KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
Tuesday, April 30, 2024
9:00 a.m. – 11:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. A virtual option will be provided to accommodate those who are not able to attend in person. This meeting will also be livestreamed.

I.	**Call to Order**	Regent Lane, Chair	
	A. Roll Call and Introductions		p. 3
	B. Approve minutes from April 17, 2024		
II.	**Other Matters – Program Review Reports**	Sam Christy-Dangermond & Rusty Monhollon	p. 4
	A. Pittsburg State University	Howard Smith	p. 6
	B. University of Kansas	Barbara Bichelmeyer	p. 24
	C. Kansas State University	Debbie Mercer	p. 60
III.	**Next BAASC Meeting – May 15th**		
	Program Review Reports for ESU, WSU, & FHSU		
IV.	**Adjournment**		

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 virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2024 Meeting Schedule

BAASC Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	3:00 p.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024
June 18, 2024	Virtual Meeting	10:30 a.m.	May 29, 2024

Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES
Wednesday, April 17, 2024

The April 17, 2024, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 11:00 a.m. The meeting was held at Fort Hays State University, with a Zoom option available.

In Attendance:
Members: Regent Lane   Regent Ice   Regent Johnston   Regent Mendoza

Approval of Minutes
Regent Johnston moved to approve the March 20, 2024, meeting minutes; Regent Mendoza seconded, and the motion passed.

Performance Report Expectations
Sam Christy-Dangermond provided an overview of the AY 2024 Performance Report Rubric Draft with the request from SCOCAO to remove group members' emails. Regent Mendoza moved to approve the rubric with the requested change to remove email addresses, and Regent Johnston seconded. The motion passed.

Program Review Report Expectations
Regent Lane provided an overview of the upcoming Program Review Report Expectations. The next two meetings will be dedicated to this review. Regent Lane changed the April 30 meeting from virtual to in-person in Topeka, from 9:00 a.m. to 11:30 a.m. PSU, KU, and KSU will present during this meeting and ESU, WSU, and FHSU will present May 15. Action for this review will be postponed until the June 4, 2024, meeting.

Academic Affairs Update
Vice President for Academic Affairs Rusty Monhollon provided an update on the Math Pathways and Math Course Placement work. Dr. Monhollon shared that Keith Dreiling, Chair of Mathematics at FHSU, and Whitney Turner, Associate Professor of Math at JCCC, will co-chair the Math Pathways Task Force moving forward. Academic Affairs will be hosting FAFSA "Lunch &-Learn" webinars for the next three Thursdays starting April 18, 2024. Dr. Monhollon also introduced the new Associate Director, Dr. Jennifer Bonds-Raacke from the Academic Affairs team to the Committee.

Good News on Campus (Universities)
Universities provided updates on recent campus activities and events.

Adjournment
The next BAASC meeting will be held in person on April 30, 2024.

The meeting was adjourned at 11:53 a.m.

Summary

Board policy requires that "in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution." (Policy and Procedures Manual, Chapter II., A.5). In June of 2023, the Board approved changes to the KBOR program review process. This report reflects those changes and includes programs reviewed in Academic Year 2024 for Pittsburg State University, the University of Kansas, and Kansas State University.

April 30, 2024

Background and History

Per Board policy, Ch. II Section A.5.a.,

> *In cooperation with the state universities, the Board will maintain a regular program review cycle and process that will allow the universities to demonstrate on an ongoing basis that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution. The Vice President for Academic Affairs shall provide guidelines for Program Review and, as part of the review of institutional reports, will include consideration of the Board-approved minima tables.*

Historically, state universities were required to review programs at least once every eight years, a frequency that was established by the Board in 1997. As appropriate, universities would establish their review schedules, and those generally aligned with accreditation reporting requirements and site visits. Within the last six years, there have been some additions to the policy and processes.

In June 2018, the Board approved the addition of a Strategic Program Alignment process to the Program Review Policy, whereby the Board may direct state universities to conduct a strategic program alignment review. Additionally, the policy indicates the Board may direct state universities to evaluate select academic programs outside of the previous eight-year Program Review cycle. As such, over the next two years, in addition to conducting the regular program review, the six state universities embarked on strategic program alignment, identifying programs that were ultimately approved by the Board for the additional review. As a result, in the spring of 2020, eight programs were identified to be discontinued in the system.

Also in the spring of 2020, the Board requested enrollment data on all undergraduate programs at the six state universities. Sixty-nine programs not meeting the minimum enrollment of 25 students were identified for the universities to review further. In 2021, in addition to conducting the regular program review, universities reported on these "low-enrollment" programs. Of the 69 programs evaluated during this process, 11 programs were identified to merge and 14 were discontinued.

In February of 2022, the Board approved the commission of the rpk Group to do an academic portfolio review and an academic resource utilization. In September of 2022, the Board Academic Affairs Standing Committee (BAASC) agreed to temporarily suspend regular program review for reporting year 2023, as rpk Group would be presenting its findings along that same timeline. The final rpk Group report was submitted to the Board in January of 2023, and provided some of the foundation for the current program review framework. Additionally, the university provosts provided suggestions for changes to the program review process in April of 2023. In June of 2023, the Board approved the current program review framework.

The KBOR Academic Program Review Framework and Process

A. Preliminary Analysis
  1. In Summer 2023, Board staff identified all undergraduate programs that were more than five-years old that did not meet the threshold on two or more of the metrics below:

a) <u>Student Demand</u>: 25 or more junior and senior majors (four-year average);
b) <u>Degree Production</u>: 10 or more graduates (four-year average);
c) <u>Talent Pipeline</u>: 51% or more of graduates working in the region after graduation (four- year average); and
d) <u>Student Return on Investment</u>: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280% or more of 2022 poverty level).
2. For any program identified above, when undergraduate program duplication was identified, Board staff provided market-share data from Kansas public and private universities.

B. Identifying the Undergraduate Programs for Review
1. At the October 18, 2023 (BAASC) meeting, BAASC:
a) reviewed the list of undergraduate programs and the corresponding data identified in the preliminary analysis and reviewed associated market share data when program duplication was identified; and
b) officially codified the list of undergraduate programs to be reviewed by each state university in AY 24.

C. Reviewing the Undergraduate Programs on Campus and Issuing a Recommendation
1. For each undergraduate program on the academic program review list codified by BAASC, each state university submitted a written report to Board staff by April 19, 2024. Each report included a recommendation for each program, choosing one of the three options below:
a) phase out the undergraduate program and detail a plan to reinvest the resources from the phased-out program into other academic programs and/or services (phase-out plan);
b) merge the undergraduate program in a manner that generates substantive cost savings (merger plan); or
c) place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

D. Reviewing the Recommendation and Making a Final Decision
1. BAASC shall review each recommendation to place an undergraduate program on a phase-out plan, a merger plan, or an action plan and advise the Board on potential actions regarding each recommendation
a) Pittsburg State University, the University of Kansas, and Kansas State University shall present recommendations at the April 30, 2024, meeting;
b) Emporia State University, Wichita State University, and Fort Hays State University shall present recommendations at the May 15, 2024, meeting; and
c) BAASC will hear any additional information provided by the universities at the June 4, 2024, meeting before deciding on recommendations to the Board.
d) The Board shall make the final determination on whether the undergraduate program is placed on a phase-out plan, a merger plan, or an action plan at the June 20, 2024, meeting.

Summary of Institutional Recommendations
Per the process identifying programs for review,
- Pittsburg State University reviewed six programs; five are recommended for an action plan, and one is recommended for phase out;
- The University of Kansas reviewed 11 programs; ten are recommended for an action plan, and one is recommended to merge with another program; and
- Kansas State University reviewed two programs; both are recommended for an action plan.

Institutional Program Review – PSU

1. **In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)**

What is a Program Review?

Program review is the periodic and comprehensive self-assessment of all academic programs offered. The Pittsburg State University program review process is formative in nature and designed to enhance overall institutional quality and accountability.

The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic planning, and resource allocation. Program review is the primary opportunity that departments have to conduct a comprehensive self-study in order to demonstrate that their programs are current, of sufficient size and quality, and help the institution serve its mission.
It is also the major process departments have to demonstrate their resource needs and make their case for significant enhancements.

Program Review Cycle

At Pittsburg State University, all academic degree programs are reviewed by discipline on a six-year cycle. In addition, academic programs such as minors and certificates that do not mirror curriculum already slated for review participate in an abbreviated process.

Program Review Expectations

The academic program participating should expect to spend a significant amount of time on the review process. While the process and the templates have been designed to integrate unit level planning, mid-term assessment reporting, and programmatic accreditation documentation where applicable, it is not intended to be a perfunctory exercise in paperwork completion. The focus is formative and has been designed as a method to help programs identify areas for improvement and innovation.

Programs to be included in the next year's cycle will be contacted by the Director of Assessment regarding the appropriate self-study template for completion. After the self-study has been submitted, the faculty and director/chair of each program will be invited for a face-to-face discussion with the Program Review Committee.

Following the conversation with the program, the committee will consider each program, drafting concerns and recommendations based on a complete and thorough review of all material. This response will be shared with the Department director/chair, the college Dean, and the Provost. This feedback provides a brief list of committee concerns, accompanied by a set of recommendations.

Program Review Committee

The Program Review Committee (PRC) will conduct the review and make recommendations to the Provost. The committee composition is as follows:
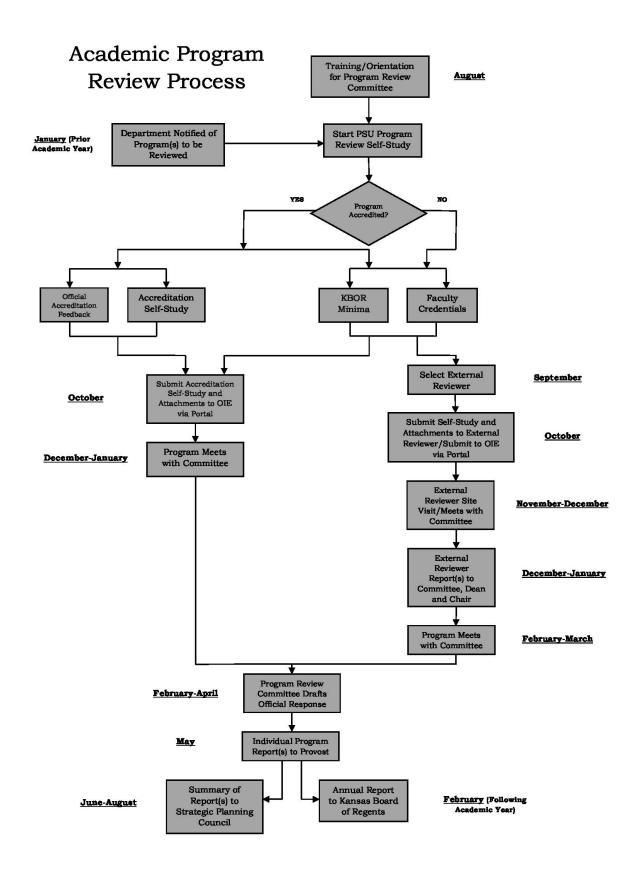- 5 Faculty (Appointed by Faculty Senate);
  - 2 - Arts and Sciences (1 - arts/humanities and 1 - sciences)
  - 1 - Business
  - 1 - Education
  - 1 - Technology

- 3 Department Chairs (Appointed by Provost);
- 1 Academic Dean (From the College not represented by a Department Chair); and
- Director of Assessment.

Terms of service for the PRC include:
- All members to serve a three year term.
- No member can serve two consecutive appointments.
- Faculty members must have tenure.
- Members may not simultaneously serve on either the University Committee on Student Learning or Strategic Planning Council while on the Program Review Committee.
- Director of Assessment is the chair of the Program Review Committee.

Included on the next page is a flowchart of the PSU academic program review process.

Academic Program Review Process

August
Training/Orientation for Program Review Committee

January (Prior Academic Year)
Department Notified of Program(s) to be Reviewed

Start PSU Program Review Self-Study

Program Accredited?

YES — NO

Official Accreditation Feedback

Accreditation Self-Study

KBOR Minima

Faculty Credentials

September
Select External Reviewer

October
Submit Accreditation Self-Study and Attachments to OIE via Portal

October
Submit Self-Study and Attachments to External Reviewer/Submit to OIE via Portal

December-January
Program Meets with Committee

November-December
External Reviewer Site Visit/Meets with Committee

December-January
External Reviewer Report(s) to Committee, Dean and Chair

February-March
Program Meets with Committee

February-April
Program Review Committee Drafts Official Response

May
Individual Program Report(s) to Provost

June-August
Summary of Report(s) to Strategic Planning Council

Annual Report to Kansas Board of Regents

February (Following Academic Year)

2. **Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.**

For reporting year 2022, the following programs were recommended for discontinuance by the PSU Program Review committee.

Music, Bachelor of Arts
History, Bachelor of Arts

In both cases above, the programs were not meeting minima in students enrolled or degrees awarded.

At the time of review, the department of Music was already in the process of discontinuing the Bachelor of Arts and Bachelor of Music Education degrees. This process included creating a new emphasis, Music Education, in the Bachelor of Music. These changes were supported by the National Association of Schools of Music (NASM) as evidenced by the Music programs receiving reaffirmation of accreditation from the NASM in 2021. Currently, the Bachelor of Music is meeting minima in students enrolled.

