

Kansas

Kansas Board of Regents
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Kansas created a transition council about 3-4 years ago. The members of this council are K-12 teachers and administrators, Postsecondary administrators and faculty, and staff members from KSDE and KBOR (government agencies in charge of K-12 and postsecondary education). The council was created in a joint effort of the President/CEO of KBOR and the Commissioner of Education. The council has co-chairs, a member of the KSDE staff and a member of KBOR staff. To date the group has struggled finding its true mission and how to make an impact on Kansas education.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
No. The only future plans kind of down this line are a goal to have a complete list of all programs offered at public institutions searchable on the website for students, parents, and administrators. Talk was also to link up to the institutions webpage.
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
The Kansas Board of Regents has identified a list of programs required in high school to be successful at the state universities. This curriculum is called the Regents curriculum. If students take this curriculum and make a 2.0 they are guaranteed admissions to a state university. To date KSDE has done a good job promoting the need for students to take this curriculum.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No. The state does not have a set of competencies or skills that define “college ready”.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
The state has adopted policy on concurrent enrollment. More information about this policy can be found in our policy manual at www.kansasregents.org. The link is in the middle of the page on the right hand side.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
There is no statewide policy governing college/university placement or remedial courses. There is no standard set of placement tests recommended or required.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
Kansas does have a statewide articulation policy for only public institutions. More information about this policy can be found in the policy manual. www.kansasregents.org
- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
No. In the articulation policy the types of courses that can be transferred are discussed and the number of hours that can be transferred. However, Kansas does not have a standard course naming system.
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?
The goal of the articulation agreements are to assure the Gen Ed taught at the Community Colleges (CC) will transfer to the universities. Kansas does have a project called Core Competencies to assure this happens. It is a yearly meeting of faculty from CC and universities who discuss the content taught in courses and agree upon the core competencies that need to be taught in the course.
- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?
Both situations of transfer credit described above can occur in Kansas.
- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?
There are no statewide test-out or competency-based provisions.
- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?
The state does not have an easily-accessible state-supported alternative institution.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

Not at this time. Kansas did at one point try to maintain such a database but it was not supported properly. The goal is to have this information in the Program Inventory system currently being created and available to the public within a year or two.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

Not specifically. However, Kansas has been requiring performance agreements from the institutions for the last 3 years. These agreements are contracts between the institution and the Board of Regents where institutions identify “goals” and objectives they have for themselves. KBOR staff and Board members review the agreements. If it is determined that an institution has not meet an agreement, a portion or all of their new funding can be withheld.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.