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

Conference Call
September 1, 2015
11:00 a.m.

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II. Agenda Planning	
1. Consent Agenda	
a. Request for Approval for a Bachelor of Arts in Jewish Studies – KU [Attachment 2]	6
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III. Other Business	

**Board Academic Affairs Standing Committee
Conference Call Schedule September 2015 to June 2016**

BAASC Conf Call – 11:00 a.m.	Board of Regents Meeting Dates
Tues, September 1, 2015 BAASC Conf Call	September Board – September 16-17, 2015
Tues, September 29, 2015 BAASC Conf Call	October Board – October 14-15, 2015 – PSU
Tues, November 3, 2015 BAASC Conf Call	November Board – November 18-19, 2015 – WSU
Tues, December 1, 2015 BAASC Conf Call	December Board – December 16-17, 2015
Tues, January 5, 2016 BAASC Conf Call	January Board – January 20-21, 2016
Tues, February 2, 2016 BAASC Conf Call	February Board – February 17-18, 2016
Tues, March 8, 2016 BAASC Conf Call	March Board – March 23-24, 2016 – KUMC
Tues, April 5, 2016 BAASC Conf Call	April Board – April 20-21, 2016 – K-State
Tues, May 3, 2016 BAASC Conf Call	May Board – May 18-19, 2016
Tues, May 31, 2016 BAASC Conf Call	June Board – June 15-16, 2016

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

**Wednesday, June 17, 2015
MINUTES**

The Academic Affairs Standing Committee of the Kansas Board of Regents met at 10:30 a.m. on Wednesday, June 17, 2015 in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas.

In Attendance:

Members: Regent Robba Moran
Regent Helen Van Etten
Regent Joe Bains
Regent Zoe Newton

Staff: Gary Alexander, Karla Wiscombe, Jacqueline Johnson, and Cynthia Farrier

Others: Brian Inbody, Neosho County Community College

Meeting called to order at 10:30 a.m.

Approve June 2, 2015 Minutes

The June 2, 2015 minutes stand approved as written.

Regent Van Etten moved, and Regent Bain seconded the motion, to remove the Fort Hays State University Reorganization/STEM College item for future discussion. Motion carried.

Discussion

Transfer and Articulation Quality Control – Brian Inbody

Brian Inbody gave BAASC some highlights of the report he will present to the Board of Regents on Thursday, June 18, 2015:

- The Transfer Report – in one year 4,000 students transferred
- Report can be found on the Kansas Board of Regents data website
- Patchwork Quilt Degree (combine courses from various institutions) is the norm
- Each institution manages internal quality of course/program
 - Discrepancies in learning outcomes
 - Program review – a holistic view of the programs
- Accreditors requires institutions have plan for improvement
 - Sanction institutions
 - Require follow-up by institutions
 - Specialty programs have separate accreditors (nursing, business, health, education, etc.)

- National Student Clearinghouse looks at student success – employment
- Success of students in the “ladder courses” – English Comp I at community college/English Comp II at a four-year institution
- TAAC appeals process
- Kansas Core Outcomes Group (KCOG) meeting – work outcomes of specific courses
- Limitations to any data (it improves over time – uniformity of definitions)
- Review of Tables on the presentation
- Future
 - Insure KCOG outcomes are followed on the campuses
 - Transfer Student Survey (feelings)
 - Evaluating KCOG with a Faculty Survey (how to make KCOG better)

2+2 Articulation – Gary Alexander

Gary Alexander gave an overview of the second Board goal for 2014-15 that “the Board, with the assistance of the Transfer and Articulation Council, will identify and approve two or more degree programs that articulate across the system.” On November 19, 2014, the Board approved the programs listed below for articulation with each of the 19 community colleges.

Emporia State University

1. Business
2. Elementary Education

Fort Hays State University

1. BGS General Studies
2. BSN Nursing

Kansas State University

1. Bachelor of Science in Interdisciplinary Social Science
2. Bachelor of Science in Technology Management

Pittsburg State University

1. Bachelor of Business Administration (BBA)
2. Teacher Licensure programs (BSE)

University of Kansas

1. BA in Psychology
2. Bachelor of Business Administration (BBA)

Wichita State University

1. Bachelor of Business Administration – General Business
2. Bachelor of Science in Criminal Justice

In addition, though not required to do so, Washburn University is articulating its BSN Nursing and

Bachelor of Business Administration degrees.