Like the department of Music, the department of History, Philosophy and Social Sciences was in the process of discontinuing the Bachelor of Arts degree at the time of review. The Bachelor of Science was introduced including a new emphasis in Education. Currently, the Bachelor of Science in History is meeting minima in students enrolled.

In addition to the programs above, the PSU Program Review committee recommended the following programs examine current assessment plans for any areas of improvement. The programs below have continuously met Regents' minima in students enrolled and degrees awarded.

Construction Engineering Technology, Bachelor of Science in Engineering Technology.
Construction Management, Bachelor of Science in Technology
Bachelor of General Studies

The Bachelor of Integrated Studies was also included in the recommendation to review current assessment plans. In addition, the program was asked to review program offerings, specifically the emphases including Analytics, Liberal Studies and Sustainability, Society and Resource Management. As a result of the recommendations, the program has discontinued the Analytics and Liberal Studies emphases and has added an emphasis in Healthcare Leadership and Innovation as part of PSU's strategy to support healthcare initiatives in the region.

For reporting year 2023, the following programs were cited for additional review. (Please note, in 2023, PSU began including minors and certificates in the Program Review process.)

Women's and Gender Studies, Minor
Women's and Gender Studies, Certificate

In both cases, the PSU Program Review committee cited concerns with number of students enrolled and lack of a formal assessment plan. An action plan to address these concerns is expected by the PSU Program Review committee from the program later this year. All other programs reviewed were recommended for continuation; no follow-up reports were required.

PITTSBURG STATE UNIVERSITY

1. Math/General (Bachelor of Science in Math)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
15.5 Majors (4-Year Average)	3.75 Degrees (4-Year Average)	91.67% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, K-State, KU, WSU, & WU	13	2.97%

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview

The Bachelor of Science in Math degree prepares students for a career in mathematics or to pursue a graduate degree in mathematics. Within the BS degree, optional emphases are also available in Actuarial Science, Teaching Grades 6-12 and Teaching Grades 5-8.

Action Plan Executed

(In AY19, all Education programs in the College of Arts and Sciences were tasked with working with the College Dean to examine whether the structure of these programs was providing maximum efficiency. The action plan executed in AY21 was a result of this review.)

The Bachelor of Science in Education (BSE) with a major in Math was discontinued in Fall 2021. Existing emphases, Teaching Grades 6-12 and Teaching Grades 5-8, in the BSE, were moved to the BS in Math. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphases. The student enrollment numbers for the BS in Math (including the education emphases) for Fall 2022 and Fall 2023 were 25 and 26 respectively. In addition, the talent pipeline average and student ROI median would not likely include students in either education emphasis since the changes described above have only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in Math for Academic Years 2020-2022: Academic Year 2020 – 8, Academic Year 2021 – 6, and Academic Year 2022 – 10. Inclusion of these numbers would meet or exceed the degree production minima.

Metric Improvements

The BS in Math will continue to be monitored in all categories. Since the changes to the program in Fall 2021, improvements have been made.

Math

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^Indicates data masked when represented by cell size less than 5.

Student Demand (Total Fall Headcount)					
	19/WF	20/WF	**21/WF**	**22/WF**	**23/WF**
	14	17	**18**	**25**	**26**
Degree Production					
	AY19	AY20	**AY21**	**AY22**	**AY23**
	6	2	**3**	**4**	**5**
Talent Pipeline					
Data not available					
Student ROI					
Data not available					

<u>Additional Highlights</u>
- Courses with the MATH prefix produced 5,411 undergraduate Student Credit Hours in AY23.
- In Fall 2023, there were 35 students with a Math or Teaching Middle School minor.
- According to Educate Kansas, Math Education is considered an area of high need in the state.
- Courses from within the Math major fulfill the Quantitative/Analytic Methods and Scientific Literacy requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will analyze data logically" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

<u>Reinvestment of Resources</u>
There were no significant cost savings as a result of the action plan.

2. History (Bachelor of Science in History)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓		✓	
35 Majors (4-Year Average)	5.75 Degrees (4-Year Average)	58.33% Employed in Region Within 1 Year After Graduation (4-Year Average)	$35,472 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universi- ties Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU (is integrating political science with his- tory), FHSU, K-State, KU, WSU, & WU	14	2.72%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview

The Bachelor of Science in History students enjoy a great deal of flexibility in designing their program. Within the BS degree, an optional emphasis in Education is offered.

Action Plan Executed

(In AY19, all Education programs in the College of Arts and Sciences were tasked with working with the College Dean to examine whether the structure of these programs was providing maximum efficiency. The action plan executed in AY21 was a result of this review.)

The Bachelor of Science in Education in History/Government was discontinued in Fall 2021. A new Education emphasis was developed under the new BS in History which replaced the discontinued Bachelor of Arts in History also in Fall 2021. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphasis or students who would have previously been in the BA program. The student enrollment numbers for the BS in History (including the education emphasis) for Fall 2022 and Fall 2023 were 48 and 71 respectively. In addition, the talent pipeline average and student ROI median would not likely include students in the education emphasis since the change has only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in History/Government for Academic Years 2020-2022: Academic Year 2020 – 8, Academic Year 2021 – 6, and Academic Year 2022 – 10. In addition, the degree production numbers were as follows for the Bachelor of Arts in History for Academic Years 2020-2022: Academic Year 2020 – 4, Academic Year 2021 – 6, and Academic Year 2022 – 2. Inclusion of these numbers would meet or exceed the degree production minima.

Metric Improvements
The BS in History will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

History					
Student Demand (Total Fall Headcount)					
	19/WF	20/WF	**21/WF**	**22/WF**	**23/WF**
	-	-	**15**	**48**	**71**
Degree Production					
	AY19	AY20	**AY21**	**AY22**	**AY23**
			4	**5**	**9**
Talent Pipeline					
Data not available					
Student ROI					
Data not available					

Additional Highlights
- Courses with the HIST prefix accounted for 1,984 undergraduate Student Credit Hours in AY23.
- In the Fall of 2023, there were 10 students with a declared minor in History.
- The BS in History serves as a stepping stone to the graduate program in History, which had 39 declared majors in Fall 2023. It is a fully-online History MA degree.
- Courses from within the History major fulfill the Global Understanding and Civic Engagement requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will explore global systems conscientiously" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

Reinvestment of Resources
There were no significant cost savings as a result of the action plan.

3. **Polymer Chemistry (Bachelor of Science in Polymer Chemistry)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
9.5 Majors (4-Year Average)	2.5 Degrees (4-Year Average)	^ Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan): | Action Plan |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview

Polymer Chemistry at PSU offers a Bachelor of Science degree. It is housed within the Department of Chemistry of the College of Arts and Sciences, but because of its interdisciplinary nature it also connects with the Plastics Engineering Program in the College of Technology and Kansas Polymer Research Institute at the Tyler Research Center. It consists of two main components: coursework and hands-on research experience in selected areas of polymer science.

The program was increasing in enrollment until the pandemic (12 majors in Fall 2019). Since the pandemic, the program has begun to slowly rebuild (7 majors in Fall 2023).

Action Plan Developed

(The program has developed the following action plan with the assistance of program faculty and Academic Affairs leadership. Responsible party and timeline have been included for each initiative.)

1. **Enhance current recruitment efforts.**
   a. Continue with summer internship program for local high school and college students. [Responsible: Department Chair; Timeline: Ongoing]
   b. Work with the Department of Admission staff to generate a list of schools to target for recruitment efforts. Such a list should include community colleges, area high schools, and selective/magnet schools in the region. In addition, explore partnering with the Olathe School District (21st Century Academies) and with the Blue Valley School District (Center for Advanced Professional Studies) to identify students with an interest in STEM fields.   [Responsible: Department Chair; Timeline: May 2024]

    c.   Partner with the Departments of Admission and Creative and Strategic Communication to develop a marketing plan and quality marketing materials. [Responsible: Department Chair, Program Coordinator; Timeline: June 2024]

    d.   Work within the School of Science and Mathematics to create a Science Open House where students can get hands-on experiences in science. [Responsible: Department Faculty; Timeline: October 2024]

    e.   Work with Student Success to seek out undeclared students with an aptitude for science for targeted recruitment. [Responsible: Department Chair, Program Coordinator; Timeline: Fall 2024]

    f.   Reach out to faculty in Plastics Engineering Technology to target students from that area who have the aptitude to take polymer chemistry as a second major. [Responsible: Program Coordinator, Department Chair; Timeline: May 2024]

    g.   Work within the School of Science and Mathematics to create a unified media presence for all the constituent programs. Leverage the more popular programs to help gain greater exposure for Polymer Chemistry. [Responsible: Department Chairs, Program Coordinators within the School; Timeline: Ongoing]

2. **Enhance current retention efforts.**
    a. Leverage funding from Polymer Chemistry support as scholarships. [Responsible: Department Chair, Program Coordinator; Timeline: Ongoing]
    b. Partner with research scientists for grant-funded internships for majors. [Responsible: Department Chair, Department Faculty; Timeline: Ongoing]

3. **Create and promote flexible pathways for students to major in Polymer Chemistry.**
    a. Review and revamp program curriculum to take advantage of the skills brought in by new program faculty to become more attractive to students with an interest in Materials Science. [Responsible: Department Faculty; Timeline: Fall 2024]
    b. Continue to offer the Polymer Chemistry emphasis in the Chemistry major as a bridge to those students who are interested the broad field of Chemistry. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Ongoing]

4. **Enhance programmatic assessments to answer the following questions.**
    a. Interview selected students from adjacent programs to determine why they chose to major in those areas instead of Polymer Chemistry. [Responsible: Program Faculty; Timeline: Fall 2024]
    b. Use answers from the above to potentially repackage the program in a substantive way. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Ongoing]
    c. Explore merger with the Department of Physics to determine if such action would increase efficiencies and further streamline program offerings. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: AY25]

Metric Improvements Tracking Chart
(The following chart will be utilized to track progress.)

Polymer Chemistry									
Student Demand (Total Fall Headcount)									
19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	**24/WF**	**25/WF**	**26/WF**	**27/WF**
12	11	5	7	7	TBD	**Execute Action Plan**	**TBD**	**TBD**	**TBD**

Degree Production									
AY19	AY20	AY21	AY22	AY23	AY24	**24/WF**	**AY25**	**AY26**	**AY27**
1	3	5	1	3	TBD	**Execute Action Plan**	**TBD**	**TBD**	**TBD**

Talent Pipeline
Data not available

Student ROI
Data not available

Additional Highlights

- The BS in Polymer Chemistry, one of only a few in the US, serves as a stepping stone to the MS in Polymer Chemistry, which had 29 majors in Fall 2023, a growth rate of 163% since Fall of 2019.
- The curriculum includes existing Chemistry and Plastics Engineering Technology courses which allows PSU to leverage those resources.
- The Polymer Chemistry academic programming is intentionally partnered with the Kansas Polymer Research Center (KPRC) as a University Strategic Initiative. The Kansas Polymer Research Center (KPRC) is a leading center in the development of new bio-based polymer materials. With a well-developed expertise in polymers and a history of performing applied research for several industries, PSU assists our partners in developing, processing, and testing new materials for licensing and commercial applications.
- Polymer Chemistry degree programs (Undergraduate and Graduate) play an instrumental role in helping the university meet its mission in education, economic development and research. These programs are directly linked to initiatives providing external funding from state, federal and contract sources that are tied directly to workforce and business and industry needs.

Reinvestment of Resources
No significant cost savings are expected as a result of the action plan.

4. **Physics (Bachelor of Science in Physics)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	
11.75 Majors (4-Year Average)	2.75 Degrees (4-Year Average)	^ Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU (Phasing out), FHSU, K-State, KU, WSU, & WU	3	5.06%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview

The Bachelor of Science degree in Physics is offered with a variety of seven different emphases. Of these emphases, three are designed for students planning to seek graduate study: Professional, Solid State Physics, and Astrophysics. The other four are designed for students going directly into the workforce after graduating: Polymer Physics, Engineering Technology, Secondary Education, and the Customized Option.

In Fall 2019, there were 13 majors in the BS in Physics. The number has decreased slightly since the pandemic. Majors totaled 10 in Fall 2023. The number of degrees awarded over the last five academic years peaked at five in AY21.

Action Plan Developed

(The program has developed the following action plan with the assistance of program faculty and Academic Affairs leadership. Responsible party and timeline have been included for each initiative.)

