

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

**Wednesday, November 17, 2010
MINUTES**

The Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference Room of the Kansas Board of Regents, 1000 S.W. Jackson, Suite 520, Topeka, Kansas, at 11:00 a.m. on Wednesday, November 17, 2010.

Members present: Regent Dick Hedges, Chair
Regent Mildred Edwards

Member absent: Regent Ed McKechnie
Regent Janie Perkins

Staff present: Gary Alexander, Jean Redeker, Jacqueline Johnson, and Joan Warren

Present: Alysia Johnston, Coffeyville Community College; Sue Darby, Hutchinson Community College; Martha Robertson, Hutchinson Community College; Ed Berger, Hutchinson Community College; Linda Fund, Kansas Association of Community College Trustees; Eric Burks, North Central Kansas Technical College; Bill Wojciechowski, Pratt Community College; Melodie Christal, Washburn University; Mike Mosier, Washburn University; Nancy Tate, Washburn University; Steve Loewen, Flint Hills Technical College; Lisa Kirmer, Flint Hills Technical College; Dean Hollenbeck, Flint Hills Technical College; Bill Ivy, Pittsburg State University; Lynette Olson, Pittsburg State University; Mike Ahern, Dodge City Community College; Sangki Min, Kansas City Kansas Community College and Tamara Agha-Jaffar, Kansas City Kansas Community College

Meeting opened at 9:00 a.m.

The purpose of this meeting was to review nine Performance Agreements for the period of January 1, 2011 through December 31, 2013, for the purpose of making recommendations to the full Board.

Action on these performance agreements will take place at the regularly scheduled Board Academic Affairs Standing Committee conference call on November 30, 2010 because there was not a quorum present at this meeting.

Jean Redeker presented a brief introduction for each of the performance agreements, and the Standing Committee reviewed nine performance agreements as follows:

1. Washburn University – Melodie Christal, Mike Mosier, and Nancy Tate represented Washburn University. Improve Learner Outcomes Goal 1 indicators are in response to concerns regarding graduating students’ ability to communicate in writing and orally, general numerical literacy and to think critically and solve problems; seek to meet the growing health care needs of Kansas residents; and seek to prepare business students to work in a global economy. Goal 2 Improve Workforce Development seeks to meet the need for work force shortages in occupational therapy, nurses and essential leadership skills in organizations. Goal 3 Increase Targeted Participation/Access will increase students in Concurrent/Dual enrollment, technical/community colleges, and GED and at risk high school learners served by Literacy Education Action Project (LEAP) in matriculating into a four-year institution.

Summary of Changes from the Previous Approved Performance Agreement:

The ETS Proficiency Profile and the NCLEX pass rates in Goal A were included in the previous performance agreement. The indicator in Goal A focusing on international business is new to this agreement. Goal C Indicator 2, increasing the number of MSN graduates, was part of the previous agreement. The other indicators in Goal C are new. Goal D is new to this agreement and was not included in the previous agreement.

Discussion followed:

- The focus on international business is appreciated by the Board
- Leadership Studies has been separated from the cut Transformational Experience
- The need for teachers with credentials has expanded with the increase in enrollment of dual credit and concurrent enrollment classes
- Washburn University’s partnership with Highland Community College in the Literacy Education Action Project fits nicely with Washburn University’s new mission

2. Flint Hills Technical College – Steve Loewen, Lisa Kirmer, and Dean Hollenbeck represented Flint Hills Technical College. Goal 1 Improve Learner Outcomes focuses on increasing the percentage of students earning a grade of C or better in technical math, college algebra and physical science, as well as decreasing the percentage of students placed on academic probation. Goal 2 Improve Workforce Development focuses on increasing the percentage of student successfully completing the Interactive Digital Systems Program and the Welding Program (two programs with high demand and high wages) as well as accessibility of courses through non-traditional times and/or through non-traditional delivery methods. Goal 3 Increase Targeted Participation/Access focuses on increasing enrollment, retention and completion of students in non-traditional gender programs. Goal 4 Increase External Resources focuses on increasing gifts, the number of donors to the Foundation and scholarship dollars awarded.

Summary of Changes from the Previous Approved Performance Agreement:

This agreement addresses three goals (B, C and E), while the previous agreement addressed four goals (A, B, C, and D). Goal B in the previous agreement focused on improving students’ grades in math, while Goal B in this agreement focuses on improving students’ grades in math, improving students’ grades in science and decreasing the number of students on academic probation. Goal C in the current agreements details indicators for increasing the number of students successfully

completing two programs and also increasing the number of credit hours delivered at nontraditional times and methods. Goal C in the previous agreement focused on increasing the number of students successfully completing three programs. Goal E, which was not included in the previous agreement, details the institution's plans to increase external resources.

