Act on Performance Agreements

> **Summary and Recommendations**
> In accordance with K.S.A. 74-3202d and the Board's Performance Agreement Guidelines and Procedures, thirty-three performance agreements are presented to the Board for action. The Board Academic Affairs Standing Committee (BAASC) recommends approval. *(12/14/16)*

Background

K.S.A. 74-3202d provides that "the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution." In addition, "each postsecondary educational institution's receipt of new state funds shall be contingent on achieving compliance with its performance agreement."

All public institutions in Kansas developed a three year performance agreement. The agreements institutions developed are the result of an extensive review process that included substantial communication between Board staff and the individual schools. Major steps in the process include an initial review and subsequent analysis by a team of Academic Affairs directors and communication with each institution on how to strengthen the agreement. Proposed agreements were also reviewed by the Vice President for Academic Affairs before being sent to BAASC.

Because of the volume, the proposed agreements were electronically provided to the Board.

Recommendation

BAASC reviewed the 33 performance agreements at meetings held in August, October, and November, and recommends approval of agreements for institutions listed below:

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Emporia State University Performance Agreement 2017-2019

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Emporia State University	Foresight Goals	3yr	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Close the gap between ESU and its top three peers for first to second year retention rates of the college-ready cohort.	1	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%						
2. Performance of students on institutional assessments - core workplace skills: communication	2	CAAP Writing Skills AY 2013 = 63.4 AY 2014 = 63.1 AY 2015 = 64.0 Baseline: 63.5						
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = $2,565,418 FY2014 = $2,883,190 FY2015 = $2,733,495 Baseline: $2,727,368						
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288						
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	CAAP Math Skills AY 2013 = 57.8 AY 2014 = 57.5 AY 2015 = 58.1 Baseline: 57.8						
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188						

Emporia State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increasing first-to-second year retention rates of the college-ready cohort
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the college ready cohort defined specifically for this indicator as first-year, full-time students. ESU's goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of top peers (76.7%).
Rationale: First-to-second year retention is the foundation for overall student success. Accordingly, ESU has invested resources in improving advising, new student orientation, student support services, course analyses, and studying the demographics and prior academic preparation of our incoming students. Using retention as a peer comparison metric sets a goal to achieve at the highest levels.
Strategies: ESU aspires to close the gap by incrementally increasing retention rates from one year to the next. The Retention Action Team led by the Assistant VP for Academic Success contributes to the planning and implementation of strategic initiatives. The opening of the Academic Center for Excellence and Success (ACES) in the fall 2015 semester provides students access to learning and tutoring services in a newly developed center within the William Allen White Library. We anticipate these retention rates stabilizing with incremental growth over time as improving student success is an institution-wide priority in *The Adaptive University* Strategic Plan, 2015-2025.

Indicator 2: Increase performance of students on institutional assessments: core communication skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the CAAP Writing Skills module as one of the direct measures of student learning for written communication skills. The CAAP Writing Skills instrument measures the understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. All students are required to meet set threshold scores for admission into teacher education programs. The scores on this test module are generalizable and student motivation to perform is high stakes.
Rationale: The CAAP writing test is a research-based standardized assessment regarded as a valid and reliable measure of student attainment of the general education competencies in effective written communication. These skills are necessary for educational attainment regardless of discipline of study. Furthermore, these core workforce skills are essential to individual, workplace, and economic successes for the State.
Strategies: CAAP Writing Skills mean test scores provide a baseline for the generalizable skills of ESU students, meanwhile allowing for some benchmark comparisons with peer and national performances. In addition to the CAAP, composition faculty assess student's writing skills using course embedded assignments and rubrics scoring of student portfolios from both Composition I and Composition II courses. Having the ability to compare internal direct assessment data with CAAP data strengthens efforts to inform student learning improvements.

Indicator 3: Increase Scholarship Funds raised.
Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success. This indicator tracks success in increasing funding available for student scholarships. The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. Not all of the dollars captured in this metric correspond directly to scholarships awarded in a given year, since some gifts will go to endowment.
Rationale: As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families.
Strategies: Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger.
Rationale: Over the past three years, increasing ESU's enrollment numbers for traditional students has been a top priority. In a resource-scarce environment, growing enrollment advances Emporia State University's mission and increases higher education attainment among Kansas citizens.
Strategies: Strategies for increasing enrollment include the hiring of site-specific admissions counselors for Wichita and Kansas City, and expansion of the Corky Plus program (which charges in-state tuition to residents of five Missouri counties bordering the greater Kansas City metropolitan area) to residents of twenty counties in Oklahoma.

Indicator 5: Increase performance of students on institutional assessments: core mathematics skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the CAAP mathematics test score as one of its direct measures of student learning for analytical reasoning skills. The CAAP Mathematics Skills instrument emphasizes quantitative reasoning while measuring student's proficiency in solving mathematical problems encountered in many postsecondary curricula. All students are required to meet set threshold scores for admittance in all teacher education programs. The scores are considered generalizable and student motivation to perform is high stakes.
Rationale: The CAAP mathematics test is a research-based standardized assessment regarded as a valid and reliable measure of student attainment of the general education competencies in mathematical problem solving. Complementary to communication skills, core mathematics skills enable ESU graduates to make significant workforce contributions in many settings, including those in STEM. Mathematical competence and related analytical skills contribute to individual well-being and economic success for the State and its citizens.
Strategies: CAAP Mathematics Skills mean test scores provide a baseline for the generalizable skills of ESU students, meanwhile allowing for some benchmark comparisons with peers and nationally. These scores are one measure used to inform curricular decisions for general education mathematics courses.

Indicator 6: Increase student credit hours (SCH) completed through distance education
Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning. (Data book Table 2.3 Online and FTF Distance)
Rationale: Emporia State University is a leader in serving the needs of Kansans and the nation through distance education delivery. The quality and value of ESU's distance educational programs are widely recognized in many fields, particularly educator training. Relevant to ESU's total student credit hour production, graduate studies distance SCH's significantly contribute to these overall numbers. Specifically, this evidences the breadth and vitality of ESU's graduate distance programs.
Strategies: ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Fort Hays State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase first to second year retention rates	1	Fall 2013: 65.4% (621/949) Fall 2014: 67.2% (659/981) Fall 2015: 68.6% (669/975) Baseline: 67.1%						
2. Increase number of degrees awarded	1	AY2013: 3340 AY2014: 3252 AY2015: 3208 Baseline: 3267						
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	AY2013: 92.5% (37/40) AY2014: 95.0% (38/40) AY2015: 95.0% (38/40) Baseline: 94.2%						
4. Increase number of students (age 25 and above) enrolled	1	AY2013: 5084 AY2014: 5468 AY2015: 5836 Baseline: 5463						
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447						
6. Increase SCH completed through distance education	2	AY2013: 129686 AY2014: 135172 AY2015: 144900 Baseline: 136586						

Fort Hays State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates

This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time degree-seeking freshmen students reported to IPEDS. The university selected this indicator due to its prominence as a KBOR Foresight 2020 goal and because historically we have lagged peers in retention. Our recent performance on this indicator shows yearly improvement which can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen students in that first-year. FHSU has taken substantive action to solidify our focus on the first-year transition of FR students. Notably, the university has taken several steps to build a First-Year Experience Program which helps FR students with transition events. In addition, the university initiated a Learning Community approach that has completed its fifth academic year and indicates positive results for these FR students. The University has also implemented Tiger IQ; an early alert system designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. In Spring, 2016, FHSU was selected to be one of 44 AASCU campuses to engage in a three-year project entitled "Re-Imagining the First Year". Important strategies include, but are not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, implementing Predictive Analytics Reporting (PAR) student-success intervention measurement tool this fall, and 2nd year learning communities. Lastly, the new admissions policies set by KBOR have shown no discernable effect on our retention rates thus far.

Indicator 2: Increase number of degrees awarded

This indicator is a count of the number of degrees awarded during a fiscal year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. One unmistakable focus of Foresight 2020 is the concerted push to matriculate a larger number Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). While our enrollment growth has slowed, particularly with our international partners, and represents the slight decrease in number of graduates with the understanding that program completion lags behind enrollment growth by a number of years – even longer given our success within the distance education demographic. The University's recently expanded Student Engagement and Advising Center was implemented to focus on student retention and graduation. FHSU has also added process improvements to better serve international student enrollment and program completion by hiring a new Executive Dean of Academic Affairs, Asia Operations who is stationed in China.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by USNWR as compared to KBOR peers

This indicator is the percent of degree programs for which FHSU ranks higher in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs) as compared to the approved KBOR peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs). With our history of success operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria which manufacture the comparisons. The combination of access/quality criteria elevate the USNWR rankings above competitors like GetEducated.com which tend to weight access and affordability over other indicators.

Indicator 4: Increase number of students (age 25 and above) enrolled

This indicator is a count of the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. As foresight 2020 intimates, this is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce. FHSU has added several process improvements to better serve adult learners, including our recently expanded Student Engagement and Advising Center and expansion of the number of workforce-focused degree programs available online.

Indicator 5: Increase number of degrees awarded in STEM fields

This indicator is an AY count of the number of degrees awarded in STEM fields. FHSU continues to show strong performance in this area largely because of three initiatives. First, FHSU is the designated institution for the Kansas Academy of Mathematics and Science (KAMS) which now serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science related areas. Second, FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. Finally, FHSU has a successful information networking and information assurance degree program. Recently FHSU added a College of Science, Technology, and Mathematics which is currently growing a student base.

Indicator 6: Increase SCH completed through distance education

This indicator is a FY count of the number of credit hours successfully completed through our Virtual College. FHSU continues to make great advances in distance education. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade. Moving this indicator is possible through a comprehensive online course development process which assures adherence to high levels of academic quality in the virtual environment.

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Kansas State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase 1st to 2nd year Retention	1	AY 2013 = 81.2% (3081/3794) AY 2014 = 83.3% (3128/3755) AY 2015 = 83.4% (3077/3688) Baseline: 82.6%						
2. Increase Number of Degrees and Certificates awarded	1	AY 2013 = 5,347 AY 2014 = 5,325 AY 2015 = 5,461 Baseline: 5,377						
3. Increasing Rank for Total Research Expenditures	3	FY 2012 = $154.9M, control rank = 71 FY 2013 = $163.5M, control rank = 71 FY 2014 = $169.9M, control rank = 70 Baseline: rank average = 70.7						
4. Increase Rank for Annual Giving	3	FY 2012 = $66.9M, control rank = 61 FY 2013 = $75.4M, control rank = 56 FY 2014 = $108.1M, control rank = 37 Baseline: rank average = 51.3						
5. Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500						
6. Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 37.5% (2004/5347) AY 2014 = 37.4% (1993/5325) AY 2015 = 38.4% (2096/5461) Baseline: 37.8%						

Kansas State University Performance Agreement 2017-2019 Narrative

Indicator 1:   Increase 1ˢᵗ to 2ⁿᵈ year retention rates
This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan. Our most recent retention rates demonstrate that the programs and initiatives that have been implemented are working to retain students and help them succeed in their academic work. Such programs as our first-year seminar program, academic living communities, more training and assistance for advisers, and an early warning system designed to alert departments and advisors of students who are experiencing academic challenges early in the semester, are all providing improved support for students. We continue to seek funding for more and larger scholarship packages for incoming freshmen as well as those who are sophomores, juniors and seniors. We continue to provide additional assistance to those students who are admitted through the exception window.

Indicator 2:   Increase number of degrees and certificates awarded
This indicator is a count of the number of degrees awarded during the year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. As we work to improve our graduation rates, we expect the number of degrees and certificates awarded to increase each year.   As noted above in Indicator #1, we have implemented a number of programs that support student success in first-to-second-year retention, with additional enhancements for students beyond their first year, including specific support for second-year students, increased scholarship opportunities for upperclassmen, and a variety of mentoring programs for students. We are also making enhancements to our summer school program to better support students in their progress toward their degree completion. One strategy is to monitor "high-demand" classes during the fall and spring, and assure that those classes will be available in the summer session.

Indicator 3: Increase Rank of K-State on total research expenditures
This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the NSF. The final rank used is from the Arizona State University Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan, and there are a number of factors that are expected to contribute to an increase in total research expenditures, including the growth in research at the Biosecurity Research Institute and the eventual construction of NBAF. Colleges and departments are actively focused on recruitment of faculty who have successful grant funding experience.

Indicator 4: Increase Rank of K-State on annual giving
This indicator is the rank for the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance annual publication. This will be an important metric as we move forward in our fund-raising efforts. We have raised about $886M toward our $1B goal of our Inspiration and Innovation fundraising campaign, and expect annual giving to increase steadily in the coming years. Much effort has been devoted over the past year to provide opportunities for deans and department heads to expand their knowledge of the fundraising process.

Indicator 5: Increase number of historically under-represented students receiving degrees
This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees. Diversity is one of the common elements of K-State 2025, and it is integrated into all seven themes in K- State 2025. Thus, we are very interested in tracking our progress in this area.   Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial.   Over the past number of years, we have recruited and admitted an increasing number of freshmen as well as transfer students from underrepresented

groups. We also have initiated a number of programs aimed at assisting students from historically underrepresented domestic groups with their transition to college, providing opportunities for them to gain research experience and to interact with student and faculty mentors. These and other programs will continue to increase the recruitment and retention of these groups of students in the future. The indicator is an assessment of our ultimate success in helping the students to degree completion.

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
This indicator is calculated using the total number of degrees and certificates awarded in STEM fields (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years, and enrollments in Engineering have increased steadily during that time. This trend is expected to continue. In addition, the College of Engineering has increased its retention rates through a variety of programs, and has recently launched their own Academic Success Center to provide mentoring, advising, and training needed to continue on their paths toward an engineering degree, as well as a post-graduate career. In addition, many STEM fields outside of engineering participate in a variety of student success initiatives, including enhanced advising, undergraduate research programs, and improved access to tutoring, all of which tend to assist students in completing their degree programs.

Pittsburg State University Performance Agreement 2017-2019

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Pittsburg State University	Foresight Goal	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase First to Second Year Retention Rates	1	2012 Cohort = 800/1076=74.3% 2013 Cohort = 816/1128=72.3% 2014 Cohort = 777/1043=74.5% Baseline: 73.7%						
2. Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%						
3. Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013 = (3+1+2+1)/4=1.8 AY 2014 = (2+2+1+2)/4=1.8 AY 2015 = (2+3+1+1)/4=1.8 Baseline: 1.8						
4. Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741						
5. Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1051) AY 2014: 127 (of 1136) AY 2015: 153 (of 1218) Baseline: 131						
6. Increase Amount of Scholarship Funds Raised	3	AY 2013 = $1,800,098 AY 2014 = $2,232,575 AY 2015 = $2,149,830 Baseline: $2,060,834						

Pittsburg State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase First to Second Year Retention Rates

An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., fall 2016 to fall 2017). PSU has been and continues to be a predominantly residential campus that enrolls a significant number of traditional aged, direct from high school students. We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year. Improving on this indicator will lead to improvement on another Goal I indicator, six year graduation rate. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to develop a comprehensive plan to increase student retention, initially targeting freshmen success and first to second year retention rates.

Indicator 2: Increase Success in Student Learning: General Education Math Index

PSU will track level of success in meeting our math general education student learning objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics.* Because math general education courses tend to have a higher rate of withdrawal and incompletes compared to many other general education courses, this index measures the two primary variables for student achievement in general education math courses, specifically, completion of the course with a passing grade and scoring at the Meets or Exceeds Expectations level on the department's standing assessment rubric. The index is calculated as a percentage of the passing rate in general education math courses combined with the mean rubric score. The math rubric was developed in 2012 by a campus-wide task force. In addition, rate of drops, failing grades, withdrawals, and incompletes, (DFWIs) in required general education courses is one of the strongest predictors of degree completion at PSU. Currently, PSU is involved in a major student success initiative, addressing factors that increase likelihood of successfully completing a degree and entering the workforce. Math is targeted initially as it has one of the highest student enrollments along with one of the lowest rates of success of all general education courses at PSU.

Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers

To determine relative rank among five peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of full-time faculty with terminal degrees and research expenditures. Responding to a charge from the Kansas Board of Regents, the University has gone through a thoughtful, data informed process to develop sets of both peer and aspirant institutions by which to benchmark progress on a number of quality measures. University initiatives are directed toward improving the University's performance on all four measures.

Indicator 4: Increase Credit Hours Completed through Distance Education

This indicator assesses growth in distance education opportunities for students by tracking semester credit hours completed through online courses. Using the credit hour metric will allow us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning. It is widely understood that PSU must become more aggressive in the highly competitive online environment. Resources have been allocated and strategies developed to support expansion of online offerings. Faculty professional development and training in online instruction is at the core of this initiative. Over the span of this agreement, PSU will market the twenty current online degree and certificate programs to increase enrollment, expand individual course offerings so that students can complete all general education courses online and add at least one undergraduate and one graduate program for complete online delivery.

Indicator 5: Increase Number of Bachelor's Degrees Granted to Domestic Minorities

This indicator tracks increases in the number of degrees awarded to domestic minority students, whether students started at PSU or matriculated at another institution and transferred to us. In recent performance agreements, our focus has been on access as measured by increases in applications and headcount enrollment of domestic minorities. Our enrollment has increased significantly as we strive to mirror the demographic profile of the state. Though we will continue outreach efforts to attract more domestic minority students to the University, this indicator shifts the focus to student success and completion, a logical next step. Retention and completion initiatives will center on collaborative efforts among the Student Life Division, the Office of Student Diversity, Student Success Programs and faculty advisors in the academic programs. These efforts will include careful attention to major selection, course placement and curriculum planning, as well as proactive measures to encourage success in the classroom and beyond. Examples of these efforts include early alert, academic advising, degree checks, financial aid workshops, and mentoring.

Indicator 6: Increase Amount of Scholarship Funds Raised

This indicator will track success in fundraising for student scholarships. The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families. A three-year scholarship campaign, *Pathways to PSU*, concluded on June 30, 2014. The campaign goal was to raise $12 million for new scholarships; the total raised was $13.1 million. The current capital campaign, Proven.Promise.PittState., also has a scholarship component; to raise an additional $8 million for scholarships through FY18.

University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Degrees Awarded	1	AY 2013 6196 AY 2014 5953 AY 2015 5768 Baseline: 5972						
2. Increase First to Second Year Retention Rates	1	AY 2013 80.0% (2989/3736) AY 2014 80.5% (3191/3964) AY 2015 80.1% (3237/4043) Baseline: 80.2%						
3. Increase Percent of Degrees Awarded in STEM Fields	2	AY 2013 29.0% (1799/6196) AY 2014 28.5% (1697/5953) AY 2015 28.9% (1669/5768) Baseline: 28.8%						
4. Federally Financed Research and Development Expenditures Ranking among public institutions	3	FY 2012 38th FY 2013 38th FY 2014 38th Baseline: 38th						
5. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2013 930 FY 2014 1199 FY 2015 1257 Baseline: 1129						
6. Increase Level of Philanthropic Support	3	FY 2013 $169 M FY 2014 $162 M FY 2015 $220 M Baseline: $183.7 M						

University of Kansas Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Degrees Awarded
• This indicator records the number of degrees that are conferred.
• The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
• The Vice Provost of Undergraduate Studies provides leadership to improve our students undergraduate experience and the quality of our undergraduate education. This unit oversees the KU Core curriculum, experiential learning, first-year experience, and academic support services, including the undergraduate advising center, the academic achievement and access center, the writing center, and the career center. The undergraduate core curriculum significantly reduces the number of general education course requirements and better enables students to focus on fundamental skills, building a broad background of knowledge, generating opportunities for blending and creating ideas, strengthening an appreciation of cultural and global diversity, and cultivating ethical integrity. By improving the student experience we hope to improve our retention rate and ultimately the number of degrees awarded.

Indicator 2: First to Second Year Retention Rates
• This indicator records the percent of first-time, full-time freshmen who are retained after one year.
• Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.
• Retention efforts include orientation seminars for freshmen and at-risk students, use of an academic early warning system, freshman seminars with 19 or fewer students taught by senior faculty, HAWKLink, freshman tutoring, supplemental instruction, (co)curriculum mapping, and significant course redesign to engage students in deeper learning and ultimate success.

Indicator 3: Percent of Degrees Awarded in STEM Fields
• This indicator records the percent of students who earned degrees in science, technology, engineering, or mathematics fields.
• STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
• KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we have added faculty to maintain the desirable student/faculty ratio, adding support staff to lead expansion of student recruitment, retention, and support activities, and added facilities that address high-tech research, classroom, and office space necessary for successful expansion.
• Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Indicator 4: Federally Financed Research and Development Expenditures Rankings among Public Institutions
• This is our ranking of the amount of federally financed research and development expenditures we receive compared with other national public universities based on the NSF survey.
• These rankings indicate the competitiveness of the research conducted by KU faculty and students, and demonstrate how KU's research strength is an asset for the state. The University supports the state's economy through discoveries in human health, education, energy and many other fields that generate prosperity and well-being for people across the state.
• We are working to improve our national reputation by highlighting the important research done at KU. We conduct more research than all other universities in Kansas combined. KU researchers are extremely active, competitive, and successful in obtaining external support for their work, reflecting a huge return on the state's investment in talented faculty. While the economic benefit of KU research in Kansas is clear, federal funding for research is expected to decline. Nonetheless, KU will continue work to remain competitive in the uncertain federal financial climate to maintain our ranking.

