

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

**Wednesday, January 15, 2020
10:15 – 11:50 am**

The Board Academic Affairs Standing Committee will meet in the Kathy Rupp Conference 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 December 18, 2019

Regent Schmidt

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II. Other Matters

- A. Academic Advising Presentation

1. University of Kansas
2. Wichita State University

Susan Klusmeier

Rick Muma

- B. Strategic Program Alignment Presentation

1. Fort Hays State University

Jill Arensdorf

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- C. **BAASC 20-01** Approve AY 2018 Performance Reports

1. Seward Community College

Samantha Christy-

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Dangermond

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- D. AY 2017 – AY 2019 Performance Agreements

1. Act on Revisions to WSU and Dodge City CC

Jill Arensdorf

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- E. **BAASC 20-07** Receive Qualified Admissions Report

- F. 2+2 Program Articulation Update

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Daniel Archer

III. Suggested Agenda Items for BAASC February 3rd Teleconference Call

- Approve minutes from January 15 meeting
- AY20 and AY21 Bridge Performance Agreements
- Proposed Changes to Degrees Policy

VI. Adjournment

Date Reminders:

- January 8: Academic Calendar Deadline
- February 19: Academic Calendars for AY2022-2025
- February 19: **BAASC 20-02** Receive SARA Reciprocity Report
- February 19: Academic Advising Presentation - ESU & KSU
- March 2: AY20-21 Bridge Performance Agreements (Continued)
- March 18: Academic Advising Presentation – NCK Tech
- March 18: KSDE Individual Plans of Study (IPS) Discussion

Board Academic Affairs Standing Committee

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets by conference call approximately two weeks prior to each Board meeting and prior to the Board Chair's conference call to finalize items for the Board agenda. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Allen Schmidt, Chair

Cheryl Harrison-Lee

Shelly Kibligner

Helen Van Etten

Board Academic Affairs Standing Committee

AY 2020 Meeting Schedule

***Note that conference calls are now at 11am and in-person meetings are at 10:15am.**

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
October 7, 2019	11:00 am	Conference Call	
October 16, 2019	9:30 am	Conference Call	
November 4, 2019	11:00 am	Conference Call	October 16, 2019
November 20, 2019	10:15 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:00 am	Conference Call	November 13, 2019
December 18, 2019	10:15 am	Topeka	November 26, 2019
December 30, 2019	11:00 am	Conference Call	December 11, 2019
January 15, 2020	10:15 am	Topeka	December 26, 2019
February 3, 2020	11:00 am	Conference Call	January 15, 2020
February 19, 2020	10:15 am	Topeka	January 29, 2020
March 2, 2020	11:00 am	Conference Call	February 12, 2020
March 18, 2020	10:15 am	University of Kansas Medical Center	February 26, 2020
March 30, 2020	11:00 am	Conference Call	March 11, 2020
April 15, 2020	10:15 am	Kansas State University	March 25, 2020
May 4, 2020	11:00 am	Conference Call	April 15, 2020
May 20, 2020	10:15 am	Topeka	April 29, 2020
June 1, 2020	11:00 am	Conference Call	May 13, 2020

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, December 18, 2019

The December 18, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 10:18 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members: Regent Schmidt, Chair
Regent Van Etten

Regent Harrison-Lee

Regent Kiblinger

Staff: Daniel Archer
Amy Robinson

Karla Wiscombe
Erin Wolfram

Samantha Christy-Dangermond
April Henry

Others: Adrian Douglas, Cloud County CC
Aron Potter, Coffeyville CC
Michelle Schoon, Cowley CC
Jill Arensdorf, FHSU
Tricia Paramore, Hutchinson CC
Joe McCann, Seward County CC
Brian Niehoff, KSU
Lisa Kolm, Pratt CC
Jane Holwerda, Dodge City CC

Jon Marshall, Allen CC
Steve Loewen, FHTC
Charles Tabor, KSU
Adam Borth, Fort Scott CC
Michael McCloud, JCCC
Jean Redeker, KU
Howard Smith, PSU
Monette DePew, Pratt CC
Jeff Briggs, FHSU

Lori Winningham, Butler CC
Kim Krull, Butler CC
DeAnn Shimp, Butler CC
Erin Shaw, Highland CC
David Cordle, ESU
Robert Klein, KUMC
Linnea GlenMaye, WSU
Mike Calvert, Pratt CC
Tiffany Masson, KHSC

Regent Schmidt welcomed everyone.

Approval of Minutes

Regent Harrison-Lee made a motion to approve the minutes from December 2, 2019. Regent Kiblinger seconded the motion and the motion passed.

