

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

**MEETING AGENDA  
Wednesday, May 19, 2021  
10:15 a.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference. Meeting information will be sent to participants via email, or you may contact [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- |                                                                    |                        |       |
|--------------------------------------------------------------------|------------------------|-------|
| <b>I. Call to Order</b>                                            | Regent Kiblinger       |       |
| A. Roll Call                                                       |                        |       |
| B. Approve minutes from May 3, 2021 conference call                |                        | p. 3  |
|                                                                    |                        |       |
| <b>II. Other Matters</b>                                           |                        |       |
| A. Discuss Instructional Workload Standard                         | Daniel Archer          | p. 6  |
| B. AY 2022 Performance Agreements                                  | Daniel Archer          | p. 10 |
| C. Newer Program 3-Year Progress Reports                           | Sam Christy-Dangermond | p. 12 |
| D. Advantage Kansas Coordinating Council Update                    | Regent Kiblinger       |       |
| E. Direct Support Professionals (DSP) Update                       | Regent Schmidt         |       |
| F. Governor's Council on Education Update                          | Regent Schmidt         |       |
|                                                                    |                        |       |
| <b>III. Suggested Agenda Items for June 1<sup>st</sup> Meeting</b> |                        |       |
| A. Receive Private-Post Secondary (PPS) Report                     |                        |       |
| B. Concurrent Enrollment Partnership (CEP) Report                  |                        |       |
|                                                                    |                        |       |
| <b>IV. Adjournment</b>                                             |                        |       |

**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. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

- Shelly Kiblinger, Chair
- Ann Brandau-Murguia
- Helen Van Etten
- Allen Schmidt

**Board Academic Affairs Standing Committee  
AY 2021 Meeting Schedule**

<b>Meeting Dates</b>	<b>Time</b>	<b>Location</b>	<b>Institution Materials Due</b>
August 25, 2020	11:00 am	Conference Call	July 30, 2020
September 9, 2020	1:30 pm	Topeka	August 19, 2020
October 14, 2020	TBD	KU *CANCELED*	September 25, 2020
November 3, 2020	11:00 am	Conference Call	October 15, 2020
November 18, 2020	10:30 am	Topeka *Originally 10:15 at ESU	October 28, 2020
December 1, 2020	11:00 am	Conference Call	November 12, 2020
December 16, 2020	10:15 am	Virtual Meeting	November 24, 2020
January 5, 2021	11:00 am	Conference Call *CANCELED*	December 17, 2020
January 20, 2021	10:15 am	Virtual Meeting	December 30, 2020
February 2, 2021	11:00 am	Conference Call	January 14, 2021
February 17, 2021	10:15 am	Virtual Meeting	January 27, 2021
March 2, 2021	11:00 am	Conference Call	February 11, 2021
March 17, 2021	10:15 am	Virtual Meeting	February 24, 2021
March 30, 2021	11:00 am	Conference Call	March 11, 2021
April 14, 2021	10:15 am	Hybrid Meeting *Originally at FHSU	March 24, 2021
May 3, 2021	11:00 am	Conference Call *Originally May 4th	April 15, 2021
May 19, 2021	10:15 am	Hybrid Meeting	April 28, 2021
June 1, 2021	11:00 am	Conference Call	May 13, 2021
June 16, 2021	10:15 am	Topeka	May 26, 2021

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

**MINUTES  
Monday, May 3, 2021**

The May 3, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 11:01 a.m. The meeting was held by Zoom.

**In Attendance:**

Members:	Regent Kiblinger, Chair	Regent Schmidt	Regent Van Etten
Staff:	Daniel Archer Amy Robinson Connie Beene Marti Leisinger	Karla Wiscombe Sam Christy-Dangermond Travis White Scott Smathers	Tara Lebar April Henry Cindy Farrier
Others:	Adam Borth, Fort Scott CC Brian Niehoff, K-State Erin Shaw, Highland CC Jason Sharp, Labette CC Jerry Pope, KCKCC Kim Morse, Washburn Melinda Roelfs, PSU Monette DePew, Pratt CC Robert Klein, KUMC	Aron Potter, Coffeyville CC Cindy Hoss, Hutchinson CC Heather Morgan, KACCT Jean Redeker, KU Kelly Bosak, KUMC Linnea GlenMaye, ESU Mickey McCloud, JCCC Shannon Portillo, KU Cole Shewmake, PSU	Brian Inbody, Neosho County CC Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jill Arensdorf, FHSU Kim Zant, Cloud County CC Michelle Schoon, Cowley CC Mike Strohschein, Washburn Tech Taylor Crawshaw, Independence CC

Regent Kiblinger welcomed everyone. Roll call was taken for members and presenters.