Indicator 5: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
• The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the University's research discovery and innovation is brought to the public.
• One of KU's *Bold Aspirations* goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.
• This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.

Indicator 6: Philanthropic Support
• This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
• Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
• KU Endowment publicly launched *Far Above: The Campaign for Kansas* in April 2012, a $1.2 billion comprehensive fundraising campaign which sought support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future. The philanthropic support generated from contributions to the KU Endowment during the *Far Above* campaign has positively impacted this indicator.

Contact Person: Robert Klein   Phone and email: 913-588-1258 / rklein@kumc.edu   Date: 6/27/16

University of Kansas Medical Center	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698						
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6%						
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 25						
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179						
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3304/6786) CY 2013: 49.1% (3269/6652) CY 2014: 51.0% (3152/6134) Baseline: 49.6%						
6. Increase Commercialization and Entrepreneurship (e.g., license agreements &	2	FY 2013: 930 FY 2014: 1199 FY 2015: 1257 Baseline: 1129						
7. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1779 AY 2014: 1963 AY 2015: 2970 Baseline: 2237						

University of Kansas Medical Center Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Certificates and Degrees Awarded

The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).

The total reflects the dedication of our faculty, students, and staff to provide the next generation of highly skilled physicians, nurses, health care professionals, and biomedical researchers.

Most degree programs at the Medical Center have capped enrollment. The intrinsic nature of medical and health care education requires large numbers of faculty to provide classroom instruction or to act as preceptors in the clinical setting. Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow. Recently our Doctor of Physical Therapy program increased its incoming class size by 50% (from 40 to 60) to help alleviate the shortages for highly trained physical therapists in the state and region.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields

The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields, as broadly defined by the Board of Regents. The definition of STEM used by the Board of Regents includes the fields of medicine and nursing, hence a large percentage of the degrees granted by the schools at KUMC will be considered STEM.

STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings

The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria:

KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding.   In 2015, six departments met this goal, including Anatomy & Cell Biology (#6), Preventive Medicine & Public Health (#8), and Neurology (#8).

KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings. In 2015, four Health Professions graduate programs were in the top 25 (public), highlighted by Occupational Therapy at #2 and Audiology at #7. The Nursing master's program was #16 amongst public university online nursing programs.

The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings. In 2015, all 12 possible adult specialties achieved this recognition. In the top 30: Pulmonology (#17), Geriatrics (#17), Neurology & Neurosurgery (#19), Ear, Nose & Throat (#21), Diabetes/Endocrinology (#26), and Cardiology (#26).

The indicator encompasses the educational, research, and clinical missions of the Medical Center. Improving our recognition as a regional and national leader in healthcare and academic research is a high priority for us.

The Medical Center continues to promote and expand communication of the research and academic accomplishments of our faculty through enhanced presentations and participation in national and international meetings.

Indicator 4: Number of Medical School Graduates (MDs)

The indicator is the number of graduates from the MD program.

The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

The KU School of Medicine had its first graduates in 2015 from the campus in Salina, where the program is aimed specifically at students with a desire for rural practice. The opening of the Health Education Building (HEB) in 2017 will allow for an updated medical curriculum emphasizing small-group, interdisciplinary studies and expanded simulation. The HEB and potential future expansion efforts in Wichita improves the ability of the School of Medicine to train additional medical students annually across the campuses.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC
This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC.
KUMC has risen to the challenge of addressing the national shortage of primary-care doctors and critical shortage of rural physicians. With the opening of the Salina campus and expansion in Wichita, KUMC desires to see more of its graduates practice in either underserved or rural areas in Kansas.
Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Indicator 6: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the university's research discovery and innovation is brought to the public.
One of KU's *Bold Aspirations* goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.
This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities
This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care.
Evidence suggests that interprofessional teams enhance patient quality, lower costs, decrease patients' length of stay, and reduce medical errors. A major goal set by the National Institute of Medicine (2003, 2012) is to promote interdisciplinary teamwork as a core competency in patient-centered care. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.
In 2015, the Zamierowski Institute for Experiential Learning opened on campus, a collaboration between KU Hospital and KU Medical Center, which provides advanced health care simulation to ensure optimal clinical education and patient outcomes. The new Health Education Building will provide the educational space and technology for modern curricula with a focus on interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at KUMC and the KU School of Pharmacy.

Wichita State University Performance Agreement 2017-2019

Fall 2015 FTE: 14,017

Date: 06/16/2016

Wichita State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 AY2014: 3,087 AY2015: 2,975 Baseline: 3,020						
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) AY2014: 34.8% (1,074/3,087) AY2015: 38.5% (1,144/2,975) Baseline:35.4%(1,069/3,020)						
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: $25,306,000/ranking:1 AY2014: $28,797,000/ranking: 1 AY2015: $29,146,000/TBD Baseline: $27,750,000/ranking: 1						
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291						
5. Increase the second year retention rate of first-time/full-time freshmen	1	Fall 2012: 74.5% (954/1,280) Fall 2013: 74.6% (909/1,218) Fall 2014: 72.0% (996/1,384) Baseline: 73.6% (953/1,294)						
6. Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY2013: 3,206 AY2014: 2,991 AY2015: 2,902 Baseline: 3,033						

Wichita State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase number of certificates and degrees awarded
Rationale: In concert with the primary objective of Foresight 2020, increasing degree completion, a student success initiative aimed at increasing degree completion (called the Graduation Partnership [GP]) will be the focus for this indicator.   It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017.
Description: The GP is a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.
Data Collection: This will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

Indicator 2: Increase the percent of STEM degrees conferred
Rationale: A major initiative of Foresight 2020, increasing graduates with STEM credentials, provides the main rationale for this indicator. WSU is also the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. Activities aimed at increasing STEM graduates will be the focus for this indicator.
Description: Several initiatives are underway to increase the number of STEM discipline graduates. Funding from the State University Engineering Act has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group in LAS oversee and operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.
Data Collection: This will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Rationale: WSU has made a name for itself as a university-based research center, providing research, design, testing and certification to the aviation manufacturing industry. Enhancing industry-based research is one of the focuses of WSU's strategic plan and for this indicator.
Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2014], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.
Data Collection: Data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)

Rationale: WSU is the most diverse public university in the state. Our goal is to not only further diversify the undergraduate student body so it is more reflective of the community we serve, but also work towards a higher degree completion rate among underrepresented minority (URM) graduates.

Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach to under-represented minority groups such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students. Additionally, a retention scholarship in the amount of $500 is provided to underserved freshmen after their first semester if they reenroll in 12 hours the following semester and have a GPA of 2.5. The scholarship is renewable as long as minimum criteria are met.

Data Collection: Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Indicator 5: Increase Second Year Retention Rate of First-Time/Full-Time Freshmen

Rationale: Retention of traditional UG students is a major focus on the WSU campus, Foresight 2020, and at the center of our plans for enrollment growth.

Description: Three main initiatives are the focus of this indicator and include: 1) The Graduation Partnership (GP), a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates 10 percent by 2020. It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017. 2) The University is developing a strategic enrollment plan, which includes enhancing and developing our retention efforts.

Data Collection: Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student (> 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2017 the 2016 cohort will be measured, for 2018 the 2017 cohort will be measured, and 2019 the 2018 cohort will be measured. Our goal is to increase retention 10% by 2020, which requires a 0.8% increase per year.

Indicator 6: Increase the number of undergraduate Kansas degree seeking adult learner students ages 25-64

Rationale: This indicator focuses on our adult learner initiatives, which includes our degree completion and flexible learning programs aimed at increasing overall enrollment of the non-traditional adult learner.

Description: Our main degree completion program, called WSU complete, provides flexible programs (full-time or part-time) that start on 8-week cycles and is offered during the evening and weekends at WSU's west Wichita campus. Eligible students include those who are returning to college or transferring from another institution after a gap in their education. $2,500 scholarships (from the Osher Reentry Scholarship Program [part-time students can receive $1,500]) will be awarded to help undergraduate students who have experienced a five-year cumulative gap in their education re-enroll. Targeted marketing efforts for adult learners will also be implemented.   This initiative supports our goal to provide flexible opportunities for adult learners to obtain a college degree.

Data Collection: Data collection will be based on undergraduate KS resident student headcount of those aged 25-64 (i.e., number of unique heads during the AY).

Contact Person: Dr. Nancy Tate   Phone and email: nancy.tate@washburn.edu   Date: 8/15/2016

Washburn University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
Increase first to second year retention rates of first time full-time freshmen (Washburn University).	1	F 12 Cohort 517/803 64.3% F 13 Cohort 509/779 65.3% F 14 Cohort 514/753 68.3% Baseline: 65.9%						
Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013 - 2,319 AY 2014 - 2,583 AY 2015 - 2,431 Baseline: 2,444						
Increase the ranking among the state public universities as measured by the endowment per FTE student.	3	2012 Rank 2 2013 Rank 2 2014 Rank 2 Baseline: Rank 2						
Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.	2	FY13 - 27,329/162,754=16.8% FY14 - 26,3386/155,304=17.0% FY15 - 26,051/149.024=17.5% Baseline: 26,589/155,694=17.1%						
Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13 - 2,152 FY14 - 1,940 FY15 - 1,722 Baseline: 1,938						
Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013 – 1,071 AY 2014 – 1,909 AY 2015 – 1,986 Baseline: 1,655						
Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013 – 46 FY 2014 – 41 FY 2015 – 40 Baseline: 42						

Washburn University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of first time full-time freshmen (Washburn University/Washburn Tech).
Because of our commitment to the retention of Washburn students at both Washburn University and Washburn Tech, the university has implemented new initiatives to assist in this endeavor. Washburn University through the Center for Student Success and Retention (CSSR) has implemented new initiatives to orient first year students through the provision of college success strategies such as time management, note taking, goal setting and academic communication and by creating and enhancing need-based services in the offices of Prior Learning and Testing, Academic Advising, Undergraduate Initiatives and the University Writing and Tutoring Center. Washburn Tech's Learning Assistance Center, the Advantage Center, provides opportunities for under-prepared individuals to acquire skills to succeed in technical training programs and enter employment. Tech students may come to the Advantage Center already enrolled in technical programs to attend workshops so they can complete the College Skills course, use specialized software to enhance their learning, access computers to complete class assignments, participate in on-line courses, or visit a tutor. The data regarding full-time first-time freshmen is provided to the Kansas Board of Regents annually as a subset of our fall census data and will be provided annually by KBOR. Our baseline data indicate our retention rate has increased during the past three years. It is our hope that the initiatives currently underway, coupled with additional co-curricular programming and staffing, will increase our first to second year retention rate of first time full-time freshmen.

Indicator 2: Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).
Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR's strategic goal to increase higher education attainment among Kansas citizens.   The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD file submission. Our baseline data indicate the total number of certificates/degrees awarded by Washburn University has remained relatively constant (1,368; 1,354; 1,351) while the number awarded by Washburn Tech has fluctuated over the past three years, with a surge experienced in AY2014 (951; 1,229; 1,080). With the decreasing number of high school students graduating annually, future increases in certificates/degrees awarded will be challenging and will require a concerted effort by the university and Washburn Tech to retain and graduate more of our existing students through enhanced support services. We have implemented success strategies in gateway courses (courses completed by a great many students) at Washburn University with high numbers of students earning grades of D or F or withdrawing from the course, thus impeding their goal of obtaining a degree or certificate, and we will be reviewing the success of these strategies. Washburn Tech has made a concerted effort to expand both the capacity of existing programs as well as increasing the number of program offerings. In the last three years, capacity has been increased in Diesel Technology, Automotive Technology, Computer Repair and Networking, and Graphics Technology. New programs have been added in Building Technology – Cert A, Welding Technology – Cert A, Locomotive Diesel, Machine Technology – Cert A, Phlebotomy, Emergency Communications, Commercial Truck Driving, and Cosmetology. Through these efforts we anticipate we will be able to make progress attaining this goal.

Indicator 3: Increase ranking among the state public universities as measured by the endowment per FTE student.
Alumni giving is becoming increasingly important as state support of higher education remains stagnant or decreases. The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO/Commonfund Endowment Study. The 3-year baseline data indicate that Washburn's endowment/FTE student consistently ranks second among the seven public universities in Kansas. Our goal is to continue to maintain or increase our ranking. It should be noted the trend for alumni giving participation rates across the country is projected to continue downward in the years ahead, so reaching this goal may be challenging, but the Washburn University Foundation has an established plan to maintain and, hopefully, increase alumni participation and philanthropic giving.
Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.

Washburn is attempting to meet the needs of place bound and working students who find it difficult to attend face-to-face classes by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals and support the economic growth of the state. Online

courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters). Our 3-year baseline data show a small percentage of total student credit hours being completed online. However, the Washburn Board of Regents has identified as one of our strategic initiatives to increase the percentage of online student credit hours being completed in the mix of all student credit hours. This goal may be challenging given the competitive nature of and increased choices for online courses.

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.

Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions.   We have invested university resources to support this endeavor through the creation of a prior learning assessment center and increased support for military personnel as well as by developing alternative format scheduling in some of our academic programs. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually. Baseline data indicates a steady decrease in the number of adult learners on campus; however, we are hoping reverse this trend and increase this number annually based on the initiatives we are undertaking. This will be challenging since the campus must create a campaign to attract adult learners and provide meaningful support and attractive academic options for them once they begin their studies.

Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)

Washburn Tech has worked closely with business and industry and KBOR to identify the relevant certifications in each of its programs. Many more students now have the opportunity to take industry-recognized certifications in their programs or at the completion of the program, including WorkREADY certificates. These certifications indicate to our business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed. This indicator will measure the number of students who receive industry-recognized credentials, either during or at the completion of their program of study. This indicator was chosen because it is a direct measure of our success in meeting the needs of the Kansas economy. The data are collected from students and from official websites where the results are published. Our baseline data shows that we made tremendous strides between 2013 and 2014 and then have somewhat leveled off. It is our goal to continue this positive trend.

Indicator 7: Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)

Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency. Tech also assists adults in the completion of a secondary school education and the GED. Additionally, students are assisted to build skills in critical thinking, workforce preparation activities such as self-management, working with others, getting and keeping a job and using information and in the transition to post-secondary education. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. This indicator was chosen since GED and AOK have become an integral part of Washburn Tech. Data is collected through the State of Kansas Adult Education database. Washburn Tech anticipates increasing numbers from the current trend of declining completion following the transition of the program from USD 501 to Washburn Tech.

Allen Community College Performance Agreement 2017-2019

Date: 8/19/2016

Allen Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1	2010 9.2% (12/131) 2011 26.9% (32/119) 2012 19.4% (18/93) Baseline: 18.1% (62/343)						
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487						
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2	2012 66.7% (371/556) 2013 68.9% (370/537) 2014 65.8% (267/406) Baseline: 67.2% (1008/1499)						
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1404)						
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1838) 2011 51.5% (829/1609) 2012 56.6% 680/1202 Baseline: 53.0% (2463/4649)						
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline:77.4%(2044/2639)						

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Allen Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen
Using the Kansas Higher Education Data System (KHEDS) report, three year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate.

Indicator 2: Increase the number of certificates and degrees awarded
Using the KBOR KHEDS report, the total number of certificates and degrees awarded each year will be reported. Allen has focused the past several years on aligning its certificates with its associate's degree programs. In concert with indicator 1, this should produce additional completers. Increased certificates and degrees are part of the KBOR goals for increasing higher education attainment.

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR
Using data from the KBOR KHEDS, percentages of Allen students who are employed in Kansas after graduation or completion of a certificate or who transfer to a KBOR institution will be reported. Since many of our students are interested in immediate employment, this is an important indicator. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better
The Allen Information Technology Department will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Intermediate Algebra is the biggest "gateway" (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate's degree – College Algebra. A recently instituted Mathematics Center, with a full-time Coordinator, Individualized tutoring, a new Pearson developed online course, providing NeTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Indicator 5: Increase the Success Index Rate for student completion and retention
Using data provided through the KBOR KHEDS, cohorts will be tracked for 3 years and reported into a success index that measures completion of a certificate or degree for each student or if they have not received a certificate or degree, if have been retained in higher education. Students who have completed a certificate or degree or are still retained in higher education are counted in the success rate. Since the majority of students at Allen have at least a bachelor's degree as a goal, this indicator should reflect success in both those who obtain an associate's degree as well as students who leave Allen and move on to a university before graduating. The 2+2 agreements and transfer agreements with universities will contribute to the success of Allen students. The Jenzabar degree check now available in each student's portal should also help students move seamlessly to degree completion.

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better
The Allen Information Technology Department will provide data on the total number of students who complete the initial college level writing course, COL 101 English Composition, with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Writing skills are essential to college and career success. Allen has developed a writing center for both on ground and online students. A newly revised online course shell has been developed by one of our award winning instructors for the English Composition course. These both should positively influence student success.

Barton Community College Performance Agreement 2017-2019

Contact Person: Robin Garrett   Phone and email: 620-792-9303; garrettr@bartonccc.edu

Fall 2015 FTE: 4,291

Date: 8-15-16

Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded. (FY)	1	2013 = 1032 2014 = 977 2015 = 830 Baseline: 946						
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1528/1804 (85%) 2014 = 1298/1566 (83%) 2015 = 1184/1398 (85%) Baseline: 4010/4768 (84%)						
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1059 (80%)						
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (52%)						
5 Increase three-year graduation rate of college-ready cohort.	2	2013 = 92/387 (23.80%) 2014 = 108/377 (28.60%) 2015 = 179/516 (34.70%) Baseline: 379/1280 (29.60%)						
6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY)	2	2013 = 645/1430 (45%) 2014 = 680/1528 (45%) 2015 = 550/1502 (37%) Baseline: 1875/4460 (42%)						

Barton Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the number of degrees and certificates awarded.
Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by "Number of degrees produced". Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. For Barton, there were 556 completers in 2010 and by 2015 there were 830. If Barton can continue to grow, we believe we can impact and support KBORs desire to increase higher education attainment of Kansans to 60% by 2020.

Indicator 2: Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses.
Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of correct answers on the associated competency questions, divided by the total number possible answers pooled in the multiple sections of each of the five courses indicated below, resulting in the percentage of successful responses. Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications
1. Use word-processing software to create, edit and produce professional looking documents
2. Create spreadsheets and charts to analyze, investigate and/or interpret numerical and financial data to support problem-solving process
BSTC 1685 - Spreadsheet Applications
1. Determine which chart type should be created and create and format a 3-D column or pie chart using the Chart Wizard.
2. Recognize order of operations used in formulas and be able to adjust formulas as necessary.
ECON 1615 - Personal Finance
1. Identify and use financial statements and budgeting tools
2. Explain the positive and negative aspects of borrowing (credit cards, consumer loans, home loans and car loans)
MATH 1819 - Business Math
1. Apply ratios and proportions to problem-solving situations.
2. Calculate salary on the basis of weekly, biweekly, semimonthly, and monthly pay periods.
MATH 1806 - Technical Math
1. Solve application problems involving basic arithmetic operations, measurement, and percentage.
2. Use formulas to solve for an unknown quantity

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY
Foresight 2020, Goal #2: Improve Economic Alignment; as measured by "Performance of students on selected third-party technical program certificate/credential assessments". Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. The College's Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student

credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency MedicaServices (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam. Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

Indicator 4: Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).
Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations. Barton's goal is to increase the retention of low- performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful "milestones" within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid- term during the first semester, and for the subsequent semester. The chart indicates the "low performing students" retained as the numerator, and all "low performing students" in the denominator.

Indicator 5: Increase three-year graduation rate of college-ready cohort. Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton's standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Indicator 6: Increase the percentage of student performing at the "Proficiency" level on a mandatory competency within written communication assessments of gen ed.
Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations; and as an 'Institution Specific' indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, 'Proficient', is counted from both courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of "proficient' to indicate successful completion of this indicator. The reported data is reflective as follows: the numerator identifies the number of students performing at the "Proficiency" level, and the denominator reflects the total number of students in the courses being assessed.