Kansas Health Science Center

Dr. Tiffany Masson presented information on the formation of the Kansas Health Science Center (KHSC) which will be located in Wichita, Kansas. The KHSC is a newly proposed Kansas College of Osteopathic Medicine which is referred to as KansasCOM. This educational center stemmed from a 2017 Kansas task force that studied the feasibility of establishing a new Osteopathic Medical School in Kansas, and earlier in the year the Riverside Health Foundation voted to partner with KHSC. Dr. Masson provided an overview of the center that included how they would meet the needs of Kansans, architectural designs and vision, their accreditation phases, and associated timelines for implementation. Regents clarified the anticipated start date would be fall 2020, their faculty count will be 31, and support staff will be around 85. The Committee discussed the provided state map which indicates primary medical care health professional shortage areas and counties with Primary Care HPSA designation. This map shows a high majority of Kansas counties have a shortage as of February 2019. When asked how BAASC can support them, Dr. Masson responded that continued support and advocacy for the first college of Osteopathic Medicine in Kansas would be appreciated. The Committee had no further questions.

Academic Advising Presentations

- Jill Arensdorf, Provost & Vice President of Academic Affairs, presented the academic advising presentation for FHSU. She provided detailed information from their blended or hybrid advising model that included types of advisors employed, a university-wide advising taskforce, degree pathways, selecting and changing majors, advising certifications, 1 on 1 training, advising assessments, career advising resources, and plans to implement “Workday” which is a new technology to help build out academic plans for students. FHSU also uses data to enhance services and support for their students from an early alert system and other sources such as www.MyMajors.com. Regent Schmidt asked if the MyMajors.com site can be used without an FHSU email address, so those that want to explore can view this before they are enrolled. Jill responded the site is only for students enrolled at FHSU, but she would look into obtaining access for the Committee to explore this site further. Regent Van Etten asked for clarification if the UNIV courses were mandatory and if students received credit for taking them. Jill responded that students get one credit hour per course and only the Freshman Seminar course is mandatory.
- DeAnn Shimp, Director of Advising, presented the academic advising presentation for Butler Community College. DeAnn discussed their variety of advisors and specific faculty and deans that are designated as coaches, navigators, mentors and guides to help students reach academic completion and success. DeAnn stated they were one of the first community colleges to establish guided academic pathways where students and advisors look at each program and courses within to meet degree requirements for on-time completion. DeAnn discussed how students and advisors look at salary range, regional job growth, and soft skills that may be needed for specific areas of interest. DeAnn discussed how Butler identifies specialized support needs of students and what accommodations may be available to access the services they need. Butler established meta-majors about two years ago to introduce students to a broad set of potential career options while meeting academic requirements across multiple areas of interest.

Regent VanEtten asked about advisor to student ratios. DeAnn responded that a good ratio is around 1:200. Most schools are around 1:750, and if Butler does not count the high school students dual enrolled, it is around 1:400. Regent Harrison-Lee asked if they are meeting national benchmarks. DeAnn responded that they are meeting their benchmarks but noted they are behind in the use of technology. She stated they are working on this area and are using “I Pass” to move in the right direction and service their students better. Regent Kiblenger asked what percentage of students plan to transfer to a four-year university. DeAnn responded that more than half of their students continue to a four-year institution and noted this is one reason it is important to work with a partner institution. Regent Schmidt asked for more information on their Career Coach, a web-based tool on the Butler CC website that anyone can use. Regent Schmidt noted he would like to explore both Career Coach and MyMajors.com further.

Strategic Program Alignment Presentations

- David Cordle presented a review of ESU’s strategic program alignment. David discussed criteria used to select programs for review such as student demand, changes in workforce, proper staffing, accreditation requirements, and discussion with staff and faculty. David presented two programs based on these criteria for possible strategic alignment review: Master’s in Rehabilitation Counseling and Master’s in Industrial and Organizational Psychology.

The Master’s in Rehabilitation Counseling has had an average enrollment of 21 students over the past five years, but only seven in Fall 2019. The program is fully on-line, and graduates are eligible for Commission on Rehabilitation Counseling (CRC) certification. David noted there is a change with accreditation requirements from CACREP, which is now requiring 60 hours instead of 48 hours. David noted this is a program with declining enrollment and demand that will need additional resources to

continue. David stated that potential options may include a merger with clinical counseling, which is related to the rehabilitation counseling, has a larger enrollment, has overlapping curriculum, and is more robust.

The Master's in Industrial and Organizational Psychology has an average enrollment of 20 over the past five years but is down to six currently. The program is face-to-face research-intensive, and staffing has been a challenge. David noted that if this program is not eliminated, they will have to look at curriculum revisions such as going to an applied emphasis or accelerated online program.

The Committee came to a consensus that these two programs should be moved forward for strategic program review. These two programs will now go to the Board as a discussion item at the January meeting.

- Chuck Taber presented on K-State's strategic program alignment. Chuck provided an overview of K-State's program review process which includes recurring program reviews, evaluating six elements for each program, the uniqueness of programs compared to the mission of the university, costs of the program, and faculty reviews. Chuck presented two programs based on these criteria for possible strategic alignment review: Bachelor of Science in Computer Science and Master of Science in Software Engineering.