1. **Enhance current recruitment efforts**

   a. Partner with Departments of Admission and Creative and Strategic Communication to develop a marketing plan and quality marketing material. [Responsible: Program Coordinator, Department Chair; Timeline: May 2024]

   b. Provide our Admission staff with talking points to encourage interest in Physics. [Responsible: Department Faculty; Timeline: May 2024]

c. Work with PSU's Economic Development and Community Engagement staff to identify and secure grant funding to update our lab spaces, building upon the $5 million federal grant recently awarded. [Responsible: Department Chair; Timeline: Ongoing]

d. Strengthen connects with high schools and community colleges

    i. Explore partnering with Greenbush to provide virtual Physics instruction for area high schools. [Responsible: Department Chair; Timeline: May 2024]

    ii. Secure staffing to provide a "Physics Road Show" that will visit area high schools to encourage interest in Physics. [Responsible: Department Chair; Timeline: Ongoing]

    iii. Work within the School of Science and Mathematics to create a Science Open House where students and teachers could get hands on experiences in the sciences. [Responsible: Program Coordinator; Timeline: September 2024]

    iv. Develop activities to build relationships with area high school Physics teachers. [Responsible: Program Coordinator; Timeline: October 2024]

    v. Develop new and update existing 2+2 agreements with Community Colleges. [Responsible: Department Chair; Timeline: Ongoing]

e. Increase efforts with Admission and Financial Aid to publicize and package scholarships to increase recruitment potential. [Responsible: Department Chair; Timeline: May 2024]

f. Encourage involvement of Physics students (and particularly Society of Physics Students members) in recruitment efforts. [Responsible: Program Coordinator; Timeline: Fall 2024]

g. Partner with Career Development to emphasize the variety of rewarding career opportunities for individuals with a BS in Physics. [Responsible: Program Coordinator; Timeline: Fall 2024]

h. Continue working with Student Success to actively recruit first year students who have not declared a major. [Responsible: Program Coordinator; Timeline: Fall 2024, Ongoing]

i. Continue efforts with Creative and Strategic Communication to enhance our public media presence to better communicate the strengths of our program and attract majors. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Ongoing]

2. **Enhance current retention efforts**

a. Bolster efforts to increase student success.

    i. Analyze existing data to identify students needing academic support and develop effective methods for providing the necessary additional instructional support in a timely manner. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Fall 2024]

    ii. Use the results of this research to enhance instructional support for students needing extra help. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Spring 2025 and Ongoing]

b. Increase retention by enhancing internship opportunities.

    i. Work with PSU's Economic Development and Community Engagement to identify businesses and industries in the area, and in regional metropolitan areas, with potential internship opportunities for our students. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Fall 2024]

    ii. Partner with Career Development to work with these businesses and industries to develop additional internships for our students. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Spring 2025 and Ongoing]

    c. Develop informal weekly gatherings for physics majors/minors and faculty members to foster a welcoming climate so students might feel more comfortable reaching out to faculty for instructional support as needed. [Responsible: Department Faculty; Timeline: Fall 2024]

    d. Create a gathering space to provide a collision space for students and faculty. [Responsible: Program Coordinator, Department Chair; Timeline: Fall 2024]

    e. Develop an award program in the department to recognize and encourage student success. [Responsible: Department Faculty; Timeline: Fall 2024]

3. Create and promote flexible pathways for students to major or minor in physics

    a. Revise curriculum to encourage students from other majors to add Physics as a second major or minor. [Responsible: Department Faculty; Timeline: Ongoing]

    b. Create stackable credential certificates to encourage participation in Physics and to meet the needs of students from all areas of campus. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: Fall 2024 and Ongoing]

    c. Adapt Engineering Physics curriculum to include an Introduction to Calculus topic so Calculus could be a corequisite rather than a prerequisite to engage students in Physics earlier in their academic career. [Responsible: Department Faculty; Timeline: Ongoing]

    d. Work with Student Success to develop degree maps for nonmajors in College Physics who may be interested in a degree in Physics. [Responsible: Department Faculty; Timeline: Ongoing]

4. Enhance programmatic assessments to address the following questions

    a. Identify the mechanisms through which students are entering our program, and research additional mechanisms through which students could enter our program. [Responsible: Program Coordinator; Timeline: Fall 2024]

    b. Create focus groups of students to understand their needs and impressions of the program to improve the atmosphere of the program and increase retention. [Responsible: Department Faculty; Timeline: Fall 2024]

    c. Survey potential students about what they know about the program to identify potential improvements for our marketing. [Responsible: Department Faculty; Timeline: Fall 2024]

    d. Survey our current students and alumni to find how they first heard about our program, and what drew them to our program, to identify which recruiting strategies work best for the program. [Responsible: Department Faculty; Timeline: Fall 2024]

    e. Explore merger with the Department of Chemistry to determine if such action would increase efficiencies and further streamline program offerings. [Responsible: Department Chair, Program Coordinator, Department Faculty; Timeline: AY25]

Metric Improvements Tracking Chart
(The following chart will be utilized to track progress.)

Physics									
Student Demand (Total Fall Headcount)									
19/WF	20/WF	21/WF	22/WF	23/WF	24/WF	**24/WF**	**25/WF**	**26/WF**	**27/WF**
13	12	9	13	10	TBD	**Execute Action Plan**	**TBD**	**TBD**	**TBD**
Degrees Production									
AY19	AY20	AY21	AY22	AY23	AY24	**24/WF**	**AY25**	**AY26**	**AY27**

1	4	5	1	0	TBD	**Execute Action Plan**	**TBD**	**TBD**	**TBD**
Talent Pipeline									
Data not available									
Student ROI									
Data not available									

Additional Highlights

- Courses with the PHYSICS prefix produced 2,192 undergraduate Student Credit Hours in AY23.
- Courses with the PHYSICS prefix support several minors (Earth and Space Science, Physical Science and Physics); in Fall 2023, there were a total of 66 students pursuing a minor.
- Upper level Physics courses are a required component of PSU's Engineering Technology degrees. Physics courses also support the MS in Materials Science.
- According to Educate Kansas, Science Education is considered an area of high need in the state.
- Courses from within the Physics major fulfill the Quantitative/Analytic Methods and Scientific Literacy requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will analyze data logically" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.

Reinvestment of Resources
No significant cost savings are expected as a result of the action plan.

5. Music (Bachelor of Music)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
			✓
18.75 Majors (4-Year Average)	3 Degrees (4-Year Average)	^ Employed in Region Within 1 Year After Graduation (4-Year Average)	$48,258 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universi- ties Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, K-State, KU, WSU, & WU	12	2.25%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview

The Bachelor of Music at PSU prepares students for career opportunities in the field of music and beyond. Students chose from one of three emphases, Music Education, Music Performance and Music with Elective Studies in an Outside Field.

Action Plan Executed

(In AY19, all Education programs in the College of Arts and Sciences were tasked with working with the College Dean to examine whether the structure of these programs was providing maximum efficiency. The action plan executed in AY21 was a result of this review.)

The BME in Music was discontinued and a new Education emphasis was developed and included with the BM in Music in Fall 2021. The Bachelor of Arts in Music was also discontinued at this time. Depending on the terms used to calculate the 4-year average, the average for student demand may not include students in the education emphasis or students who would have previously been in the BA program. The student enrollment numbers for the BM in Music (including the Education emphasis) for Fall 2022 and Fall 2023 were 41 and 55 respectively. In addition, the degree production average, talent pipeline average and Student ROI median would not likely include students in the education emphasis since the change has only been in place for two academic years.

To provide additional context, the degree production numbers were as follows for the Bachelor of Science in Education in Music for Academic Years 2020-2022: Academic Year 2020 – 7, Academic Year 2021 – 7, and Academic Year 2022 – 11. In addition, the degree production numbers were as follows for the Bachelor of Arts in Music for Academic Years 2020-2022: Academic Year 2020 – 0, Academic Year 2021 – 0, and Academic Year 2022 – 2. Inclusion of these numbers would meet or exceed the degree production minima.

Metric Improvements
The BM in Music will continue to be monitored in the categories above. Since the changes to the program in Fall 2021, improvements have been made.

Music					
Student Demand (Total Fall Headcount)					
	19/WF	20/WF	**21/WF**	**22/WF**	**23/WF**
	18	12	**13**	**41**	**55**
Degree Production					
	AY19	AY20	**AY21**	**AY22**	**AY23**
	1	4	**2**	**2**	**3**
Talent Pipeline					
Data not available					
Student ROI					
Data not available					

Additional Highlights
- Courses with the MUSIC prefix produced 3,368 undergraduate Student Credit Hours in AY23. In the Fall of 2023, there were 49 students with a declared minor in Music.
- Courses from within the Music major fulfill the Global Understanding and Civic Engagement requirements of the Pitt State Pathway (General Education) curriculum, supporting achievement of the "Students will explore global systems conscientiously" learning outcome. Courses have also been approved for inclusion in the new KBOR General Education package.
- The Music programs and department provide a significant contribution to the Arts regionally, generating immeasurable goodwill in the local community. Music students and faculty contribute hundreds of contact hours with community members annually.

Reinvestment of Resources
There were no significant cost savings as a result of the action plan.

6. International Business (Bachelor of Business Administration)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓			✓
28.25 Majors (4-Year Average)	7 Degrees (4-Year Average)	50% Employed in Region Within 1 Year After Graduation (4-Year Average)	$66,442 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universi- ties Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
3: KU, WSU, & WU	3	11.33%

Recommendation (Phase out, Merge, or Action Plan): | Phase Out |

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Before the new Program Review notification was issued by the board, the Kelce College of Business faculty had voted to discontinue the International Business BBA program based on its own internal review processes. Admissions to the International Business BBA have already been suspended and the college is working with the current students to teach out the program. Some of the courses will remain in the catalog and undergraduate students will still be able to earn a minor in International Business in support of our other BBA majors.

In addition to the existing minor, a new emphasis has been developed within the Business Economics BBA that utilizes the remaining IB courses and combines them with existing international economics courses to provide students with an opportunity to earn a STEM degree in economics with an international business flavor. The belief is that this will help PSU recruit additional international students to campus as the STEM designation provides additional visa and work opportunities for them.

Overall, the IB BBA goes away but international business content remains available in the form of a minor open to all students and an emphasis within Business Economics. At Pitt State, the International Business BBA was always an interdisciplinary degree with courses taught by professors across a variety of disciplines.

Reinvestment of Resources
The Kelce College of Business is planning to use the resources freed up by the program's discontinuance to offer a new degree in supply chain. This new program is currently under development in cooperation with the College of Technology with the expectation that courses will be shared across the colleges.

Institutional Program Review – KU Lawrence & Edwards Campus

1. **Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.**

Below is a comprehensive list of Lawrence and Edwards programs discontinued or not renewed since AY21, a total of 76 degrees and certificates. These represent a significant effort on the part of Deans and the institution to achieve efficiencies while continuing to offer a range of programs to meet the needs of the Kansas economy and student interests, while ensuring that the research mission of the institution is preserved given its critical role in driving economic growth in the state. Because the faculty are both educating the future workforce and making discoveries that improve communities and lives in Kansas, nationally, and globally, program changes are made judiciously and with all relevant data, including the research productivity and impact of the program faculty.

Discontinuances (Majors, Co-majors, Dual-Title Degrees, Certificates, and Minors)			
AY	Program Type	Program Name	Notes*
2021	MA	Interdisciplinary Studies	Inactive
2021	MS	Interdisciplinary Studies	Inactive
2021	PhD	Interdisciplinary Studies	Inactive
2021	BS	Athletic Training	Inactive
2021	UG Cert	Advanced Professional Skills	Inactive
2021	DE	Civil Engineering	Inactive
2021	MA	Botany	Inactive
2021	PhD	Botany	Inactive
2021	MA	Entomology	Inactive
2021	PhD	Entomology	Inactive
2021	UG Cert	Military Transition	Inactive
2021	GR Cert	Strategic Management	Inactive
2022	GR Cert	Elder Law	Inactive
2022	BA	Design	Inactive
2022	MFA	Design	Inactive
2022	BSE	Sport Science	Inactive
2022	GR Cert	Sports Management & Media	Inactive
2022	UG Cert	World Literature	Inactive
2022	MA	German Studies	Inactive
2022	PhD	Germanic Lang. & Literatures	Inactive
2022	Dual-Title PhD	Gerontology & Communication Studies	Inactive
2022	Dual-Title PhD	Gerontology & Psychology	
2022	Dual-Title PhD	Gerontology & Sociology	
2022	PhD	Gerontology	
2022	BA	German Studies	Moved to concentration in Slavic, German & Eurasian Studies BA; still in catalog due to VA student enrollment
2022	UG Cert	World Business Culture	

2022	BS	Biology	
2022	BA	Classical Antiquity	Consolidated with other Classics bachelor's degree into a single degree with concentrations
2022	BGS	Classical Antiquity	Consolidated with other Classics bachelor's degree into a single degree with concentrations
2022	BA	Classical Languages	Consolidated with other Classics bachelor's degree into a single degree with concentrations
2022	BGS	Classical Languages	Consolidated with other Classics bachelor's degree into a single degree with concentrations
2022	Minor	Classics	
2022	Co-Major	European Studies	
2022	Co-Major	Russian, Eastern European & Eurasian Studies	
2022	BA	Russian, Eastern European & Eurasian Studies	Moved to concentration in Slavic, German & Eurasian Studies BA; still in catalog due to VA student enrollment
2022	MA	Russian, Eastern European & Eurasian Studies	Moved to concentration in Slavic, German & Eurasian Studies MA
2022	GR Cert	Russian, Eastern European & Eurasian Studies	
2022	BA	Humanities	
2022	Minor	Humanities	
2022	GR Cert	Peace & Conflict Studies	
2022	BA	Latin American & Caribbean Studies	Moved to concentration in Global & International Studies BA
2022	BGS	Latin American & Caribbean Studies	Moved to concentration in Global & International Studies BA
2022	MA	Latin American & Caribbean Studies	Moved to concentration in Global & International Studies MA
2022	GR Cert	Latin American & Caribbean Studies	
2022	MA	East Asian Studies	Moved to concentration in Global & International Studies MA
2022	BAE	Visual Art Education	Moved to concentration in Visual Art BFA
2022	MA	Visual Art Education	

2022	UG Cert	Research Experience Program	
2022	GR Cert	Science Management	
2022	GR Cert	Foundations for Grad Study in US	
2022	GR Cert	Pillars of Business	
2022	GR Cert	Finance	
2022	GR Cert	Human Resource Management	
2022	GR Cert	Management and Leadership	
2022	GR Cert	Foundations of Business	
2022	GR Cert	Marketing	
2023	UG Cert	Sustainability	Inactive
2023	UG Cert	South Asian Culture	Inactive
2023	MA	Microbiology	Inactive
2023	MA	Moleclular, Cellular, & Dev Biology	Inactive
2023	MA	Biochemisty & Biophysics	Inactive
2023	B.Arch	Bachelor of Architecture	Inactive
2023	BA	Special Major	Inactive
2023	BGS	Special Major	Inactive
2023	UG Cert	Holocaust and Genocide Studies	
2024	EdD	Special Education	
2024	GR Cert	Law and Society	
2024	UG Cert	Accounting	

*Inactive programs have halted admissions for at least three years and are teaching out current students.