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Butler Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Number of certificates and degrees awarded annually	1	AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463						
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 2013 = 63.5% (464/731) Fall 2014 = 61.5% (450/732) Fall 2015 = 62.2% (530/852) Baseline: 62.4% (1444/2315)						
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012						
4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term	1	AY2014 = 65% (41/63 – spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404)						
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302						
6 Directional Improvement in College Algebra Pass Rates	1	AY2014 = 67.24% (1248/1856) AY2015 = 63.60% (1092/1717) AY2016 = 64.68% (1174/1815) Baseline: 65.2% (3514/5388)						

Butler Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Number of certificates and degrees awarded annually
Using the Kansas Higher Education Data System, Butler will report the total number of certificates and degrees awarded each academic year. Our Student Success strategic priority is the center of our ongoing strategic plan, as reflected in our goal to ensure "Students Finish What They Start." Over the last three years Butler has started several student success initiatives aimed at improving effective teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on setting and achieving retention goals at the course and program levels. Together, this work will contribute to an overall increase in credentials.

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)
This indicator tracks the first- to second-year retention rates provided by KBOR for first-time, full-time, degree-seeking undergraduate students who return to enroll of the fall term of the subsequent year at Butler. In the last three years Butler has developed a more effective, strategic approach to enrollment management. We have developed the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Over the next three years college faculty will implement retention goals at the course and program level targeted to address specific student needs. This work will contribute to an increase in retention for college-ready students.

Indicator 3: Award of third party technical credentials
A top-notch vocational education combined with the appropriate professional credential is a key competitive advantage for individuals entering the workforce or starting new careers. Working through its professional and industry network, and leveraging the capacity built through the federal Perkins IV program, Butler has identified appropriate industry credentials for its different technical programs. Faculty and staff provide the information to program students, who are then instructed according to the specifics of these credentials. Program faculty also facilitate the necessary testing and implement a systematic process to track the attainment of credentials. For this indicator Butler tracks credentials awarded to students in Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Welding (American Society of Welding), Networking Technology (Microsoft and other industry credentials), Culinary Arts (Serve Safe certificate) and Automotive Technology (Automotive Service Excellence certificates).

Indicator 4: Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term
Butler is again expanding its Accelerated Learning Program (ALP), a model that allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. The program is rigorous, the courses are integrated by design, and trained instructors use cognitive and non-cognitive techniques. The program has proven to be effective. It greatly decreases the attrition between the developmental and college level courses in the traditional sequence and increases the number of students who pass EG101 with a C or better and are ready for more college-level work. Butler piloted four "sets" of combined EG060/EG101 sections in fall 2013 and began tracking success rates in spring 2014. In comparison to a 2011-2012 baseline pass rate of 39% in the traditional sequence of EG060 and EG101 courses, the EG060/101 ALP pass rate in spring 2014 was 65%, fall 2014 was 69%, spring 2015 was 66%, and fall 2015 was 63%. Because of these pass rates, which are in the range of national models, Butler is requiring all students who place in developmental English and are not referred to Adult Education to enroll in ALP as of fall 2016. Success will be computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or who withdraw before the end of the term.

Indicator 5: Increase in the number of STEM technical certificates and degrees

Butler will help students develop applied STEM skills that will enable completers to attain jobs in occupations critical to the future of the south-central Kansas economy. This indicator focuses on two core job clusters – Information Technology and Healthcare. The college has built a sustainable infrastructure to provide pathways to occupations in these clusters. The college established early college academies for high school students interested in IT and Healthcare and, with funding from a federal TAACCCT grant, has established an IT Institute for college students. As well, Butler will continue to maintain robust EMT and Nursing programs. The programs included in this indicator are Database Administration, Windows, Software Development, Engineering Graphics Technology, Engineering Technician, Cybersecurity, Interactive 3D, Internetworking/CISCO, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes in our institutional information system are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NUR.)

Indicator 6: Directional Improvement in College Algebra Pass Rates

Successfully completing College Algebra is the most important leading, predictive indicator for completing a college credential. Nationally, failure to get a passing grade the first time around is an obstacle to completion for about 60% of college students who quit before earning a credential. Students who don't pass College Algebra often leave school in their first year of enrollment. Butler has initiated a significant redesign of its math sequence, from the lowest developmental course through College Algebra. The project entails dividing existing courses into one-credit modules that would enable students to develop just the skills they need to pass College Algebra. These modules will include enhancements to in-class learning support and tutoring, and help with improving study skills and other noncognitive skills. The intent of the redesign is to lessen the time students need to move through the developmental sequence and to improve the number of students ready to pass College Algebra in their first attempt. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of A, B or C (the numerator) by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends (the denominator).

Cloud County Community College Performance Agreement 2017-2019

Contact Person: Brenda Edleston   Phone and email: (785) 243-1435, ext 249; bedleston@cloud.edu

Cloud County Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of "college ready" cohort.	1	F12 to F13: 78/140 =55.7% F13 to F14: 82/164 =50.0% 14 to 15: 110/191 =57.6% Baseline: 270/495 = 54.5%						
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611						
3 Increase number of 3rd party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362						
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%						
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1552=42.3% AY13-14:574/1383=41.5% AY14-15: 551/1335=41.3$ Baseline: 1782/4270= 41.7%						
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226						

Cloud County Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of "college ready" cohort.
CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "College ready" students are defined as those students who were not enrolled in any developmental courses in their initial term. Most of CCCC's developmental courses are offered in the areas of communications and math. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester. Students enrolled in developmental courses at CCCC are reported to KBOR each year through the KHEDS report. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports. For the fall 2013, there was a 55.7% retention rate (78/140 students), for fall 2014, there was a 50.0% retention rate (82/164 students), and for fall 2015, there was a 57.6% retention rate (110/191 students). The average three-year history is a 54% retention rate of the college ready cohort.

Indicator 2: Increase number of certificates and degrees awarded.
Students continue to have a wide range of educational goals that include earning certificates and degrees. To facilitate degree attainment, CCCC offers a wide range of learning opportunities including concurrent, online, distance learning/ITV, hybrid classes, community outreach and on-campus classes, and business and industry courses. CCCC is focused on increasing the number of students earning certificates and degrees. Students who complete certificates and degrees each year are reported to KBOR through the KHEDS report. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports. In 2012, 302 certificates and degrees were awarded, in 2013, 936 were awarded, and in 2014, 596 were awarded. The average three-year history of certificates and degrees awarded is 611.

Indicator 3: Increase number of third party credentials attained.
With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by CNA and CMA students, students receiving a CDL license, and those who pass NCLEX exams. In 2012-13, 357 credentials were earned in these areas, in 2013-14, 324 were earned, and in 2014-15 406 were earned for an average three-year history of 362 third party credentials earned.

Indicator 4: Increase first to second year retention rates of "non-college ready" cohort.
CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "Non-college ready" students are those who have enrolled in at least one developmental course during their initial term of enrollment. CCCC annually identifies more than 50% of its incoming students as needing at least one developmental course, most often in the areas of communications or math. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of "non-college ready" students and work to increase the retention rates. Using CCCC's Jenzabar Management Information System, students who take at least one developmental course will be identified and tracked to measure retention rates from their initial fall enrollment term to the following fall term. From fall 2012 to fall 2013, the "non-college ready" retention rate was 43.1% (66/153 students). From fall 2013 to fall 2014, the retention rate was 41.2% (61/148 students). From fall 2014 to fall 2015, the retention rate was 46.6% (89/191 students). The average three-year history of retention of "non-college ready" students is 43.9% (216/492 students).

Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt.
Students face a number of hurdles in their attempts to attain a degree or certificate. One of these hurdles is "gateway courses." The two gateway courses of

CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student's perseverance to degree completion.   CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. Successful completion will be defined as achieving a letter grade of "A," "B," or "C." A review of institutional course data will indicate first attempt pass rates. In 2012-2013, the rate of successful completion was 42.3% (657/1552 students) disaggregated as CM 101: 39.1% (358/916) and MA 111: 47% (299/636). In the 2013-2014 academic year, the success rate was 41.5% (574/1383 students) disaggregated as CM 101: 39.1% (310/792) and MA 111: 44.7% (264/591). In 2014-2015, the aggregated success rate was 41.3% (551/1335 students) in which the CM 101 success rate was 43.4% (343/791), and the success rate for MA 111 was 38.2% (208/544). The three-year aggregated success rate history for CM 101 and MA 111 is 41.7% (1782/4270 students) disaggregated as CM 101: 40.5% (1011/2499) and MA 111: 43.5% (771/1771). CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

Indicator 6: Increase the number of completers in online allied health and nursing CEU courses.
In north central Kansas, there is a significant need for credit and non-credit online allied health and nursing continuing education unit (CEU) opportunities because people are balancing financial and family commitments, working, and are often place bound with no ability to travel long distances to take college courses and maintain licensing requirements. CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for these populations. CCCC will track the successful completion of its Allied Health CEU courses through a review of institutional course data.   Successful completion is achieved when the student receives a letter grade of "A," "B," "C;" or "P" for "pass." These completion numbers will be used as a measure of progress toward the target. During 2012-13, 225 students completed CEUs. In 2013-14, 206 students completed.   And in 2014-15, 248 students successfully completed Allied Health CEUs. The average three-year history for the completion of nursing CEU courses is 226 students.

Coffeyville Community College Performance Agreement 2017-2019

Contact Person: Aron Potter   Phone and email: 620 251-7005, potter.aron@coffeyville.edu

Coffeyville Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percentage of first to second year retention rates for college ready students.	1	2012 – 165/248 66.5% 2013 – 169/276 61.2% 2014 – 130/221 58.8% Baseline: 464/745 62.2%						
2 Increase the number of certificates and degrees awarded.		2013 – 499 2014 – 560 2015 – 524 Baseline: 527						
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526						
4 Increase the credit hours awarded through Credit for Prior Learning		2014 – 56 2015 – 17 2016 - 16 Baseline: 29						
5 Increase the three year completion rate of minority students graduating with an Associate degree or certificate.		2010 53/185 28.6% 2011 78/245 31.8% 2012 81/204 39.7% Baseline: 212/634 33.4%						
6 Increase Success Rates of Students in Developmental Courses		2013 – 212/316 67.1% 2014 – 200/273 73.3% 2015 – 222/309 71.8% Baseline: 634/898 70.6%						

Coffeyville Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the percentage of first to second year retention rates for college ready students.
Percentage of first to second year retention of college ready students will be calculated based on first time, full time, degree seeking students who are enrolled on the 20th day for two consecutive fall terms and are not enrolled in any developmental courses in the first term. Developmental courses are defined as credit bearing courses that do not count toward credit hours necessary for graduation. Students are required to enroll in developmental courses if they do not meet specified admission and placement requirements for college level courses. CCC chose first to second year retention, as it is the key to improvement in student success for most first year students. Our three year average for fall to fall retention of college ready students is 45%. Therefore, the attrition rate is 55%, which accounts for more than half of students who enroll as first time freshman with no measurable gap in their ability to successfully complete college level courses. CCC has a long history of successfully working with students that are not college ready, we plan to use some of these proven strategies to increase the retention rates for our college ready students. We will use our existing student success center and support services to implement strategies that target first semester, college ready students. The retention strategies will include an early alert system to identify students who do not perform well on their first exam or assignment, targeted study sessions based on student needs and peer tutoring.

Indicator 2: Increase the number of certificates and degrees awarded.
The number of certificates and degrees awarded as indicated in the Kansas Higher Education Data System will be used to determine indicator two. Increasing the number of students who have a certificate or degree is critical in supporting the Foresight 2020 goal of increasing higher education attainment among Kansas citizens. This indicator also aligns with CCC's strategic goal of ensuring students receiving degrees and certificates attain employment in a wide variety of industries. Our three year average of students earning a certificate or degree is 566. This calculates to approximately 47% of our full time equivalency (566/1200) receiving a certificate or degree. We plan to concentrate on awarding more technical degrees and certificates, as surveys of local industry indicate a lack of skilled workers in technical areas including electrical technology, welding, construction, allied health and others. CCC has developed a committee that will continue to detail tactics for recruiting and retaining students with an interest in, and aptitude for, career and technical programs. Our strategies include working with local high schools to identify students who have the potential to earn a certificate while still in high school. We are also working with local business and industry to determine the critical training and certificates their workers need to improve skills and productivity. Student academic support will be provided through our student success centers located at our main campus and two technical campuses.

Indicator 3: Increase the number of students successfully completing industry recognized third party credentials.
Data will be collected from the Kansas Higher Education Data System to determine the number of industry recognized third party credentials. The third party credentials CCC students receive include; American Society of Mechanical Engineers, Auto Service Excellence, National Center for Construction Education & Research Certification, Microsoft Office Word 2007, Microsoft Office PowerPoint 2007, Occupational Safety & Health Administration (OSHA) 10 hour certification, Occupational Safety & Health Administration (OSHA) 30 hour certification, American Welding Society, EPA Section 608 approved certification, Certified Dietary Manager, American Medical Technologist Examination, Registered Nurse (National Council Licensure Examination), Licensed Practical Nurse (Kansas State Board of Nursing Examination), Emergency Medical Technician – Intermediate National Registry Exam/Kansas Skills Examination, Certified Nurse Aid, Certified Medical Aid, and Home Health Aid. Coffeyville Community College choose the indicator to increase the number of students attaining recognized third party credentials, as it will enable more students of all ages the opportunity to build careers with family-sustaining, middle class incomes. At the federal level, both the U.S. Department of Education and the U.S. Department of Labor have taken important steps to support portable/stackable credentials and career pathways. Along with the U.S. Department of Health and Human Services, the U.S. Departments of Labor and Education issued a letter in April 2012 highlighting the joint commitment of all three agencies to "promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry recognized credentials. We are in the process of articulating pathways to local apprenticeship programs that will more effectively address the needs

of employers and student workers. We are aligning curriculum with local secondary schools and our institution to help high school students design career pathways that will lead to third party credentials and sustainable employment after graduation from high school. CCC will continue to work with our advisory committees to identify third party credentials that will benefit our students as well as local business and industry. Students will have the opportunity to acquire shorter term credentials with labor market value as they continue to build on these credentials to access more advanced jobs and higher wages.

Indicator 4: Increase the number of credit hours awarded through Credits for Prior Learning.
Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently the institution accepts Credit for Prior Learning for Military, Fire Science and Advanced Placement. We chose this indicator to improve the time to graduation rates for students who are seeking a degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from both enrolling in post-secondary education and not completing the degree or certification requirements.

Indicator 5: Increase the three year completion rate of minority students graduating with an associate degree or certificate.
Data reported and published in the Federal Government IPEDS report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine increases in minority student completion rates we will compare the number of minority students enrolled full time to the number of minority students who graduate or earn a certificate in 3 years.   Our college and community have a very diverse population. Therefore, it is critical we improve graduation rates so all students are afforded the same opportunities to acquire a transferable associate degree and/or a marketable skill and recognized credential. Currently, our average 3 year graduation rate for minority students is 33.4% compared to 40.7% for white students.   To help meet this goal we will combine existing minority support services with our well-established, student-focused success center to provide tutoring, advising information and support in a centralized location. Additionally, we have a very active Native American Program that gives students a means to celebrate their culture, develop leadership skills and come together in a class designed to address the needs unique to their values and beliefs. These programs will reflect individual needs for academic, financial and cultural support.

Indicator 6: Increase Success Rates of Students in Developmental Courses
Data will be collected from the institutional database on students enrolled in developmental courses on the 20th day. Data will also be collected on students receiving a grade of C or better at course completion. The percentage of success will be determined by the number of students who successfully complete with a C or better compared to the number of students who complete a developmental course.   Our institutional strategic plan emphasizes the importance of successful developmental education. As the number of students requiring remedial education has increased, the challenge to have all students prepared for college level courses has become greater. Data shows that developmental math is our biggest problem with only 50.3 percent of students receiving a C or better. To meet the needs of our students and to fulfill our strategic plan we have implemented several action plans that will hopefully improve our success rates in developmental courses. The Student Success Center has three full time personnel with expanded evening and morning hours. Upgraded developmental software for math and English is available in the Student Success Center and one computer lab. Coffeyville Community College requires mandatory placement in math and English courses for all students; thus, a student must have a "C or better" to advance to the next course. We have committed many resources to help students achieve success in developmental courses so they can successfully complete their general education course requirements.

Colby Community College Performance Agreement 2017-2019

Fall 2015 FTE: 1,030

Date: 6-17-2016

Colby Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded.	1	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 971/3=324						
2 Increase the first to second year retention rates of college ready cohort.	1	Fall 2011: 97/163=59.5% Fall 2012: 107/177=60.5% Fall 2013: 57/109=52.3% Baseline: 261/449=58.1%						
3 Increase the percentage of students employed or transferred.	2	AY 2012: 188/330=57.0% AY 2013: 149/280=53.2% AY 2014: 169/287=58.9% Baseline: 506/897=56.4%						
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.	1	AY 2013: 95/144 65.97% AY 2014: 94/134 70.15% AY 2015: 92/140 65.71% Baseline: 281/418 67.22%						
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1090/3=363.3						
6 Increase the Student Success Index	1	AY 2010: 363/544 66.7% AY 2011: 331/493 67.1% AY 2012: 231/407 56.8% Baseline: 925/1444 64.1%						

Colby Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Number of certificates and degrees awarded.
Description: Colby Community College is committed to increasing the number of students who complete certificate and/or degree programs. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Rationale: Increasing the number of degree completers relates directly to institutional success and furthering our goal to provide quality students for either transfer or job placement.

Strategy: Colby Community College faces significant challenges to accomplish this goal due to decreased student population in the service area. Our efforts will include plans to improve retention and graduation rates for students as well as providing unique opportunities through distance education.

Indicator 2: Increase first to second year retention rates of college ready cohort.
Description: Colby Community College recognizes the importance of first to second year retention rates of college ready cohorts, defined specifically as first-year, full-time, degree-seeking students.

Rationale: Improving retention rates increases enrollment and ties directly to graduation and completion goals. Improving retention rates benefits the institution, the student, the community, and state universities by increasing the number of graduates available for the workforce or transfer.

Strategy: Strategies to increase student retention include offering a student success seminar for incoming freshmen, orientation week activities, utilizing an Early-Alert System, offering student support programs, hosting an Advisor Connection Day, following program-focused retention plans, and employing a dedicated retention specialist. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Indicator 3: Increase the percentage of students employed or transferred.
Description: Colby Community College students employed in Kansas or transferred to a Kansas public institution will provide Kansas communities with a stronger workforce. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Rationale: The traditional academic programs at Colby Community College have a strong reputation for transfer students. Likewise, our vocational programs prepare the students for jobs in the marketplace.

Strategy: Our efforts will focus to improve industry recognized certifications and cooperative efforts with industry to secure job placement for students. One potential challenge to this indicator is the proximity to Colorado and Nebraska which may draw some of the students to employment in the respective states.

Indicator 4: Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.
Description: Colby Community College is focused on preparing non-college ready students to be successful in college-level courses.

Rationale: Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and

retention rates.

Strategy: The Colby Community College Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA077 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes (numerator, students enrolled in MA077 sets the denominator). This will provide information to determine a success ratio for the course. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

Indicator 5: Increase the financial literacy of students.
Description: With the costs for education rising and student loan balances increasing nationwide, it is important that students understand their financial situation upon graduation. There are existing courses that students may enroll in to help with this problem offered each semester (1 or 2 each semester), but many students do not have program requirements for financial literacy.

Rationale: Financial literacy is the ability to understand and use money skills within the global society including banking, credit, planning, and management of finances. Improving financial literacy will prepare our students to be fiscally responsible in all aspects of life.

We define financial literacy for students as successfully completing one or more courses containing financial concepts. To be included on this indicator, we will track the students who successfully complete the financial literacy portion of the seminar course or successfully complete the following financial literacy courses: Personal Finance, Introduction to Business, Business Finance. Duplicate students enrolled in these courses will be counted once. Students enrolled in either of these three courses along with student success will be counted twice. To calculate completion values, the course grades of A, B, C, D, or P (pass) will suffice for courses in financial literacy.

Strategy: Whether taking a terminal degree plan or transfer plan, students will have the opportunity to advance their financial literacy through additional coursework. Placing an importance on financial literacy through our seminar course meets part of the job-ready skill sets within Focus 2020. Students have shown an interest in a course focused on financial literacy, which will provide these materials in more detail. Therefore, the College will offer an additional financial literacy course. This course will be offered online and will focus on personal finance. We will also advertise existing courses more aggressively.

Indicator 6: Increase the Student Success Index.
Description: Colby Community College is continuing its commitment to improving the student's educational experience and uses the Student Success Index as an evaluation tool. Index scores provided include degree-seeking students of any status after three years.

Rationale: The Student Success Index is a comprehensive evaluation tool that incorporates several success indicators. Improving the index score will lead to better retention, enrollment and completion rates.

Strategy: Colby Community College monitors student retention and persistence rates internally before the student success index is officially released, giving the College the opportunity to make institutional changes to address declining rates.