**Approval of Minutes**

Regent Schmidt moved to approve the April 14, 2021 meeting minutes, and Regent Van Etten seconded the motion. With no corrections, the motion passed.

**Consent Items**

Brian Niehoff presented the K-State request for a Bachelor of Science in Environmental Science. Pamela Kempton and Chris Culbertson were available for questions. This is an interdisciplinary degree where most courses are already being taught, so there is a low startup cost. K-State offers a secondary major in Natural Resources and Environmental Sciences, but this degree would give students an outlet for a stand-alone major, which allows cost savings for students who don't want to go back and get a secondary major. Job growth regionally and nationally is growing for these degrees, and salaries are above average. FHSU and KU have similar programs. The K-State degree will be more science-based. Surrounding states also have similar programs. Regent Van Etten asked if this is an industry-recognized degree. Pamela responded it is and is highly employable in the Environmental Science field.

Jean Redeker presented the KU request for a Master of Arts in Organizational Communication. Shannon Portillo was available for questions. The program will be offered online through the School of Professional Studies at the KU Edwards campus. Previously the Communications Studies department at the Lawrence campus offered a master's degree with a concentration in Organizational Communication. The courses in the program are already being offered, so there are no additional costs. Regent Kiblinger asked for clarification on program costs. Jean responded they would have to hire some teaching positions at the KU Edwards Campus, but this would be

covered by tuition. Jean clarified the costs are switching from the Lawrence campus to the KU Edwards campus as they will be taking on teaching and expenses for the program. Shannon noted these courses are already being taught, so some costs are shared with other programs.

Regent Van Etten moved to recommend both requests to the Board May agenda under consent, and Regent Schmidt seconded the motion. With no further discussion, the motion passed unanimously.

### **Election Day as a Non-Instructional Holiday Update**

The Student Advisory Committee (SAC) has been working on an initiative this year to designate federal election day as a student holiday. This initiative was discussed at the last BAASC meeting on April 14. Daniel Archer stated that nearly all the SAC members would cycle off but noted Rija Kahn has won a second term and will remain Student Body President and on the SAC. Rija would like to gauge the interest of incoming student body presidents before proceeding, so this initiative is being placed on hold.

### **JCCC/KU Edwards Campus Transfer Pilot Update**

Shannon Portillo and Mickey McCloud presented the update. This pilot allows for increased transfer credit hours from JCCC to KU Edwards Campus and has shifted their understanding of making community college credits count the same way they would if they were transferring from a 4-year institution. An overview was provided in the agenda. Shannon and Mickey highlighted the following:

- The persistence and retention rates for participating students are high.
- Overall, it has increased the number of students who successfully transfer from the JCCC to KU Edwards.
- They have kept more Kansas students in Kansas and have also brought students back into the state.

### **Credit for Prior Learning (CPL) Report**

Tara Lebar and Connie Beene presented the 2020 Credit for Prior Learning (CPL) Report. This report can be found at [https://www.kansasregents.org/academic\\_affairs/credit\\_for\\_prior\\_learning](https://www.kansasregents.org/academic_affairs/credit_for_prior_learning). This report tracks data from 15 types of CPL within the KBOR system, including CLEP, AP, IB, Credit for Military Learning, and Industry-Recognized Credentials. They highlighted the following from the report:

- Advanced Placement (AP) has the most credits issued, with Credit for Military Learning second.
- International Baccalaureate (IB) credits awarded made the top five for the first time.
- A Lumina Foundation grant provides funding to create new accelerated pathways for service members and veterans through four occupational areas.
- The grant requires universities to have 2-year college partners, and a list of partnerships is provided in the report. Additional partnerships can be added, and interest is growing.