Currently all universities confirm they have either completed articulations with the nineteen community colleges or are in the final stages of doing so.

FHSU Reorganization/STEM College – Gary Alexander

Please note BAASC removed this agenda item. The Council of Presidents will take the Fort Hays State University/STEM College proposal under consideration at its June 17, 2015 meeting.

Updates

Transfer and Articulation Council (TAAC) – Karla Wiscombe

Karla Wiscombe shared with BAASC the updates on the Transfer and Articulation:

- New co-chairs of TAAC – Andy Anderson and Bruce MacTavish
- List of the membership of TAAC
- Institutions have submitted the courses and numbers in the KBOR database and will continue to submit each newly approved course and course number
- Institutions have an appeals process
- Johnson County Community College is hosting the KCOG meeting in 2015
- Washburn University will host the KCOG meetings for 2016 and 2017

Other Business

BAASC Accomplishments 2014-15

Completed reports

- SARA
- Developmental Ed
- Accreditation
- Performance
- Qualified Admissions
- Distance Education
- Student Learning Outcomes
- Adult Education
- Prior Learning Assessment

Presentations in support of Board goals

- Value of liberal arts degrees
- 2+2 degree programs articulating across the system
- Impact of out-of-state students
- Began process of implementing Developmental Education Task Force recommendations
- Practices and trends enhancing the ability of students to compete and succeed in a global economy
- Attracting and retaining outstanding students

Initiated formal discussions with Chief Academic Officers on selected topics

The Standing Committee expressed its appreciation of Regent Moran's leadership and contributions to the Board Academic Affairs Standing Committee

There being no other business, the meeting adjourned at 11:18 a.m.

Requests Approval for a Bachelor of Arts in Jewish Studies – KU

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval of a Bachelor of Arts in Jewish Studies. The proposing academic unit has responded to all of the requirements of the program approval process. No universities have programs utilizing this Classification of Instructional Program (CIP) code. Board Staff concurs with the Council of Presidents and Council of Chief Academic Officers in recommending approval.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	BA in Jewish Studies CIP Code: 38.0206 Primary and Additional Location(s) of Instruction: Lawrence campus, Edwards campus
2. Academic Unit	School: College of Liberal Arts and Sciences Department: Jewish Studies, Center for Global and International Studies
3. Program Description	<p>Among the oldest of academic interdisciplinary studies, dating back to the 19th century, Jewish studies explores Judaism, the Jewish people and culture, and their role in the shaping of human experience.</p> <p>The breadth of Jewish studies is extensive, with a strong foundation in biblical scholarship and the ancient world combined with more recent study of European, American, Mediterranean and Middle Eastern history. It can involve the study of almost every discipline – religion, literature, folklore, sociology, anthropology, psychology, political science, philosophy, modern and ancient languages, art, music, film and theatre, law, social welfare, and women’s, cultural, and American studies.</p> <p>The purpose of this major is to educate students in interdisciplinary scholarship related to Jewish studies (culture, history, language, religion). Because Jewish Studies is an interdisciplinary program, courses are cross-listed and cross-referenced in American Studies, Classics, Germanic Languages and Literature, English, History, Religious Studies, Slavic Languages and Literature, and Women, Gender and Sexuality Studies. A Jewish Studies major would complement majors in Classics or Religious Studies.</p>
4. Demand/Need for the Program	<p>The area of Jewish Studies is pertinent to all undergraduates at KU, not only because of Jewish influence in the development of early Christianity and Islam, and in world culture, but also because of the present world attention on the Middle East. In addition, there are close to 2000 Jewish undergraduate students at KU, students of religion, students of world culture, and students of contemporary politics.</p> <p>In the Fall of 2005, Religious Studies began offering an undergraduate minor in Jewish Studies. The program has been popular, graduating 31 JS minors since the Spring of 2005. In Spring 2014 two students petitioned to</p>