The BS in Computer Science has a large number of majors with a 5-year average of 435, and 62 degrees awarded. This degree requires a high level of math requirements for entry into the program. The MS in Software Engineering has a low number of majors with a 5-year average of 12 and 3.25 degrees awarded, neither of which meet KBOR minima. There have been discussions about an interdisciplinary cross-college collaboration that would place a Bachelor of Science in Applied Computer Science in Arts and Sciences to serve as a feeder program for the master's program. Chuck stated this type of program has been successful in the past and he believes it will scale quickly. Regent VanEtten asked about career paths for this degree, and it was noted that the Applied Computer Science degree has more opportunities such as coding jobs. It was clarified that programs are reviewed every eight years, and Chuck stated that if a program is not successful it would be noticed quickly. Regent Harrison-Lee asked about salaries for the Applied Computer Science degree. Chuck responded that the starting salary is good, and a high demand is driving the salaries.

AY 2018 Performance Reports

Cloud County Community College, Dodge City Community College, and Pratt Community College presented requests to move up to the next higher funding tier. The Performance Report for Seward County Community College was removed from the agenda and will be reviewed in January.

- Adrian Douglas presented the case for Cloud County CC based on indicator #6, increasing the number of completers in online allied health and nursing CEU courses. Regent Kibligner asked about the connection between indicators #3 and #6. Adrian noted that all the indicators are related, and they are confident that growing any of the indicators will grow all of them. Regent Schmidt asked where the decrease specifically is regarding indicator #3. Adrian responded that it has been hard to obtain CNA and CMA instructors, and they are looking into finding teachers and ways to expand these programs due to the increase in career demand. Regent Schmidt noted that the National Alliance for Direct Support Professionals (NADSP) and the College of Direct Support (CDS) have worked with workers in this field to credential them to teach. Regent Harrison-Lee motioned to increase the funding tier for Cloud County CC from 90% to 100%. Regent Kibligner seconded the motion. With no further discussion, the motion passed.

- Jane Holwerda presented the case for Dodge City CC based on indicator #1, increasing first to second year retention rate of the college-ready cohort. Regent VanEtten discussed the correlation between indicators. Regent Kiblenger motioned to keep Dodge City CC at the 90% funding tier. Regent Harrison-Lee seconded the motion. With no further discussion, the motion passed.
- Lisa Kolm presented the case for Pratt CC based on indicator #3, increasing the number of certificates and degrees awarded. Regent Schmidt asked if they will be choosing a different indicator in the future and Lisa stated they have made changes for the next bridge agreement. Regent Kiblenger asked for clarification on the number of nursing degrees that were reduced due to capacity requirements. Lisa responded that in AY 2013 the capacity was 180, and in AY 2015 the capacity size was reduced to 30 to focus on quality. By AY 2017-18, it was not working, and the program and faculty focused on restructuring. The Committee further discussed how hard it would be to overcome issues with such a large program and which indicator would make a stronger argument to achieve a higher funding tier. Regent Kiblenger motioned to increase the funding tier for Cloud CCC from 0% to 75%. Regent Harrison-Lee seconded the motion. With no further discussion, the motion passed.

Other Requests

The Committee heard for a second time the request for approval of a Bachelor of Interdisciplinary Studies in Ethnic, Gender, and Identity Studies at ESU. David Cordle discussed the program briefly as well as outlining the need in our current employment market. The Committee presented no additional questions. Regent Kiblenger motioned to place the new program on the consent agenda of the Board in January. Regent Harrison-Lee seconded the motion. With no further discussion, the motion passed.

Direct Support Professionals Update

Regent Schmidt reported that he will arrange a meeting in which KBOR staff and other Kansas government agency leaders discuss the challenges and opportunities in the direct support professionals' field.

Adjournment

Regent Kiblenger moved to adjourn the meeting. Regent Harrison-Lee seconded; the motion carried. The meeting adjourned at 12:17 p.m.

Strategic Program Alignment – FHSU

Jill Arensdorf, FHSU

At its June 2018 meeting, the Board approved a policy related to the strategic alignment of programs and subsequently selected the University of Kansas (KU) and Wichita State University (WSU) to pilot this policy. On June 20, 2019, the Board approved the programs that KU and WSU will evaluate under the strategic program alignment framework. These universities will present their final recommendations for the identified programs at the February 2020 Board meeting. On June 20, 2019, the Board directed Emporia State University (ESU), Fort Hays State University (FHSU), and Kansas State University (K-State) to detail to the Board of Academic Affairs Standing Committee (BAASC) 1) the process used to identify programs for strategic program alignment review and 2) at least two programs recommended for review. ESU and K-State presented this information at the December 18, 2019 BAASC meeting and FHSU will present at this BAASC meeting.

January 15, 2020

Below is the Board's policy on Strategic Program Alignment, which is found in Section II.A.5 of the Board Policy Manual.

“In addition to and distinct from the regular program review cycle and process, the Board may direct one or more state university chief executive officers to undertake a strategic program alignment review to determine which of the university’s programs shall be recommended to the Board for continuation, further evaluation, merger, or discontinuance. Guidelines will be established by the Board.