Discussion followed:

- Tutoring is available for facilitating success in math
- Intensive advising helps with keeping students off academic probation and increases retention
- More promotion and recruiting will be targeted toward the non-traditional gender programs which are difficult to recruit and retain students
- An alumni association will be developed and targeted as potential donors for the Foundation

3. **Kansas City Kansas Community College** – Sangki Min and Tamara Agha-Jaffar represented Kansas City Kansas Community College. The performance agreement focuses on increasing enrollment, improving learner outcomes, and increasing the enrollment and retention of Hispanic students. It is a balance between goals that are a stretch and yet attainable. One goal is to transition technical education students, GED students and high school graduates to a 2 year degree or credential. Other goals improve learner outcomes for students in developmental courses and increase the number of Hispanic students served.

Summary of Changes from the Previous Approved Performance Agreement:

The institution chose Goals A, B and D for this performance agreement while in the previous agreement Goals B, C and D were addressed. Goal A is new to this agreement. Goal B addresses developmental education and technical education, while in the previous agreement Goal B focused on developmental education, retention and graduation. Goal D in this agreement focuses on increasing enrollment, retention and graduation of Hispanic students while the previous agreement focused on these issues for the general student body.

Discussion followed:

- Increase the number of ABE/GED successful completers to enroll in a certificate of associate program was to offer the first course free
- Send adjuncts to the high schools for dual enrollment courses
- Distance remedial education classes were not as successful as face-to-face
- Entry and Exit tests have helped to shorten students' time in remedial programs
- For Hispanic students, KCKCC has mini workshops to help faculty and staff with Spanish phrases
- BAASC appreciates KCKCC's comment - "These initiatives support Foresight 2020 Strategic Goal 2 and Strategic Goal 3."

4. **Coffeyville Community College** – Alysia Johnston represented Coffeyville Community College. Goal 1 focuses on increasing the number of students transitioning from the ABE center to certificate or associate programs; increasing the number of high school students enrolled in

Construction Technology and Precision Machining, as well as increasing the number of secondary articulation agreements. Goal 2 focuses on increasing the success rate of students in developmental courses, in first subsequent college-level math or English course, and in college algebra. Goal 3 focuses on increasing the number of: students receiving CompTIA A+ certification; students receiving NCCER certification; male students enrolled in allied health programs; and female students enrolled in manufacturing programs.

Summary of Changes from the Previous Approved Performance Agreement

In the previous performance agreement, Goal A focused on increasing articulation agreements with community colleges, technical colleges and universities. In this agreement, Goal A focuses on transitioning ABE students to the postsecondary environment, increasing the number of high school students enrolled in technical programs and increasing the number of articulation agreements with high schools. Goal B indicators are the same as in the previous agreement. In the previous agreement, Goal C focused on developing new business partnerships, increasing scholarship funds and increasing continuing education offerings in the Health Sciences. In the new agreement, Goal C focuses on increasing the number of certifications awarded and increasing the number of students in nontraditional gender programs.

Discussion followed:

- BAASC appreciates Coffeyville Community College's work on aligning with the Regents Goals
- Establish classes specifically for transitioning to postsecondary education
- Emphasize success in College Level Math or English courses

5. **Colby Community College** – Paula Davis represented Colby Community College. The performance agreement focuses on career and technical programs, articulation agreements, core competencies in sciences, and distance education opportunities.

Summary of changes from the previous approved performance agreement:

Goal A in the previous agreement focused on distance education and Vet Tech graduates, while Goal A in this agreement focuses on articulation agreements and career and technical education program completers. Goal B in this agreement outlines increasing competencies in targeted courses, while Goal B in the previous agreement targeted developmental education and institution-wide outcomes. Goal C in the previous agreement targeted noncredit distance education endeavors and obtaining grants while Goal C in this agreement targets program completers. Goal D is new to this agreement and focuses on expanding distance education offerings.

Discussion followed:

- Transfer of credits will be easier for students achieving the Kansas Core Competencies in Sciences
- Colby Community College is developing online general education courses
- Colby's Vet Tech program had 100% pass rate
- Renewable energy is a new and exciting technical program

The Board Academic Affairs Standing Committee congratulates Colby Community College on the strength of its learner outcomes goal.

6. **Hutchinson Community College** – Sue Darby and Martha Robertson represented Hutchinson Community College. Hutchinson Community College focused on three areas: (1) increased participation and access in service area high schools, (2) increased number of students with degree and credentials and (3) increased number of students with academic success.