Cowley Community College Performance Agreement 2017-2019
Contact Person: Harold Arnett   Phone and email: 620-441-6584; harold.arnett@cowley.edu

Cowley Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort.	1	2012 Fall Cohort: 278/449 61.9% 2013 Fall Cohort: 204/348 58.6% 2014 Fall Cohort: 175/275 63.6% Baseline: 657/1072 61.3%						
2 Increase the number of certificates and degrees awarded.	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911						
3 Increase the percentage of students who completed, became employed or transferred.	2	AY2012: 555/915 60.7% AY2013: 505/881 57.3% AY2014: 570/871 65.4% Baseline: 1630/2667 61.1%						
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.	1	2010 Fall Cohort: 506/829=61.0% 2011 Fall Cohort: 508/778=65.3% 2012 Fall Cohort: 450/786=57.3% Baseline: 1464/2393=61.2%						
5 Increase the persistence rates (fall-to-fall) for students in developmental courses.	1	Fall 2012 to Fall 2013: 249/462=53.9% Fall 2013 to Fall 2014: 190/364=52.2%						
6 Increase overall first-year academic achievement (GPA) for students in developmental courses.	1	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214						

Cowley College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of college-ready cohort.

In order to improve first to second year retention, we must first improve semester to semester retention. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. This fall, we are piloting *On Course*, the best-selling college success text in the United States, in select composition courses and in select technical courses as well. We will divide the number of first-time full-time college-ready groups (those who require no developmental coursework) who re-enroll in the fall of 2017 with the total number of that cohort who began in the Fall of 2016 and then repeat for the ensuing years.

Indicator 2: Increase the number of certificates and degrees awarded.

Through increased efforts to improve retention, improvements in the quality and quantity of marketing to prospective students of all demographics, and greater connection to meet the needs of local business and industry, we are expecting an increase in the quantity of students awarded a certificate or degree. By recruiting, retaining and educating our students in order to meet the standards of transfer institutions and local/regional employers, we can increase the number of certificates and degrees awarded. As with most Kansas high schools and colleges, enrollment rates have steadily declined. The result has been reduced enrollment and fewer certificates and degrees awarded. We have created and secured state approval for two new technical programs—Milling Tech and Fire Science—and will be looking at adding others. We plan to create certificate options in some Associates Degree programs. We also are encouraging teachers to adopt the *On Course* program, which has been shown in many places to increase persistence and completion. We will use the state data on completion as provided by KBOR beginning with the AY2017 group.

Indicator 3: Increase the percentage of students who complete, transfer or become employed.

We recognize we have a mission to educate students seeking a degree and planning to transfer to another institution as well as students seeking vocational training and headed into the workforce. Knowing this, we will work to strengthen relationships between transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. In doing so, greater resources – both tangible and intangible – can be used to the benefit of our students. We are placing additional value on advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce. We are collecting transfer information (ie. which school they intend to transfer to) during the advising process and developing graduate surveys to measure their intent to graduate, where they will be transferring to, and/or where they intend to pursue work. We are also optimistic that the *On Course* program, proven to increase persistence, completion and academic achievement at numerous other colleges, will yield benefits in multiple areas, including this indicator. We will use the state data on completion, transfer and employment as provided by KBOR, beginning with the AY2015 cohort.

Indicator 4: Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.

This goal blends the intentions of *Foresight 2020* with the awareness that many students come to college with the goal of completing a four-year degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a more narrow focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater

effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

Indicator 5: Increase the persistence rates for developmental students.

As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Adding the *On Course* approach should compound the benefits by focusing on deep level personal values and choices. We will take the number of all first-time full-time students enrolled in developmental courses beginning with the Fall 2016 cohort and compare subsequent enrollment in the Fall 2017 semester and then repeat each year. The number enrolling in the subsequent fall will be the numerator and the total number enrolled in the previous fall will be the denominator for calculating percentage.

Indicator 6: Increase overall first-year academic achievement for developmental students.

Beginning with pilots in developmental English and other courses, using volunteer teachers in the First Year Experience, and other volunteer teachers, we plan to gradually extend the *On Course* concepts to the entire campus. Obviously, improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The overall first year grade point average (GPA) will be recorded for all first-time full-time students enrolled in developmental courses and compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Dodge City Community College Performance Agreement 2017-2019
Contact Person: Adam John   Phone and email: (620) 227-9359; ajohn@dc3.edu

Dodge City Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring		AY 2018 (Summer 2017, Fall 2017, Spring		AY 2019 (Summer 2018, Fall 2018, Spring	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	2012: 50.3% (91/181) 2013: 54.5% (91/167) 2014: 59.1% (104/176) Baseline: 54.6% (286/524)						
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc,56 Cert,145 SAPP) 2014: 432 (226 Assoc,52 Cert,154 SAPP) 2015: 426 (211 Assoc,59 Cert,156 SAPP) Baseline: 414						
3 Increase percent of students who are employed or transfer	2	2012: 51.5% (205/398) 2013: 52.7% (188/357) 2014: 67.5% (274/406) Baseline: 57.4% (667/1161)						
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1021)						
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)						
6 Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding programs	2	2013: 7 EPT + 16 Weld = 23 2014: 10 EPT + 12 Weld = 22 2015: 18 EPT + 9 Weld = 27 Baseline: 24						

Dodge City Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of college ready cohort

This indicator addresses goal 1 of *Foresight 2020*, "increase higher education attainment." Between fall 2010 and fall 2011, the college experienced a 10% decrease in its retention rate. As this has been a focus of KBOR's Foresight 2020, we were distinctly aware of the significance of this decline and consequently selected this as an important indicator. With a new president at the helm as of October 2015, the college is committed to his vision of 'Recruit, Retain, Educate, and Graduate.' To date we have expanded and remodeled student service facilities, added positions in counseling, and improved the enrollment process. We continue to improve our advising and assessment processes and are collecting new data on student engagement. While we have seen significant improvement over the past three years and have regained much of the ground we lost, our goal was not to get back to where we started but improve our retention rate even further, thus we continue this indicator from the 2014 Performance Agreement.

Indicator 2: Increase the number of certificates and degrees awarded

This indicator also addresses goal 1 of *Foresight 2020*, "increase higher education attainment." Additionally, it addresses the college's goal to 'Recruit, Retain, Educate, and Graduate.' Over the past years, the number of Associate degree and certificate graduates has remained fairly consistent. We are working toward improving these indicators through improved advising and follow up contact with our graduates who have transferred to obtain their associate degree through the reverse transfer agreement. While we understand that many community college students fully intend to transfer after one year, prior to graduation, the options available for each level of higher education degree should be understood and encouraged.

Indicator 3: Increase percent of students who are employed or transfer

We chose this indicator as it is tied to our strategic plan and mission as well as goal 2 of *Foresight 2020.* Specifically, it is to strengthen workforce development for both immediate employment and delayed employment for transfer to bachelor degree programs. We continue to recruit and encourage students to enter high wage programs upon completion of either a certificate or Associate of Applied Science degree and work with students and four-year institutions to make transfer options as seamless as possible. The college has recently acquired a tool to track industry and occupational trends for Southwest Kansas and beyond, including skills analysis, location quotient, job availability and program completers. We anticipate that this will help to further strengthen ties between the college and local business and industry as we collaborate using these data as a foundation for discussion.

Indicator 4: Increase Adult Basic Education (ABE) educational gains for ESL students

The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Not only do we focus on participants but more importantly their educational gains. According to the National Reporting System for adult education programs; "Educational gain measures are the primary purpose of the Adult Basic Education program: to improve the basic literacy skills of participants." If a student's skills have improved sufficiently to be placed one or more levels higher, an "advance" (GAIN) is then recorded for the student. The college uses the state mandated TABE exam to measure reading and listening skill levels. As our percentages of gains have decreased in the past two years for ESL students, we need to refocus efforts on this measure. This indicator also addresses the college's commitment to its core values of diversity and inclusiveness. This data is generated from the PABLO system for students receiving ESL instruction at the Adult Learning Center. Students are assessed for placement in one of the six levels of ESL instruction as prescribed by the State of Kansas. A student is only enrolled at one level at a time, based on their pre-assessment score. Following instruction, students are post-assessed, again using the TABE exam. If students have attained

a score sufficient to move to the next level of ESL instruction, they are considered a completer for the level they were enrolled in and are subsequently enrolled in the next level of instruction. While students are only enrolled in one level at a time, they could move through multiple levels of ESL throughout a year. The denominator is the total (duplicated) number of students enrolled in any of the six ESL course levels at the ALC. The numerator is the total number (duplicated) who post-assessed with a score to move to a higher level of ESL instruction within the year.

Indicator 5: Increase Developmental Reading successful completers

The indicator addresses the increasing number of students who enter college without competency in reading college level material. Being able to read well is critical to being successful in college. Successful completion is a grade of C or better in College Reading. As our percentage of successful completers of developmental reading dropped 11% in 2015 and remained low in 2016, we need to refocus our efforts to assist this non-college-ready cohort develop the skills necessary to succeed in college-level courses. The college is revamping the reading curriculum and integrating it more closely with the English department to strengthen fundamental skills for our students who need them. While this indicator fundamentally remains the same as the previous Performance Agreement, the measure has been modified. Rather than using the number of successful completers as the measure (this number can change drastically based on the number of students assessing into and enrolling in College Reading) we are using a percentage of successful completers. The denominator is number of students enrolling in College Reading. The numerator is the number of students completing with a grade of C or better. It is our goal to increase the percentage of students who successfully complete College Reading, regardless of the number of students served.

Indicator 6: Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding programs

Increasing the number of students who successfully complete EPT and welding certificates directly addresses *Foresight 2020* goal 2 of "meeting the needs of the Kansas economy." Kansas is in the middle of a wind energy boom and needs to supply electrical power technicians to the entire state. We will be delivering the contents of the program both online and face-to-face. Similarly, the welding program is a direct response to local demand for a skilled workforce in pipeline construction and maintenance and in the meat packing industry. We are working to strengthen our partnerships in this program with our service area high schools to increase interest and concurrent enrollment. Both programs are consistent with our strategic plan where we state that we will "strengthen workforce development" and "increase industry training."

Fort Scott Community College Performance Agreement 2017-2019

Contact Person: Alysia Johnston   Phone and email: 620-223-2700 ext. 3420; alysiaj@fortscott.edu

Fort Scott Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring		AY 2018 (Summer 2017, Fall 2017, Spring		AY 2019 (Summer 2018, Fall 2018, Spring	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percent of first to second year retention rates of college ready cohort	1	F12 Cohort- 92/158 (58.2%) F13Cohort-110/204 (53.9%) F14 Cohort- 86/182 (47.3%) Baseline: 52.9% (288/544)						
2 Increase the three-year graduation rates of college ready cohort	1	F10 Cohort- 96/252 (38.1%) F11 Cohort- 62/177 (35.0%) F12 Cohort- 58/162 (35.8%) Baseline: 36.5% (216/591)						
3 Increase the percent of students earning job-ready certifications	2	AY13-532/851 (62.5%) AY14-522/890 (58.7%) AY15-442/678 (65.0%) Baseline:61.8%(1496/2419)						
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	Institutional non-college ready	AY13-77/115 (70%) AY14-86/108(79.6%) AY15-88/91 (96.7%) Baseline:79.9%(251/314)						
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	Institutional	AY13-562/723(77.7%) AY14-551/706(78.0%) AY15-602/772(77.9%) Baseline:77.9% (1715/2201)						
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional	F13SP14-223/324(68.8%) F14SP15-247/329(75.1%) F15SP16-267/365(73.1%) Baseline: 72.3% (737/1018)						

Fort Scott Community College Performance Agreement 2017-2019

Indicator 1: Increase the percent of first-to-second year retention rates of the college-ready cohort.
Retention is always an area of concentration at the community college. Looking at the first-to-second year retention rates of our college-ready cohorts, our numbers have steadily been increasing. Over the past three years, we have seen a gradual increase in the first two years and then a sharp decrease in AY15, which is mostly in part to decreased enrollment numbers. We are hoping to maintain the increase and continue a gradual progression upward. As an improvement strategy, we will promote the importance of degree completion in our new Freshman Orientation course and encourage students to enroll early for the next semester. We are utilizing the Early Alert system coupled with a Retention Specialist and the preliminary numbers look promising for the upcoming year. This data represents all first-time, full-time students who then enroll in the following semester.

Indicator 2: Increase the three-year graduation rates of the college-ready cohort.
Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS. The graduation rates look at first-time, full-time, degree-seeking, college-ready students who complete their degree at our institution within three years. Our three-year baseline indicates a slight drop, but currently appear to be holding steady. We believe that the percentage of students completing a degree within three years can be improved with a combination of advising, retention, Early Alert systems, and communicating to students the advantages of degree completion. We are developing and marketing more 2+2 agreements with a variety of 4 year institutions. In addition, we are developing a student centered schedule that will ensure a student can obtain all classes needed for the degree within a two year period.

Indicator 3: Increase the percent of students earning job-ready certifications.
Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. FSCC will be addressing the demands of a trained workforce and employability through job-ready certifications. Our data shows a drop in AY14 but has since regained and surpassed AY13. This data was obtained through the KHEDS report (basic counts), we used the follow up information from this report therefore, we did not include AY2016 as it is not available yet. Within this data set the numerator represents all students earning industry recognizes credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set.   We believe that the percentage of students completing a certificate can be increased through the development of programs that provide industry-specific skills. We included the data from the 12 CTE programs that we currently have in place. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average. Close collaboration with business and industry will help us develop program-specific strategies to aid our students' completion of credentials.

Indicator 4: Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.
FSCC's Developmental Education Department has been working to improve the curriculum in order to promote student success as students' transition from Developmental English into English 101. This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a "C" or better; the denominator represents all non-college ready students enrolled in English 101. We collected the data through our administrative database system (POISE). The numerator in this data represents the number of students enrolled on the last day of class who received a "C" or better and the denominator represents all students who had previously been identified as non-college ready and enrolled in English 101.   FSCC has recently been accredited through the National Association of Developmental Education for our revision of Development English. Through this process we will track the students as they proceed through these courses. Through this process we may see a variation in the data as three years of data includes data prior to the implementation of the revised curriculum. The data reflected within this performance agreement should give us a better overview of how the revision has affected students. We will measure the success by the

percent of students completing the course with a "C" or better.

Indicator 5: Increase the success rate of students completing online course(s) with a grade of "C" or better''.
Over the past three years, the number of students who have completed an online course with a "C" or better has ranged from 551 to 562 in the first two years, with an increase to 602 in the third year. The percentage of students completing the course with a "C" or better was determined by dividing the number of students with a "C" or better by the total of students enrolled in online courses. The numerator represents students completing an online course with a "C" or better (enrollment as of the last day of class) and the denominator represents all students enrolled in online courses. In this third year, with a renewed focus on the promotion of online courses, we also saw a large increase in the number of students taking online classes. Our data was obtained through the POISE system which is our administrative database. While FSCC does not offer a large number of online courses (currently offering approximately 70 courses including multiple sections), we are working to increase the success rate in the courses we do offer. We believe that there are steps that we can take to improve the success rate for online students. FSCC has recently added an Online Coordinator to oversee the online courses and we have created an "Online Teaching Course" to improve the consistency of the online courses. Improving the retention rates of online students through clear expectations and consistency will improve the students' success rate. Developing "Best Practices" for online students and instructors will help set course expectations and guidelines in a clear manner, gaining consistency across the institution. Consistency in the classes will allow students more time to focus on the content, hence improving the student success rate in online courses.

Indicator 6: Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.
Over the past three years, we have seen variance in the percentage of students completing English 101 and 102 with a "C" or better in the same academic year. Our goal is to steadily increase the percentage of students taking these courses in consecutive semesters. When we analyzed our data collected through our POISE system, we found that many times students were not taking the next level of English in the next semester; many were taking a semester off. The data represents students who successfully completed English 101 and 102 with a "C" or better divided by all part time and full time students completing English 101 and 102 within the same academic year. We plan to utilize our Advising Office to ensure that students get enrolled in the next level of the required English course in the following semester. Educating the students on the importance of taking the classes the following semester will also occur in the Freshman Orientation class. We will also be creating four-semester plans for each major/program that will be included in the course catalog to help students understand the course progression and tracked through the Advising office.

Garden City Community College Performance Agreement 2017-2019

Contact Person: Ryan Ruda   Phone and email: 620-276-9597; ryan.ruda@gcccks.edu

Garden City Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran	1	13-14—489 14-15—377 15-16—85 Baseline--317						
2 Increase Number of certificates and degrees awarded.	1	2013—488 2014—515 2015—504 Baseline--502						
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	2013-14—0 2014-15—8.78 2015-16—8.84 Baseline—8.81						
4 Increase Percent of students who complete remedial English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year.	1	2012-13—57/101 (56%) 2013-14—108/166 (65%) 2014-15—112/173 (65%) Baseline—277/440 (63%)						
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	12-13—8,540 13-14—12,419 14-15—18,485 Baseline—13,148						
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	1	2010—76/152 (50%) 2011—96/232 (41.4%) 2012—101/289 (34.9%) Baseline—273/673 (40.6%)						

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Garden City Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran students
GCCC is recognized as a military friendly institution by G.I. Jobs. GCCC will increase successful completion of veteran students as measured by credit hours completed annually. By increasing veteran student credit hour completion, in turn this will produce a more trained workforce for Kansas and lead to employability. With the increased number of veterans who will be leaving the military over the next several years, it is the intent of GCCC to connect veterans to workforce training and education to assist. This indicator will be measured by increasing the successful completion of credit hours for veterans at GCCC.

Indicator 2: Increase number of certificates and degrees awarded.
Garden City Community College will increase the number of certificates and degrees awarded. This increase is based on the projected 3-year average over baseline, providing an accurate picture of our awarded degrees.   The College will measure the number of degrees and certificates awarded as this is connected to the desired increase in retention rates and completion. It is important for students to complete their academic journey with a credential, especially in the technical and workforce programs where many of the credentials are industry recognized and may be a terminal degree for particular professions. GCCC chose the selected indicator as we are committed to retention and providing services such as intrusive advising and career coaching. It is apparent that students that do not complete their area of study do not complete at high levels if they enroll later in life, and most will not re-enroll. We desire to increase the credentials to provide a better chance of success in the workplace and for transfer to other postsecondary institutions as well as addressing the goal identified within Foresight 2020.

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment.

In 2014-15, as part of the Higher Learning Commission assessment academy, GCCC embarked on changing how student skills were assessed. Through this process, the learning outcomes for students at GCCC were modified with written communication, oral communication and critical thinking being the skills to be assessed annually. GCCC chose the selected indicator of performance on institutional measures due to the relevance and correlation to skills required of all students and how the assessment has been embedded into the curriculum. Through the work of the HLC assessment academy, an internal assessment tool has been developed along with a rubric to score writing assessments. A writing across the curriculum assessment initiative through HLC has been implemented at GCCC in which all students complete a writing sample in each class. Every student in every course is required to submit a writing assignment which will be reviewed by a selected panel of five faculty members and used as an institutional assessment of written communication. Each writing sample is submitted to the assessment team and a random sample of 100 assignments are pulled for scoring based on the rubric. The rubric is on a 4-point likert scale ranging from "Does not meet expectations" through "Exceeds Expectations." The rubric evaluates all writing assignments on three main criteria: sentence structure, correctness and content/audience. The score is determined from the sum of three individual criteria scores to determine the overall score. The actual scoring rubric is on a 12-point scale which was developed in coordination with our faculty and the HLC assessment team. The five faculty individually score the 100 assignments and submit their scores, whereupon a mean total is determined.

Indicator 4: Increase percent of students who complete remedial English 091 with a "C" or better and successfully complete college-level English 101 with a "C" or better within 1 year.
Garden City Community College will increase the percent of non-college ready students successfully completing college-level classes, and provide the opportunities for academic success.   The denominator in the calculation is the number of students who are enrolled in English 101 at certification date and completed remedial English 091 as well. GCCC chose this indicator to increase higher education attainment among Kansas citizens as stated in Foresight 2020 to increase success in college course work of students who test into remedial education and appear to be under-prepared for college course work. The College will

increase the number of sections for remedial classes and recruit faculty to teach those classes with some unique pedagogical skills such as reading comprehension, critical reasoning, along with compare and contrast reading. The advising project will also assist with proper placement of students upon college entry as well.   This positive intervention will enhance chances for success in college-level work.

Indicator 5: Increase satisfactory completion of credit hours in hybrid, distance and online courses.
GCCC will increase the number of students completing credit hours through distance education modality with a grade of "C" or better. Distance education is comprised of hybrid and distance education offerings. GCCC has transitioned to a new Learning Management System, Canvas, which will allow greater flexibility for student engagement in courses and programs offered through distance education. By increasing completion, this indicator will specifically address the opportunities available to students through GCCC and provide evidence of quality instruction and services available through distance modality. This indicator will be measured by increasing the successful completion of student credit hours through hybrid and distance education.

Indicator 6: Increase 3-year graduation rate for first-time, full-time, undergraduate, degree-seeking, college ready student cohort.
Garden City Community College will increase the percent of students who graduate in 150% (3 years) of initial enrollment, utilizing the 3-year graduation rate as calculated by KBOR/KHEDS. The students will be advised to commit to a program of study and develop an educational plan and educational goals. Research shows that students who "know what they want" will have increased chances for completion of a certificate or associate degree. As part of the advising initiative that will be developed at the College, the advising process will include proper placement and prerequisite indications.   Additionally, steps have been enacted at the college to remove some of the barriers that prevented students from graduating, thus enabling students to work towards degree completion in a more efficient manner.