Regent Van Etten asked about the question mark listed after Washburn and Allen CC, and whether universities are looking at other occupational areas outside of the four listed. Connie responded they would remove the question mark as these institutions have confirmed their partnership. Connie also responded the KBOR grant team cross-walked SOC codes to institutional CIP codes within the four Military Occupation Codes (MOC's) to assist institutions in identifying diverse degree options. Connie stated each university identified the MOC's they wanted to work on. The grant provides funding to the university and their 2-year partners, and universities are allowed to add additional MOC's and partners at any time during the grant project. Regent Schmidt asked for a list of all MOC's for which credit has been awarded and asked about Barton CC data which shows an extremely high number of credits awarded. Elaine Simmons, Vice President of Instruction at Barton CC, responded they serve two military bases. It was also clarified for the Regents that credit can be awarded for both graduate and undergraduate levels, but credit for graduate work is rare. Tara noted the advantage to CPL is giving students from different walks of life, including different age ranges and experiences a path to post-secondary education. Regent Kiblinger asked if they could break down how many credits are awarded to students by each high school or school district. Data for IB and AP are not disaggregated by high schools or districts to KBOR by

institutions, but we may have other options to find data to support the Advantage Kansas Coordinating Council's needs. Regent Van Etten suggested the data may be provided from the Kansas State Department of Education.

**Adjournment**

The next BAASC meeting is May 19, 2021, at 10:15 a.m. Regent Schmidt will provide an update from the Kansas Governor's Council on Education and asked this be added to this agenda.

Regent Schmidt moved to adjourn the meeting, and Regent Van Etten seconded. With no further discussion, the meeting adjourned at 11:48 a.m.

## Discuss Instructional Workload Standard

Daniel Archer  
VP Academic Affairs

### Summary

*The Board has expressed a desire for a policy to be developed that addresses instructional workload standards. This issue paper provides background information and proposes a new Board policy that will require each university to define an instructional workload standard policy that applies campus wide.*

*May 19, 2021*

### Background

In October 2020, the Board inquired about how Board policy defines instructional workload standards for faculty at the six state universities. Currently, Board policy does not prescribe an instructional workload standard, nor does it require universities to establish such a standard.

The Board also requested how each university addresses instructional workload standards. As a follow-up to this inquiry, a summary of the instructional workload standards at each university was shared with the Board at its December 2020 Board meeting. Some universities have an instructional workload standard that applies campus wide (ESU & FHSU), while others rely upon individual departments to establish these standards (K-State, PSU, and WSU). Lastly, it should be noted that KU is currently revising its instructional workload standard. KU has expressed that its updated instructional workload standard will apply campus wide. A summary of the instructional workload standards that exist at each university is detailed in the Appendix section of this paper.

Based on the incongruity that exists, it was noted at the December 2020 Board meeting that the Board of Academic Affairs Standing Committee (BAASC) would devise a plan to ensure that campus-wide workload instructional standards exist at every state university.

Most recently, when the annual program review report was presented to the Board at its April 2021 meeting, the Board reiterated the importance of each university having an instructional workload standard that applies campus wide.

Today, BAASC will discuss how it will proceed with the Board's intent to ensure that each university has an instructional workload standard that applies campus wide.

### Potential Next Step

It is understood that the Board has expressed a need for more regularity on instructional workload standards and expects that a policy is developed to ensure consistency on each respective campus.

At the outset, it is important to recognize that instructional workload standards differ based on the diverse missions and specific functions of individual campuses. As a basic example, the instructional workload standards at universities that do not engage in high level research activities are expected to be higher compared to universities that do engage in high level research activities.

Knowing that some state universities currently have campus-wide instructional workload standards and recognizing that faculty roles and duties vary among the state universities, it would appear that the most logical solution would be to develop a Board policy that requires each state university to define a campus-wide instructional workload standard policy.

If BAASC wishes to pursue this option, it will likely be important to stipulate that each university's instructional workload standard is aligned with peer norms. This will promote equity and balance within each university and ensure that all state universities are competitive with peers. A review of common practices revealed that a requisite

number of credit hours taught each semester or year by each faculty member is the most widely used instructional workload standard. Thus, it is also recommended that the credit hour is employed as the standard instructional workload measure because it is straightforward and provides a conventional system for peer alignment. As one example, the instructional workload standard for regional universities is often considered teaching 12 credit hours a semester or equivalent.

Lastly, it should be acknowledged that the faculty role is complex and there are a variety of situations and specific duties that are not fully captured through the traditional credit hour measurement. These may include, but are not limited to, the following situations: supervising thesis/dissertation work, supervising students who are participating in student teaching, providing individual instruction, providing administrative services, and teaching high-enrollment course sections.