	<p>have a Special Jewish Studies major; two more students petitioned in Fall 2014.</p> <p>A Nov. 2013 survey of undergraduate students in JWSH courses and of students who had graduated with JS minors indicated that more than 70% would major or strongly consider a major in Jewish Studies. A follow-up survey was conducted in October 2014 with similar results.</p> <p>This area of study is relevant to many of the careers to which students aspire. Obvious examples include work in Jewish service and community centers, federations, and agencies, but also in the areas of social work, academia, K-12 education, public policy, and law.</p> <p>Alumni from KU with Jewish Studies minors have taken positions in the field, including the following: Director of Student Life at the University of Oklahoma Hillel, Community Activator at Birthright Israel, Israel Education Center Coordinator at Jewish United Fund, and Director of Volunteer Engagement at Jewish Family Services of Greater Kansas City.</p> <p>In addition, a KU Alumni report dated May 2013 revealed that recent KU Jewish Studies alumni were employed full-time in appropriate positions as Leadership Management Director with American Israel Public Affairs Committee and as Senior Associate for Student Leadership with Israel On Campus Coalition.</p> <p>A degree in Jewish studies also prepares students for graduate school or for pre-professional training and several alumni have also continued their graduate studies in the field of Jewish Studies or a related area.</p> <p>To pursue graduate studies, several Jewish institutes offer a range of degree programs. The Michigan Jewish Institute (Detroit) offers a Masters of Applied Science in Jewish Studies (practical and marketable degrees in three concentrations, Judaic Studies, Jewish Education, and Jewish Leadership) and the Spertus Institute (Chicago) offers a range of MA, MS and doctoral programs “for those pursuing a career in the Jewish community.” These institutes attest to the relevance of Jewish Studies degrees for careers in Jewish leadership and education.</p>
<p>5. Comparative /Locational Advantage</p>	<p>No other university in Kansas offers a major in Jewish Studies. KU is also the only university in Kansas to offer an undergraduate <u>minor</u> in Jewish Studies; other universities in the US that offer a minor in Jewish Studies are numerous. Nearby universities that offer a <u>major</u> in Jewish Studies include Arizona State, Northwestern, Ohio State, Purdue, and the Universities of Chicago, Cincinnati, Colorado, Illinois, Indiana, Oklahoma, Texas, and Wisconsin (both Madison and Milwaukee).</p>
<p>6. Curriculum</p>	<p>There are no special procedures or criteria for admission to the Jewish Studies major beyond being a student in good standing at KU. There is no minimum GPA for admission to the program, though a student with a GPA of less than 2.0 will not be allowed to graduate, as per University rules.</p>

	<p>Presuming the student satisfies the language requirement for the degree, the curriculum consists of 10 courses (30 credit hours):</p> <ul style="list-style-type: none"> • two courses in Jewish culture or history • two courses in Judaism • a capstone seminar • two courses of intermediate or advanced Hebrew or Yiddish • three elective courses <p>If students declare a JS major with no prior knowledge of Hebrew or Yiddish, they will need to complete a prerequisite first year of Hebrew or Yiddish; this will add an additional 2 courses (10 credit hours) to their curriculum.</p>
<p>7. Faculty Profile</p>	<p>Jewish Studies has five faculty with regular appointments in Jewish Studies (including one visiting Israeli professor), with an additional 10 in allied units who teach courses that benefit the JS Program for a total of 9.375 FTE. Faculty are tenured or are tenure-track in other departments.</p> <p>Faculty below have terminal degrees (MA, PhD), are currently teaching JS courses at regular intervals, and serve on the JS Executive Committee. The Committee meets monthly to monitor the program, provide its vision, and make executive decisions concerning development, curriculum, policies of governance, and outreach.</p> <p>Jewish Studies</p> <p>Gal Levy (PhD Sociology), Visiting Israeli Professor, 4 JS courses/year = 1.0 FTE</p> <p>Shelley Rissien (MA Jewish Education), Lecturer, 4 JS courses/year = 1.0 FTE</p> <p>Neal Schuster (MA Jewish Education), Lecturer, 2 JS courses/year = 0.5 FTE</p> <p>Frances Sternberg (PhD History), Lecturer, 2 JS courses/year = 0.5 FTE</p> <p>Eric Welch (PhD Religious Studies), Lecturer, 4 JS courses/year = 1.0 FTE</p> <p>John Younger (PhD Classics), Professor, Classics & Jewish Studies, 1 JS course/2 years = 0.125 FTE</p> <p>Allied Units</p> <p>Samuel Brody (PhD Religious Studies), Assistant Professor, Religious Studies, 2 JS courses/year = 0.50 FTE</p> <p>Vitaly Chernetsky (PhD Slavic), Associate Professor, Slavic, 1 JS course/year = 0.25 FTE</p> <p>Lynn Davidman (PhD Sociology), Professor, Sociology, 1 JS course/2 years = 0.125 FTE</p> <p>Marc Greenberg (PhD Slavic), Professor, Slavic, 1 JS course/2year = 0.125 FTE</p> <p>Cheryl Lester (PhD English), Associate Professor, English, 1 JS course/2 years = 0.125 FTE</p> <p>Ari Linden (PhD German), Assistant Professor, German, 1 JS course/year = 0.25 FTE</p>