Highland Community College Performance Agreement 2017-2019

Contact Person: Peggy Forsberg   Phone and email: 785-442-6015; pforsberg@highlandcc.edu

Highland Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of HCC degrees and/or certificates awarded.	1	AY 2014 650 AY 2015 613 AY 2016 683 Baseline: 649						
2 Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% AY 2014 388/616 63% Baseline: 1047/1771						
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014 42 AY 2015 34 AY 2016 38 Baseline: 38						
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014 93/149 62.4% AY 2015 95/156 60.9% AY 2016 94/151 62.3% Baseline: 282/456 61.8%						
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%						
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Specific Performance Expectation, "Act Responsibly", upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75						

Highland Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the number of HCC diplomas and/or certificates awarded.
Highland will continue to create proactive graduation checks to guide academic advisors and students in selecting the correct program courses. Students who are on academic probation after their first semester will be required to enroll in a student success courses targeted toward positive academic outcomes. Academic advisors will encourage students to identify a major during their freshman year. In addition to the strategies implemented to increase Associate of Arts and Associate of Science degrees, including the reverse transfer initiative, Highland is creating a new AAS pathway comprised of required technical program courses and a cluster of general education aligned with workplace skills.

Indicator 1 measures total number of degrees and certificates awarded per academic year.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion.
With the opening of a new Technical Center in the western portion of our service area, Highland has increased enrollment potential for several technical degrees, including the newly-approved Precision Agriculture program, diesel technology, and medical office assisting. Highland also expects to continue the small but steady growth in program completers due to the incentive funding provided by SB155.

Indicator 2 measures the percentage of program completers who are employed in Kansas in a related occupation one year after graduation.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).
By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Tech Center staff will inform students about the value of obtaining this documentation and encourage them to take the KCWR. Students in 6 technical programs will participate in targeted preparation as part of their classroom activities: Administrative Assistant, Auto Collision, Auto Technology, Diesel Technology, Heating/Ventilation/Air Conditioning, and Industrial Welding.

Indicator 3 measures the number of students from administrative assistant, auto collision, auto technology, diesel technology, HVAC, or industrial welding who earn a Kansas Certificate of Work Readiness.

Indicator 4: Increase the percentage of students passing Fundamentals of Math.
As the first level of mathematics offered at Highland, Fundamentals of Math is a foundation course for students for whom multiple means of assessment indicate a very low skill level. Developmental math faculty have adopted a continuous improvement strategy in addressing the needs of these students. Instructors use a computer-based learning system to augment in-class instruction. This system provides individualized, prescriptive practice based on each student's actual performance. It also incorporates Mastery Learning by requiring at least 80% success before allowing the student to advance to the next lesson. One great advantage of this system is that it provides students with immediate specific feedback on their performance, helping to correct errors before incorrect methods become engrained with students. Instructors will continue to implement other hybrid learning strategies suggested by National Association of Developmental Education (NADE).

Indicator 4 measures the percentage of students who earn a grade of "P" (65% or better) in MAT 090 on their first attempt.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.
This indicator addresses an area of critical need for the Kansas economy. Note: The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain in the 90% range each year; however, the HCC nursing program has adopted this goal. In response to a lower first-time pass-rate in 2015, nursing faculty now require all students to take and pass the NCLEX-RN Practice Test prior to registering for the credential examination.

Indicator 5 measures the percentage of the LPN-RN Bridge Program cohort who pass the NCLEX on their first attempt.

Indicator 6: Increase the number of Tech Center students obtaining satisfactory ratings on HCC's Shared Performance Expectation (SPE), "Act Responsibly", upon completion of their programs.
This is an institution-specific quality measure, relating to employment readiness; please note that HCC has renamed and revised the Common Learning Outcomes (CLOs)--they are now Shared Performance Expectations (SPEs). Responsible workplace behavior is cited by employers as a desirable soft-skill trait among employees; Highland technical program instructors and staff will continue to measure this indicator but will make several changes in research methodology. Using a rubric with research-based competencies related to workplace success, instructors will assess program completers; measures include regular attendance, time on task, effective teamwork, and use and care of instructional equipment. Faculty have established a rating of "3" as satisfactory performance on each measure;

Indicator 6 measures the number of students from administrative assistant, auto collision, auto technology, diesel technology, HVAC, or industrial welding who earn a "3" on all rubric items.

Hutchinson Community College Performance Agreement 2017-2019

Fall 2015 FTE: 3,887

Date: 8/19/16

Hutchinson Community College	Foresight Goal	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	CO 2012: 55.8% (213/382) CO 2013: 59.4% (240/404) CO 2014: 61.2% (216/353) Baseline: 58.7% (669/1139)						
2 Increase three-year graduation rate of college-ready cohort	1	CO 2010: 28.8% (97/337) CO 2011: 24.5% (89/363) CO 2012: 34.1% (131/384) Baseline: 29.2% (317/1084)						
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465						
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1288) AY 2014: 80.3% (923/1150) AY 2015: 78.7% (870/1105) Baseline: 77.2% (2735/3543)						
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY2015: 81.8% (503/615) Baseline: 82.0% (1553/1896)						
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152						

Hutchinson Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.

Description: First to second year retention of college-ready cohort is defined as "first-time, full-time, degree-seeking students who enroll at the same institution for two consecutive Fall terms and were not enrolled in any developmental courses in the initial term." Student data used will be the same data submitted to KBOR in the KHEDS system.

Rationale: One of the KBOR-suggested indicators from Foresight 2020 Strategic Goal 1 "Increase Higher Education Attainment" focuses on first to second year retention rates. An analysis of Hutch CC's past performance on this indicator shows a need for additional focus as the most recent retention rate is the lowest in several years. Hutch CC is starting with the most current rate of 51.5% as a baseline with the goal of increasing the rate to 52% in AY2014 and an additional 1% each of the subsequent two years. Furthermore, this indicator is similar to one of Hutch CC's current performance indicators "Increase percent of full-time students who persist from fall to fall," continuing an institution-wide focus on retention.

Indicator 2: Increase three-year graduation rate of college-ready cohort.

Description: Three-year graduation rate of college-ready cohort is defined as "the number of students who graduate within three years who enroll as first-time, full-time, degree-seeking students and were not enrolled in any developmental courses in their initial term." Student data used will be the same data submitted to KBOR in the KHEDS system.

Rationale: One of the KBOR-suggested indicators from Foresight 2020 Strategic Goal 1 "Increase Higher Education Attainment" focuses on three year graduation rates. This indicator is also similar to one of Hutch CC's current performance indicators "Increase percent of first-time, full-time students who graduate with a certificate or degree within four years of initial enrollment," continuing an institution-wide focus on graduation rate. Initiatives such as Reverse Transfer, and a process to "auto graduate" students who complete certificate and degree requirements are helping to increase the numbers for this indicator. Data from the National Community College Benchmarking Project (NCCBP) indicates that Hutch CC's three-year graduation rate is in the top 15% of the nation when compared to other community colleges.

Indicator 3: Increase number of certificates and degrees awarded.

Description: The number of certificates and degrees awarded is defined as "the total number of certificates and degrees issued by Hutchinson Community College during the reporting period;" as clarification, multiple certificates or degrees issued to the same student will count multiple times. The data used for the number of certificates and degrees awarded will be the same data submitted to KBOR in the KHEDS system.

Rationale: One of the KBOR-suggested indicators from Foresight 2020 Strategic Goal 2 "Improve Economic Alignment" focuses on the number of certificates and degrees awarded. Initiatives such as Reverse Transfer and SB155, as well as a focus on stand-alone programs and automatically granting certificates and degrees upon completion of requirements, are helping Hutch CC with the goal of increasing the number of certificates and degrees awarded.

Indicator 4: Increase enrollee success rate in developmental math, reading, and writing courses.

Description: Enrollee success rate for each developmental course (English, Math, and Reading) is defined as "the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, F, or P);" the success rate (%) is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Rationale: As the institution-specific indicator which measures a non-college-ready student population, this indicator is included in Foresight 2020 Strategic Goal 1 "Increase Higher Education Attainment" by ensuring that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.

	AY2013	AY2014	AY2015
English (Completions)	542	557	526
(Successful Completions)	444	469	441
Math (Completions)	502	426	428
(Successful Completions)	371	347	321
Reading (Completions)	244	167	151
(Successful Completions)	127	107	108

Indicator 5: Increase percent of Career Technical Education concentrators who are program completers.

Description: The percent of Career Technical Education concentrators who are program completers is defined as "the number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting period divided by the number of CTE concentrators who were enrolled during the reporting period but are no longer enrolled in postsecondary education." CTE concentrators are students with a declared major in a Perkins approved program who have passed at least 12 tiered credit hours in that major over a three year time period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to completion of their program, or may have left postsecondary education for another reason. This data is collected as part of the reporting requirements for the Perkins program; the same student data will be used as submitted to KBOR in Career Technical Education reports for Perkins.

Rationale: One of the KBOR-suggested indicators from Foresight 2020 Strategic Goal 2 "Improve Economic Alignment" focuses on meeting business and industry expectations for graduates. This indicator targets Career Technical Education students preparing for the business and industry workforce; it also aligns with one of Hutch CC's performance indicators for Perkins eligibility, linking a college CTE performance indicator with the new Performance Agreement. An analysis of Hutch CC's past performance on this indicator shows the most recent percentage is the lowest in several years; thus, Hutch CC is starting with the most current rate of 56.0% as a baseline with the goal of increasing the rate by 2% each of the subsequent years.

Indicator 6: Increase the number of students successfully completing the second level or above of a stackable credential program.

Description: Successful completion of the second level or above of a stackable credential program is defined as "the number of students receiving a degree or credential in a program in which the student has already earned a prior credential." Student data submitted to KBOR in Career Technical Education reports will be the sources of this information.

Rationale: One of the KBOR-suggested indicators from Foresight 2020 Strategic Goal 2 "Improve Economic Alignment" focuses on meeting business and industry expectations for graduates. This indicator targets Career Technical Education students in 20 programs including Agriculture Diesel Mechanics, Automotive Technology and Automotive Collision Repair, Business Administrative Technologies, Business Management & Entrepreneurship, Computer Support and Networking, Computer Drafting, Construction, Criminal Justice (Law Enforcement and Corrections), Early Childhood Education, Industrial Electronics/Automation, Machine Technology, Practical Nursing, Paralegal and Welding, as well as our Allied Health pathway (Nurse Aide to Medication Aide and Home Health Aide. The steady increase in the number of students earning stackable credentials demonstrates that Hutch CC is meeting a developing workforce need. Inclusion of this indicator in the new Performance Agreement continues Hutch CC's commitment to the further development of stackable credentials and workforce development in Kansas.

Independence Community College Performance Agreement 2017-2019

Fall 2015 FTE: 719

Date: 8/3/16

Independence Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performanc	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	2012: 42.2% (38/90) 2013: 33.3% (50/150) 2014: 43.9% (43/98) Baseline: 38.7% (131/338)						
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266						
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009:45%(88/194) 2010:53%(100/189) 2011:54%(106/195) Baseline:51%(294/578)						
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)						
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)						
6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1038) F13/S14: 67% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)						

Independence Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of college ready cohort.

According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions. We will be applying for a Title III grant to help fund this initiative. Before that can happen, the Associate Dean of Academic Support Services will be working with faculty to properly train them on advising practices, so they are prepared to help ICC in regards to retention and completion at 2 year community colleges. ICC has also invested in a new Student Information System called Power Campus, which will allow students to view their academic progress towards a degree as they complete courses. We feel this will help their end goal of transfer or graduation to become more attainable if they can "see" it on a daily basis.

Indicator 2: Increase number of certificates and degrees awarded to ICC students.

ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step. Focused training for current faculty and staff who advise in our new SIS will help ICC increase our emphasis on the benefits of completing a program of study.

Indicator 3: Increase the retention rate of students who participate in our Student Support Services program.

Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. SSS provides intensive academic advising and support to its qualified participants in order to increase their persistence, graduation, and transfer rates from Independence Community College. The denominator is the total membership in SSS for that academic year. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).

Indicator 4: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any program.

ICC's baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate. We have also worked hard to educate technical faculty on good advising practices to ensure we are giving students the best advice to get work in that field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.

Indicator 5: Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.
This data is comprised by using the following table:

	A	B	C	D	E	F	G
Fall of	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

The numerator is column "F", which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column "D" which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project.
ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation, as we are seeing a downward trend in the year to year percentage. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful by 2017.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses.
As part of our overall efforts to attract and retain students, ICC has spent considerable time redesigning our online courses. ICC just received HLC accreditation of its online programs in fall 2015, so the goal is to keep quality and rigor high to maintain this accreditation. By ensuring quality in both curriculum and faculty teaching online, we know that students will receive the education that they deserve and we hope to see those results through passing grades. The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Johnson County Community College Performance Agreement 2017-2019
Contact Person: Dr. Judy Korb   Phone and email: 913-469-8500 x3735; jkorb@jccc.edu

Johnson County Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase Student Success: Success rate after three years reported for each cohort.	1	AY 2010: 2058/4130 49.8% AY 2011: 2098/4275 49.1% AY 2012: 2015/4136 48.7% Baseline: 49.2% 6,171 /12,541						
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP or 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968						
3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	AY 2012: 1195/2371 50.4% AY 2013: 1235/2335 52.9% AY 2014: 1514/2548 59.4% Baseline: 3944/7254 55.1%						
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	FL2012: 606/1195 50.7% FL2013: 617/1128 54.7% FL2014: 667/1192 55.9% Baseline: 1890/3515 53.8%						
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	FL2012: 304/523 58.1% FL2013: 411/620 66.3% FL2014: 443/663 66.8% Baseline: 1158/1806 64.1%						
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	FL2010: 674/1622 41.5% FL2011: 618/1467 42.1% FL2012: 547/1374 39.8% Baseline: 1839/4463 41.2%						

Johnson County Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase Student Success
Description: The Student Success Index as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year three of each cohort enrolling at Johnson County Community College (JCCC). The Student Success Index includes the following in defining success - all students who were retained or completed a degree or certificate at JCCC, or who completed or were retained at a Kansas or other out of state higher education institution. The success rate is calculated at the end of year three of each cohort and an overall success rate is reported.
Rationale: The criteria included in the Student Success Index (retention, graduation, and transfer) align with JCCC's Key Performance Indicators (KPIs), which were developed to measure the college's performance and track progress towards improving student success. Additionally, goal one within the Strategic Plan is to increase student success by improving student satisfaction, retention, persistence, graduation and transfer rates.
Strategy: The taskforce for Goal 1 Task 2 (Enhance student success by integrating academic offerings, advising, and student resources) of our plan have worked to identify more efficient and effective ways to support student success. The taskforce has recommended that JCCC focus on access and connectedness as it relates to the following: Increase student access to counseling; Create a guided experience for students and create a guided self-advising experience. Student Success and Engagement will focus on implementing improvements to the advising process in 2015-2016. Special focus will be given to creating guided pathways for students. Additionally, during AY15 the taskforce for Goal 1 Task 3 created a prioritized list of practices with the potential of having a wide impact on campus. Three practices recommended to Cabinet: Purchase a student loan default management program during FY 2016; Purchase a scholarship application and management solution during FY 2016; Develop guided pathways project by fall 2016.

Indicator 2: Increase the Number of Certificates & Degrees Awarded
Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours.
Rationale: The socioeconomic benefits of degree and certificate attainment are clear: the awards are a precondition to entering the nation's workforce. Efforts to increase degree/certificate attainment align with an overall effort to increase student success.
Strategy: As the college pursues action projects to increase student retention and graduation rates as described in the narrative to indicator 1, the number of certificates and degrees awarded will increase. The JCCC dean's council is actively monitoring this metric on its scorecard, which analyzes degree and certificates awarded by academic program. The dean's council is in the process of engaging program chairs to create actionable projects that will positively impact the measure.

Indicator 3: Increase the Percent of Students Employed or Transferred
Description: Percent of students employed is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation.
Rationale: It is the JCCC career and technical education goal to provide students with the critical skills needed for employment in the local and regional economy. The increased percentage of students employed in the marketplace provides JCCC with a key indicator of program-level success. Pursuing additional higher education opportunities equally increases the success of our graduates and transfer students in today's economy.
Strategy: The Career Development Center has increased its offerings to support our students' pursuit for employment. Interactive tools for students have been developed to provide easy access to job advertisements, interviewing skills, and resume tools. JCCC has hired a professional focusing on improving the transfer experience for our students and who will further advance our articulation and reverse transfer agreements with other Kansas higher education institutions.

Indicator 4: Increase First to Second Year Retention Rates of Non-College Ready Student Population
Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester.
Rationale: Retention rates align with JCCC's Key Performance Indicator (KPI), Persistence, which measures the number of students who are enrolled in the fall and return to the college the following fall semester. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persistent from one fall semester to the next. By deliberately working to increase our overall persistence, JCCC will also be working to increase the retention of our non-college ready populations.
Strategy: The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness. The JCCC academic affairs branch is identifying processes to provide students with early feedback about their performance. Over the past year, JCCC has developed the "Supplemental Instruction Embedded Tutors" program. The program embeds peer mentors in select JCCC classes to model effective learning behaviors. Embedded tutors host meetings outside of regular class meeting times during which students obtain additional learning skills. Another program that will be rolled out in AY 2017 is our Career Pathways. Career Pathways is more intentional about student outreach, with a specific goal to increase retention through to completion.

Indicator 5: Increase First to Second Year Retention Rates of College Ready Student Population
Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term.
Rationale: Retention rates of college ready students align with JCCC's KPI Persistence and Strategic Goal of increasing student success. It is the college's goal to increase the number of students that return in the subsequent semester. Persisting students are more likely to obtain a degree or certificate.
Strategy: The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2014, one of the task teams associated with Goal 2 of our Strategic Plan – *demonstrate increased agility in responding to stakeholder* needs began work on expanding the number of online course to increase flexibility in student schedules and explored the creation of a new online college. In academic year 2016, this team also implemented a winter term that occurs between the fall and spring terms allowing students to continue with courses over the winter break. This term was determined viable and an AQIP project has been developed to expand the course offerings during academic year 2017. Through the Strategic Plan task teams recommendations related to being more intentional in our efforts to support student success are beginning to be developed through creation of guided pathways for students.

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students
Description: Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students. The rate includes students who entered in the fall term as a first-time full-time degree seeking student and of those who graduated from JCCC or transferred to another institution within 150% time of their expected degree or certificate completion time as reported by JCCC's Office of Institutional Research, and following the definitions used by the National Center for Educational Statistics – IPEDS data submissions. Transfer data are collected by submitting each fall term cohort through the Student Clearinghouse to identify enrollment at other post-secondary institution. Graduation rates are calculated by the degree/certificate being conferred within 150% time. *Rationale:* This indicator aligns with one of JCCC's KPIs, Graduation and Transfer.
Strategy: Strategies for this indicator align with retention efforts referenced in indicators 1, 4 and 5, and include efforts to increase overall graduation rates.

Contact Person: Dr. Baz Abouelenein   **Phone and email: 913-288-7359; baz@kckcc.edu**   **Date: 08/26/2016**

Kansas City Kansas Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the First to Second Year Retention Rate of First time Full time College Ready students	1	2012:47.1%(154/327) 2013: 55.3%(167/302) 2014: 52.4%(161/307) Baseline: 51.5% (482/936)						
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270						
3 Increase the Percent of Students Employed or Transferred	2	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) 2014: 66.2% (795/1,201) Baseline:57.9% (2,214/3,823)						
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses		AY2013: 65.6%(1,534/2,337) AY2014: 66.7%(1,544/2,314) AY2015: 68.9%(1,301/1,888) Baseline:66.9% (4,379/6,539)						
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348						
6 Increase Fall to Spring Retention of Non-College Ready Students		AY2013: 68.1% (833/1,223) AY2014: 68.2% (717/1,052) AY2015: 69.4% (666/960) Baseline: 68.5% (2,216/3,235)						

Kansas City Kansas Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students

Description: The First to Second Year Retention Rate measures the percentage of the college-ready cohort as reported by KHEDS, and is defined as the first-time, full-time, degree-seeking students who enrolled at KCKCC for two consecutive fall terms and tested into credit-bearing classes during the initial term of enrollment. *Rationale*: This goal supports KCKCC's Strategic Goal 1.3: Enhance the institution-wide commitment to student success. In the spirit of "making life better," KCKCC is committed to helping students complete their academic programs, which requires persistence from one semester to another, and one year to the next. *Strategy*: KCKCC adopted "intrusive advising" in Fall 2014, to assist students in identifying their goals, strengths, and potential challenges to completing them. Having mandatory advising for students with fewer than 30 credits hours since 2014 has also assisted students in avoiding erroneous enrollments. The college hired new deans for student services in 2016 and is in the process of reorganizing the formerly scattered offices related to enrollment activities into one area. A traditional library has been updated to a "Learning Commons" with group study areas, tutoring services, TRIO services, extended hours, and a coffee/smoothie bar. Freshman seminar courses underwent an extensive internal review and comparisons with other KS colleges in 2016; a new coordinator has been identified to study the results and redesign its curriculum to pilot in 2017. Additionally, a presidential innovation project, the Center for Teaching Excellence has been created for all faculty to work collaboratively on the art of teaching. Personnel in these key positions report directly to members of the Cabinet each quarter to assess progress and strategize for continued improvement. (KCKCC also has significant certificate-seeking population)

Indicator 2: Increase the Number of Certificates and Degrees Awarded

Description: The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs of fewer than 16 credit hours. *Rationale*: This indicator also represents KCKCC's Strategic Goal 1.3: Enhance the institution-wide commitment to student success. It also represents a conscious effort by the college to fulfill the educational and workforce needs of its community by providing its citizens the training necessary for a sustainable living wage. *Strategy*: Retaining students through the measures indicated above will assist; however, there are additional considerations. KCKCC is partnering with area high schools via MOUs to provide dual and concurrent enrollment opportunities that permit transcription of technical classes, such as those covered by Senate Bill 155. An extensive curriculum redesign begun in fall 2016, gives students multiple entrance/exit points, particularly in the technical fields, while still allowing certification. Expansion of the culinary and health profession programs at the new Pioneer Career Center provides opportunities to high school students previously unable to participate. A newly reorganized program review process will allow the Cabinet to see the performance of all KCKCC programs and devote resources to those with the most documented growth potential.