Nonrenewals (Graduate Certificates Only)			
AY	Program Type	Program Name	Notes
2022	GR Cert	American Studies	
2022	GR Cert	Environmental Studies	
2023	GR Cert	Data Interpretation & Communication	
2024	GR Cert	Religious Studies	
2024	GR Cert	Participatory Design	
2024	GR Cert	Foundations of Engineering Management	
2024	GR Cert	East Asian Cultures	
2024	GR Cert	Building Information Modeling	

It is important to note, however, that discontinuances are not the only or even the primary means to achieve efficiencies in program delivery. The 11 programs under review this year have maintained curricular offerings, research productivity, and service obligations despite a 13% reduction since AY20 in the number of instructors, from 232 across all units under review to the current 202 instructors. Related to these changes, we continue to monitor SCH per FTE. For tenure track faculty alone, the academic units with programs under review maintained the following during AY24:

Academic Unit	SCH Per FTE (TT only)
African & African American Studies	207
American Studies	203
Geography & Atmospheric Science	220
Global & International Studies	771*

Jewish Studies	192
Music	184**
Physics & Astronomy	234
Religious Studies	396

*This unit has only one tenure track faculty member who is also Center Director. We've therefore included the only other faculty appointed to the unit, an Assistant Teaching Professor.

**KU's School of Music polled 15 Schools of Music. The median SCH of the group was 214.84, placing KU in the 2nd quartile. Variables that are likely to impact this include the proportion of tenure track faculty to other instructor types (with other institutions relying more heavily on non-tenure track faculty for instruction), as well as undergraduate to graduate student ratios. In addition, KU's School of Music has large graduate programs by comparison with peer institutions, and smaller graduate classes serve to reduce their SCH per FTE.

2. **In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)**

Academic Program Review (APR) is intended to ensure continuous improvement of our academic programs and departments and is one component of the campuses' assessment plan. The process considers the full scope of what constitutes a strong academic unit and takes place on a four-year cycle to align with KBOR's new cycle of institutional review. Units are provided with self-study questions and asked to reflect on a comprehensive set of metrics for their unit, including measures of student success, instructional efficiency, and faculty productivity. The APR Self Study Report focuses on five areas:

1. How the unit's degree programs serve the mission of the institution, including the opportunity to highlight programs unique in the state or beyond.
2. Faculty productivity and achievements, including factors such as instructional workload, citations, external funding, recognitions and awards, and examples of community-engaged scholarship
3. The curriculum and its effectiveness, including assessment of student learning, and various measures of successful student outcomes including but not limited to employment (e.g., continuing to graduate or professional school, achieving licensure).
4. The service the unit provides to the KU community, the State of Kansas, and the wider community and discipline.
5. Alignment of the unit to objectives in the campus-level strategic plan, Jayhawks Rising, and 3-5 goals for improvement.

Completed self-study reports are reviewed by College/School and Provost level committees, who return recommendations and/or endorsement for improvement goals. Deans are then charged with monitoring implementation and linking progress appropriately to budgetary allocations and investments. More information about the process can be found on the [Academic Program Review webpage.](#) We have also included with this report a copy of the Self Study Report questions and a list of data consulted as part of the review process.

This approach is mission aligned. As a Research-Intensive University and a member of the presitigous and research-focused American Association of Universities (AAU), the research productivity of our faculty, supported in turn by robust graduate programs, is inseparable from the value of our undergraduate programs. Our research mission is a significant factor in KU's ability to attract a large number of out-of-state students, 37% of our Fall 2023 undergraduate enrollments. Many of these students remain in the area after graduation. According to KHEStats data, 19% of FY21 nonresident

bachelor's degree recipients in Lawrence & Edwards degree programs were employed in Kansas one year after graduation. That figure is 33% if we include both Kansas and Missouri.

Beyond our role in educating Kansans, the University of Kansas is a driver of the Kansas economy. As noted in a recent KU news release, "Research expenditures spanning all KU campuses increased to $368.6 million in 2023, capping nearly a decade of steady expansion. Last year alone...the university spent $78.9 million in 97 Kansas counties on research-related goods and services, according to a report from the Institute for Research on Innovation & Science." KU is ranked 48th among all public universities for research and development expenditures (NSF's HERD Survey) and is ranked 9th overall for research expenditures in non-science and engineering fields. This critically important role of faculty research strongly informs our decision-making at the institutional and unit-levels.

The dual role that faculty play as researchers and educators also ensures that recent developments in disciplinary fields inform all KU academic programs, preparing students with the most relevant developments in their field of study as well as structured approaches to problem-solving that elevate their skills through active engagement with research questions. Therefore, student success is not only measured by employment immediately after degree completion, but necessarily must include outcomes that include professional and graduate training for KU graduates. Those in pursuit of an advanced education may have lower earnings compared to their employed peers, but quickly catch up. As demonstrated in KHEStats data, the median salary of KU doctoral degree recipients at 1 year post graduation exceed the median salarof bachelor's recipients at 10 years out.

KU LAWRENCE CAMPUS PROGRAMS

1. **African Studies (Bachelor of General Studies/Arts in African & African-American Studies)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
			✓
10.25 Majors (4-Year Average)	4.25 Degrees (4-Year Average)	47.83% Employed in Region Within 1 Year After Graduation (4-Year Average)	$39,959 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Department of African and African American Studies serves as a key site of community formation on campus, particularly for KU's Black students. The department offers popular programming—conferences, speakers, film screenings, and lunches—that bring together students who are in a minority on the KU campus. In addition to AAAS faculty serving as mentors to minoritized KU students, many of those same students take a class or two in the department even if they choose to major in another subject. For this reason, even as the major is integral to the effectiveness of the department, the department's importance to the KU-Lawrence campus extends well beyond the number of majors it is able to graduate.

The department also houses Kansas African Studies Center (KASC), a Title VI Center supporting the teaching of language identified as critical by State Dept.

Student Demand
Target by end of AY27: 15 Majors

Degree Production
Target by end of AY27: 7 Degrees

Strategies
1. **Creation of Learning Community:** The department has submitted a proposal for the creation of a learning community, specifically designed to increase majors and minors in the Department. It is a four-year program that will include direct mentoring, peer mentoring, outreach at the local high schools, and networking with AAAS graduates and supporters in the region for both mentoring and job

opportunities. Learning communities have been shown to increase student engagement both in entering programs and persisting (Zhao and Kuh, 2004). The proposed community will start with ten students in each cohort. This program will not only increase AAAS majors and minors; it will also increase retention on campus.

2. **Outreach to prospective KU students:** AAAS will continue to participate in the CLAS majors fair, which until 2023 had been on hiatus during the Covid-19 pandemic, and which has had positive results for major and minor recruitment.
3. **Outreach to current KU students:** In all introductory classes in AAAS, faculty will discuss the possibility of majoring or double majoring in AAAS and will emphasize the flexibility of the AAAS major. The department will also reach out to students who have taken two or more AAAS classes to discuss the option of majoring or double majoring in AAAS. Finally, planning is underway to offer first-year and transfer student seminars that introduce the discipline to incoming students.
4. **Retention efforts:** The Department has requested that their Undergraduate Director be listed as a secondary adviser in the University's advising system, to take a more active role in supporting and retaining majors.

Talent Pipeline
Target by End of AY27: 53%
According to Lightcast data, 29% of AAAS graduates continue their education, including at institutions outside of the region. While this has an inevitable impact on this metric, graduate school is a positive student outcome aligned with KU's mission. The department, however, has identified several strategies which they believe will allow them to meet the threshold by the next review period.

<u>Strategies</u>
1. **Career Center and Alumni Association partnerships:** The department will coordinate with the Career Center to host an event for AAAS majors that highlights career opportunities in the region. In addition, the department will work with the Alumni Association to encourage use of the Jayhawk Career Network.
2. **Employer Connections:** The department will work with local Black-owned businesses and non-profit agencies that work with African American populations to publicize employment opportunities in Kansas and in the Kansas City metro area, in particular.
3. **Alumni Connections:** The Department will invite AAAS alums who live locally back to campus to participate in a panel that focuses on their career and career opportunities in Kansas and the KC metro area writ large. The Department will also work closely with the Alumni Association to connect with the Black Alumni Network, and will hold a networking event for majors and minors with the group during KU's homecoming week each fall term.
4. **Promotional Materials:** The Department will create promotional literature linking a degree in AAAS with the various career paths that AAAS majors have taken, emphasizing those alumnae/i who have continued to live in Kansas.

Zhao, C.M. and Kuh, G.D. (2004) Adding Value: Learning Communities and Student Engagement, Research in Higher Education; v. 34; p 115-138.

2. **American/United States Studies/Civilization (Bachelor of General Studies/Arts in American Studies)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
19.25 Majors (4-Year Average)	5.75 Degrees (4-Year Average)	55.56% Employed in Region Within 1 Year After Graduation (4-Year Average)	$46.480 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
• If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
• If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
• If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Student Demand   **Degree Production**
Target by End of AY27: 25 Majors   **Target by End of AY27: 8 Degrees**

Strategies

1. **Implementation of curricular changes:** Prior to the AY 2024 KBOR program review, the faculty decided to revise the curriculum to make requirements clearer to students and provide an option that was more readily accessible to professional schools outside the college (e.g., Journalism) and Honors students, where there was expressed demand for the program as a double major. These constituencies see the department's content as added value to their professional training. Prior to the revision, the major was segmented into various areas of focus and too reliant on courses offered by other units. The development and approval of the major overhaul was completed in Spring 2024 and will be offered beginning in Fall 2024.
2. **Orientation advising:** The consistently high enrollments in the department's core classes (1,672 students in person and another 953 students online in calendar years 2022 and 2023) demonstrate demand for the subject matter they cover. Many of these students remark favorably about how the department's content supplements their high school or general education (phrases such as "unfiltered American history" or "real, untold stories" come up in classroom discussion). Most

students enrolling in university for the first time, however, are unaware of "American Studies" as a field. The department will collaborate with orientation advisors to address this gap. When students first meet with these advisors, they may express a general interest that leads them to a similar-sounding department: for example, a student mentioning "politics" may be guided into Political Science, regardless of whether their interest aligns with the specialized methodology of the discipline. The department will work with advisors to recognize keywords that may indicate a student's interest in the program's content, such as "movements," "community," "social change," "cultural diversity," "American cultures," "immigration," and others.

3. **Enhance on-campus visibility:** The department is very active in on-campus programming outside of class. The department will develop visual materials that connect the major with the many other campus functions in which American Studies is involved. The department has also hired a student hourly worker to develop their presence on social media platforms most likely to reach students.

4. **Community outreach:** The department will aim to raise visibility of American Studies in area high schools. Collaborating with other small, interdisciplinary departments at KU, American Studies will develop strategies for making the extensive range of possibilities for study at KU better known and understood by high school teachers, counselors, and students.

3. **Physical Education Teaching & Coaching (Bachelor of Secondary Ed in Physical Ed Plus)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
21.25 Majors (4-Year Average)	8.25 Degrees (4-Year Average)	72.73% Employed in Region Within 1 Year After Graduation (4-Year Average)	$62,131 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
5: ESU, FHSU, PSU, WSU, & WU	10	4.02%

Recommendation (Phase out, Merge, or Action Plan):

Merger

Required additional information – Please insert below this box
• If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
• If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
• If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Overview:
The School of Education and Human Sciences (SOEHS) proposes the merger of the B.S.E. in Physical Education Plus (PE+) with the B.S.E. in Secondary Education. The merger will be accomplished by creating a new concentration option within the B.S.E. in Secondary Education. The proposed merger impacts two departments in the School of Education and Human Sciences. Currently the B.S.E. in PE+ is offered through the Department of Health Sport and Exercise Sciences. The merger will move the PE+ program to the Department of Curriculum and Teaching.