	<p>Paul Mirecki (ThD), Associate Professor, Religious Studies, 4 JS courses/year = 1.0 FTE</p> <p>Renee Perelmutter (PhD Slavic), Associate Professor, Slavic, 4 JS courses/year = 1.0 FTE</p> <p>Molly Zahn (PhD Theology), Assistant Professor, Religious Studies, 4 JS courses/year = 1.0 FTE</p>
8. Student Profile	<p>Any KU undergraduate interested in the <u>academic</u> field of Jewish Studies (i.e., Jewish culture, history, and religion) may find a major in Jewish Studies beneficial. The field appeals to a wide spectrum of students. Many of these majors will be interested in understanding the early origins of Christianity and Islam, the medieval and modern history of the politics of the Middle East, the history of discrimination, migration, diaspora, and genocide, and the contributions of Jewish thought, religion, teaching, and culture to art and music, and to American life. There is also a strong desire by many students to learn Hebrew so they may study early religious texts in the original language. And Hebrew is also important for members of the armed forces stationed in the Middle East.</p>
9. Academic Support	<p>No additional resources are necessary to support the new major in Jewish Studies.</p>
10. Facilities and Equipment	<p>The current space allocated to Jewish Studies is sufficient and no additional resources are requested for purchase of equipment to support the new major.</p>
11. Program Review, Assessment, Accreditation	<p>The proposed program will be regularly reviewed and evaluated in accordance with the standard procedures of the College of Liberal Arts and Sciences, the Provost's Office, and the Kansas Board of Regents. There is no specialized accrediting agency for a Jewish Studies major.</p>
12. Costs, Financing	<p>No additional resources are required to support the new major in Jewish Studies.</p>

CURRICULUM OUTLINE

B. Identify the new degree: Jewish Studies BA

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	<p><u>2 Courses in Jewish History and/or Culture</u> <i>Courses cited as examples:</i> JWSH 300 Topics in Jewish Studies: _____ JWSH 300 Archaeology of Ancient Israel JWSH 311 Narratives of Jewish Life JWSH 318 Jews and Slavs in Eastern Europe JWSH 315/HIST 325/SPAN 302 Spanish Inquisition JWSH 327 Jewish Secular Culture JWSH 336 Jewish American Literature and Culture JWSH 338 Languages of the Jews (339 H) JWSH 340 Topics in Modern Jewish Literature JWSH/HIST 343 The Holocaust in History JWSH 350 Contemporary Jewish Identities JWSH 361 Jewish Film JWSH/REL 526 Jewish History & Literature in the Greek & Roman Periods JWSH/REL 560 Classical and Contemporary Jewish Thought JWSH/REL 570: Studies in Judaism JWSH 572 Jewish Folklore (573 H) THR 302/702 Seminar in: Theatre & Genocide</p>	<p><u>6</u></p>
	<p><u>2 Religion Courses Relevant to Judaism</u> <i>Courses cited as examples:</i> JWSH/REL 107 Living Religions of the West JWSH/REL 124 Understanding the Bible (125 H) JWSH 300 Topics in Jewish Studies: Mysticism and the Supernatural JWSH 321/REL 311 Religion of Ancient Israel JWSH/REL 325 Introduction to Judaism JWSH 326 The Talmud: Its Origins, Nature, and Evolution JWSH/REL 523 The Dead Sea Scrolls JWSH/REL 525 Jews and Christians</p>	<p><u>6</u></p>