Indicator 3: Increase the Percentage of Students Employed or Transferred

Description: The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC. *Rationale*: This goal supports KCKCC's Strategic Goal 2.1: Enhance employability and employment opportunities for our varied constituents. Doing so strengthens our entire community by having a skilled workforce, capable of earning a living wage. *Strategy*: In 2014, KCKCC hired director-level positions in Workforce Development (WFD) and Entrepreneurship (ENT). These individuals have been charged with ensuring graduates have the "soft skills" necessary to perform successfully in interviews, etc. WFD provides students with internships which include regular meetings with industry leaders, once they have 30 credits at the college, which assists in building resumes, narrowing the focus of career interests, and develops a sense of professional expectations. With ENT, the college offers "targeted" job fairs every year - part-time, veterans, etc. – supplying space for interviews onsite. KCKCC is broadening its list of general and program-specific articulations, such as with the KU nursing program, which are generally overseen by academic coordinators and/or advisors. The college will utilize the Student Clearinghouse tracking service to track and analyze the impact of these opportunities.

Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses

Description: The denominator is the total number of class enrollments or number of grades in the non-developmental classes by the students who successfully completed in MATH0099, READ0092, and ENGL0099 with a grade of C or better. The numerator is the number of grades that are C or better in the non-developmental courses enrolled by the students who completed developmental courses successfully. The non-developmental courses are MATH-0104, ENGL-0101, ENGL-0102, PSYC-0101, SPCH-0151, MATH-0105, SOSC-0107, BIOL-0141, PHIL-0206. These are the top nine most frequently taken courses by the students after completing developmental courses. *Rationale*: This indicator also represents KCKCC's Strategic Goal 1: Enhance the institution-wide commitment to student success. *Strategy*: The development of the Learning Commons area (Including TRIO services, Academic Resource Center tutoring, and library/research component) provides academic support for students at the developmental course placement and beyond.

Indicator 5: Increase the Number of Hispanic Students Enrolled at KCKCC

Description: This indicator represents the total number of unduplicated Hispanic students enrolled in an academic year, including both first-time and returning students. It is related to the strategic goal in KBOR's Foresight 20/20, "Increasing Higher Education Attainment Among Kansans." *Rationale*: During our previous performance agreement cycle, KCKCC was successful in increasing its Hispanic enrollment; however, at 18%, this is still lower than 26% of the Hispanic population at our community. This indicator supports KCKCC's Strategic Goal 2.1: Enhance employability and employment opportunities for our varied constituents. *Strategy*: Partnerships with Bizfest, El Centro, the Hispanic Chamber of Commerce, etc. will continue, with scholarships offered as appropriate. Additionally, KCKCC has set upon a marketing program with 38 the Spot, with 4-screen infomercials targeting Hispanic audiences as well as advertisements with Sporting KC and KC Royals. Several personnel in key offices are fully bilingual: in ESOL, Student Advising, Student Services, the Intercultural Center, which assists in making students and family members more comfortable with the college. Academically, KCKCC is partnering with El Centro to offer the Spanish GED at their Kansas City Kansas location; to serve as a site for internships at its Academy for Children; to collect oral histories through a grant with the Kansas Humanities Council; and a newly-revised course, Latin American History, is set for pilot in spring, 2017. Recruitment and retention of Hispanic students requires building relationships beyond the classroom, such as being visible in the community and ensuring a welcoming atmosphere.

Indicator 6: Increase Fall to Spring Retention of Non-College Ready Students

Description: Non-college ready students are defined as those testing into one or more developmental classes, regardless of enrollment in said classes; retention is the re-enrollment of students from fall to the consecutive spring semester. *Rationale*: The emphasis upon retention aligns with KCKCC's Strategic Goal 1.1: Support student success in developmental education. Students often arrive at college with plans and dreams to a career, only to find placement testing puts 1 – 2 years between them and studies specific to their chosen field. Recent pilot studies focus on retention and this indicator will focus on the retention of the broader population of non-college ready students. *Strategy:* KCKCC has launched three pilots to enhance students' college-readiness for credit bearing classes and offer academic supports to move them closer to their goals more expediently.   The pilots include: Informed Consent Waiver, Contextual Learning, and Pre-Emptive Mathematics. The hiring of a new READ Coordinator brings a new lens to the traditional developmental curriculum. Given the diverse student population served by KCKCC, our goal is to develop models of success regardless of academic preparation.

Labette Community College Performance Agreement 2017-2019

Contact Person: Joe Burke   Phone and email: 620-820-1239; joeburke@labette.edu

Fall 2015 FTE: 1,027

Date: 7/25/2016

Labette Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 2012 74/131 56.5% Fall 2013 67/107 62.6% Fall 2014 70/105 66.7% Baseline 211/343 61.5%						
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417						
3 Increase the % of students scoring at or above the national mean who take the Collegiate Assessment of Academic Proficiency (CAAP) Writing Exams	2	AY 2014 90/204 44% AY 2015 109/249 43% AY 2016 144/274 53% Baseline 343/727 47%						
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2%						
5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86% Baseline 249/280 88.9%						
6 Increase three year graduation rates of college ready cohort.	1	Fall 2010 24/105 22.9% Fall 2011 30/127 23.6% Fall 2012 39/131 29.8% Baseline 93/363 25.6%						

Labette Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen

We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "… providing a supportive environment for success…." Our expectation is to continue our positive retention trend by keeping students engaged (making a connection with faculty, developing classroom relationships) in the classroom and on campus (student activities) from year to year.

Indicator 2: Increase the number of certificates and degrees awarded

This indicator was selected again to ensure that we keep our focus on increasing the number of higher education completers.   We will accomplish this indicator by having our advisors increase efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree, giving students a sense of accomplishment along the way. The Registrar's Office will add transfer courses to LCC transcripts as soon as official transcripts are received rather than waiting for the student to complete a Degree Check Request form. Students and advisors now have the ability to determine exactly how close the student is to completing their degree or certificate. This knowledge should help students nearing completion to finish.

Indicator 3: Increase the % of students scoring at or above the national mean who take the Collegiate Assessment of Academic Proficiency (CAAP) Writing Exams

We chose to continue this indicator because it relates to the portion of our mission statement "…preparing students for success in a changing world". It allows us to focus on LCC student improvement in writing compared with students from across the United States. Our baseline from AY2014 – AY2016 show we had 727 students take the CAAP Writing Skills Test and 343, or 47% of them, scored at or above the national mean. The data is provided to us from the College Assessment of Academic Proficiency (CAAP). Students enrolled in LCC English Composition I courses will take the CAAP test near the completion of the course each fall and spring semester. The CAAP Writing Skills Test measures students' understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. Our English Composition instructors will continue to increase their knowledge about the concepts of Usage/Mechanics and Rhetorical Skills included in the test.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program

We chose to continue this indicator due to the large number of underprepared students at LCC. The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Students often arrive with more than one of these indicators. Academic advisors, after conducting an extensive interview with each student, prioritize the criteria that, in the advisor's professional opinion, place the student at greatest risk of academic failure. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education. These include students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities. Each participant must also demonstrate a need for academic support. Those who meet minimum eligibility requirements, as identified by the Admissions and Financial Aid departments, are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model tailored for each participant's academic needs and goals. Advisors track participants' academic progress at key points during the semester and recommend appropriate support including peer or professional tutoring, supplemental instruction, or other appropriate interventions. Participation is voluntary and there are no specific consequences for not participating. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. Retention is measured from year to year. For example, a degree seeking student who is enrolled in at least 6 credit hours for Fall 2017 (the denominator), is considered retained if he or she is enrolled in at least 6 credit hours in Fall 2018, or if he or she

graduated with an associate's degree from LCC (the numerator). The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

Indicator 5: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any of our Health Career Programs

We chose to continue this indicator because of the great reputation of our Health Career Programs. Our baseline from AY2013 – AY2015 shows we had 280 students complete a Health Career Program and of these, 249 (88.9%) were either employed in a related field or were continuing their education. Students graduating from our six Health Career programs Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant, Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility that opened in fall 2013, have helped to better prepare our students with experiential training for the current job market.   These include a new state of the art nursing simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikin, PTA simulation lab, X-ray machine, patient exam rooms, ICU, OB room, emergency care room, and debriefing room. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

Indicator 6: Increase three year graduation rates of college ready cohort

We chose to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. The Financial Aid Department will continue to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer.   Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Neosho County Community College Performance Agreement 2017-2019

Contact Person: Sarah Robb   Phone and email: 620-432-0302; sarah_robb@neosho.edu

Neosho County Community College	Foresight Goal	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase total number of certificates and degrees awarded as indicated in KHEDS	1	AY 2013 =1137 AY 2014 = 899 AY 2015 = 935 Baseline: 990						
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013 = 78% (317/404) AY 2014 = 80% (279/347) AY 2015 = 78% (287/368) Baseline: 79% (883/1119)						
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013 = 96% (619/642) AY 2014 = 97% (554/573) AY 2015 = 94% (361/384) Baseline: 96% (1534/1599)						
4 Strengthen student performance in developmental writing	1	AY 2013 = 72% (112/156) AY 2014 = 81% (119/147) AY 2015 = 79% (103/131) Baseline: 77% (334/434)						
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013 = 63% (71/112) AY 2014 = 60% (53/88) AY 2015 = 81% (113/139) Baseline: 70% (237/339)						
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013 = 78% (1629/21) AY 2014 = 78% (1628/21) AY 2015 = 79% (1657/21) Baseline: 78% (4914/63)						

Neosho County Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase total number of certificates and degrees awarded as indicated in KHEDS

NCCC will increase the total number of certificates and degrees awarded from the 3-year baseline data (AY 2013-2015). NCCC provides critical CTE programs throughout its service area and online, in addition to transfer education. The completion rate for CTE will be especially emphasized due to the continuation Governor's Career and Technology Education Initiative. Although reverse transfer initiatives have not yet proven very successful, degree completion may increase due to this process. The percentage increase is tempered based on overall college enrollment trends and projections.

Indicator 2: Increase student performance on assessment of student learning for analytical thinking

NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course outcome every academic term. In AY 2013, 38 course outcomes were used to assess analytical thinking, and due to changes in outcomes due to the Kansas Core Outcome processes, in AY 2014 and 2015, 39 course outcomes were used. The courses in which these 38 or 39 individual outcomes were pulled from include: General Biology, College Chemistry, Physical Science, Computer Concepts, Intro to CIS, Microeconomics, Macroeconomics, Intro to Literature, College Algebra, Music Appreciation, Astronomy, and Psychology. An average of 5,642 (duplicated) students were enrolled in these courses throughout this time period, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor reported assessment score. The scores are based on a weighted average of instructor assessment scores from that academic year. Outcome data from all sections of each course per academic year are used. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports. The NCCC assessment process has been recognized for its excellence by the Higher Learning Commission as well as the Community College Futures Bellwether Prize event. NCCC will strive to sustain and increase student performance with analytical thinking, which is a key learning component within Foresight 2020 (critical thinking).

Indicator 3: Increase pass rate of third-party credentials and WorkKeys (if applicable)

NCCC will increase the pass rate of students in 10 CTE programs of study which require third party technical credentials, or in achieving at least the bronze level of the WorkKeys Career Readiness Assessment for programs without required external credential. The programs involved include Surgical Technology, Occupational Therapy Assistant, Certified Nurse Aide, Medication Aide, HVAC, Welding, Health Information Technology, Healthcare Coding, Medical Assistant, and Phlebotomy. The baseline data has been developed from the pass rate of CTE program reports for AY 13, AY 14 and AY 15. In this case, the numerator is the number of tests passed and the denominator is the total number of tests taken. This proposed indicator compliments Indicator 1 related to total number of certificates and degrees awarded.

Indicator 4: Strengthen student performance in developmental writing

NCCC will increase student academic success in developmental writing. With fluctuating enrollment trends, a continuation of this indicator is necessary to build a data set more appropriate to analyze and respond to the results. Faculty in this discipline developed new developmental writing curriculum prior to this agreement, and have begun piloting various new methods of delivery. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success, *meaning a letter grade of C or higher in the course*, per academic year, developed from baseline data of the pre-composition course from the historical data (AY 13-15). The percentage reported is based on the number of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

Indicator 5: Strengthen student performance in college level English after completing developmental writing

NCCC will increase completion in passing Composition I after students have successfully completed development writing. As mentioned with Indicator 4, due to fluctuating enrollment trends, a continuation of this indicator is necessary to build on the data set to be able to analyze and respond to the results. We have been monitoring this indicator since AY 11 and for three of those years, remained consistent in the lower 60% range. In AY 2015, however the results reached an all-time high with 81%. Continued analysis will help to determine causation and attempt to replicate the activities in the classroom from that year to build a trend line that is moving upward. This data is based on students earning a C grade or higher in Composition I (ENGL 101) after successfully completing Pre-Composition (ENGL 100). The percentage reported is based on the number of successful Pre-Comp completers who achieved a grade of A, B, or C in Composition I (numerator) out of the total number of successful Pre-Comp completers enrolled in Composition I (denominator). This data will also be useful in our continued studies regarding appropriate student placement and utilization of multiple measures for more accurate placement.

Indicator 6: Increase student success with transfer core outcomes through assessment of student learning process

NCCC will increase student success rate of assessed student learning related to the Kansas transfer core outcomes. The courses used for this indicator are not the only courses offered at NCCC that are part of the seamless transfer system, however these were among the first courses involved. To remain consistent, we propose to continue the use of these 17 lecture and 4 lab courses. The courses included are: American Government, Chemistry I (lecture and lab courses), College Algebra, Composition I, Composition II, General Biology (lecture and lab courses), Intro to Literature, Intro to Psychology, Intro to Sociology, Microeconomics, Macroeconomics, Physical Science I (lecture and lab courses), Physics I (lecture and lab courses), Public Speaking, US History to 1877, US History Since 1877, and World Regional Geography. An average of 3,910 (duplicated) NCCC students were enrolled in these courses per academic year and their performance on the core outcomes are assessed per academic term by their instructors as part of the institutional assessment process. To obtain the percentage reported, the numerator is the total of all of the average scores for all of the 21 courses, and the denominator is the total number of courses involved. For example, in 2012-13, the range of course scores included on the low end, a 69% in Introduction to Literature to the high score being an 86% in Chemistry I Lab. In 2013-14, the range was from 65% (Introduction to Literature again) to 87% (Public Speaking). In 2014-15 the range was from 64% (Physics I) to 88% (Public Speaking). The NCCC academic outcomes assessment process has been recognized by the Higher Learning Commission and the Community College Futures Assembly through a Bellwether Prize.

Pratt Community College Performance Agreement 2017-2019

Contact Person: David Schmidt   Phone and email: 620-450-2188; davids@prattcc.edu   Date: 08/15/2016

Pratt Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.)	1	Fall 2012 = 62/102=60.8% Fall 2013 = 109/173=63.0% Fall 2014 = 68/125=54.4 Baseline: 239/400=59.7%						
2. Increase third year Student Success Index	1	AY 2010 Cohort =286/451=63.4% AY 2011 Cohort = 469/684=68.6% AY 2012 Cohort = 446/657=67.9% Baseline:1201/1792 67.0%						
3. Increase number of successfully completed Stand Alone Parent Programs (SAPP) and certificates and degrees awarded.	2	AY 2013 = 637 AY 2014 = 474 AY 2015 = 483 Baseline: 531						
4. Increase fall to Spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	1	Fall 2012 = 106/141=75% Fall 2013 = 110/139=79.1% Fall 2014 = 142/181=78.5% Baseline: 357/461=77.4%						
5. Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	1	Fall 2010 = 191/299=63.9% Fall 2011 = 147/243=60.5% Fall 2012 = 159/230=69.1% Baseline: 497/772=64.4%						
6. Increase success of developmental students in corresponding college-level class.	2	Fall 2012 = 44/56=78.6% Fall 2013 = 36/61=59% Fall 2014 = 50/62=81% Baseline: 130/179=72.6%						

Pratt Community College Performance Agreement 2017 – 2019 Narrative Template

Indicator 1: Increase first to second year retention rates of the college ready cohort (full-time student not enrolled in developmental classes)
The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree. Students enrolled in a developmental course in the fall term are excluded from this population.

Pratt CC is implementing Full Measure Education (FME) as a means of providing greater access to advising services through personalized enrollment plans (PEP), and increased career guidance and counseling through use of the FME mobile platform. Pratt CC will utilize our existing Student Success Center and the Program for Athletic Student Success (PASS) to implement strategies that target first semester students.

Indicator 2: Increase third year Student Success Index
The data for this outcome will be provided by KBOR. The cohort will include all students who are new to Pratt Community College during the academic year. The Index is a summation of students who were retained in higher education, or who completed a program. This approach encompasses the entire success of a community college by tracking students after they leave the college.

Pratt CC will define and develop retention initiatives. The Student Success Index will be affected heavily by increasing retention rates at Pratt CC. An expected outcome of enhancing retention initiatives is that as more students remain enrolled, the greater the likelihood that they will acquire the skills necessary to find success at a four-year institution. The likelihood that retained students will also graduate from Pratt CC will also become considerably higher.

Indicator 3: Increase the number of successfully completed Stand Alone Parent Programs (SAPP) and certificates and degrees awarded
The number of certificates and degrees awarded will include all degrees and certificates to include successfully completed SAPP's and awarded certificate and degrees will include duplication based on student attainment. The data used for reporting will be obtained through reports already being collected through KBOR in the KHEDS system and will include Nursing Aide, Medication Aide, and Home Health Aide. PCC acknowledges that the overall number of certificates and degrees will decrease over the baseline data due to the reduction in Nursing program structure and capacity. We are confident that this number will increase starting in academic year 2016-2017.

Pratt CC is utilizing Career Coach, imbedded in the Full Measure Education platform as an approach to increase advisor-student contact, improve student advisor relationships, and increase the availability of online, web based, career focused tools and applications for our students. We believe that by connecting programs, certificates and degrees to a career pathway student program and degree completion rates will improve.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math) These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term.

Pratt CC emphasizes student academic support through our Student Success Center. Instructional support is made available to students in developmental courses and it is Pratt CC's intent to increase the retention rate of students who are enrolled in developmental courses during their fall semester.

Indicator 5: Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)
These data will be self-reported. The denominator is all first-time, full-time, degree-seeking students who enter in the fall term. Students are tracked for three years and are deemed successful (numerator) if they either graduate with a certificate or associates diploma or transfer to an institution to continue their education.

Student success at a community college is not only measured in how many students graduate, but also how many transfer to other institutions. This cohort will be a good sample of Pratt CC's student body, who are seeking graduation or to transfer. In order to meet this indicator, the institution will utilize Full Measure Education as a means of providing career guidance connecting students with potential careers and employment outlook from within the state, region, and nation.