A review of instructional workload policies from universities across the country showed provisions are often included to ensure that there are flexibilities to account for these types of issues in the instructional workload standard. As one example, a faculty member who teaches a three-credit hour course that has 200 students could earn an extra credit hour toward his/her workload calculation (four hours instead of three) based on the extra commitment required for teaching a high volume of students. Knowing that a multitude of similar situations exist, it will be important that each university is afforded the flexibility to account for a variety of faculty-related duties and unique factors within its instructional workload standard policy.

## Appendix

A summary of the instructional workload standards and practices at the six state universities is detailed below.

### ESU

The standard teaching load for full-time tenured and tenure-track faculty members in all colleges and schools of Emporia State University is 12 undergraduate credit hours per semester (9 graduate credit hours) or the equivalent. The standard teaching load can be adjusted in accordance with written policies for graduate research supervision, team-taught courses, laboratory courses, and supervision of practicums and internships. Faculty members may also receive reassigned time for administrative duties and for exceptional research or service activities.

### FHSU

The full-time faculty instructional workload will generally be twenty-four (24) credit hours of regularly scheduled courses in any one (1) academic year. For twelve-month faculty, an additional six (6) credit hours are considered a full instruction workload in the summer session. It shall be possible for a department chair to balance a faculty member's schedule if the faculty member teaches fewer than twelve (12) credit hours (or equivalent workload) in one semester with more than twelve (12) credit hours (or equivalent workload) in another semester. Specific departments may delineate variations, with faculty input, to the "hourly" workload, depending on the type of credit offered, such as laboratory assignments or private instruction.

### KU

For all Lawrence and Edwards tenured and tenure-track faculty the standard workload for teaching shall be the equivalent of four (4) organized sections (see definition below) per academic year and meet minimum enrollment requirements.

Required criteria for unit level faculty workload policies on teaching each academic department or school (unit) policy shall:

- Express the unit workload in the standard metric for the University (organized sections/academic year).
- Justify any unit standard that is below the University standard.
- Account for diverse characteristics of courses within the unit, understanding that not all courses are organized sections, and not all organized sections involve the same amount of effort. Factors to consider may include, but are not limited to: the level of course taught, whether or not the course is new course for the instructor, size of class, teaching mode (online, hybrid, in-person), number of GTAs assigned, type of course (seminar, lecture, laboratory, ensembles and other activities, studio, field studies, internships, service-learning, undergraduate or master's thesis/dissertation hours, individual instruction), whether the course is team-taught, variation in contact hours per credit hour.
- Unit policies must be reviewed and approved by the unit's dean and the provost.

### K-State

Each department policy document provides an expectation of normal required teaching loads for all tenured and tenure-track faculty in the department. Variations from these norms are allowed upon discussion and agreement between the department head and the faculty member. Teaching appointments generally vary from 30% to 50% or more of a faculty member's workload for the academic year. The percentages will vary depending on similar factors as noted above in the discussion of the research component. The percentages equate to teaching four to six courses per academic year. In addition to classroom teaching, this area includes activities such as advising students and mentoring graduate students.

**PSU**

PSU does not have a university-wide instructional workload standard. The following procedures apply to the development of all instructional workload assignments:

- a. Based upon teaching demands placed on the department or school by the curriculum, the department chairperson/school director, after consultation with the faculty, will identify the total instructional workload requirements to be met on a semester basis.
- b. The Department Chairperson or School Director, after consultation with the faculty, will specify the instructional workload resources available to the department/school on a semester basis (considering the total faculty workload of the department/school), which will be used to build the schedule of classes.
- c. Based upon the planned professional objectives and activities of the faculty member and the objectives of the department or school, the Department Chairperson/School Director and the faculty member will determine the faculty member's instructional workload.

**WSU**

While there is no university-wide instructional workload standard, WSU reported that the typical teaching load is 12 credit hours per semester for non-tenure track faculty and 9 credit hours per semester for tenure-track faculty.

Faculty members are to discuss workload expectations with their Chair and/or Dean at least annually in conjunction with the standard annual review and whenever revisions are made. The Chair or Dean should provide a written summary of decisions concerning the faculty member's workload expectations.