2 Courses in Hebrew and/or in Yiddish at 200+ Level
prerequisite: successful completion of introductory Hebrew or Yiddish

6

Courses cited as examples:

JWSH 338 Languages of the Jews (339 H)
HEBR 210 Intermediate Israeli Hebrew I
HEBR 220 Intermediate Israeli Hebrew II
HEBR 230 Biblical Hebrew I
HEBR 240 Biblical Hebrew II
HEBR 310: Introduction to Modern Hebrew Literature
HEBR 340 Advanced Israeli Hebrew I
HEBR 350 Advanced Israeli Hebrew II
HEBR 395 Study Abroad Topics in Hebrew (3-6 ch)
HEBR 410 Studies Modern Hebrew Literature & Culture I
HEBR 420 Studies Modern Hebrew Literature & Culture II
HEBR 490 Independent Study (1-3 ch)
YDSH 212: Intermediate Yiddish I
YDSH 216: Intermediate Yiddish II
YDSH 300 Studies in Yiddish
YDSH 395 Study Abroad Topics in Yiddish (3-6 ch)
YDSH 490 Independent Study (1-3 ch)

1 Capstone Seminar Course

3

JWSH 601—Seminar in Jewish Studies¹
Investigation of a topic related to Jewish studies from an interdisciplinary perspective. Open only to Jewish Studies majors and required of them. Suggested for the senior year.

Electives

3 Elective Courses

9

Other courses not chosen to satisfy the above requirements (except HEBR/YDSH 100-level)

Courses cited as examples:

JWSH 300 Topics in Jewish Studies: The Talmud
JWSH 321/REL 311 Religion of Ancient Israel
JWSH/REL 526 Jewish History & Literature in the Greek & Roman Periods
HEBR 210 Intermediate Israeli Hebrew I

Total

30

¹ Once the JS major is approved, this course will be submitted to CUSA as a new course.

Implementation Year: FY 16

Fiscal Summary for the Proposed Academic Program

Institution

University of Kansas – Lawrence

Program

Jewish Studies BA (undergraduate major)

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	5	0	12	0	20	0
B. Total SCH taken by all studen in the program	150		360		600	

Part II. Program Cost Projection			
A. In the <u>implementation</u> year, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.			
	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	\$ -	\$ -	\$ -
OOE	-	-	-
Total	\$ -	\$ -	\$ -

Indicate source and amount of funds if **other than** internal reallocation:

Revised: March 2015

Request Approval for a Master in Innovation Design – WSU

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval of a Master of Innovation Design. The proposing academic unit has responded to all of the requirements of the program approval process. No universities offer a similar program. Board Staff concurs with the Council of Presidents and Council of Chief Academic Officers in recommending approval.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP	Master in Innovation Design, 50.0404
2. Academic Unit	Institute for Interdisciplinary Creativity
3. Program Description	The complexity of today’s technology requires innovators from multiple disciplines to come together as a team and translate ideas into something transforming through non-traditional means. The Master in Innovation Design (MID) curriculum will merge Arts, Science, and Technology curricula, creating opportunities for students and faculty to collaborate across WSU’s colleges. The MID program will be individualized for each student and will focus on developing students’ “design thinking skills.” These include the capabilities to (a) develop creative solutions, (b) effectively communicate, (c) practice entrepreneurship, and (d) develop prototypes. The development of these capabilities will be grounded in a research-based, academic curriculum. The program will engage with businesses and focus on innovation, product development, effective communication, flexibility, and small business generation.
4. Demand/Need for the Program	Preliminary demand for the MID program is strong. In a survey of WSU juniors and seniors, 275 students indicated they were interested in the program and would like to receive more information in the future. Additionally, in a recent survey of employers, over 90% of respondents indicated that the most important skills they look for in new employees are critical thinking skills, the ability to clearly communicate, the ability to continually learn, and, importantly, the ability to design innovative solutions to complex problems. The learning objectives of the Design degree address these skills, and the program is designed to emphasize the development of creative and design thinking skills that employees are looking-for.
5. Comparative/ Locational Advantage	Among the six state universities, none offers a comparable degree at the graduate level. WSU is uniquely positioned to offer students access to new faculty collaborative ventures,