Impact on Curriculum:
The initiative to merge the PE+ curriculum with the B.S.E. in Secondary Education curriculum challenged the School to consider how an independent Kansas State Department of Education (KSDE) accredited teacher licensure program can be merged with another existing degree. Faculty, including program directors, department chairs, and the Associate Dean for Teacher Education and Undergraduate Programs, in the SOEHS reviewed the curriculum of the current PE+ program and the B.S.E. in Secondary Education and determined that the PE+ curriculum can be restructured as a concentration within the B.S.E. in Secondary Education.

Currently, the curriculum of the B.S.E. in PE+ leads to a license to teach Physical Education in the state of Kansas. The degree requires that students select an additional/plus area of focus to the Physical Education curriculum. The options include choice of identified KU existing minors or one of several discipline areas that prepare students to seek an added teaching endorsement through examination. The plus discipline area options include health (grades PK-12), middle-level mathematics (grades 5-8),

middle-level science (grades 5-8), psychology (grades 6-12), and English (grades 5-8 or 6-12). The minor options include sport management or business. The restructuring of the curriculum will not compromise the KSDE accreditation status of the PE+ program or the ability for graduates to obtain a physical education teaching license in Kansas. The restructuring of the curriculum can also maintain the plus options of the current B.S.E. in PE+ allowing students to take courses that will prepare them to add teaching endorsements to the physical education license in several disciplines including the high needs areas of mathematics and science. The PE+ program will not require submission as a new program approval to KSDE because the overall change in curriculum is below the maximum allowable change annually for teacher licensure programs.

Overall to accomplish the merger, 16 credit hours from the B.S.E. in PE+ will be replaced with 16 credit hours from the B.S.E. in Secondary Education. Restructuring the B.S.E. in PE+ as a concentration of the B.S.E. in Secondary Education will result in removing three health, sport, and exercise science (HSES) courses from the program curriculum and reducing the number of credit hours required by 9 credit hours for two additional health, sport, and exercise sciences courses. Six existing courses required for the B.S.E. in Secondary Education will be added to the curriculum. The removal the HSES courses and the addition of the other SOEHS courses merges the PE+ program with the Secondary Education program as a concentration.

Efficiencies/Cost Savings:
The merger of the B.S.E. in PE+ with the B.S.E. in Secondary Education will result in cost saving through both curriculum/course efficiencies and faculty resource efficiencies. The restructuring of the curriculum to merge the program will eliminate 16 credit hours of HSES courses including the elimination of one HSES course from the course offerings of the HSES department. This will reduce the faculty resources required to offer the HSES courses resulting in a reduction of cost for course delivery for the program. The addition of 16 credit hours from the Secondary Education degree plan will not increase instructional cost because the courses to be added are not enrolled at capacity. Future PE+ students can enroll in these courses without adding additional course sections or faculty resources. Cost savings will also be realized through reduced administrative degree management and oversight. Because the B.S.E. in PE+ and B.S.E. in Secondary Education degrees are offered by two departments currently two department chairs are responsible for degree management and oversee program review/evaluation.

The curricular change and discontinuance processes will be initiated in Fall 2024. By eliminating four course (16 credit hours) from the curriculum, they will achieve a cost savings of approximately $40,000 annually.

4. International/Globalization Studies (Bachelor of Arts in Global International Studies)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓	✓		
109.25 Majors (4-Year Average)	34.25 Degrees (4-Year Average)	34.88% Employed in Region Within 1 Year After Graduation (4-Year Average)	Median Salary $35,903 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
2: K-State & WSU	3	59.58%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Talent Pipeline
Target by End of AY27: 40%

Global and International Studies (GIST) faces a unique disadvantage in expecting its graduates to remain in Kansas because the very subject its students have opted to study is not just beyond the state of Kansas, it is beyond the United States itself. Those with an interest in this major are unlikely to want to stay close to home. The program does not anticipate that this is likely to change significantly. That said, the GIST Program is committed to making efforts to effect modest improvements to this metric.

Strategy

1. **Partnerships with local companies -** GIST will pursue partnerships with global businesses in the state of Kansas and the Midwest like Unbound, the International Relations Council, Outreach International, and Panasonic.

2. **Creation of internship opportunities** - Placing students in internships in these organizations should go some way toward facilitating an internship-to-employment pipeline.

3. **Partnership with KU Alumni Association** - The department will work with the Alumni Association to encourage use of the Jayhawk Career Network.

Student ROI
Target by End of AY27: $40,903
This metric is likely impacted by the high rate at which GIST majors continue their education (30%, Lightcast), which is a positive outcome for students and aligned with KU's mission. They are particularly likely to attend law school or graduate school, many at KU, where their initial positions are as graduate teaching and research assistants. Wages reported would therefore be part-time; five to ten years this education is much more likely to lead to higher-paying careers. In the long term the degree does pay off. Lightcast also reports that within five to ten years of graduation, GIST majors are making an average of $47,878 and eleven to twenty years after graduation, they are making approximately $61,915.

That said, the Student ROI metric is just $2,000 below the target. The program believes that the following efforts will result in a $5,000 increase in median salary over a three-year period.

Strategies
1. **Partnership with Career Center and Alumni Association** - The program has been working closely with the University Career Center (UCC) to introduce more private sector opportunities that might be available to GIST majors as a way to increase their overall Salary Metric. The department will also work with the Alumni Association to encourage use of the Jayhawk Career Network.

2. **Faculty Fellow & LA&S 480** - The program's Assistant Teaching Professor, who is also their Director of Undergraduate Studies, has been the UCC's Faculty Fellow for the past two years. This individual will collaborate with the UCC as he becomes the Faculty Director of the LA&S 480: Preparing for International Careers.

Other Considerations
The Global and International Studies major has strong enrollments while being remarkably cost-efficient. The GIST major is run by a center director and one assistant teaching professor who teaches the core classes and serves as undergraduate director. All other courses in the major are taught by faculty in other departments that cross-list their courses with GIST. Thus, the overall cost of educating majors is quite low compared to traditional departments. Based on this metric alone, it makes sense for the GIST major to continue. Closing it down would eliminate an exceedingly popular major that costs very little to operate.

5. Religion/Religious Studies (Bachelor of General Studies/Arts in Religious Studies)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
15.75 Majors (4-Year Average)	7.25 Degrees (4-Year Average)	56.25% Employed in Region Within 1 Year After Graduation (4-Year Average)	Median Salary $48,777 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
WU	3	50.66%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Religious Studies major is a central and indispensable part of the liberal arts curriculum at KU. Despite its small size the program already captures more than half the market share of Religious Studies majors in Kansas. Religion plays a critical role in contemporary life—intersecting with science, politics, economy, and culture. It is critically important that the next generation of leaders, scholars, and practitioners understand religion and religious belief from a scholarly perspective as it impacts everything from policy decision to daily life choices. Given this critical role, KU is committed to sustaining the program at a capacity that is appropriate to the level of student demand, while also seeking ways to grow that demand where possible.

Student Demand   **Degree Production**
Target by end of AY27: 20 Majors   **Target by end of AY27: 10 Degrees**

Strategies
Student Outreach
1. **Targeting select students** - The department will focus on students who major in departments with the highest number of Religious Studies double majors as well as those students already minoring in Religious Studies. They will hold informational lunches about the double major as well as informal gatherings. They will also host more social and educational events, e.g., movie nights, coffee with faculty, guest speakers from community business organizations, and special events with recent graduates so that majors can network.

2. **First Year Classes** – The department will focus on teaching more first-year seminars, first-year transfer courses, and honors courses that delve into ethical/social/religious issues encountered within professions, including law, medicine, media, and business.
3. **Extracurricular** – The department intend so start an interreligious dialogue student club.
4. **Focus on Career Training** - The department reduces possible reluctance about the major by focusing on careers in Religious Studies courses and for Religious Studies majors. They will engage with University Career Center and develop a yearly career and professionalization workshop for majors and minors. They will support summer internships with scholarships to offset students' loss of income from summer jobs. They will develop information about how skills acquired in Religious Studies major translate into a career readiness, including why demand for humanities graduates is high among employers, and help students discern how they can apply the skills they gain in the major throughout their lives.

Advertising

1. **Promotional Material -** Create promotional material, to be handed out in the department's courses and discussed by instructors, highlighting value of Religious Studies as relevant to various types of employment, which can also be used to establish relationships with local partners.
2. **Alumni** - Highlight successful alumni on department's website and utilize social media more effectively to promote the major.

Enhance Support for Majors

- **Individual Advising** - Assign every major a faculty mentor.
- **Refocus Hiring** - Refocus the department's hiring priorities on subjects like religion and medicine, religion and pre-health, or religion and law to attract more double majors from professional schools and other majors.

Enhance Curriculum – The department plans undertaking changes to the curriculum that, together with the activities above, will make the major more attractive to students. These include:

- **Skills Focus** - Using recent assessment work to increase focus on specific skills acquired by majors.
- **Capstone Changes** - Integrating career counseling and professionalization into the capstone course, including helping students write intellectual autobiographies, make career plans, and undertake research projects matching competencies gained in courses.
- **Experiential Learning** - Including more service learning or experiential learning in the curriculum (e.g., launch of new Study Abroad course in Egypt in summer 2024).
- **New courses** - Offer new topic courses, to be cross-listed with other humanities departments, based on themes of more immediate interest to students.

6. Jewish/Judaic Studies (Bachelor of Arts in Jewish Studies)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
			✓
7.5 Majors (4-Year Average)	3.5 Degrees (4-Year Average)	26.67% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
• If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.   • If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).   • If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Jewish Studies major is the only program of its kind in Kansas and serves a unique role in educating Kansans about Jewish history, culture, the long legacy of antisemitism, and the significance of Israel as a Jewish homeland and a global actor. The major plays a vitally important role both locally and nationally, educating students for employment in civic and non-profit organizations, including Hillel centers on many campuses across the U.S. However, it's important that the program is scaled to market demand, avoiding an overproduction of majors. As such, the targets for growth in majors and graduates are believed to be both achievable and appropriate.

Student Demand
Target by end of AY27: 10 Majors

Degree Production
Target by end of AY27: 5 Degree

Strategies

1. **Revising Jewish Studies B.A. requirements** – Effective with the 2024-2025 catalog, the department has eliminated the following requirements: four semesters (or place into and complete the intermediate level) of either Hebrew or Yiddish, and two Religious Studies courses. Instead, student will be required to take 7 courses from two of the following four areas: Language, Religion, History and Culture, and Israel Studies. These changes were prompted by academic program review conducted during AY22/23.

2. **Revising the Jewish Studies minor** - By making these requirements more flexible, they anticipate an increase in minors, with some of those students choosing to major in Jewish Studies. These changes were prompted by academic program review conducted during AY22/23.
3. **Program curriculum mapping** – As a result of curriculum mapping activities during AYs 22 and 23, program leadership has identified a lack of sufficient introductory–level courses in the program, limiting the accessibility of the curriculum. The program plans to add a First-Year Seminar on Jewish culture in the U.S., as well as continue its existing First-Year Seminar that focuses on Israeli society. These will be developed during the 2024-2025 Academic Year.

Talent Pipeline
Target by End of AY27: 45%

<u>Strategies</u>
1. **Partnership with the Career Center and Alumni Association** - In the fall of 2023, the program began collaborating with the KU Career Center and held an event about employment post-graduation, with examples of opportunities in the region for students. This event will be repeated annually. The department will also work with the Alumni Association to encourage use of the Jayhawk Career Network.
2. **Partnerships with Professional Organizations** - Also in the fall of 2023, the program organized an event with Jewish professional organizations in Lawrence, Olathe, and Overland Park, focusing on potential employment and career examples for Jewish Studies students. This event will be repeated annually.

7. Astronomy (Bachelor of Arts/Science in Astronomy)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
24.5 Majors (4-Year Average)	4.75 Degrees (4-Year Average)	40% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	1	91%

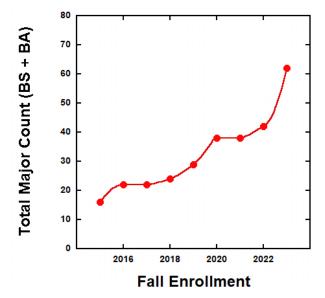**Recommendation (Phase out, Merge, or Action Plan):**

Action Plan

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Student Demand
Target by end of AY27: 25 Majors

This program is on track to meet the student demand metric (25 or more junior and senior majors) within the next three years. Student enrollment in the B.A./B.S. programs in Astronomy has increased at an average yearly rate of 20% since 2017, and now counts 58 total students. The growth in total program enrollment is shown in the figure below. Further below is a table demonstrating the surge in student interest in the major since 2020.

- In the figure above, the number of additional majors per year is accelerating.
  - Before 2020, it was 5 (± 1).
  - Since 2020, it has been 16 (± 5).
  - (The uncertainty represents a 68% confidence interval of the standard error.)

These changes in enrollment and interest reflects wider national trends of increased enrollment in undergraduate and graduate astronomy programs (https://www.aip.org/statistics/reports/roster-astronomy-departments-enrollment-and-degree-data-2022; see figure below).