## AY 2022 Performance Agreements

### Summary

*In 2019, a plan was devised to extend the existing AY 17-19 performance funding agreements for two more years, thereby creating “bridge agreements” to cover AY 20 and AY 21. The bridge agreements were supported by the System Council of Chief Academic Officers and subsequently approved by the Board of Academic Affairs Standing Committee. This issue paper outlines a plan to extend the bridge agreements for one additional year to cover AY 22. This will provide an opportunity to use insights from participation in Georgia State University’s National Institute for Student Success to help shape the performance funding agreements for AY 23 (starts June 1, 2022) and beyond. As a first step, the National Institute for Student Success will conduct a diagnostic process in Summer and Fall of 2021 in which data from seven participating institutions are analyzed and assessed. It is anticipated that this process will shed light on metrics that can be utilized to assess critical elements within the Board’s Building a Future Strategic Plan (access, affordability, completion, and equity) and highlight potential areas of improvement that can be emphasized in future performance agreements.*

### Background

#### *Linking the Strategic Plan with the National Institute for Student Success*

The Board’s new strategic plan, *Building a Future*, places a significant emphasis on 1) increasing access; 2) strengthening affordability; 3) boosting completion; and 4) reducing equity gaps. In recent years, Georgia State University (GSU) has demonstrated monumental growth in each of these respective areas. Most notably, over the past decade, GSU has increased its graduation rate by 23 percentage points and has reduced the time to degree by half a semester, saving students \$18 million a year. Based on this success, the Board invited GSU President, Dr. Mark Becker, to highlight GSU’s strategies and initiatives at the January 2021 Board meeting. After this presentation, the Board expressed high enthusiasm for the GSU model and concluded that Kansas public colleges and universities could employ some of these strategies and initiatives to improve outcomes.

After the January 2021 Board meeting, it was revealed that GSU would soon be launching the National Institute for Student Success (NISS). According to its website, the NISS is designed to help colleges and universities identify and resolve institutional barriers to equity and college completion by increasing their capacity to implement proven student-success systems and data-driven interventions, and enact systemic change to institutional processes and structure. Upon learning about the NISS, institutional presidents, Board leadership, and KBOR staff engaged in discussions with GSU to learn more about participating in the institute. Over the last several months, the System Council of Presidents has had multiple discussions about the NISS and how participation could help improve access, affordability, completion, and equity.

Given that the purpose and objectives of the NISS align with the goals of the *Building a Future* strategic plan, it was determined that the six state universities and one two-year college, Cowley College, will begin participating in the institute soon. Based on NISS capacity, it is anticipated that two to three of these institutions will begin participation in Summer 2021 and the remaining four to five institutions will begin participation in Fall 2021. There could be opportunities for additional institutions to participate in the NISS in the future, but this will be contingent upon NISS capacity and KBOR resources.

As a first step, NISS will conduct a diagnostic process in which it analyzes and assesses data from each participating institution. It is anticipated that this will shed light on metrics that can be utilized to assess access, affordability, completion, and equity and underscore potential opportunities for growth in these areas.

## *Performance Agreements: A Brief History and Background on the Need to Extend Bridge Agreements*

Through the 1999 adoption of - and subsequent amendments to - K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements and 2) determine the amount of new state funds awarded as a result of those agreements. The performance agreement and funding models have changed significantly in the intervening years, most notably in AY 12 when the Board aligned its performance agreement model with its strategic plan, *Foresight 2020*.

In recent years, performance agreements have been restructured every three years. In 2019, the last time in which performance agreements were scheduled to be restructured, the Board was in the middle of creating its new strategic plan. Given that a new strategic plan was in development at that time, it would have been premature to make substantive changes to the existing performance agreement model. Accordingly, a plan was devised to extend the existing AY 17-19 performance agreements for two more years, thereby creating “bridge agreements” to cover AY 20 and AY 21. This plan was supported by the System Council of Chief Academic Officers and the System Council of Presidents and subsequently approved by the Board of Academic Affairs Standing Committee.

In June 2020, the Board approved the new strategic plan, *Building a Future*. The bridge performance agreements were approved in 2019 with the intent that AY 22 performance agreements, which take effect on June 1, 2021, would include new metrics that are aligned with the *Building a Future* strategic plan.