	<p>public-private partnerships, and the facilities of a MakerSpace and IdeasLab on campus. WSU serves a large percentage of professional students and supports a high-achieving student population collaborating across the liberal arts, sciences, and professional disciplines through its field majors and Honors College curricula. These groups would benefit from the opportunity of further study in Innovation Design. WSU offers the additional advantage of its location in Kansas's largest city, near large employers.</p>
<p>6. Curriculum</p>	<p>The MID curriculum consists of 30 credit hours (for thesis option) to 33 credit hours (for non-thesis option). Students are required to take 12 credits in core courses and to complete the remainder of the credit hours through an independent plan of study developed with their primary faculty advisor, and culminating in a prototype, process, portfolio, or project. Existing courses comprise most of the degree requirements.</p>
<p>7. Faculty Profile</p>	<p>While graduate faculty in existing departments and colleges across the university will teach, coordinate the MID curriculum and work with students to create independent plans of study, there are 17 core faculty for the program who teach in a variety of schools and departments. Among the core faculty, five are professors, eight are associate professors, three are assistant professors, and one is an instructor. All have a terminal degree. Thirteen are tenured, and three are tenure-track but not yet tenured.</p> <p>All core faculty members are Coleman Fellows associated with the WSU Center for Entrepreneurship. Coleman Fellows are faculty members who have appointments outside a business discipline and who work to advance self-employment education and strengthen entrepreneurship education across disciplines. The goal of the fellows program is to assist and maintain an ongoing connection for students interested in entrepreneurship across campus.</p> <p>All core faculty members listed above currently teach courses and advise graduate students. Because the courses for the proposed MID program largely consist of existing courses that these core faculty members already teach, the additional advising and teaching work the faculty members would bear as a result of the introduction of the program would be minimal.</p>
<p>8. Student Profile</p>	<p>The Master of Innovation Design (MID) degree will attract creative student entrepreneurs preparing for a career in an emerging field. This degree will appeal to students who</p>

	wish to continue their education at the graduate level but do not seek specialized training concentrated in only one major design area. Early career professionals in biotechnology, graphic, media, and interface design, manufacturing, digital education, and healthcare technology who are highly motivated and inspired by challenges – not looking for opportunities, but creating them—will benefit from the MID program.
9. Academic Support	<p>The MID degree will be facilitated by a faculty director. The program will use existing faculty advisors within departments and colleges across campus.</p> <p>The academic support model at WSU is extensive and includes support from the Counseling and Testing Center, Disability Support Services, One Stop Student Services, University Libraries, Career Services, the Office of Cooperative Education and Work-Based Learning, and other offices.</p>
10. Facilities and Equipment	The new MakerSpace, IdeasLab, and WIDGET collaborative currently under development on campus will provide facilities for the MID students and faculty. No additional space or equipment will be needed.
11. Program Review, Assessment, Accreditation	The program will be reviewed according to Kansas Board of Regents’ program review requirements. Assessment of student learning outcomes will be measured along such measures as graduation rates, graduate exit surveys, participation in research forums, experience-learning based evaluations, knowledge-skills assessments, and thesis/capstone evaluations. Specialized accreditation is not available for this degree.
12. Costs, Financing	Existing graduate-level faculty will teach, advise, and supervise student work. Funds will be needed to cover the cost of a director for the program. The funding will come from an internal reallocation from the office of the Provost and Senior Vice President for Academic Affairs. It is anticipated that after the implementation phase, the degree program will be revenue neutral.

CURRICULUM SUMMARY

Wichita State University
Master in Innovation Design

CURRICULUM OUTLINE AND ACADEMIC CHECKSHEET

Required Core Competencies (12 credit hours or equivalent experience)

	Credit Hours
ID 801 – Creativity and Innovation	3
COMM 706V – The Communication Entrepreneur	3
ID 802 – Product, Service, and Process Prototyping	3
ENTR 706 – New Product Development and Innovation	3

Electives (12-18)

At least 12 hours (for thesis option) -18 hours (for non-thesis option) in graduate-level courses approved by faculty advisor(s) and program director.