Strategies

1. **Curriculum Redesign & Improving Retention** - As part of the department's process of continuous improvement, the faculty have redesigned the curriculum of the courses constituting the program with the intent of increasing retention. They are already seeing the fruits of this effort as they are now retaining an average of 88% of students to term 2 and 73% of students to year 3 since 2018. With the current total number of students and their current retention percentages, these programs should reach a 4-year average of 25 or more junior and senior majors from the current average of 24.5 even without further increases in enrollment or further improvements in retention.

Degree Production
Target by end of AY27: 6 Degrees

Given the current rates of enrollment and retention, the department projects meeting the degree production metric (a 4-year average of 10 or more graduates) within 6 years. By AY27, the target is 6 degrees.

Talent Pipeline
Target by End of AY27: 43%

This metric does not align with the goals of many of the program's students. They therefore do not anticipate significant change.

Working as a professional astronomer requires a graduate degree, and pursuing a graduate education in this discipline most often involves moving to a different research university. While Lightcast data suggests 27% of graduates continue their education, since 2019 departmental alumni surveys indicate that 50% of the department's majors have continued their education which is a positive outcome for students and aligned with KU's mission. This is a remarkable result (acceptance rates at astronomy programs across the country range from 5–15%) and a testament to the strength of the program and the students it attracts.

The program's students who do not pursue graduate school have found work in data science jobs, including prestigious placings at regional, national, and international companies, and as high-school science and math teachers in regional high schools, thereby helping address the drastic need for instructors in those schools.

The strategies below are those the program believes can be responsibly pursued to better understand and support students' career aspirations.

<u>**Strategies**</u>
1. **Exit Interviews** – The department will implement exit interviews of program graduates to gather information about students' post-graduation plans and what factors informed/influenced their choice.
2. **Alumni Surveys** - They will similarly survey program alumni about their current employment status and solicit from them suggestions for program modification/improvement so that they can best prepare program students for a wide variety of post-graduate career options.
3. **Career Advising** - All of this information will also allow us to provide more targeted advising for students in the program about their options for employment after graduation, especially options in the region.
4. **Employer Engagement** - This process can be expanded to involve dialogue between the department faculty and advisors with regional employers to inform these employers of the content of the degree program, the skills acquired by the students completing the program, and thereby how graduates could be assets to their organizations.
    5. **Partnership with KU Alumni Association** - The department will work with the Alumni Association to encourage use of the Jayhawk Career Network.

Student ROI
Target by End of AY27: Cannot be established

Given that the status of this metric could not be disclosed, it's impossible to establish a target,

particularly one to be achieved in three years. Moreover, the high rate of students attending grad school complicates this metric as well. Nonetheless, they anticipate that the strategies indicated above relating to Talent Pipeline will also improve the program's evaluation under the Student ROI metric. Indeed, while the number of program students pursuing graduate degrees might temporarily and artificially dampen the ROI evaluation for the program, increasing the number of other program graduates employed in the private sector, within data science or computer programing positions, or in the public sector, as high school teachers, for example, will undoubtably increase the five-year post-graduation median salary of program alumni.

Additional Considerations

KU has the only undergraduate Astronomy degree program within a 500-mile radius and is one of only two Astronomy programs in the Big 12 Conference (the other is Baylor). The program contributes to Kansas' interests by producing broadly trained scientists with well-honed analytical skills developed through challenging coursework as well as laboratory and research experiences. The program's undergraduate courses prepare students from a variety of STEM disciplines to approach complex problems using quantitative reasoning, applied mathematics, and computational techniques. The faculty, who were attracted to KU by the opportunity to teach astronomy at the undergraduate level, actively make discoveries at the forefront of their disciplines, are internationally renowned, and have collectively brought in millions for the university through research grants.

8. **Atmospheric Sciences & Meteorology, General (Bachelor of Science in Atmospheric Science)**

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓			✓
39.5 Majors (4-Year Average)	9.75 Degrees (4-Year Average)	38.24% Employed in Region Within 1 Year After Graduation (4-Year Average)	$44,891 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Degree Production
Target by end of AY27: 10 Degrees

Since 2013, declared major numbers were largely stable (~60) until Fall 2020 and 2021, at which time the department experienced a modest decrease likely related to the COVID-19 pandemic. The downward trend appears to have stabilized, with the most recent three-year mean of 47 (well above the threshold of 25 or more).

Strategies
1. **Retention** - The difficulty of prerequisite math courses presents a challenge to retention of majors. To a large degree, this is beyond the program's control. But they have used the recent curriculum mapping efforts to identify areas in their curriculum where they give more attention to demonstrating straightforward applications of calculus earlier in the Atmospheric Science curriculum. Specifically, they have identified ATMO 505, which is a course that bridges the non-math introductory course (ATMO 105) to the math-intensive advanced courses (e.g., ATMO 640/680). By better integrating basic calculus with topics in atmospheric science, they intend to reinforce and improve calculus skills in a more accessible way that they believe will help students, demonstrate the usefulness of those concepts in the field sooner in the curriculum, and support retention.
2. **Undergraduate Research** - Historically, the program has students wait until their junior or senior year to do undergraduate research so they had sufficient prior grounding in background concepts.

The program's participation in KU Emerging Scholars program has shown the value of undergraduate research at an appropriate level starting as early as Freshman year, and they plan on increasing their participation. This has the potential of targeting efforts particularly to first generation students and those from low-income families, who are particularly vulnerable to problems leading to non-continuance. More broadly, they will more regularly discuss possibilities for undergraduate research in the lower-division courses. Where possible, they will also aim to hire undergraduate researchers in faculty PI labs, subject to the availability of grant funding.

3. **Student Groups** - Although they have an active student chapter of the American Meteorological Society (AMS), it would benefit from having greater departmental resources and engagement. They will ensure the faculty representative associated with the student AMS chapter regularly interacts with the student leadership of the group. They will also provide supplemental funding for registered student groups.

4. **Student Visits** - The department's historical practice of one-on-one visits with prospective students and their parents was paused during the pandemic; post-COVID, this practice has restarted over the last year, and the department expects that its recruiting efforts will support increased degree production.

Talent Pipeline
Target by End of AY27: 43%
Atmospheric Science graduates are highly employable both in and out of the Kansas regional area. In the area, the regional National Oceanic and Atmospheric Adminitration/National Weather Service (NWS) offices employ a substantial number: Topeka (4), KC (13, which includes the Aviation Weather Center, which provides services across the country), Wichita (3), Dodge City (3), and Goodland (3). KU Atmospheric Science graduates are similarly well represented in NWS offices across the country. In this field, even students employed outside the region can have a direct impact on Kansas, for example, the department's graduates employed at the Storm Prediction Center in Norman who produce storm outlooks for the entire country, or the USDA in Columbia, Missouri which addresses agricultural and water related issues for the region. The department's graduates populate the TV meteorologist landscape across the region (KC, Wichita, St. Joseph) and country (Baltimore, Denver, Bozeman). Graduates also work in industry both in the region (Black and Veatch, SCS Engineers, Weather or Not) and outside (Picarro, SSAI).

Approximately 27% of the department's graduates continue their education (Lightcast), which is a positive outcome for students and aligned with KU's mission. Graduates often enter prestigious graduate programs across the country in diverse fields such as Atmospheric Science, Environmental Science/Studies, and Law. The department estimate about 2/3 of its students continuing to grad school do so outside the region, which enhances the department's reputation and is a practice its actively encourages. The department's graduates are creative and skilled tech workers, and as the Kansas economy grows, they expect a higher fraction of these highly skilled graduates will remain in the area. The program nevertheless anticipates only modest changes in this metric as indicated above.

Strategies
1. **Regional Partnerships** - The department will work to improve engagement with regional industries that employ atmospheric scientists, emphasizing using alumni as networking contacts in regional engineering firms, US Geoglical Survey (USGS), NWS, and the Environmental Protection Agency. The department will also work use these same networks to provide unique student experiences and exposure to regional employment options (e.g., the Operational Meteorology course is taught by NWS meteorologists).
2. **Partnership with KU Alumni Association** - The department will work with the Alumni Association to encourage use of the Jayhawk Career Network.

Additional Considerations

In Kansas, weather and climate impact most areas of the economy, for example, the direct impact of severe weather on peoples' lives and property; agriculture; resilience of the electrical grid; and the suitability and performance of wind and solar renewables. The KU BS is the only Atmospheric Science/Meteorology program in the state of Kansas, fully satisfying the Federal requirements for employment as a Meteorologist (Meteorology Series 1340) and following American Meteorological Society guidelines. Students take advantage of internships in government (NWS, USGS) and industry (news media and private weather/climate providers), and they participate in undergraduate research. The department has strong connections to local NOAA/NWS offices. Producing graduates with a deep understanding of weather and climate, along with technical and quantitative training, is a vital component for the economic growth of the state. The department's degree prepares students for technical careers in and outside of Atmospheric Science as part of an educated workforce, e.g., in data science or environmental consulting.

9. Geography (Bachelor of General Studies/Arts/Science Geography)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
16.25 Majors (4-Year Average)	6.25 Degrees (4-Year Average)	59.09% Employed in Region Within 1 Year After Graduation (4-Year Average)	$46,649 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
3: FHSU, K-State, & PSU	N/A	31.68%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Student Demand
Target by End of AY27: 19 Majors (25 by AY30)

Degree Production
Target by End of AY27: 7 Degrees (10 by AY30)

Student demand for the Geography majors varied between 39 and 20 from fall 2014 to fall 2019. Beginning fall 2020, the number of junior/senior majors dropped sharply to between 13 and 16 (KU Visual Analytics/Major counts). The strategies below are intended to rebuild the number of majors in the program.

Strategy
Backward Design of Curriulum -In fall 2023, the department unit began a Center for Teaching Excellence (CTE) Ideas to Action-sponsored initiative that is expected to positively impact these indicators. The CTE-sponsored effort builds on the department's previous self-study that identified its introductory Geographical Information Systems (GIS) course as a pipeline for geography majors. A strong geography program will also continue to benefit closely allied programs which the geography faculty have led and continue to lead, such as Environmental Studies and Global and International Studies.

The department's initiative employs a data-informed backwards design process to build such a program and is focused on creating visible and accessible pathways for students. The work, in progress, is divided into three sequential phases guided by the following questions:

1) *What are the geographic skills most sought after by employers; what skills do other programs (and their students, by extension) seek by requiring, or making optional, our geography courses?*

2) *How do those skills map onto the current pool of instructional expertise we have in our department and the courses we offer?*

3) *What message (our brand/re-brand) best communicates the value of geographic skills to prospective students, parents, and employers?*

A focus on GIS and other geospatial methods is consistent with 5-10-year annual growth rates of 9% for GIS analysts (Zippia) and a 5% increase for cartographers and photogrammetrists (Bureau of Labor). The region also offers an above average number of geography jobs (Bureau of Labor), which are heavily tilted toward those with GIS skills. Furthermore, a wide variety of majors across campus would benefit from the increased focus on GIS and its applications.

Raising the department's major and graduation numbers to the KBOR thresholds of 25 and 10 by the end of the next three-year period would necessitate annual increases of 2.9 majors and 1.25 graduates for a three-year period. Given the time required to formulate and make curricular changes outlined above, this is does not appear to be a realistic goal over a three-year period, but one that would likely be reachable over a six-year timeframe.

10. Music (Bachelor of Music OR Bachelor of Fine Arts/Arts in Music)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓	✓		
74.75 Majors (4-Year Average)	22.25 Degrees (4-Year Average)	41.89% Employed in Region Within 1 Year After Graduation (4-Year Average)	$36,400 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, K-State, PSU, WSU, & WU	12	24.31%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
• If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
• If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
• If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Talent Pipeline
Target by End of AY27: No change.
Anticipating increases by AY29

Student ROI
Target by End of AY27: No change.
Anticipating increases by AY29

These metrics are especially challenging for the Music degree due to two factors: 1) the exceptionally high rate at which students continue their education (53%, Lightcast) and 2) the significance of the "gig economy" for music majors.

1. **Graduate education** – Graduate school is considered a positive outcome for students and aligned with KU's mission. Recent alumni have pursued graduate studies at some of the most prestigious music programs in the country. A few representative examples include: Florida State University, Indiana University, New England Conservatory of Music, University of Chicago, University of Illinois, University of Kansas, University of Maryland, University of Michigan, University of North Texas, University of Rochester, Eastman School of Music, University of Texas, and Yale University.
2. **Gig economy** - Music alumni who seek gainful employment might work in the traditional labor market that is tracked by the Department of Labor but are more likely to work as freelancers in the gig economy, which operates mostly outside the scope of the Department of Labor data. Freelance work is critical for alumni from music programs across the country. <u>Aggregated reports and white papers from the Strategic National Arts Alumni Project (SNAAP) generally report that 70–80% of arts alumni work as freelancers after completing their studies.</u>

   Nonetheless, the School of Music has taken an important step that they believe, with time, will lead to a greater number of graduates employed locally, as well as earning above the minimum Student ROI.