If directed to do so under this provision, the state university chief executive officer shall present to the Board a list of programs for strategic alignment review. Upon receipt of the list, the Board shall review, approve one or more programs for alignment review, and may select one or more additional programs to evaluate.

Upon completion of the strategic alignment at the campus level, the state university chief executive officer shall recommend to the Board whether identified programs should be continued, further evaluated, discontinued, or merged, and provide a rationale for each recommendation. The Board shall review the recommendations and make the final determination whether the evaluated programs continue, merit further evaluation, merge, or discontinue. For programs the Board has identified for merger or discontinuance, the state university chief executive officer shall provide a plan for the transition.”

Act on Performance Reports for Seward County Community College

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2018 Performance Reports are presented for review. Seward County Community College qualifies for 90% of any new funding, as outlined in policy. Staff recommends approval of their performance report and approval for the 90% funding tier.

January 15, 2020

Background

As any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2018 (AY 2018). These reports will be the basis of awarding any new funds in July 2020. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2018 performance reporting, reviewing, and funding cycle is detailed below.



Per the performance agreement funding guidelines which can be found on the KBOR [website](#), institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline
2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds based on the following levels of compliance:

- 100% of New Funding Available
The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators**.
- 90% of New Funding Available
An institution will be awarded 90% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
 - The performance report includes specific plans for improvement.
- 75% of New Funding Available
An institution will be awarded 75% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;

- The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
 - The performance report includes specific plans for improvement.
- No New Funding Awarded
The institution did not make a good faith effort, as defined by:
 - Lacking an approved performance agreement;
 - Failing to submit a performance report; or
 - Maintaining or improving from the baseline in only **one indicator, or none of the indicators**.

Per the Funding Guidelines, in cases where an institution qualifies for the 0%, 75%, or 90% funding tier, the institution may make a case to move to the next higher funding tier. **Seward County Community College is not requesting to move up to the next higher funding tier.**

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

Request

Seward County Community College qualifies for 90% of any new funding based on the AY 2018 Performance Report.

Seward County Community College Performance Report AY 2018							AY 2018 FTE: 1,180	
Contact Person: Joe McCann		Phone and email: 620-417-1012; joe.mccann@sccc.edu					Date: 12/17/2019	
Seward County 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 the number of certificates and degrees awarded	1	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474	527	↑	566	↑		
2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra.	2	Fall 13 – 166/220 (75.5%) *Fall 14 – 189/232 (81.5%) Fall 15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓	74.5% (172/231)	↓		
3 Increase three-year graduation rates of college ready cohort	1	*Fall 10 Cohort – 75/149 (50.3%) Fall 11 Cohort – 101/204 (49.5%) Fall 12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓	47.8% (88/184)	↓		
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 12 Cohort – 23/35 (65.7%) Fall 13 Cohort – 24/36 (66.7%) F14 Cohort – 39/59 (66.1%) **Baseline: 86/130 (66.2%)	59.2% 32/54	↓	66.1% (39/59)	↔		
5 Increase the first to second year retention rate for college ready cohort.	1	*Fall 12 Cohort: 122/191 (63.9%) Fall 13 Cohort: 102/159 (64%) Fall 14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓	60.3% (82/136)	↓		
6 Increase the % of full-time students completing 24 credit hours in their first year	1	Fall 12 Cohort – 144/360 (40%) Fall 13 Cohort – 213/310 (69%) Fall 14 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑	73% (219/301)	↑		

*Updated 7/18/2018

**Updated 10/16/2019

Seward County Community College Performance Report AY 2018

Indicator 1: Increase the number of certificates and degrees awarded.

Description: The data for this indicator is provided by the Kansas Higher Education Data System.

Outcome/Results: The number of certificates and degrees increased 19% (92 awards) above the baseline of 474 and increased by 39 over the previous year (527 in AY2017). Significant increase in 2-Year Transfer degrees, and a change in when Cosmetology and 1-Year Nursing certificate awards occur represent most of the increase from the prior year.

Indicator 2: Increase the success rate of students in College Algebra.

Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. The denominator represents all students taking college algebra in the fall semester, while the numerator represents students successfully completing the course with a grade of A, B, or C.

Outcome/Results: The Fall 2018 success rate is 4.2% below the baseline of 74.5%, which equates to 10 students. In comparison, our success rate is higher than 75% of the community colleges reporting to the National Community College Benchmark Project. The Mathematics department's goal for all courses is to improve student course success. Strategies include: Improving placement through an in-house math pre-test in all developmental math courses and use multiple measures for placement and are redesigning the developmental math sequence to insure students are better prepared for college algebra. The Mathematics department is currently developing their program review, so we don't have specific data results at this time. Utilizing the data collected from this performance agreement, a deep dive into all performance data (demographics, course delivery method and location, etc.), as well as other initiatives already in place in the department, an improvement plan will be developed and implemented over the next academic year.

Indicator 3: Increase the three-year graduation rate of the college ready cohort.

Description: The data for this indicator is provided by the Kansas Higher Education Data System.