Required Design Project (3) /Thesis (6)

Non-thesis option students will complete a 3 credit hours design project (approved and guided by advisory and advisory committee). Thesis option students will complete a 6 credit hours thesis (approved and guided by advisors and advisory committee).

Total 30-33 Credit Hours

FISCAL SUMMARY

IMPLEMENTATION YEAR FY2016
 Fiscal Summary for Proposed Academic Programs

Institution: Wichita State Proposed Program: Master in Innovation Design

Part I Anticipated Enrollment *	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10 (9 cr. Hr sem)		15 (9 cr. Hr sem)		20 (9 cr. Hr. sem)	
B. Total SCH taken by all students in program	90/semester		135/semester		180/semester	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall, Implementation Year		Year 2		Year 3	
<u>Costs:</u>						
Salary		\$0		\$0		\$0
OO		\$0		\$0		\$0
Total		\$0		\$0		\$0

Indicate source and amount of funds if other than internal reallocation:

This degree program will be capped at admitting 20 students a year after full implementation, with annual operating costs estimated at \$160,000. The funding for a program director comes from an internal reallocation from the Provost and Senior Vice President for Academic Affairs. The Office of Academic Affairs will provide administrative support services for the director during the implementation phase of the degree. Facilities and equipment are included in the budget for the MakerSpace, IdeasLab, and WIDGET collaborative. It is anticipated that after the implementation phase, this degree will be revenue neutral.

Revised: September 2003

Approved: _____

Foresight 2020: 2013-14 Report on Student Learning Assessment

Summary

The Board's strategic Plan, Foresight 2020, directs system colleges and universities to report annually, beginning in spring 2014, on the results of student learning assessment in three areas: (1) mathematics/quantitative/analytical reasoning; (2) written and oral communication; and (3) critical thinking/problem solving. Institutional reports are provided on the Board website, with an oral report provided at the September Board meeting of each year. Institutions will report on a three year cycle, beginning with mathematics and analytical reasoning in September 2015, written and oral communication in September 2016, and critical thinking/problem solving in September 2017. Institutions were asked to report on the instrument(s) used to assess learning, the results of that assessment, and the uses made of those results. Individual institutional reports are available on the KBOR website at http://kansasregents.org/academic_affairs_reports.

Background

The second goal of *Foresight 2020* includes the aspiration to “respond to business and industry expectations for graduates and ensure all technical programs meet expectations of quality. One measure of this goal is to assess student performance on “industry-requested *Foundational Skills*,” namely, mathematics/analytical reasoning, written and oral communication, and critical thinking/problem solving.

The three assessment categories, which were agreed upon by college and university academic officers, reflect abilities employers regularly identify as important when surveyed about what they look for in potential employees. It was determined that institutions will report on a three year cycle, beginning with mathematics/analytical reasoning in September 2015. Subsequently, they will report on written and oral communication in September 2016, and critical thinking/problem solving in September 2017.

This paper focuses primarily on how schools make use of the reported results to improve the teaching/learning process for mathematics and analytical reasoning. Institutional reports may be viewed on the KBOR website at: http://kansasregents.org/academic_affairs_reports. Reports were received from all institutions except Allen Community College and Garden City Community College.

Institutional Assessment Overview

Colleges and universities assess student learning on multiple dimensions, using various methods and sources, to enable faculty to improve the curriculum and instruction. Some methods are common to both two- and four-year institutions, while others are specific to a sector. Over time, these assessments are intended to assist each school in determining how effectively its students are being prepared in the learning areas assessed.

An institution chooses assessments that most closely align with the characteristics of its student body and the educational programs it offers. University Qualified Admissions criteria are used to create an incoming class that is congruent with each state university's mission and character. Community and technical colleges use open admissions policies, bolstered by placement tests and other examinations for student's seeking specific educational programs. Given the diversity of students in the system, the breadth of educational programming across the system and given that assessment information is best when collected on multiple dimensions, using multiple methods and sources, a single, system wide test is both impractical and ineffective.