Summary of changes from the previous approved performance agreement:
Goals A, B, C, D and an institutional goal were part of the previous agreement. This agreement addresses Goals B, C and D. Though there are fewer goals in this agreement, there is a very strong focus on outcomes. In addition, fewer goals allow the institution to better focus and target its efforts instead of diffusing efforts across too many goals. Goal B in the previous agreement dealt with the success of developmental education students while Goal B in this agreement focuses on outcomes assessment and persistence. Goal C in this agreement seeks to increase the number of students with degrees/credentials, while Goal C in the previous agreement sought to align courses and programs. Goal D in this agreement focuses on increasing student credit hours. Goal D in the previous agreement dealt with transitioning students to four-year institutions.

Discussion followed:

- Online courses have increased dramatically
- Hutchinson has an agreement with Salina Technical College for serving nursing students
- Increasing the numbers of students in courses leading to credentials that are part of stackable credential programs has increased the students' ability to enter the workforce
- Faculty and staff are working with students to identify areas of concern and more students are being retained
- Many of Hutchinson's students transfer to Wichita State University

BAASC commends Hutchinson for its work on student assessment for the last five years.

7. **Pratt Community College** – Bill Wojciechowski represented Pratt Community College. Pratt Community College focused on access, retention, completers and diversity. It has two grants that provide resources the institution would not normally have.

Summary of changes from the previous approved performance agreement:
The previous performance agreement has six goals, while this agreement has three. By including three goals PCC is better able to target its efforts instead of diffusing them across too many goals. In the previous agreement, Goal B Improve Learner Outcomes, focused on the completion and retention of students in developmental courses, while Goal B in this agreement primarily focuses on student athletes. Goal A Efficiency/Effectiveness/Seamlessness focuses on online courses and completers in online programs, while in the previous agreement the institution primarily worked on increasing the number of collaborations with other institutions and students enrolling

as a result. Goal D Increase Targeted Participation/Access was included in the previous performance agreement, though the focus has shifted to completions/degrees for this performance agreement.

Discussion followed:

- Pratt's allied health programs align with strategic goals 2 and 5
- Partnerships with Cowley Community College, Barton Community College, Dodge City Community College and Coffeyville Community College for nursing programs
- Pratt has increased math tutoring and re-testing adults to assist in moving students out of remedial courses quicker
- The Student Athletes pilot program is patterned after the Colorado program which has had 80% graduation rate

8. **North Central Kansas Technical College** – Eric Burks represented North Central Kansas Technical College (NCKTC). The performance agreement focused on the skills needed for success, enhance employment skills, improve transition throughout the education process to employment.

Summary of changes from the previous approved performance agreement:

The institution focused on retention and completion in the previous agreement. It did so again for this agreement, but targeted different programs in (Goal B). Goal C indicators are new for this agreement. Goal A Indicator 1 is new to the agreement while Indicators 2 and 3 were included in the previous agreement.

Discussion followed:

- NCKTC has increased advertising and marketing tools increasing the number of students interested in associate degree options and advanced credentials
- Short-term technical training assists business and industry partners with skilled workers
- Increasing the number of 2+2 articulation agreements will help students earn an associate degree

9. **Pittsburg State University** – Lynette Olson and Bill Ivy represented Pittsburg State University. Pittsburg State University worked to align its agreement with the strategic plan. It has focused on diversity with domestic minority and international students, increased degree completion, and emphasis on meeting the needs of the Kansas workforce/economy.

Summary of changes from the previous approved performance agreement:

Goal A in this agreement focuses on retention, degree completion, and scholarships for part-time students. Goal A in the previous agreement dealt with the alignment with secondary schools and two-year institutions. Goal D in the previous agreement focused on the recruitment and retention of minority students while Goal D in this agreement focuses on the recruitment of Hispanic students, nonresident students and international students. Goals B and C are significantly different from the previous agreement.

Discussion followed:

- Meet with the families and individually with the students to help increase Hispanic enrollment
- Scholarships for part-time students will require policy change prior to implementing
- Goal 2 aligns with Foresight 2020 (3) freshman retention
- Increase publicity of the GRAD NOW program that will improve graduation rates and increase the number of degreed individuals in Kansas and the region
- Students' e-portfolio will assist in developing skills needed to secure employment and advance in their profession
- New curricular initiatives are in progress that will meet needs in the economy and open up new areas of opportunities for graduates

The Standing Committee commends Pittsburg State University for a quality performance agreement that aligns well with Foresight 2020.

There being no other business, the meeting adjourned at 11:45 a.m.