 Indicator 6: Increase Success of developmental students in corresponding college-level class
These data will be self-reported. The measure will evaluate the successful transition of developmental students into corresponding college-level courses. The specific transitions being monitored are Basic Writing (ENG098) to Composition I (ENG176); and Beginning Algebra (MTH076) to Intermediate Algebra (MTH 130) or Technical Mathematics (MTH126) or College Mathematics (MTH176). The denominator will be students that successfully (completed with an A, B, C or P grade) Basic Writing and/or Beginning Algebra in a fall term and enrolled in the college-level course by the following fall. The numerator will be those who successfully completed the corresponding college-level course.
Composition I is applicable to any degree at Pratt CC. The college-level math coursework is applicable to technical credentials (Associates in Applied Science and technical certificates). If a student seeks a general transfer credential, higher coursework in mathematics is necessary. Pratt CC recognizes that this indicator evaluates a small portion of its FTE. The institution also recognizes that transitioning students out of remediation is a problem that will not improve in the foreseeable future. Students are increasingly entering college with a need for remediation, while the Kansas economy continues to require work-ready credentialed employees. This indicator will prime Pratt CC's institutional processes to be better prepared to tackle both needs. In order to meet this indicator, the institution will utilize new and existing initiatives to provide support to this student population.

 New initiatives will be implemented based on guidance from Faculty Assessment of Learning Committee (FALC) that address needs of developmental students. Student progress in courses is monitored by faculty and academic alerts are submitted to the Student Success Center for follow up and support. At risk indicators are monitored by Student Success Center staff to include attendance, grades, and course progress.   Faculty attend conferences that address student need based on trending data.

Seward County Community College Performance Agreement 2017-2019

Contact Person: Todd Carter   Phone and email: 620-417-1012; todd.carter@sccc.edu

Fall 2015 FTE: 1,294

Date: 8/22/2016

Seward County Community College	Foresight Goals	3 YR History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474						
2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra.	2	F13 – 166/220 (75.5%) F14 – 189/232 (81%) F15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)						
3 Increase three-year graduation rates of college ready cohort	1	F10 Cohort – 106/307 (34.5%) F11 Cohort – 135/387 (34.9%) F12 Cohort – 123/363 (33.9%) Baseline: 364/1057 (34.4%)						
4 Increase the success rate of developmental writing students in English Composition I	1	F12 Cohort – 23/35 (65.7%) F13 Cohort – 24/36 (66.7%) F14 Cohort – 39/59 (66.1%) Baseline: 86/130 (66.1%)						
5 Increase the first to second year retention rate for college ready cohort.	1	F12 Cohort: 109/186 (58.6%) F13 Cohort: 102/159 (64%) F14 Cohort: 115/196 (59%) Baseline: 326/541 (60.3%)						
6 Increase the % of full-time students completing 24 credit hours in their first year	1	F2012 Cohort – 144/360 (40%) F2013 Cohort – 213/310 (69%) F2014 Cohort – 238/349 (68%) Baseline: 595/1019 (58%)						

Seward County Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the number of certificates and degrees awarded.
Description: The data for this indicator is provided by the Kansas Higher Education Data System.
Rationale: We have restructured the advising process to increase student retention and completion. Given the success of SB155, the baseline for credentialing has increased significantly since 2012.
Strategies: Key strategies include well defined post-secondary pathways for high school, General Education High School Diploma, and Adult Basic Education students. Personal advising relationships with students and academic interventions early in the semester will improve retention. Online course components provide flexibility for students that are working or in our outreach communities. Developing and expanding concurrent/dual-credit enrollment provide increased access to area high school students.

Indicator 2: Increase the success rate of students in College Algebra.
Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. The denominator represents all students taking college algebra in the fall semester, while the numerator represents students successfully completing the course with a grade of A, B, or C.
Rationale: Community college research shows that students completing College Algebra early in their college career have a much higher completion and transfer rate. Success is defined as an A, B, or C course grade of students enrolled in College Algebra. However, about one fourth of our students taking college algebra each year are underprepared for college level math. The denominator represents the number of students enrolled in College Algebra, while the numerator represents the number of passing College Algebra with an A, B, C.
Strategies: Key strategies include professional tutoring and online assistance through the Math Resource Center. The college algebra course has been revised and focuses on academic skill development as well as collaborative instruction. Math advising and enrollment processes have been revised to assure students are receiving appropriate guidance in selecting math courses and taking math courses as soon as possible in their degree program.

Indicator 3: Increase the three year graduation rate of the college ready cohort.
Description: The data for this indicator is provided by the Kansas Higher Education Data System.
All first-time, full-time degree or certificate seeking students entering the fall semester.
Full-time is defined as 12 or more credit hours for the fall semester.
College ready is defined as students not requiring any developmental education courses.
Rationale: Seward County has the lowest population percentage with an associate degree for any county in the state of Kansas; 20.21% (Lumina). The goal is to increase the number of students awarded associate degrees, while increasing the percentage of the local population with an associate's degree. The goal of increasing associate's degree attainment is the rationale for using IPEDS cohort data.
Strategies: Key strategies include providing professional development based on promoting a cultural competence for advisors and faculty members. This especially focuses on promoting help-seeking behaviors in students, primarily Latino males; increasing the likelihood of student persistence. Additional strategies include development of a guided pathways model, which provides clearer direction toward degree attainment compared to the current cafeteria model.

Indicator 4: Increase the success rate of developmental writing students in English Composition I.
Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. This indicator focuses on student success in their first college level writing course after completing the previous developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year

after successfully completing developmental writing in the fall semester. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

Rationale: Community college research has identified that successful completion of English Composition I positively affects student outcomes such as degree completion and transfer to a four-year institution. Our success rate increased from 46% (fall 2009, 2010, 2011 cohorts) to 66% for fall 2012, 2013, 2014 cohorts. The increase in success rates from the previous performance agreement only included students successfully completing the developmental sequence AND enrolling in Composition I. A focus on all developmental writing enrollees completion of Composition I indicates a need for increasing student completion in the course.

Strategies: Key strategies include a writing lab to support the transition from developmental to college level writing, more intensive advising so students enroll in college level English immediately following developmental writing, and only allowing students to enroll in courses with the appropriate placement exam score or successfully completing developmental courses with an A, B, or C. Exploring models deemed by literature to be effective for student learning and completion (e.g. accelerated learning programs).

Indicator 5: Increase the retention rate of degree / certificate seeking students.
Description: This indicator uses retention data from KHEDS, and focuses on the first year to second year retention rate of the college ready cohort of students. The denominator represents all degree or certificate seeking students, not requiring developmental education for the program of enrollment (e.g. students enrolled in Welding Technology certificate program), or placing into college-level courses (e.g. transfer track student). The numerator indicates students retained from fall to fall.

Rationale: This performance indicator is part of our student retention monitoring process and is also one of our internal performance indicators that we evaluate annually.

Strategies: Key strategies include immediate follow up with students who receive academic performance alerts, improve academic advising services, greater access to tutoring and mentoring services, increased career services, and quicker turn-around in communicating available financial resources.

Indicator 6: Increase the % of first-time, full-time students completing 24 credit hours in their first year of college.
Description: This indicator focuses on increasing the percentage of full-time entering freshman completing 24 or more credit hours in their first year of college. The data used to calculate this indicator are provided by KHEDS.
1) All first-time, full-time degree or certificate seeking students entering in the fall semester.
2) Full-time is defined as 12 or more credit hours for the fall semester.
3) Credit hour accumulation in first year is the number of full-time students who earned 24 credit hours in the fall, spring, and summer terms combined.
4) The indicator is calculated by taking the total from (3) and dividing by the total from (1).
Rationale: Community college research shows that students who complete 20 or more credit hours in their first year are 8 times more likely to complete a degree. Completion of twenty-four credit hours per year is needed to maintain full-time status for financial aid.
Strategies: Key strategies include professional development for our faculty advisors that focuses on methods for assisting students in achieving the 24 credit hour threshold. Providing professional development activities increasing cultural awareness and navigation for student services personnel and faculty. Methods include completion of the math and writing sequence as early as possible, using the summer term to pick up an additional course, and developing a degree plan. Additional strategies include teaching college survival skills, assisting students with financial planning, improving the advising program, and following up with students who receive academic performance alerts.

Flint Hills Technical College Performance Agreement 2017-2019

Contact Person: Lisa Kirmer   Phone and email: 620-341-1325, lkirmer@fhtc.edu

Flint Hills Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	2013: 77/125=61.6% 2014: 113/143=79% 2015: 65/91=71.4% Baseline:255/359=71%						
2 Increase the number of certificates and degrees awarded	1	AY13: 446 AY14: 557 AY15: 460 Baseline: 487						
3 Increase the wages of students hired	2	AY12: $26,128 AY13: $25,006 AY14: 26,062 Baseline: $25,826						
4 Increase the number of students who successfully complete a 100 level math course	1	AY 2013: 113 AY 2014: 144 AY 2015: 194 Baseline: 150						
5 Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 Baseline: 280						
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 65% AY 2014: 152/221 69% AY 2015: 148/244 61% Baseline: 433/669=65%						

Flint Hills Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of college ready cohort
Retention is critical to the success of students and the programs of study at FHTC. FHTC faculty and staff have implemented several strategies to assist in the retention process including an early intervention plan for faculty to visit with and assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and a First Year Experience orientation course covering time and stress management, study skills and a variety of methods for college success. A new Academic Advisor/Counselor position has been created at FHTC beginning with the fall 2016 semester. The Academic Advisor/Counselor will assist students with degree planning, career counseling and personal counseling. In addition to faculty early intervention the Academic Advisor/Counselor will be working closely with students regarding attendance issues, poor grades and personal issues which may negatively impact the success of students.

Indicator 2: Increase the number of certificates and degrees awarded
FHTC has had a decline in total enrollment over the three years in both headcount and full-time equivalency (FTE). High school enrollment, especially students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased. Conversely, post-secondary enrollment of certificate or degree seeking students has declined. This is in large part due to the low unemployment rate and the fact that many adults are employed and are not in need of training or re-training. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement the orientation and early intervention strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded. The addition of the Academic Advisor/Counselor position will also be beneficial to guide students in their degree planning and provide assistance when needed.

Indicator 3: Increase the wages of students hired
Many FHTC graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. Some FHTC graduates, especially in the power plant and dental hygiene areas, can earn $40,000 - $60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit. FHTC faculty also meet regularly with their program advisory committees. The committees are comprised of business and industry representatives in the program field of study, which helps the employers stay connected with the College and creates opportunities for internships and referral of graduates. FHTC is also a partner with the Emporia Area Chamber of Commerce in organizing and managing the Manufacturer Council. The council is made up of manufacturers in the community and surrounding area. Workforce development and being able to provide qualified employees is part of FHTC's mission. The CEOs and HR managers are very aware of the issue of competitive wages and the fact that FHTC is providing a highly skilled employee and the importance of that to a company's success.

Indicator 4: Increase the number of students who successfully complete a 100 level math course
Math is one of the most difficult subjects for students at Flint Hills Technical College. 100-level math courses include Technical Math and College Algebra and a student must complete a 100-level math course in order to complete an Associate of Applied Science Degree. In order to better place students in the appropriate level of math, a testing scale was developed in conjunction with COMPASS and ACT recommendation. Remedial math courses (MA090-Principles of Math, MA097-Beginning Algebra and MA099-Intermediate Algebra), were developed and aligned with corresponding math scores on either the COMPASS or ACT test. Once a student is placed in a remedial math course the student is required to attend a math lab with a qualified math instructor. In the math lab students are tested to determine their mastery level of the competencies. Students are only able to advance in the math lab upon 90% mastery of each

competency. Although the math lab is being offered for the first time in the fall 2016 semester, students are already showing significant gains in math skills. Free math tutors were are made available to help students prepare for and successfully complete the 100-level math courses. Math instructors are encouraged to work together to reinforce similar concepts to students and identify teaching strategies which may help students succeed. The Director or Information Resources/Assessment will be promoting online math resources to help students increase their skills and competency and will make the resources available to students.

Indicator 5: Increase the number of high school students completing a course with a grade of C or better
Flint Hills Technical College offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The college continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit. FHTC has also increased the opportunity for students to take hybrid and online courses at their high schools and earn either technical education program credit or general education credit. Continuing to increase offerings at the high schools is challenging as FHTC ensures compliance with the Higher Learning Commission faculty credential requirement.

Indicator 6: Increase the number of Hispanic students who complete a short-term certificate, technical certificate or AAS degree
The Hispanic population at FHTC has continued to increase throughout the last several years. In many cases, Hispanic students are coming to FHTC with a GED and/or some level of a language barrier. Hispanic students are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. The number of Hispanic students completing a certificate, technical certificate or AAS degree each academic year were counted and divided by the total number of Hispanic students enrolled during each academic year. The total number completing was divided by the total number of Hispanic students over the three years to determine an average and baseline. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs. The Adult Education Center helps students transition into higher education and has several bi-lingual staff available to assist students. Similarly, the FHTC Student Services Office at the main campus has one bilingual staff and one bilingual staff at the Downtown Campus to assist Hispanic students and increase their comfort level. And convey the importance of higher education to prospective Hispanic students and their families. Despite the support of the Adult Education Center staff and Student Services staff, completion rates of Hispanic students have decreased over the last several years. The Hispanic population continues to encounter barriers including communication, family support and financial support. The College is striving to increase the number of Hispanic completers and therefore has chosen it as an indicator for the Performance Agreements.

Manhattan Area Technical College Performance Agreement 2017-2019

Contact Person: Dr. Richard J. Fogg   Phone and email: 785-320-4557--RichFogg@ManhattanTech.edu

Fall 2015 FTE: 615

Date: 06/20/16

Manhattan Area Technical College	Foresight Goals	3 year History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1.1	AY 2013 = 400 AY 2014 = 365 AY 2015 = 396 Baseline = 387						
2 Upon completion of their programs, increase the percent of students employed or transferred	2.2	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 262/359 = 73.0% Baseline: 781/1162 = 67.2%						
3 Upon completion of their programs, increase the number of industry credentials earned by students	2.5	AY 2013 = 302 AY 2014 = 341 AY 2015 = 405 Baseline = 349						
4 Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase percent retained to the next academic year	1.2	AY 2014: 75.5% (213/282) AY 2015: 76.1% (175/230) AY 2016: 60.8% (113/186) Baseline = 71.8% (501/698)						
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	AY Data: 2014: Avg. Score=74.9% (N=643) 2015: Avg. Score=78.1% (N=707) 2016: Avg. Score=78.7% (N=668) Baseline = 77.3%						
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1.1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%						

Manhattan Area Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the number of certificates and degrees awarded.
In order to increase completion rates, MATC has implemented a variety of initiatives that should result in more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, as will be expanded on under Indicator 4, modifications were made to the Workplace Writing (COM-100) and Workplace Math (MAT-099) courses, which should result in higher pass rates in English and Math courses that fulfill the general education requirements. Second, we have a computer program (Accudemia) that serves as an early alert system for at-risk students. It provides a platform for referrals by Faculty and Student Services staff and notifies the Director of the Learning Resource Center and the student's advisor that, for example, based on attendance and grades there are issues that need to be addressed.   This allows for proactive responses that facilitate early interventions before the problem(s) escalate to a point that irreparable damage has been done and the student drops out of school. Finally, information gained from the administration of the Noel-Levitz Student Satisfaction Inventory provides data about the facets of the College (e.g., Financial Aid, Advising/Counseling, and Instructional Effectiveness) that students feel are most important and also assesses their levels of satisfaction with 12 target areas.   Collectively, these types of interventions should result in greater student retention and subsequent success in their goal of attaining a certificate or degree.   This indicator is in line with Foresight 2020 Goal 1.1.

Indicator 2: Upon completion of their programs, increase percent students employed or transferred.
This indicator is tied to Indicators #1 above and #3 below. Without retention through successful completion of the program (Indicator 1) and successful acquisition of an industry credential (Indicator 3), increasing the numbers of students employed after leaving MATC would be impossible.   Thus, retention is the key to success on all three indicators.   That being said, MATC is taking additional steps to facilitate employment after graduation. First, several programs have mechanisms in place to ensure their students have opportunities to meet and talk to individuals in program-related businesses. For example, Computer-Aided Drafting invites company representatives to talk with their students on the day of their Program Advisory Committee (PAC) meeting, or at any other time that is convenient for the companies during the academic year. Several other programs (e.g., Welding and HVAC) have students working in local companies as part of their Occupational Work Experience (OWE) so they are exposed to and have the opportunity to talk with employees and supervisors from many local companies. Other programs (Associate Degree Nursing, Practical Nursing, Dental Hygiene, Medical Laboratory Technology, Advanced Biotechnology, and Electric Power & Distribution) have students scattered around the city/region/state doing clinical rotations or internships, which provide ample opportunity for the students to demonstrate their capabilities. Many students are hired by the companies at which they have completed those internships. Finally, an institution-wide job fair is held on campus and businesses representing many MATC programs are in attendance.   Those job fairs have grown over the last few years.
In terms of students continuing their education at another institution, over the course of the last five years many new articulation agreements were developed at the college level, as well as the statewide agreements facilitated by KBOR.   This more seamless approach to transfer through articulation agreements results in more students moving on to complete bachelor degrees and beyond at other institutions.
Tracking students and gathering follow-up data six months or more after they leave has always been one of the bigger challenges for institutions.   However, recent connections through the National Student Clearinghouse and KBOR's work with the Department of Labor have greatly facilitated the follow-up process. Given all of the initiatives related to facilitating contact between students and potential employers, and the steps taken to allow a seamless transition to other postsecondary institutions, we expect the numbers of students employed and/or continuing their education will continue to increase.   This indicator is in line with Foresight 2020 Goal 2.2.

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students.
Possession of an industry credential or credentials greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, 13 of 16 programs (certificate only, certificate or degree, and Stand Alone Parent Programs) provide students with opportunities to earn one or more industry credentials.   We are currently exploring the availability of ISO-17024 certifications for the remaining three programs. Successful retention based on

the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials.   This indicator is in line with Foresight 2020 Goal 2.5.

Indicator 4: Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase the percent who are retained to the next academic year.
One of the main obstacles for students to finish their Certificate or AAS Degree is the completion of the general education requirements, including English and/or Math.   MATC uses ACCUPLACER exams to evaluate incoming students in reading, writing, and math courses for the purpose of placement. Students who have ACCUPLACER Sentence Skills scores < 69 must take Workplace Writing (COM-100) and students who have a ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71must take either Workplace Math (MAT-099—2 credit hours) or Technical Mathematics I with Review (MAT-102—5 credit hours). Students must pass COM-100 with a "C" or better to be eligible to take an English course that fulfills the general education requirement (i.e., English Composition (COM-105) or Technical Writing (COM-110)). Students must pass MAT-099 with a "C" or better to be eligible to take Technical Mathematics I (MAT-101), the course that fulfills the certificate option.   Students who pass MAT-102 with a "C" or better will meet the general education math requirement for a certificate. This indicator is in line with Foresight 2020 Goal 1.2 in that it will serve to increase retention rates at MATC.

Indicator 5: Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs.
Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. These core skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on. In a Janus-faced educational system, the core skills are generally viewed as the sum and substance of the theoretical side and have no real applicability in practice. In reality, the core skills are regularly used in practice; the key is the recognition of them as such and therein lays the challenge of assessing these skills in the technical component of a program. Towards that end, we developed a series of rubrics that serve as guides to assessment. Each rubric consists of 20 criteria; 5 of which are broad enough to be used in any discipline, while the remaining 15 provided higher degrees of specificity and applicability in particular disciplines.   Members of the Assessment Committee work with individual faculty to show how these rubrics can be used to assess something they are already doing as part of the technical training. This indicator is in line with Foresight 2020 Goal 2.1.

Indicator 6: Increase the percent of students who complete their certificate or degree within two years or are retained at MATC.
Since 2010, upon receiving full accreditation from the Higher Learning Commission, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings. The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention. The increases from 2010 through 2012 can be seen in the 3-year history area of the report. We expect the totals (completion + retention) to increase; however, we also expect completions to increase and retentions to decrease (i.e., students will complete at a faster rate). This indicator is in line with Foresight 2020 Goal 1.1.
The percentages provided for the baseline years (2010 – 2012) are calculated by dividing the number of students who completed or were retained within two years in that cohort by the total headcount for each year. The full data are as follows:

Baseline Data for Indicator 6 of 2017-2019 Performance Agreement

	2009-2010		2010-2011		2011-2012		Baseline Data	
	#	%	#	%	#	%	#	%
Headcount	959		1040		1123		3122	
Completed after 2 years	451	47%	510	49%	629	56%	1589	51%
Retained after 2 years	144	15%	156	15%	101	9%	401	13%

North Central Kansas Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of the college-ready cohort.	1	2013: 71.0% (120/169) 2014: 74.6% (129/173) 2015: 75% (123/164) Baseline: 73.5%						
2 Increase the graduation rate of the college-ready cohort.	1	2010: 63.3% (107/169) 2011: 65.5% (112/171) 2012: 64.5% (109/169) Baseline: 64.4%						
3 Increase the number of third party credentials awarded to students.	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 Baseline: 636						
4 Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.		2013: 83% (40/48) 2014: 90% (38/42) 2015: 93% (41/44) Baseline: 88.6%						
5 Increase the number of adult learners (25+) enrolled.	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298						
6 Increase the number of credit hours completed via distance learning.		AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968						

North Central Kansas Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of the college-ready cohort.
Description: NCK Tech offers both certificate and AAS degrees. This indicator will target AAS degree seeking students.
Rationale: In past performance agreements, NCK Tech focused on retention in specific programs. Retention did increase in each program, surpassing the targeted goals. Even with improvement in specific programs, retention has remained relatively flat for the past three years. NCKTC plans to continue to focus on improving retention in all AAS programs with concentration on programs with lower retention rates. NCKTC focuses on increasing connection and community with students from the initial application. Recruiters and Instructors both reach out to newly enrolled students before coming to campus in the fall. Once classes start, student services promotes a series of activities during the first ten days to get students acquainted and participating in campus life. The first ten days are important for students to forge connections and feel like they belong; and therefore remain enrolled. Additional strategies include early intervention for struggling students through the resource center, increasing credentialing options to encourage students to return for a second year of study, and advising.
Data Collection: NCK Tech will use data gathered through the KHEDS collection to track retention.

