	↑				
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6% (1,875/2,093)	90.2% (666/738)	↑				
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓				
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑				
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572)	51.7% (3,236/6,264)	↑				
6. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2013: 930 FY 2014: 1,199 FY 2015: 1,257 Baseline: 1,129	1,029	↓				
7. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237	3,175	↑				

University of Kansas Medical Center Performance Report AY 2017

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).
- Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow.

Outcome/Results: Over 50% of our degrees came from programs in which strong and innovative commitments have been made to alleviate health professional shortages. We had 198 students conferred with their medical degree (MD), 56 graduates from our Doctor of Physical Therapy program, and 159 undergraduate students who earned their Bachelor of Science in Nursing (BSN) degree. These are some of the highest totals historically for these programs.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields. STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Outcome/Results: One highlight is that we had our largest graduating class historically for students awarded the Doctor of Philosophy degree from our suite of biomedical scientist training programs. These new scientists are critical to support clinical trial, biotechnology, and pharmaceutical industries in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings

Description:

- The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria: KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding; KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings; The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings.

Outcome/Results: With a total of 21 departments and programs receiving national rankings, we fell 5 short of our baseline goal during 2017. On a positive note, the University of Kansas Medical Center has increased their level of NIH funding over the last 3 years and still maintains 6 departments in the top 25 of public medical schools. Academically, the KU School of Nursing and Schools of Health Professions maintained their *U.S. News* Best Graduate School rankings. When setting the baseline, the University of Kansas Hospital experienced well-earned recognition with multiple years of 12 specialties receiving a top 50 *U.S. News* ranking nationally. Last year, we had 8 specialties ranked in the top 50 with a couple more in the high performing category. With the #1 ranked hospital in Kansas and the Kansas City metropolitan area, the University of Kansas Health System continues achieve excellence in patient outcomes and satisfaction.

Indicator 4: Number of Medical School Graduates (MDs)

Description:

- The indicator is the number of graduates from the MD program. The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

Outcome/Results: The 198 medical school graduates matched the second highest academic year total for the KU School of Medicine. Nearly 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, over 50% were matched in residencies in primary care specialties in which to complete their training prior to entering practice.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC

Description:

- This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC. Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Outcome/Results: This is the third straight year in which the indicator has been above 50%. Further, nearly 3 out of 5 physicians in this group who are currently working in underserved Kansas counties were trained at the Medical Center.

Indicator 6: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)

Description:

- The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: The overall indicator for Commercialization and Entrepreneurship is down because of a large drop in active confidential disclosure agreements. Active confidential disclosure agreements cover a variety of activities: research, service, commercialization, employment, consulting, committees, etc. and for a specified time period. In FY 2017, 200 more CDAs ended than started. While confidential disclosure agreements are not the most significant of the five metrics in showing progress toward increased commercialization and entrepreneurship, it is the one with largest magnitude. The other four metrics have shown increases or stayed consistent over the years we have been tracking them. KU is reorganizing efforts in the commercialization and entrepreneurship domain. The research leadership at both campuses is examining this very important area of research engagement and further analysis will determine the appropriate infrastructure required to support such activities. Since this indicator was a shared one with the main campus in Lawrence and they have been approved to modify their agreement without this indicator, KUMC will be requesting to KBOR to drop this indicator from our agreement in the upcoming months.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities

Description:

- This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

Outcome/Results: Approximately 3,175 student enrollments in IPE Opportunities were documented. One of the biggest programs is our local implementation of *TeamSTEPPS*TM, a program developed by the Department of Defense and the Agency for Healthcare Research and Quality. It is required for all professional degree-seeking students at KUMC. This program ingrains students with the foundations of interprofessional collaboration and has 3 modules (learn, apply, demonstrate) which participants complete sequentially over multiple semesters. In 2017, we have now successfully implemented modules one, two, and three