All first-time, full-time degree or certificate seeking students entering the fall semester.

Full-time is defined as 12 or more credit hours for the fall semester.

College ready is defined as students not requiring any developmental education courses.

Outcome/Results: The graduation rate for the college ready cohort was 1.9% below the baseline of 49.7% but increased by 10% over the previous year. The increase is equivalent to 18 students.

Indicator 4: Increase the success rate of developmental writing students in English Composition I.

Description: This indicator uses data from SCCC's student information system (SIS Banner). It allows us to compare success rates between our new pilot program (English Composition I PLUS), developmental and college ready students. This indicator focuses on student success in their first college level writing course after or DURING completion of a developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year of successfully completing developmental writing. The numerator indicates the students completing English Composition I with a grade of A, B, or C. Note: Measure modified from prior year report to include the new pilot program students.

Outcome/Results: The success rate of developmental writing students in English Composition is only .1% below the baseline of 66.2% and increased by 6.9% over the previous year. A pilot project initiated in fall 2017 allows students who place into Pre-college English to enroll in English Comp I and a two-credit hour developmental (PLUS) course concurrently. This course emphasizes active learning, improved reasoning skills, engaged reading, and effective editing skills with special attention given to grammar to maximize the likelihood of success in English Comp I. Pilot Year (AY 2018): students who took the PLUS course with the college level course had a passing rate of 80% in English Comp I, compared to 53% of those who took developmental writing prior to English Comp I and College Ready student success results of 58%.

Indicator 5: Increase the retention rate of degree / certificate seeking students.

Description: This indicator uses retention data from KHEDS, and focuses on the first year to second year retention rate of the college ready cohort of students. The denominator represents all degree or certificate seeking students, not requiring developmental education for the program of enrollment (e.g. students enrolled in Welding Technology certificate program), or placing into college-level courses (e.g. transfer track student). The numerator indicates students retained from fall to fall.

Outcome/Results: The retention rate for the college ready cohort was 1.8% below baseline of 62.1% but increased by 2.9% over the previous year. The increase is equivalent to 4 students. Research indicates two issues directly impacting our ability to retain students in their first fall-to-fall college experience. The first is a significantly low unemployment rate; the unemployment rate in the Kansas service area served by Seward is less than 3% (Source: Kansas Bureau of Labor Statistics annual average unemployment rate by county). Though a good problem for our community, it has a negative impact on retention and is difficult for the institution to control. The second issue is financial. Students would rather go to work and get paid than go to school and get a bill. Changes in past-due account policy four years ago impacted retention rates at an alarming rate, because students were no longer allowed to enroll until past due accounts were resolved. The Retention Committee continues to work with the Financial Aid office to improve communication and scholarship awarding practices to make college more affordable and an attractive opportunity to improve students' future earnings. Though our full-time population continues to decline our part-time enrollment is on the rise, which suggests our strategies are working.

Indicator 6: Increase the % of first-time, full-time students completing 24 credit hours in their first year of college.

Description: This indicator focuses on increasing the percentage of full-time entering freshman completing 24 or more credit hours in their first year of college. The data used to calculate this indicator are provided by KHEDS.

- 1) All first-time, full-time degree or certificate seeking students entering in the fall semester.
- 2) Full-time is defined as 12 or more credit hours for the fall semester.
- 3) Credit hour accumulation in first year is the number of full-time students who earned 24 credit hours in the fall, spring, and summer terms combined.
- 4) The indicator is calculated by taking the total from (3) and dividing by the total from (1).

Outcome/Results: The number of students completing 24 credit hours in their first year of college increased by 15% over our baseline of 58% to 73% in AY2018. However, the baseline may be misleading because of the low data point for the F2012 cohort. Compared to Fall 2013 and 2014, we had a 4% increase which equates to 12 additional students achieving at least 24 credit hours in their first year.

Act on Request for Revisions to AY 2017 – AY 2019 Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d, and the Board-approved Performance Agreements: Funding Guidelines, Wichita State University and Dodge City Community College are requesting changes to their AY 2017 – AY 2019 Performance Agreements. Staff recommends approval.

January 15, 2020

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. Per the Performance Agreements: Funding Guidelines, which can be found on the KBOR website, BAASC acts on the revision requests on behalf of the Board. The original agreements were approved by BAASC in the fall of 2016, and by the full Board in December of 2016.

Request

Wichita State University has submitted a request to change Indicator 6, “Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64” as listed on its AY 2017 – AY 2019 Performance Agreement. WSU requests to change this indicator to “Increase the number of undergraduate certificates and degrees awarded to first-generation students”. WSU indicates they have experienced an increase in first-generation college students, and that recent data shows a gap in completion rates between first-generation students (38.9%) and continuing-generation students (46.6%). WSU has increased efforts to serve this growing population, including creating a First Generation Coordinating Council to inform this work. WSU requests this change to reflect their efforts to address the needs of this growing population of students.