<u>Strategies</u>
1. **New Concentration** – In response to market demand, in Fall 2024 the School will begin offering a Music Production & Technology concentration within the BA in Music. Alumni with this concentration will be more likely to pursue careers that will, eventually, begin to move the needle with the Department of Labor data concerning employment rate and salary.

   According to the industry analyses by Lightcast, the fastest growing employment sector in music is the broadly defined music industry (including such specific fields as music business, music production, and arts administration). The School of Music currently offers two certificate programs in Music Entrepreneurship and Music Recording. Similar programs at peer institutions have enrolled 80 majors within 5 years. Although they can't guarantee the same results, they see significant opportunities, since they are currently turning away students who are interested in music industry studies.

2. **Exploring Future Curricular Expansion** – They are also exploring the possibility of offering a professional degree in music industry studies. At this point, this conversation is in its earliest stages and they are waiting until they see the enrollment levels develop in the Music Production & Technology concentration for the BA in Music.

3. **Partnership with KU Alumni Association** - The department will work with the Alumni Association to encourage use of the Jayhawk Career Network.

   Within 3 years, it is unlikely they will see any significant change in the Department of Labor data concerning employment rate and salary. The new concentration in the BA in Music and future offerings in music industry studies will need four years, at least, to begin graduating significant numbers of students. Within 5 years, they expect some improvement as more new alumni begin pursuing traditional employment, due to projected growth in the BA in Music—Music Production & Technology concentration. Within 10 years, the program anticipates that this effect will have a significant enough effect that the Department of Labor data for the Music Program will exceed the benchmarks that have been set.

4. **Data Collection** – The Department of Labor Data has significant shortcomings when it comes to tracking students with arts degrees. Data from the Strategic National Arts Alumni Project (SNAAP) indicates that approximately 80% of arts alumni are currently or have been freelancers.

   The data generated by KU's partnership with Lightcast seems more promising, since it collects data from more sources. Of note for the Music Program in this data:
   - 57% of alumni tracked in this data reside in Kansas or the Kansas City Metro Area.
   - The average estimated annual wage 1-5 years after graduation is reported as $41,705
   - 31% of alumni are employed in the degree field (other key fields include educational services; professional, scientific, and technical services; and ambulatory health care services).

   After consulting with peer institutions and with the accrediting agency, it is clear that there is more they could be doing to track alumni as their careers develop. The Department of Labor data may be limited, but their own efforts have suffered from very low response rates and so have not yet generated useful data. They will work with AIRE to find solutions to improve response rates to their own alumni survey. In addition, they will explore membership in SNAAP, which would provide additional information concerning their alumni and the perceived benefit of their curricula.

Additional Considerations

The School of Music noted additional two additional factors important to the discussion.

1. **Efficiency of Spending** – They asked their accreditation agency to run a report comparing their rate of spending per music major to those of other music programs in public, doctoral-granting universities with enrollments between 400 and 500 majors. This analysis shows that, among other schools of music similar to us, they are in the lowest quartile when it comes to spending per music major.

Table 1: Spending per music major at public, doctoral-granting universities, 400–500 majors

5th percentile	25th percentile	50th percentile	75th percentile	95th percentile
$9,151.30	$16,724.50	$17,945.00	$19,780.00	$21,938.50
KU School of Music			Average	
$15,559.00			$17,526.00	

2. **Local Economic Impact** – In 2015, the City of Lawrence participated in the Arts & Economic Prosperity V survey, offered by Americans for the Arts. Through this survey, Lawrence identified that audience members at arts events spent an average of $24.25 each on secondary expenses (hotels, restaurants, gas stations, etc.). With inflation, this total would be $31.28 in 2024 dollars. Finding estimates for the School of Music are a unique challenge and any numbers will be an underestimate, since they are unable currently to track the number of audience members who attend the nearly 300 free concerts that they offer on an annual basis. However, they can offer an estimate of economic impact for the 18–20 ticketed events that they offer annually. In AY 2023, they sold 3488 seats and offered 478 complimentary passes (to faculty, students, prospective students, and guests). Using the rate from the Arts & Economic Prosperity V survey, they estimate that these 3966 concert attendees had an economic impact of $124,056 on the local economy in and around Lawrence.

   In addition, they host events, festivals, and music camps throughout the year. They conservatively estimate that they bring roughly 10,000 K-12 students and their families to KU's campus. Assuming each of these 10,000 students brings one family member with them, these would suggest an

^ Indicates data masked when representing cell size < 5

additional economic impact of $625,600.

Consequently, they estimate that the School of Music has an impact of roughly $750,000 annually on the local economy in and around Lawrence. This is an underestimate, for the reasons noted above. It also fails to include the hundreds of events outside of KU that their students and faculty participate in as musicians. These include band gigs in Lawrence, Topeka, and Kansas City venues; solo recitals and other performances in churches, retirement communities, and other locations; and charity events, like the annual fundraising event that the KU Wind Ensemble organizes for Douglas County CASA.

11. Engineering Physics/Applied Physics (Bachelor of Science in Engineering Physics)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓			✓
28.25 Majors (4-Year Average)	6.25 Degrees (4-Year Average)	50% Employed in Region Within 1 Year After Graduation (4-Year Average)	^ Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
N/A	N/A	N/A

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Degree Production
Target by end of AY27: No change (10 degrees by AY30)

The Engineering Physics program is a collaboration between the Department of Physics and Astronomy in the College of Liberal Arts & Sciences and one or more departments in the School of Engineering. While the specialization inherent within the Engineering Physics program may limit the overall size of the program's enrollment, given the excellent retention rates (an average of 98% retained to year 2, 90% retained to year 3, and 86% retained to year 4 since 2017), only a small increase in the overall enrollment should result in the program meeting the threshold of the 'Degree Production' metric and the department anticipates meeting that metric within 6 years. Based on current retention numbers, the department projects 5±2 degrees awarded in AY27 and 10±2 degrees awarded in AY30.

Strategies
1. **Recruitment & Outreach** – The department will create new recruitment material and expanding participation in Crimson & Blue Day, improve communication and outreach to undecided engineering students through their student ambassadors, and scale up direct advertising to regional high school students, and collaborate with other College STEM departments to host an open house for

^ Indicates data masked when representing cell size < 5

prospective students and their parents during Family Weekend in the Fall 2024 semester.

Talent Pipeline
Target by End of AY27: 51%
Lightcast data indicates approximately 17% of graduates continue their education, which is a positive outcome for students and aligned with KU's mission. According to departmental surveys, approximately one-third of the students graduating from the program pursue graduate degrees in physics or related disciplines. Many of these pursue advanced degrees in medical schools, law schools, or graduate programs in physics or engineering. These students typically attend graduate programs outside of the region.

Students in the Engineering Physics program participate in all job fairs hosted by the KU School of Engineering. These job fairs are attended primarily by employers in the region, resulting in approximately 50% of students graduating from the program being employed in the region.

While already very close to the minimum for this metric, the department has identified strategies that should increase regional employment.

<u>Strategies</u>
1. **Job Fairs** - The department will redouble its efforts to encourage its students to attend local job fairs
2. **Sharing Information about Regional Employers** – The department will coordinate with colleagues in the School of Engineering, and particularly Engineering's Career Center, to make students more aware of regional opportunities for employment. In particular, the biannual advising meetings will be modified to include specific discussions of regional employment opportunities. Making students more aware of these opportunities earlier in their matriculation will likely make these students more likely to consider pursuing these opportunities as well as participating in career fairs to learn about other regional employment options.
3. **Partnership with KU Alumni Association** - The department will work with the Alumni Association to encourage use of the Jayhawk Career Network.

    Improvements to retention in the program may also be positively impacted, as students gain greater confidence in their post-graduation career plans and thus become more engaged with their coursework.

Additional Considerations
The KU Engineering Physics program was founded in 1945 and has been externally accredited continuously since 1949; KU is tied with the University of Maine for having the longest continuously accredited engineering physics program in the nation. The KU Engineering Physics program is one of only three ABET accredited engineering physics programs among AAU institutions and, with the departure of the University of Oklahoma's program this year, will be the only ABET accredited engineering physics program in the Big 12 Conference. It attracts excellent students who are well retained within the program and upon graduation become excellent ambassadors for the university.

Special Note: The BS in Engineering Physics was inadvertently omitted from the request made by Engineering in AY2017-2018 for programs to exceed 120 credit hours. KU was asked to resubmit this request as part of this review. The request is attached.

^ Indicates data masked when representing cell size < 5

DATA BRIEFING BOOKS
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The following represents the list of metrics provided to units undergoing Academic Program Review in AY23-24.

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Alumni Outcomes – Undergraduate & Graduate

National Survey of Student Engagement (select measures, undergraduate)

Graduate Student Experience Survey (select measures)

Academic Program Review
Self-Study Report Outline

Part I: Self Study
1) Centrality of the Unit to Fulfilling the Mission of the University of Kansas, Lawrence and Edwards campuses. (use ~ 0.5 pages to respond)
    a) How do the degrees, minors, and certificates (refer to the Academic Program Definitions Policy as necessary) support the mission and strategic plan of the academic unit (please address at the undergraduate and graduate levels, including how research is integrated)?
    b) How does your unit define excellence?
    c) Does your unit have academic or research areas that are unique to the state, region, nation or internationally? Please provide a brief description.

2) The Quality of the Unit as Assessed by the Strengths, Productivity, and Qualifications of the Faculty (use ~2 pages to respond);
    a) Provide measures of faculty productivity appropriate for your discipline (access https://portal.academicanalytics.com/ for peer benchmarking or have your Dean approve another method)
        i) Citations or other appropriate measure of scholarly impact
        ii) External funding (if discipline appropriate)
        iii) Awards and recognition
    b) Examples of community engaged scholarship as relevant to the discipline
    c) What is your stated faculty instructional workload (e.g., 2:2) and how does it compare to overall unit trends in SCH per FTE (student credit hours per full time equivalent faculty).
    d) How is this workload distributed across tenure stream and Career/Specialty faculty roles?
    e) Based on your answers to a, c, and d, what changes do you need to make, if any, to create a better balance in faculty workload? Include any identified needs for redistribution or other changes to faculty/instructional staff.
    f) What percentage of tenure stream faculty are progressing through Promotion and Tenure as expected?
    g) What measures are you taking to support progression for all faculty? Provide up to three examples of professional development opportunities and mentorship structures for tenure stream faculty and Career/Specialty faculty at all levels.
    h) What are you doing to make your unit inclusive of a diverse group of faculty and staff?

3) The Quality of the Unit as Assessed by its Curriculum and Impact on Students (use ~ 2 pages to respond)
    a) How are degrees, minors, and certificates delivered (on-ground, online, hybrid)?
    b) Are expectations and requirements for students to complete these programs appropriate? Consider the following in your answer:
        i) Is the catalog accurate?
        ii) Considering time to degree and median hours to degree, are there obvious barriers to student progression in the current curriculum?
        iii) Does the course rotation schedule demonstrate a commitment to students completing the program within expected timeframes?
        iv) How is the unit addressing barriers to student progression?
        v) Provide an up-to-date degree plan if necessary.
    c) How does the unit determine that the curriculum and educational experiences are current, engaging, and rigorous?
        i) Provide examples of effective teaching and innovations that have been incorporated in the

program (e.g., course caps, average class size, use of appropriate technology, capstone course or other experience that requires synthesis of knowledge from the educational experience, high impact practices such as study abroad, internships, or research experiences, use of portfolios) and measures of quality (e.g., Quality Matters, disciplinary standards, etc.)

    ii) Provide an overview of how student learning is assessed in your unit

       (1) Summary of assessment findings over the last 2 years

       (2) Brief description of programmatic alterations that have been made to enhance student learning and the impact of those alterations.

d) Do student outcomes (e.g., employment, enrollment in advanced/professional education, licensure pass rates, participation in special programs such as Vista or Americorp) for graduates in your unit meet your expectations? Consider the following in your answer:

    i) Employer demand for graduates: types of employers and positions; projected employment needs and a list of areas in the country with high demand for these positions.

    ii) The graduate or professional degree programs students pursue and are accepted.

    iii) Results from student experience surveys.

e) Is your unit accessible to a broad demographic of students?

    i) What are your measures for access?

    ii) What has your unit done or is planning to do to make programs more accessible and supportive to a broad demographic of students?

f) What awards/recognition/honors (outside of unit-level) have students in your unit received? (e.g., School/College, University, and external awards).

4) <u>Effectiveness of Degree Programs (use ~ 1 page to respond)</u>

a) Are you receiving an adequate number of applications for your programs (direct admits and/or graduate programs)?

b) What percentage of the students admitted enroll in your programs (yield)?

c) What is the unit's plan to increase enrollments (as applicable)?

d) Based on enrollment trends over the last four years, what actions have you taken to meet/stabilize/increase demand?

e) What student retention strategies are being used in your unit?

f) What impact have your unit's strategies had on student retention?

g) What strategies does your unit have to maximize graduation rates, including those that address gaps in graduation rates between students from different demographic groups?

h) What changes have you seen as a result of these strategies?