Indicator 2: Increase the graduation rate of the college-ready cohort.
Description: Students earning AAS degree and certificate seeking students (diploma seeking students) will be counted towards meeting this indicator.
Rationale: Paired with an increased focus on retention, graduation rates should increase as we retain students. Certificate students and AAS students often face different obstacles towards academic success, making student advising integral to increasing the graduation rate. Students enrolling in many of our certificate programs have the option of earning stackable credentials. When planning toward the end goal, many students postpone general education courses with the result of being a non-completer in the initial certificate program. NCK Tech believes advising students to take the right sequence of courses to complete will be in the best interest of the student to earn the certificate. For those students enrolled in AAS degree programs, early intervention with at-risk students through the resource center will assist in academic success. Program instructors will work alongside advisors to determine students not on schedule for graduation and develop a plan with the student to meet graduation requirements.
Data Collection: NCK Tech will use data gathered through the KHEDS collection to track graduation.

Indicator 3: Increase the number of third party credentials awarded to students.
Description: The number of third-party industry credentials students enrolled at NCK Tech earn during their enrollment as reported in the follow-up collection. Credentials counted include: RN, LPN licensure, MACS, ICAR Welding, ASE/NATEF, CET, FCC, HVAC Excellence, AWS, NCCER, Kansas Journeyman's, EPA 608, OSHA10 and Certified Pharmacy Tech. This is list is fluid as we continue to add additional certifications for our students.
Rationale: In past performance agreements, NCK Tech has worked to add more valued credentials for students. NCK Tech includes several third-party certifications for students, including green options, within the program curriculum. Third party certifications validate student learning and enhance employability of NCK Tech's graduates. Connections with business and industry and use of advisory councils indicate certifications students should be earning. We believe third-party credentials will assist in retention, encouraging more students to return to earn the credentials. NCK Tech's focus on quality and career readiness supports this indicator.
Data Collection: NCK Tech will use data from department chairs of credentials awarded as reported in the KHEDS Follow-up survey.

Indicator 4: Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.
Description: Students who enroll in a remedial course (Basic Algebra or Introduction to Composition) and then complete the college-ready course within the sequence will be included for this indicator.

Rationale: NCK Tech has used cut scores on ACT and Compass tests to determine placement in general education courses for the past four years, offering remedial courses in English/writing and Math/Algebra. The College currently offers one level of remedial course work prior to the college-level course. The number of students taking a remedial course increased in FY 12 due to more course offerings on our Hays campus. Through the Resource Center, students have access to free tutoring and study sessions. The Resource Center also provides writing assistance, quiet study areas, and quiet testing environments. Strategies to assist remedial students include continuing to connect students with support from the Resource Center including small- group learning/study sessions and peer-to-peer tutoring. NCK Tech will work through advising to connect students to the resources needed and keep them on schedule to graduate.
Data Collection: Internally through NCK Tech's student records system.

Indicator 5: Increase the number of adult learners
Description: Adult learners are defined as student 25 and older upon enrollment will be counted. Students enrolled as full-time in certificate and AAS programs and students enrolled in short-term programs will be included.
Rationale: NCK Tech in Hays historically has a different demographic than the Beloit campus, generally represented by an older, non-traditional student. The College has experienced growth in enrollment on the Hays campuses from this group of students. The Beloit campus has also had growth from this given demographic especially in Nursing and Information Technology. Due to shrinking populations in our rural service area, NCK Tech has a limited amount of traditional students available for recruitment. To grow enrollment, we must also begin recruiting additional demographics including students returning to school, displaced workers and non-traditional students. NCK Tech will also count students enrolled in short-term programs within this indicator. Meeting the needs of business and industry in our communities and throughout the state is one of NCK Tech's strategic goals. Displaced workers, continuing education and re-training through short-term programs attract students within this demographic. The College is currently working on several initiatives increasing the opportunities for additional educations via short-term programs.
Data Collection: Internally through NCK Tech's student records system from data reported on KSPSD

Indicator 6: Increase the number of credit completed via distance learning
Description: Credit hours successfully completed by all groups of students through distance learning. Courses include technical, general education and short-term courses.
Rationale: Growing and strengthening NCK Tech's Virtual College is a strategic goal of the College. Current distance learning offerings include a limited number of technical courses, general education and short-term training courses such as CNA, CMA and CDL courses. The College is increasing distance learning options for both technical and academic areas through general funds and grant initiatives. Quality in distance learning is imperative to student success. NCK Tech incorporates course reviews, instructor training and access to student services. The College has created a position to oversee the growth of the virtual college.
Data Collection: Internally through NCK Tech's student records system.

Northwest Kansas Technical College Performance Agreement 2017-2019

Contact Person: Brenda Chatfield   Phone and email: (785) 890-1514, brenda.chatfield@nwktc.edu

Northwest Kansas Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of the college-ready cohort	2	2012-2013: 70.1% (108/154) 2013-2014: 58.7% (88/150) 2014-2015: 70.3% (111/158) Baseline: 66.3% (307/462)						
2 Increase the number of students who achieve a third party credential	2	2012-2013: 247 2013-2014: 416 2014-2015: 574 Baseline: 412						
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257						
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	2	2012-2013: 61.9% (13/21) 2013-2014: 64.3% (18/28) 2014-2015: 42.4% (25/59) Baseline: 52.9% (37/70)						
5 Increase the number of students employed or transferred in their field of study within one year of graduation	1	AY 2012: 39.4% (82/208) AY 2013: 33.9% (81/239) AY 2014: 40.9% (136/259) Baseline: 40.9% (289/706)						
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	2012-2013: 23% (56/243) 2013-2014: 37% (102/274) 2014-2015: 35% (89/254) Baseline: 31.7% (247/771)						

Northwest Kansas Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates of the college-ready cohort
Description: Northwest Tech aims to increase the first to second year retention rates for students enrolled in two-year programs, including the college ready and non-college ready cohorts.

Rationale: Retention is essential to successfully achieving the other goals defined in the Performance Agreement. Northwest Tech enrollment grew steadily for the past four years. With the continued growth in enrollment, the college is experiencing a slight decrease in retention rates, although they remain high in comparison groups. Faculty and staff from all areas of the college reviewed the reasons for students not completing and together are implementing strategies to improve retention. The college is revising the Student Success Seminar course to more closely align with best practices. The college aims to increase the first to second year retention rates of the college ready and non-college ready populations as a whole.

Data: Northwest Tech collects data on retention rates and reports it in the Kansas Higher Education Data System. This data will be used for reporting progress on the Performance Agreement goals.

Indicator 2: Increase the number of students who achieve third party credentials
Description: Northwest Tech aims to increase the number of students who achieve third party credentials, including both the college ready and non-college ready cohort.

Rationale: In addition to achieving a certificate or degree, third party credentials validate student learning externally and increase student marketability for employment opportunities. Northwest Tech aims to increase the number of students who achieve third party credentials through increasing overall success rates on existing examinations as well as offering additional opportunities to achieve third party credentials within programs.

Data: Northwest Tech collects data on third party credential attainment and reports it to the Kansas Higher Education Data System. This data will be used for reporting progress on Performance Agreement goals.

Indicator 3: Increase the total number of certificates and degrees awarded
Description: Northwest Tech aims to increase the number of certificates and degrees awarded annually.

Rationale: Northwest Tech is committed to improving the graduation rates of students as well as continuing to grow the number of students served by the college. The goal to increase the number of certificates and degrees awarded measures the success of both initiatives. Northwest Tech plans to implement strategies for enrollment growth, retention, and completion as outlined in the institutional strategic plan to achieve this goal.

Data: Northwest Tech collects data on certificates and degrees and reports it in the Kansas Higher Education Data System. This data will be used for reporting progress on the Performance Agreement goals.

Indicator 4: Of the students who test into developmental math, increase the percent who earn a certificate or degree

Description: Northwest Tech aims to increase the percent of students who complete the college level math course required for graduation after testing into developmental math based upon their reported Accuplacer, ACT, or SAT test scores.

Rationale: Effectively serving the non-college ready population is a core value at Northwest Tech. Faculty and staff are continuously engaged in conversations about how to best serve this population to help them succeed in earning a certificate, degree, and/or third party credential as well as obtain gainful employment in their area of study. Mathematics is critical to success in college as well as technical occupations. Northwest Tech aims to increase the number of students who earn a certificate or degree after testing into developmental mathematics. Success in this indicator will support success in other indicators including increasing the overall graduation rate.

Data: Students testing into either Pre-algebra or Fundamentals of Math according to the Accuplacer, ACT, or SAT test scores reported for admission will be tracked to gather data on completion of a certificate or degree.

Indicator 5: Increase the number of students employed in their field of study within one year of graduation
Description: Northwest Tech aims to increase the number of students employed in their field of study within one year of graduation.

Rationale: Northwest Tech is a significant contributor to economic development in the northwest Kansas region and beyond. Increasing the number of students employed in their field of study within one year of graduation will increase the positive impact of the college on the economy and better serve business and industry partners. Each year, there are more job openings than graduates in most programs at Northwest Tech. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation.

Data: Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates. They report this data in the Kansas Higher Education Data System. The reported data will be used for reporting progress on the Performance Agreement goals.

Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree.
Description: Northwest Tech aims to increase the graduation rate for minority students, including both the college ready and non-college ready cohorts.

Rationale: As the minority students at Northwest Tech continues to grow it is important to develop strategies to insure the student success in obtaining their educational goals.   The minority population often encounters barriers including communication, family support and financial support. The College is implementing strategies to increase the number of minority completers and therefore has chosen this as an indicator for the Performance Agreement.

Data: Northwest Tech collects data on student completion including certificates and the Associates of Applied Science degree. This information is reported in the Kansas Higher Education Data System. This data will be used for reporting progress on the Performance Agreement goals.

Salina Area Technical College Performance Agreement 2017-2019

Contact Person: Amanda Foust   Phone and email: 785-309-3114, amanda.foust@salinatech.edu

Fall 2015 FTE: 351

Date: 8/30/2016

Salina Area Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the three-year graduation rates of college ready cohort.	1	2013: 61% (83/136) 2014: 61.5% (91/148) 2015: 65.1% (84/129) Baseline: 63.2% (258/413)						
2 Increase percent of students employed in Kansas one calendar year after graduation.	2	2013: 74.3% (410/552) 2014: 77.3% (418/541) 2015: 80.3% (339/422) Baseline: 77.0% (1167/1515)						
3 Increase the wages of students hired.	2	2013: $27,516 2014: $19,930 2015: $21,912 Baseline: $23,119						
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1247 2014: 1851 2015: 2310 Baseline: 1803						
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68						
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)						

Salina Area Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the three-year graduation rates of college ready cohort.

The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them once they've enrolled. We have implemented an Early Alert system as well as continue to communicate the importance, and advantage, of degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. Salina Tech has an Outreach Coordinator to assist students with barriers to college entrance. For this indicator, the last three years of historical data was taken from the IPEDS Grad Rates Within 150% Survey and is the following: 2013 (Fall 2009 Adjusted Cohort): 61%, 2014 (Fall 2010 Adjusted Cohort): 61.5%, and 2015 (Fall 2011 Adjusted Cohort): 65.1%. The data from the last three years has provided us with the information needed to provide a baseline of 63%.

Indicator 2: Increase percent of students employed in Kansas one calendar year after graduation (KBOR/KDOL data).

Every program at SATC has its own industry based advisory board that guides the program instructors as to the best employment skills for the program graduates to have upon graduation. In addition, student services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the valued opinions of the advisory boards, gives college faculty and instructional staff the information that they need to ensure that students are learning the skills they require to find and keep employment in Kansas. SATC will also work with the Chamber of Commerce to develop and promote mini job fairs at the College in early spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. For this indicator, the last three years of historical data was taken from KBOR and KDOL. The number of students employed in Kansas one calendar year after graduation for 2013 (AY 2012 graduates): 74.3% (410/552), 2014 (AY 2013 graduates): 77.3% (418/541), and 2015 (AY 2014 graduates): 80.3% (339/422). This data has helped us to set the baseline of 77.0% for the number of students from SATC that are employed in Kansas one calendar year after graduation.

Indicator 3: Increase the wages of students hired.

Many Salina Area Technical College graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4 year graduate. SATC continues to recruit and encourage students to enter high wage, high demand occupations such as Commercial Truck Driving, Heating Ventilation and Air Conditioning, Computer Aided Drafting, Emergency Medical Technicians and Electricians. Students graduating from these programs can expect to earn a higher than average starting salary right after graduation. As these are high demand occupations as well, there are many employment opportunities throughout Kansas. The wages of students hired are as follows: 2013: $27,516, 2014:$19,930, and 2015: $21,912. These data were provided by the Kansas Department of Labor and were included in the KBOR K-TIP Report. This data has helped us to set the baseline of $23,119 for the wages of students hired.

Indicator 4: Increase the number of college-level credit hours completed by concurrently-enrolled students.

Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has placed significant time and effort in partnering with local and area high schools in order to expose students to career and technical education. New partnerships and agreements are being developed and implemented. For this indicator, the last three years of historical data was taken from KHEDS AY files and is the following: 2013: 1247, 2014: 1851, and 2015: 2310. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students. The data from the last three years has provided us with the information needed to provide a baseline of 1803 for the number of college-level credits completed by high school students.

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas.

The mission of Salina Area Technical College is the meet employment needs of the region. Every program at SATC has its own industry based advisory board that guides the program instructors as to the best skills to have for employment. In addition, student services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the advisory boards, gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. The high demand programs are: CDL, HVAC, Medical, Dental, CAD, EMT, and Electricians. The number of students completing programs in high demand occupations in Kansas are as follows: 2013: 64, 2014: 73, and 2015: 67. These data were pulled from our KHEDS Completions file for each academic year. This data has helped us to set the baseline of 68 for the number of students completing programs in high demand occupations in Kansas.

Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year.

We identified our non-college-ready group based upon math placement scores. We used placement scores that would place students into either Tech Math with Review or below. For AY13 – AY15, we were using COMPASS scores and these scores placed the students into the non-college-ready category: COMPASS Pre-Algebra score 0 – 43. Beginning with AY 2017, we will also be using Accuplacer and/or ACT scores as well as COMPASS scores to identify our non-college-ready group of students. Our goal is to Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year.

Wichita Area Technical College Performance Agreement 2017-2019

Contact Person: Scott Lucas/ Pam Doyle   Phone and email: 316-677-9535; slucas@watc.edu / pdoyle@watc.edu

Wichita Area Technical College	Foresight Goal	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase number of certificates/degrees award earned.	1	2013: 869 2014: 1085 2015: 1153 Baseline: 1036						
2 Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred.	2	2013-2.53-2199/869 2014-1.98-2152/1085 2015:2.11-2441/1153 Baseline: 2.21						
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855						
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.	1	2013: 64.3% - 646/1004 2014: 64.7% - 731/1130 2015: 55.6% - 340/612 Baseline: 62.5%						
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519						
6 Increase percent of high school students successfully completing courses.	1	2013: 90.4% -601/663 2014: 89.7% - 1456/1624 2015: 91.8% -1988/2166 Baseline: 90.6%						

Wichita Area Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Number of certificates/degrees award
Description: WATC will increase the number of students earning a certificate or an associate degree award.
Rationale: WATC will focus on increasing the number of students who earn certificate/degrees by improving completion rates of programs through targeting specific retention/completion efforts for identified programs. The strategy includes improving communications and processes between faculty and students services to assist students in program and course selection and provide a goal-oriented model for completion, individually prescribed for students. Two of the major areas of concern for program completion includes completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce.
Data Collection: Data will be collected through identifying graduates and then reporting this information in the KBOR KSPSD data system. In September, WATC reports to KBOR total number of completers of KBOR approved programs.

Indicator 2: Ratio of award-seeking students to credentials conferred.
Description: WATC will decrease the ratio of award-seeking students to the number of certificates/degrees conferred. The ideal ratio is 1 to 1, i.e., each student receives an award. The current baseline of 2.21 to 1 means that for every 2.21 students, only one award is given, leaving 1.21 students without an award.
Rationale: In addition to increasing graduates, another aspect of program completion is comparing the number of graduates to the actual number of students seeking an award in those programs. This measurement fits with strategic planning by encouraging the college to put in place retention and completion efforts to increase persistence and graduation and it adds the element of encouraging students to declare a goal attainment at intake of a technical certificate or AAS degree. This additional element is what compels students to enter the program, which at technical colleges hopefully leads to more graduates ultimately entering the workforce. The Higher Learning Commission uses a very similar measurement to gauge the health of two-year colleges and the National Center for Higher Education Management Systems (NCHEMS) uses a similar measure to gauge the effectiveness of colleges. The impact of this measurement can be factored into many college initiatives. For example, one initiative is encouraging SB155 high school students to continue onto post-secondary education to complete programs. This measure then becomes a tool for measuring the efficiency and effectiveness of academics and student services in helping students enter and complete technical programs of study.
Data Collection: WATC will utilize the annual KBOR-KSPSD reports to provide the number of declared majors and completers. The majors and completers are based on KBOR definitions of programs.

Indicator 3: Number of third party technical credentials
Description: WATC will increase the number of students successfully earning one or more third-party technical credentials.
Rationale: With the Board of Regents program alignment project and the significance of these measures for Perkins funding, WATC anticipates a growth of the number of students taking, passing, and thus reporting successful completion or attainment of a credential. The credential or industry standard assessment tests the student's ability to be successful in their chosen field by assessing technical knowledge and skills specific to their program. The ability to successfully pass the assessment ensures that students also have the foundational skills of critical thinking and problem solving. In addition, end of program testing allows WATC to verify that the curriculum aligns with national/industry standards. By increasing the number of students who successfully earn or complete an end of program credential, certification, or licensure, WATC increases the number of students who have the skills to be successful in work and validates WATC students have the technical and foundational skills in their chosen field.

Data Collection: Data will be collected through contacting students, faculty, and third-party providers to capture pass/fail information on technical credentials. This information is reported for students through the KBOR KSPSD data system. In January, WATC reports to KBOR total number of credentials program concentrators earn in KBOR approved programs.

Indicator 4: Percent of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.
Description: WATC will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.
Rationale: WATC has implemented changes to the developmental structure and curriculum over the past few years. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program.
Data Collection: Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of "A," "B," or "C" will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

Indicator 5: Number of Hispanic/Latino students enrolled in post-secondary education
Description: WATC will increase the number of Hispanic/Latino students enrolled in post-secondary education at WATC.
Rationale: WATC excels at having a racially diverse campus. Overall, WATC's ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County. Specifically, Black/African-American, Asian, and American Indian student representation surpasses the surrounding community's. The one ethnic group underrepresented at WATC compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WATC will address this goal with targeted marketing and recruiting efforts for this specific demographic group. This includes actively participating in Hispanic/Latino community events and creating WATC literature in Spanish.
Data Collection: Data will be collected through self-identification by students on admissions and other WATC forms. This information is reported in the KBOR KSPSD data system in September.

Indicator 6: Percent of high school students successfully completing courses.
Description: WATC will increase the percent of high school students successfully completing courses.
Rationale: Since separation from USD 259, WATC has struggled with enrolling high school dual credit students into WATC courses to earn college and high school credit concurrently. In 2012 WATC invested resources to develop partnerships with local high schools to increase dual-enrollment students. With the addition of Senate Bill 155 in 2013, WATC placed significant resources, time, and effort in partnering with high schools. This targeted group includes high school concurrent enrollments enrolled in SB155 and non-SB155 courses. WATC made great strides in developing relationships in subsequent years with area school districts and high schools. New partnerships and opportunities were further developed in 2015 and 2016 directly focusing on the efforts set forth in SB155. As these partnerships and programs are realized, WATC believes that simply counting enrollments is not enough to measure accomplishment. High school students must be successful in the courses they take while enrolled at the college.
Data Collection: All students will be tracked and monitored in the student information system based on their high school status and course grade information. The percentage is total number of high school students successfully completing a course divided by total number of high school students receiving a grade. Successfully completing courses is defined as receiving no grades of "F".