Dodge City Community College has submitted a request to change Indicator 6, “Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding programs” as listed on its AY 2017 – AY 2019 Performance Agreement. Dodge City CC is requesting changing this indicator to “Increase the number of students successfully completing one-year certificates through Welding programs”. They wish to remove the electrical power technician program from the indicator because they no longer offer the program.

Staff Recommendation

Staff recommends approval of these changes to the agreements, as they reflect recent changes for both institutions, and they comply with the Performance Agreement Model set forth in the Performance Agreements: Funding Guidelines. If approved, these changes will become effective for the AY 2019 reporting year, and BAASC will act on that performance report in Fall 2020.

Wichita State University	Change to Indicator 6	Page 14
Dodge City Community College	Change to Indicator 6	Page 17

Wichita State University Performance Agreement 2017-2019

Contact Person: Rick Muma, Associate Vice President

Phone and email: 316.978.5761 richard.muma@wichita.edu

AY 2018 FTE: 11,563

Date: 10/08/2019

Wichita State University	Foresight Goals	3yr 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	AY2013: 2,999 *AY2014: 3,036 AY2015: 2,975 *Baseline: 3,003			
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) *AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) *Baseline:35.4% (3,192/9,010)			
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: \$25,306,000/ranking:1 AY2014: \$28,797,000/ranking: 1 *AY 2015: \$29,146,000/ranking: 1 Baseline: \$27,750,000/ranking: 1			
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291			
5. Increase the second year retention rate of first-time/full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218) Fall 14 Cohort: 72.0% (996/1,384) *Baseline: 73.6% (2,859/3,882)			
**6. Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY2016: 825 AY2017: 860 AY2018: 890 Baseline: 858			

*Updated 7/20/2018

**Requesting replacement indicator Spring 2020

Wichita State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase number of certificates and degrees awarded

Rationale: In concert with the primary objective of Foresight 2020, increasing degree completion, a student success initiative aimed at increasing degree completion (called the Graduation Partnership [GP]) will be the focus for this indicator. It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017.

Description: The GP is a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Data Collection: This will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

Indicator 2: Increase the percent of STEM degrees conferred

Rationale: A major initiative of Foresight 2020, increasing graduates with STEM credentials, provides the main rationale for this indicator. WSU is also the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. Activities aimed at increasing STEM graduates will be the focus for this indicator.

Description: Several initiatives are underway to increase the number of STEM discipline graduates. Funding from the State University Engineering Act has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group in LAS oversee and operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

Data Collection: This will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry

Rationale: WSU has made a name for itself as a university-based research center, providing research, design, testing and certification to the aviation manufacturing industry. Enhancing industry-based research is one of the focuses of WSU's strategic plan and for this indicator.

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2014], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Data Collection: Data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)

Rationale: WSU is the most diverse public university in the state. Our goal is to not only further diversify the undergraduate student body so it is more reflective

of the community we serve, but also work towards a higher degree completion rate among underrepresented minority (URM) graduates.

Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URM students including: 1) Providing special outreach to underrepresented minority groups such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students. Additionally, a retention scholarship in the amount of \$500 is provided to underserved freshmen after their first semester if they reenroll in 12 hours the following semester and have a GPA of 2.5. The scholarship is renewable as long as minimum criteria are met.

Data Collection: Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Indicator 5: Increase Second Year Retention Rate of First-Time/Full-Time Freshmen

Rationale: Retention of traditional UG students is a major focus on the WSU campus, Foresight 2020, and at the center of our plans for enrollment growth.

Description: Three main initiatives are the focus of this indicator and include: 1) The Graduation Partnership (GP), a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates 10 percent by 2020. It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017. 2) The University is developing a strategic enrollment plan, which includes enhancing and developing our retention efforts.

Data Collection: Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student (≥ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2017 the 2016 cohort will be measured, for 2018 the 2017 cohort will be measured, and 2019 the 2018 cohort will be measured. Our goal is to increase retention 10% by 2020, which requires a 0.8% increase per year.

Indicator 6: Increase the number of undergraduate certificates and degrees awarded to first-generation students`

Rationale: Wichita State University continues to experience an increase in the enrolled number of first-generation college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%).

Description: Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council was created to inform our work and the (FGCC) was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion.Data Collection: Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

Dodge City Community College Performance Agreement 2017-2019

Contact Person: Jane Holwerda

Phone and email: (620) 227-9359; jholwerda@dc3.edu

AY 2018 FTE: 1,312

Date: 8/20/2019

Dodge City Community	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring)		AY 2018 (Summer 2017, Fall 2017, Spring)		AY 2019 (Summer)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 50.3% (91/181) Fall 13 Cohort: 54.5% (91/167) Fall 14 Cohort: 59.1% (104/176)						
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc, 56 Cert, 145 SAPP) 2014: 432 (226 Assoc, 52 Cert, 154 SAPP) 2015: 426 (211 Assoc, 59 Cert, 156 SAPP) Baseline: 414						
3 Increase percent of students who are employed or transfer	2	Fall 12 Cohort: 51.5% (205/398) Fall 13 Cohort: 52.7% (188/357) *Fall 14 Cohort: 56.2% (228/406) *Baseline: 53.4% (621/1,161)						
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1021)						
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)						
**6 Increase the number of students successfully completing one-year certificates through Welding programs	2	2013: 16 2014: 12 2015: 9 Baseline: 12						
*Updated 4/20/2018 **Proposed change to indicator								