5) <u>The Service the Unit Provides to the Discipline, University, and Beyond (use ~ 1 page to respond)</u>

a) If your unit offers courses in the KU Core, how does this impact recruitment to the major, staffing of courses, and ability to offer required courses in the major?

b) What committees do faculty serve on in CLAS/School?

c) What committees do faculty serve on in the University?

d) Provide examples of faculty service to the discipline (editorships, professional society leadership, etc.)

Part II: Goal Setting and Continuous Improvement

1) Goal Setting (use ~ 1 page to respond):

a) Explain how the unit aligns with the objectives of Jayhawks Rising?

b) Summarize current opportunities and challenges and any special features or services provided

by the unit.

c) Provide 3-5 goals for unit change that can be accomplished in the next 4 years.

   i) Describe the factors motivating those changes.

   ii) Indicate how the unit will build on existing strengths, maximize opportunities for growth, and solve current problems.

The Dean or Associate Dean must review and approve the goals identified before sending to Provost's APR Committee for review.

<u>Institutional Program Review – K-State</u>

1. **In a diagram, graphic, or paragraph or two, please briefly describe your campus program review process. (You may also provide a link if this information is in succinct form on a website.)**

   As we state on our program review website, meeting the changing needs of students with high quality educational programs has always been a priority for Kansas State University. Our Next Gen K-State strategic plan imperatives include enrollment growth; improving retention, graduation rates, and applied learning opportunities; meeting the needs of learners, employers, and society; and being a positive force for economic impact in the State of Kansas and beyond. Over the last several years, K-State has developed an academic program review process that reflects our Next Gen K-State imperatives, which also align with KBOR goals.

   Program Review Goals: In January 2023, Kansas State University launched Academic Program Review and Revitalization (APRR), an annual program review that asks faculty to discuss their academic programs with an eye towards continual improvement and meeting the changing needs of students. As shared at the end of our first cycle, the goals of the program have been to establish a common framework, process and set of metrics to:

   - Gain a more holistic view of our academic portfolio of offerings to students.
   - Identify programs for improvement, investment, and growth.
   - Provide an internally developed decision support tool for faculty and academic leadership.
   - Drive innovative curriculum and continuous program improvement.
   - Promote academic excellence and accountability.
   - Support the long-term financial viability of K-State by assuring we meet contemporary student and market demands.

   Process: APRR requires that all academic units annually review their programs based on a set of data provided by our office of Data, Assessment, and Institutional Research (see below). Faculty are required to discuss the programs and submit a report indicating:

   - **Identify the health of their program based on the data,** which includes five year trends on headcount, degrees conferred, program demand, enrolled terms to degree, retention and completion rates, and median salaries of graduates.
   - **Establish action plans**, that are specific to either build on program strengths or to revitalize programs. These are measurable actions that can range from strengthening activity that is growing the program to restructuring a program that is not meeting the needs of students.
   - **Reflection on previous year's action plans,** and either reaffirm the activity or create new action plan.

   As part of this annual report, programs may use the annual APRR report opportunity to submit applications for strategic investments based on the outcomes they would like to see from the actions they list.

   Assessment: Final APRR reports are assessed by the APRR review team and made available to college deans. Programs that are identified as in need of revitalization may be requested to do a more comprehensive program review culminating in Provost Office action as deemed necessary.
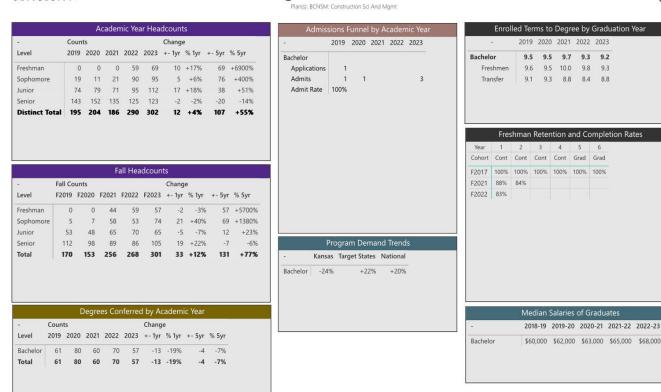
   Other outcomes: While APRR has resulted in several campus investments and projects, as you will see below, these data-informed conversations have led departments to decide to discontinue programs of their own volition. The programs have been able to see over a five-year time span what is working and where they want to spend their time and energy.

KANSAS STATE UNIVERSITY | Office of Data, Assessment and Institutional Research

Academic Program Review and Revitalization

Plan(s): BCNSM: Construction Sci And Mgmt

Academic Year Headcounts

Level	Counts 2019	2020	2021	2022	2023	Change +- 1yr	% 1yr	+- 5yr	% 5yr
Freshman	0	0	0	59	69	10	+17%	69	+6900%
Sophomore	19	11	21	90	95	5	+6%	76	+400%
Junior	74	79	71	95	112	17	+18%	38	+51%
Senior	143	152	135	125	123	-2	-2%	-20	-14%
Distinct Total	**195**	**204**	**186**	**290**	**302**	**12**	**+4%**	**107**	**+55%**

Fall Headcounts

Level	Fall Counts F2019	F2020	F2021	F2022	F2023	Change +- 1yr	% 1yr	+- 5yr	% 5yr
Freshman	0	0	44	59	57	-2	-3%	57	+5700%
Sophomore	5	7	58	53	74	21	+40%	69	+1380%
Junior	53	48	65	70	65	-5	-7%	12	+23%
Senior	112	98	89	86	105	19	+22%	-7	-6%
Total	**170**	**153**	**256**	**268**	**301**	**33**	**+12%**	**131**	**+77%**

Degrees Conferred by Academic Year

Level	Counts 2019	2020	2021	2022	2023	Change +- 1yr	% 1yr	+- 5yr	% 5yr
Bachelor	61	80	60	70	57	-13	-19%	-4	-7%
Total	**61**	**80**	**60**	**70**	**57**	**-13**	**-19%**	**-4**	**-7%**

Admissions Funnel by Academic Year

-	2019	2020	2021	2022	2023
Bachelor					
Applications	1				
Admits	1	1			3
Admit Rate	100%				

Program Demand Trends

-	Kansas	Target States	National
Bachelor	-24%	+22%	+20%

Enrolled Terms to Degree by Graduation Year

-	2019	2020	2021	2022	2023
Bachelor	9.5	9.5	9.7	9.3	9.2
Freshmen	9.6	9.5	10.0	9.8	9.3
Transfer	9.1	9.3	8.8	8.4	8.8

Freshman Retention and Completion Rates

Year	1	2	3	4	5	6
Cohort	Cont	Cont	Cont	Cont	Grad	Grad
F2017	100%	100%	100%	100%	100%	100%
F2021	88%	84%				
F2022	83%					

Median Salaries of Graduates

-	2018-19	2019-20	2020-21	2021-22	2022-23
Bachelor	$60,000	$62,000	$63,000	$65,000	$68,000

2. **Over the last two years, excluding those programs included in this year's Program Review for the Board, please indicate any programs you phased out, merged, or put on an action plan, resulting from your institution's internal program review process, and briefly describe the rationale for the decision. For any placed on an action plan, please briefly describe the plan and intended (or actual) outcomes.**

Over the past two academic years, K-State discontinued two programs, one of which was discontinued at the BS, MS, and PhD levels. Two additional programs were discontinued as part of a streamlining of the degree options in the department. These programs were streamlined or fully discontinued voluntarily by faculty who had conversations about their programs based on data and discussions in K-State's Academic Program Review and Revitalization process. The rationales included here are from faculty submitting the discontinuance.

Discontinued Programs 2022-2023:

Program: M.A. Political Science
Rationale:

1. The degree itself is not attractive to students. While the degree continues to draw some applicants, they are overwhelmingly international students who will only come if we can provide them funding.

2. The degree undermines stronger graduate degrees, like the MPA and a MA in Security Studies, both of which are stronger, and better supported degrees. 3. The degree is a burden for faculty resources. Administering the MA for the few students in the program requires faculty to teach the required courses on overload. 4. The degree is an administrative burden for the Director of Graduate Studies.

Discontinued Programs 2023-2024:

Program: Accelerated B.S. / M.S. in Life Span Human Development
Rationale: Student enrollment has been consistently low and the Life Span Human Development Master's specialization is being discontinued.

Program: Life Span Human Development (M.S.)
Rationale: Student enrollment has declined over time and there are no longer students enrolled in this specialization.

Program: Life Span Human Development (PhD) – Specialization within PhD in Health and Human Sciences
Rationale: Student enrollment has declined over time and there are no longer students enrolled in this specialization.

Programs Discontinued to Streamline Offerings 2023-2024:

Program: Agribusiness (B.S.) Food Industry Option
Rationale: To provide a more efficient and streamlined program for our students, this option is being discontinued and students can still obtain the same outcomes and specialize in "Food Industry" through their course selections in our Agribusiness, Agribusiness Option.

Program: Agricultural Economics—Quantitative Option BS
Rationale: To provide a more efficient and streamlined program for our students, this option is being discontinued and students can still obtain the same outcomes and specialize in "Quantitative" through our Agricultural Economics Specialty Option.

Kansas State University

1.   Geography (Bachelor of Arts/Science in Geography)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
		✓	✓
22.5 Majors (4-Year Average)	7.25 Degrees (4-Year Average)	68.57% Employed in Region Within 1 Year After Graduation (4-Year Average)	$57,280 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
3: FHSU, KU, & PSU	N/A	41.58%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box
- If Phase out, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If Merge, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If Action Plan, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

The Geography program shows increased SCH and has strong research profile of faculty with external funding over $15M since AY2019-2020. While it produced below-expected degree numbers, its graduates are successful, and the program has 41% market share in Kansas.

Geography is critical to our Next Gen K-State Strategic Plan and K-State 105 initiatives in water resources, sustainability, and digital agriculture, with contributions in physical geography, human-environment interactions, GIS, and remote sensing. The academic program is also one of four majors across two colleges contributing to a successful new undergraduate program, Environmental Science, which now has 72 majors.

Action Plan: K-State's 2-year action plan for Geography relates to a larger strategic plan to create more interdisciplinary and sustainable organization of several academic units, including Geography. This will facilitate more multi- and interdisciplinary program reconceptualization, which will in turn result in cost savings to the college and university through administrative and teaching savings.

2024-2025 Restructure: The College of Arts & Sciences with faculty in earth/air science and human/environment interactions, to allow greater interaction and ability to work towards critical University strategic interdisciplinary initiatives such digital agriculture, the Water Resources Institute, and sustainability.

^ Indicates data masked when representing cell size < 5

2025-2026 Curricular Redesign: Reshape the Geography program as part of a series of multi-disciplinary programs modeled after the success of Environmental Science student demand and aligned with K-State's research initiatives and Kansas and industry needs.

Fall 2026—Revitalized Curricula in Effect

^ Indicates data masked when representing cell size < 5

2.   Music (Bachelor Arts in Music /Bachelor of Music)

Preliminary Analysis			
Student Demand	Degree Production	Talent Pipeline	Student ROI
✓	✓		
44.5 Majors (4-Year Average)	13 Degrees (4-Year Average)	34.21% Employed in Region Within 1Year After Graduation (4-Year Average)	$33,938 Median Salary 5 Years After Graduation

Other Universities Offering Program		
Other KS Public Universities Offering Program	# of KS Private Universities Offering Program	State Market Share Completion Data
6: ESU, FHSU, KU, PSU, WSU, & WU	12	11.52%

Recommendation (Phase out, Merge, or Action Plan):

Action Plan

(Type recommendation in box above)

Required additional information – Please insert below this box
- If <u>Phase out</u>, provide phase out plan including detail on how institution will reinvest resources from phase-out program into other academic programs/services.
- If <u>Merge</u>, provide merge plan including detail on immediate cost savings. Include how this plan will impact your FTE for merged program(s).
- If <u>Action Plan</u>, provide action plan and indicate how plan will improve metrics (Student Demand, Degree Production, Talent Pipeline, and/or Student ROI) where program did not meet minima.

Action plan: Continue infusing professional development and curricular opportunities to improve career readiness through an accelerated MBA/BA Music Degree, Internships, and Microcredentials.

Accelerated MBA/BA Music Degree: Since Fall 2022, the Music Program has been working on curricular innovations and adjustments to improve business skills of music graduates. They now offer Kansas' first 4+1 Accelerated MBA/BA Music degree. Since announcing the new degree plan last May (effective this semester), we have already seen a 50% increase in BA Music majors compared to Spring 2023. They expect this accelerated track to be one Music's most popular degrees, second only to their Bachelor of Music Education (BME) program, which has maintained a 100% job placement rate for the past 15 years.

Internships: The music program will increase collaborations with area industry and non-profits to produce internships and learning opportunities that will improve students' career readiness and keep more graduates in-state and contributing to local economy. Students will work in internships for two semesters alongside a music business entity, with fifth-year students being paired with professional production companies, non- profit art centers, media companies, entities like the T-Mobile Center, Kauffman Center, Wareham Hall, and even on-campus entities like the McCain Series to manage special projects of the student's research goals.

^ Indicates data masked when representing cell size < 5

While these internships are available to all music students, they will serve as their capstone for the MBA, overseen by a panel of professors to ensure professional standards.

Microcredentials: Plans are underway for microcredentials to align with the internship program opportunities.

^ Indicates data masked when representing cell size < 5