While AY 22 was originally targeted as the year in which the next substantive changes would be made to the performance agreements, present reevaluation has deemed making substantive changes to AY 22 performance agreements is ill-advised because it would preclude the opportunity to utilize the insights gained from the NISS data diagnostics. The NISS data diagnostics could not be utilized as a resource to shape the AY 22 performance agreements because the diagnostics will not be completed until Fall 2021, which would be approximately four to six months after the AY 22 performance agreement cycle begins. This would create a missed opportunity to maximize the use of a tool that is anticipated to shed light on potential performance agreement metrics that align with the *Building a Future* plan and target specific areas that could be used to improve access, affordability, completion, and equity.

### **Anticipated Next Step**

Given the timing issues detailed above, Board staff recommend extending the existing bridge performance agreements and use of the [Performance Agreements: Funding Guidelines](#) for one additional year to cover AY 22. If approved by BAASC, the updated bridge agreements would expire on May 31, 2022. This will allow the AY 22 performance agreements to continue without disruption and provide ample time to utilize insights gained from NISS data diagnostics, explore and examine areas in which improvements are needed, develop potential new metrics, seek feedback, and ultimately finalize new metrics for AY 23 (which will start on June 1, 2022).

## Headcounts for Newer Programs with Three Years of Enrollments<sup>1</sup>

Institution	Degree Program	CIP	Year 1 Estimate	First Fall Headcount <sup>2</sup>	Year 2 Estimate	Second Fall Headcount <sup>2</sup>	Year 3 Estimate	Third Fall Headcount <sup>2</sup>	Approved by Board
Emporia State University	BID (Bachelor of Interdisciplinary Studies) General Studies	24.0102	15	24	40	35	75	33	November 2017
Emporia State University	BS Business Data Analytics	52.1301	20	2	40	18	60	20	May 2018
Kansas State University	MS Data Analytics	52.1301	5	5	15	26	25	47	June 2018
Pittsburg State University	Master of Professional Accountancy	52.0301	20	2	25	4	30	5 <sup>3</sup>	May 2018
University of Kansas	BS Interior Architecture	04.0501	15	18	43	48	70	72	February 2018
Wichita State University	BS Homeland Security	43.0301	15	11	30	16	50	33	December 2017
Wichita State University	Master in Health Administration	51.0701	10	4	20	15	37	32	May 2018
Wichita State University	MS Global Supply Chain Management	52.1399	10	10	30	27	40	32	November 2017

Notes:

<sup>1</sup>Three programs with only two years of data were removed from this table and are now included in the *Headcounts for Newer Programs with Two Years of Enrollments* report.

<sup>2</sup>First Fall = Fall 2018; Second Fall = Fall 2019; Third Fall = 2020; headcounts are for all students in the program, regardless of level.

<sup>3</sup>This program is a "4+1" program that allows students to complete both a bachelor's and a master's degree in five years. This headcount, taken on the 20th day of the Fall 2020 semester, is not representative of the number of students enrolled in the program now, as students often wait until the spring semester of their senior year to declare this major. On the 20th day of the Spring 2021 semester, there were 14 students enrolled in this program.

## Headcounts for Newer Programs with Two Years of Enrollments

Institution	Degree Program	CIP	Year 1 Estimate	First Fall Headcount <sup>1</sup>	Year 2 Estimate	Second Fall Headcount <sup>1</sup>	Approved by Board
Emporia State University	MS Information Technology <sup>2</sup>	11.0103	15	5	30	4	May 2018
Fort Hays State University	BA Environmental Geoscience	40.0601	10	3	30	15	June 2019
Kansas State University	BS Educational Studies	13.0100	25	13	50	11	June 2018
Kansas State University	BS Professional Strategic Selling <sup>2</sup>	52.1804	30	47	50	37	November 2017
Pittsburg State University	AAS Plastic Technology	15.0607	10	38 <sup>3</sup>	20	23 <sup>3</sup>	April 2019
Pittsburg State University	MS Materials Science	40.1001	5	4	10	4	November 2018
University of Kansas	BA & BGS American Sign Language	16.1601	11	10	18	29	May 2019
University of Kansas	BAS Exercise Science	31.0505	8	5	20	6	March 2019
University of Kansas	MA Leadership Diversity & Inclusion	30.2301	12	3	48	8	May 2019
University of Kansas Medical Center	DCLS Clinical Lab Sciences	51.1005	4	4	12	10	May 2018
Wichita State University	BAS Workforce Leadership & Applied Learning	52.0213	35	13	65	20	September 2018
Wichita State University	BS Applied Computing	11.0199	35	32	60	72	May 2019
Wichita State University	MA Arts Leadership & Management <sup>2</sup>	50.1001	15	9	20	22	September 2017
Wichita State University	MHRM (Master of Human Resource Management)	52.1001	5	13	10	58	December 2018

<sup>1</sup>First Fall = Fall 2019; Second Fall = Fall 2020; headcounts are for all students in the program, regardless of level, unless otherwise specified.