Dodge City Community College Performance Agreement 2017-2019 Narrative

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

This indicator addresses goal 1 of *Foresight 2020*, “increase higher education attainment.” Between fall 2010 and fall 2011, the college experienced a 10% decrease in its retention rate. As this has been a focus of KBOR’s *Foresight 2020*, we were distinctly aware of the significance of this decline and consequently selected this as an important indicator. With a new president at the helm as of October 2015, the college is committed to his vision of ‘Recruit, Retain, Educate, and Graduate.’ To date we have expanded and remodeled student service facilities, added positions in counseling, and improved the enrollment process. We continue to improve our advising and assessment processes and are collecting new data on student engagement. While we have seen significant improvement over the past three years and have regained much of the ground we lost, our goal was not to get back to where we started but improve our retention rate even further, thus we continue this indicator from the 2014 Performance Agreement.

Indicator 2: Increase the number of certificates and degrees awarded

This indicator also addresses goal 1 of *Foresight 2020*, “increase higher education attainment.” Additionally, it addresses the college’s goal to ‘Recruit, Retain, Educate, and Graduate.’ Over the past years, the number of Associate degree and certificate graduates has remained fairly consistent. We are working toward improving these indicators through improved advising and follow up contact with our graduates who have transferred to obtain their associate degree through the reverse transfer agreement. While we understand that many community college students fully intend to transfer after one year, prior to graduation, the options available for each level of higher education degree should be understood and encouraged.

Indicator 3: Increase percent of students who are employed or transfer

We chose this indicator as it is tied to our strategic plan and mission as well as goal 2 of *Foresight 2020*. Specifically, it is to strengthen workforce development for both immediate employment and delayed employment for transfer to bachelor degree programs. We continue to recruit and encourage students to enter high wage programs upon completion of either a certificate or Associate of Applied Science degree and work with students and four-year institutions to make transfer options as seamless as possible. The college has recently acquired a tool to track industry and occupational trends for Southwest Kansas and beyond, including skills analysis, location quotient, job availability and program completers. We anticipate that this will help to further strengthen ties between the college and local business and industry as we collaborate using these data as a foundation for discussion.

Indicator 4: Increase Adult Basic Education (ABE) educational gains for ESL students

The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Not only do we focus on participants but more importantly their educational gains. According to the National Reporting System for adult education programs; “Educational gain measures are the primary purpose of the Adult Basic Education program: to improve the basic literacy skills of participants.” If a student’s skills have improved sufficiently to be placed one or more levels higher, an “advance” (GAIN) is then recorded for the student. The college uses the state mandated TABE exam to measure reading and listening skill levels. As our percentages of gains have decreased in the past two years for ESL students, we need to refocus efforts on this measure. This indicator also addresses the college’s commitment to its core values of diversity and inclusiveness. This data is generated from the PABLO system for students receiving ESL instruction at the Adult Learning Center. Students are assessed for placement in one of the six levels of ESL instruction as prescribed by the State of Kansas. A student is only enrolled at one level at a time, based on their pre-assessment score. Following instruction, students are post-assessed, again using the TABE exam. If students have attained a score sufficient to move to the next level of ESL instruction, they are considered a completer for the level they were enrolled in and are subsequently enrolled in the next level of instruction. While students are only enrolled in one level at a time, they could move through multiple levels of

ESL throughout a year. The denominator is the total (duplicated) number of students enrolled in any of the six ESL course levels at the ALC. The numerator is the total number (duplicated) who post-assessed with a score to move to a higher level of ESL instruction within the year.

Indicator 5: Increase Developmental Reading successful completers

The indicator addresses the increasing number of students who enter college without competency in reading college level material. Being able to read well is critical to being successful in college. Successful completion is a grade of C or better in College Reading. As our percentage of successful completers of developmental reading dropped 11% in 2015 and remained low in 2016, we need to refocus our efforts to assist this non-college-ready cohort develop the skills necessary to succeed in college-level courses. The college is revamping the reading curriculum and integrating it more closely with the English department to strengthen fundamental skills for our students who need them. While this indicator fundamentally remains the same as the previous Performance Agreement, the measure has been modified. Rather than using the number of successful completers as the measure (this number can change drastically based on the number of students assessing into and enrolling in College Reading) we are using a percentage of successful completers. The denominator is number of students enrolling in College Reading. The numerator is the number of students completing with a grade of C or better. It is our goal to increase the percentage of students who successfully complete College Reading, regardless of the number of students served.