Universities

Universities assess student learning through various means. Emporia State, for example, assesses college algebra results using the AAC&U Quantitative Literacy VALUE Rubric developed by the American Association of Colleges and Universities “to rate students abilities to explain information presented in mathematical forms . . . , to convert relevant information into various mathematical forms . . . , to make judgments and draw appropriate conclusions based on the quantitative analysis of data . . . , and to calculate mathematical equations”

Fort Hays State uses a pre- and post-test approach to assess the learning of students in its College Algebra course. Kansas State uses students’ grades in College Algebra, a common course across many majors, as a direct assessment of student learning. Both Pittsburg State and Wichita State report using the Collegiate Learning Assessment (CLA) to evaluate student learning. The University of Kansas uses a rubric from College Algebra to evaluate student performance in four outcome areas: computation, methodology, representation, and interpretation. Washburn uses the ETS Proficiency Profile, comparing mean scores of freshmen and seniors, as well as measuring seniors against the national average for all students taking the test in a given year.

In addition to direct measures, several universities used indirect assessments, such as the National Survey of Student Engagement (NSSE), to assess students’ sense of how well they had learned the material presented.

All schools use the information from assessments to monitor how well students learn the material assessed, both in an individual year and over time. Beyond that basic use of the results, by far the most common reported use of assessment results is to improve the process of teaching and learning--using results as a basis for making appropriate changes in both curriculum and pedagogy. It is common to share results with all faculty so they may do such things as evaluate student results over time, identify particular areas of strength or concern, determine specific ways to help students learn, and evaluate the effect of individual pedagogical styles on student learning.

Community Colleges

Community colleges report use a number of direct assessment methods, including: results from a school’s College Algebra course; a common comprehensive final exam; pre-identified questions embedded in mathematics courses; various other course-level instruments; ACT CAAP and WorkKeys test results.

In addition, some schools assess student experiences indirectly using the Community College Survey of Student Engagement (CCSE).

Community colleges make use of assessment results to improve both curricula and pedagogy in various ways. Faculty may “identify areas of weakness within their courses” and make appropriate adjustments. Schools may also identify trends over time and adjust pedagogy as needed; or they may use the information to make improvements to individual programs. Several schools emphasize the importance of reviewing assessment outcomes too determine their “appropriateness to accomplishing . . . institutional mission and purposes.”

Technical Colleges

Technical colleges commonly report assessing student learning using course-related evaluation methods. Approaches include using a rubrics specifying what students should know and be able to do upon completing a course or program; college pre- and post-tests; success rates in math courses; use of a common final in all sections of the course that are taught; and embedding activities that allow assessment of student progress. In addition, some schools use WorkKeys test scores to evaluate student achievement.

WorkKeys is a series of tests developed by ACT to measure “foundational and soft skills” and offering “specialized assessments to target institutional needs.”

Schools report using results as the basis for faculty discussion with individual students regarding their strengths and weaknesses in mathematics. Results may also be used to revise pedagogy aimed at improving student results. Institutions report refining course offerings based on assessment results, with particular attention paid to identifying topics to emphasize in future courses.

Concluding Observations

The core function of student learning assessment is to demonstrate the learning that occurs as a result of a student’s attending a particular university. The reports provided on the KBOR website provide examples of how each school evaluates students and the results they have achieved. Institutions commonly use this data to track student progress over time. Student learning may be measured against normative standards, in relation to peers, and before and after taking a particular course. Course and programs are analyzed to determine what approaches work and those that do not.

In addition to reporting to KBOR, all system Institutions are required by their regional accreditor, the Higher Learning Commission of the North Central Association of Colleges and Schools, to have in place mechanisms for assessing student learning and to demonstrate their effects in order to maintain regional accreditation. To meet the criteria for regional accreditation, each institution must demonstrate it has “stated goals for student learning”; a process for assessing student learning; assesses achievement of its stated learning outcomes; uses assessment information to improve student learning; and involves faculty and other instructional staff members substantially in the assessment process.

The reports provided by institutions show that they are engaged in assessment procedures that are in accord with the Higher Learning Commission’s requirements.