<sup>2</sup>These programs were included in the original report presented to BAASC April 14, 2021.

<sup>3</sup>These numbers are the numbers of freshmen and sophomores in the bachelor's program. None were reported for the AAS.

## Headcounts for Newer Programs with One Year of Enrollments

Institution	Degree Program	CIP	Year 1 Estimate	First Fall Headcount <sup>1</sup>	Approved by Board
Fort Hays State University	MS Social Welfare	51.1503	20	53	September 2019
Kansas State University	AAS Aviation Maintenance	47.0607	12	3	December 2019
Kansas State University	AAS Professional Pilot	49.0102	20	6	December 2019
Kansas State University	BS Environmental Engineering	14.1401	24	9	June 2019
Kansas State University	BS Integrative Physiology	26.0901	20	5	March 2020
Kansas State University	BS Sports Nutrition	30.1901	30	3	June 2020
Kansas State University	EdD Community College Leadership	13.0407	55	2	May 2020
University of Kansas	BA & BS Ecology, Evolution, & Organismal Biology	26.1310	75	22	May 2019
University of Kansas	BA & BS Molecular, Cellular, & Developmental Biology	26.0406	75	70	May 2019
University of Kansas	MS Business Analytics	52.1301	25	23	December 2019
University of Kansas Medical Center	Doctor of Clinical Nutrition (DCN)	30.1901	12	6	November 2019
Pittsburg State University	BSE Early Childhood Unified: Birth-Kindergarten	13.1209	10	2	May 2020
Wichita State University	PhD Biomedical Engineering	14.0501	1	2	November 2019

<sup>1</sup>First Fall = Fall 2020; headcounts are for all students in the program, regardless of level, unless otherwise specified.

### The following programs have been approved but have not had any enrollments reported for a fall semester:

**Emporia State University - BID Ethnic, Gender, & Identity Studies:** Approved in January of 2020.

**Emporia State University - MS Athletic Training:** Approved in March of 2019.

**Emporia State University - MS Nursing:** Approved in January of 2019. At her CEO update to the Board on 02/17, President Garrett said they have students enrolled for Fall 2021.

**Kansas State University - BS Geographic Information Science & Technology:** Approved in June of 2020. Due to this later approval time, there was not much time to recruit for the Fall of 2020, especially since COVID-19 was still a factor. Recruitment efforts are underway and there are current students who have expressed interest in declaring this major.

**Kansas State University - Master of Industrial Design:** Approved in December of 2019. Kansas State University - Master of Industrial Design: Approved in December of 2019. This program allows students starting as freshmen to complete undergraduate and graduate course work to earn the MIND in five years. According to K-State's records, there are 42 undergraduate students in this path of study who, due to information system constraints, cannot be officially reflected in KHEDS until they matriculate to graduate student status after their junior year.

**Kansas State University - MS Athletic Training:** Approved in November of 2017. This program requires a clinical rotation; COVID-19 delayed implementation of the program. Seventeen students are lined up to begin this summer. As the MS is now required for certification, bachelor level students are expected to matriculate into the MS program.

**University of Kansas Medical Center - BS Diagnostic Science:** Approved in December of 2019. This program is the consolidation of three current radiologic and sonographic certification programs (which are still ongoing). There were two causes for the delay in the implementation of the program: 1) the University of Kansas Health System's concerns regarding the initial curriculum, which have since been addressed, and 2) the newer (post-2019) institutional funding models for tuition cost-sharing, which required analysis of whether the funds would still meet the proposed budgeted costs for the program.

**University of Kansas Medical Center - MS Athletic Training:** Approved in May of 2018. The current athletic training program is the BS at the Lawrence campus. Beginning in 2021-22, per the new CAATE accreditation standards, a Master's degree will be required. Enrollment in the MS in Athletic Training was delayed one year; the founding program director was hired at the onset of the COVID-19 pandemic and considerations for initial accreditation were a top priority.