Indicator 6: Increase the number of students successfully completing one-year certificates through Welding programs

Increasing the number of students who successfully complete welding certificates directly addresses *Foresight 2020* goal 2 of “meeting the needs of the Kansas economy.” Our welding program is a direct response to local demand for a skilled workforce in pipeline construction and maintenance and in the meat packing industry. We are working to strengthen our partnerships in this program with our service area high schools to increase interest and concurrent enrollment. Our welding program is consistent with our strategic plan where we state that we will “strengthen workforce development” and “increase industry training.”

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

Summary and Recommendation

The report on admission of the 2018-2019 freshman class and 2018-2019 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 freshman 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.

January 15, 2020

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 2018-2019 Freshman Applicants

K.S.A.76-717 requires resident freshmen applicants under the age of 21 and non-resident freshman applicants 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; or
- (2) graduate from an accredited high school and rank in the top one-third of the class; or
- (3) graduate from a non-accredited private high school and earn a minimum ACT score of 21; or
- (4) earn a GED with the prescribed minimum scores.

In addition to the above criteria, state regulations K.A.R 88-29a-5 and K.A.R. 88-29a-7 require all freshman applicants under the age of 21 to complete the precollege curriculum with a GPA of at least 2.0 for residents and 2.5 for non-residents.

Per K.A.R. 88-29a-6 and K.A.R. 88-29a-7a, applicants 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; or
- (2) graduate from a non-accredited private high school (Kansas residents only); or
- (3) earn a high school equivalency credential with the prescribed minimum scores.

2018-2019 Freshman 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 freshman 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 admitted. No institution exceeded the 10 percent limit.

Table 1: Number of Resident Freshman Exceptions

	Exceptions	Admits	Percent
Emporia State University	91	1,436	6.3%
Fort Hays State University	65	1,954	3.3%
Kansas State University	437	7,948	5.5%
Pittsburg State University	77	2,118	3.6%
University of Kansas	349	13,703	2.5%
Wichita State University	170	5,670	3.0%

Table 2 presents the number and percent of non-resident freshman students admitted as exceptions, disaggregated by institution. By regulation, the number of non-resident freshman exceptions is limited to either 10 percent of the total number of admitted non-resident freshmen, or 50 students, whichever is greater. No institution exceeded the limit.

Each state university has a written policy to guide decisions about exceptions and per KBOR policy, every student admitted as an exception to the minimum qualified admission standards, resident or non-resident, shall receive a written individual plan for student success from the university prior to enrollment. The individual plan for success shall be reviewed by the student and the student's advisor at least once each semester in the first academic year immediately succeeding adoption of the plan.

Table 2: Number of Non-Resident Freshman Exceptions

	Exceptions	Admits	10% or 50 students, whichever is greater (the greater is shown)
Emporia State University	11	181	6.1%
Fort Hays State University	12	506	2.4%
Kansas State University	258	2,664	9.7%
Pittsburg State University	46	849	5.4%
University of Kansas	516	8,339	6.2%
Wichita State University	64	2,001	3.2%

Minimum Admission Criterion for 2018-2019 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	464	0.9%	1	63	1.6%
Fort Hays State University	79	1,718	4.6%	91	1,135	8.0%
Kansas State University	11	1,330	0.8%	8	804	1.0%
Pittsburg State University	9	515	1.7%	6	280	2.1%
University of Kansas	18	1,787	1.0%	13	735	1.8%
Wichita State University	53	2,085	2.5%	12	389	3.1%

2018-2019 Admission Denials

Though not required by K.S.A. 76-717 as part of the report to the legislature on exceptions to qualified admissions, the following information on the numbers of applicants denied admission due to not meeting minimum admission criteria may be of interest. Table 4 shows the number of freshman applicants denied admission to state universities.

Table 4: Number of Freshman Applicant Denials

	Resident			Non-Resident		
	Denials	Applied	Percent	Denials	Applied	Percent
Emporia State University	34	1,289	2.6 %	6	187	3.2 %
Fort Hays State University	39	1,487	2.6 %	25	531	4.7 %
Kansas State University	141	5,425	2.6 %	213	2,877	7.4 %
Pittsburg State University	24	1,293	1.9 %	29	878	3.3 %
University of Kansas	278	5,642	4.9 %	577	8,916	6.5 %
Wichita State University	8	3,677	0.2 %	8	2,009	0.4 %

Table 5 shows the number of transfer applicants denied admission to state universities.

Table 5: Number of Transfer Applicant Denials

	Resident			Non-Resident		
	Denials	Applied	Percent	Denials	Applied	Percent
Emporia State University	8	472	1.7 %	0	63	N/A
Fort Hays State University	6	1,724	0.3 %	6	1,141	0.5 %
Kansas State University	19	1,349	1.4 %	22	826	2.7 %
Pittsburg State University	4	519	0.8 %	4	284	1.4 %
University of Kansas	33	1,820	1.8 %	28	763	3.7 %
Wichita State University	45	2,130	2.1 %	0	389	N/A

Summary and Recommendation

Regarding the admittance of undergraduate freshmen and transfer students for 2018-2019, 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.