KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL

October 4, 2016
11:00 am

CONFERENCE CALL INFORMATION
DIAL: 866.620.7326
CONFERENCE CODE: 1366296630

Board Academic Affairs Standing Committee
Conference Call Schedule September 2016 to June 2017

Agenda Materials Due	BAASC Conf Call – 11:00 a.m.	Board of Regents Meeting Dates
September 19, 2016	**October 4, 2016**	October Board – October 19, 2016 - *FHSU*
October 17, 2016	**November 1, 2016**	November Board – November 16, 2016 - *ESU*
November 14, 2016	**November 29, 2016**	December Board – December 14-15, 2016
December 19, 2016	**January 3, 2017**	January Board – January 18-19, 2017
January 16, 2017	**January 31, 2017**	February Board – February 15-16, 2017
February 14, 2017	**February 28, 2017**	March Board – March 15-16, 2017
March 20, 2017	**April 4, 2017**	April Board – April 19, 2017 - *KU*
April 17, 2017	**May 2, 2017**	May Board – May 17-18, 2017
May 1, 2017	**May 30, 2017**	June Board – June 14-15, 2017

Kansas Board of Regents
Board Academic Affairs Standing Committee

Wednesday September 14, 2016
MINUTES

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference Room at 10:30 a.m. on Wednesday, September 14, 2016.

In Attendance:

Members:	Regent Helen Van Etten	Regent Daniel Thomas	
	Regent Zoe Newton	Regent Dave Murfin	
Staff:	Jean Redeker	Karla Wiscombe	Connie Beene
Others:	Robin Garrett, Barton CC	Graham Glynn, FHSU	Robert Klein, KUMC
	Rick Muma, WSU		
Special Guests:	Michael Reed	Lane Hemsley	

Meeting called to order at 10:30 a.m. by Regent Van Etten.

Regent Thomas moved, and Regent Newton seconded the motion, to approve the August 30, 2016 minutes as written. Motion carried.

Discussion Items
Naming of an Academic Unit
Jean Redeker informed BAASC of the request for a naming of an Academic Unit at Fort Hays State University. President Martin, FHSU, was introduced and presented background information for the request.

Regent Newton moved, and Regent Thomas seconded the motion, to place the Naming of an Academic Unit at Fort Hays State University on the Board agenda. Motion carried.

Committee Goals
The BAASC goals were reviewed and discussed. Regent Thomas moved, and Regent Newton seconded the motion, to approve the BAASC goals as presented. Motion carried.

III.   Update Items
BAASC Goal 17-09 Receive Update on School of Dentistry Proposal
Regent Thomas introduced special guests Michael Reed and Lane Hemsley. Regent Thomas provided an update on the School of Dentistry Proposal. Dr. Reed provided background information on dental education in Missouri and Kansas. Lane Hemsley presented statistics from the Kansas Dental Board regarding dentist licensure, dentist age demographics and dentist geographical spread.

Other Matters
 Apply Kansas Report
Jean Redeker introduced April Cozine, WSU.   April informed BAASC of the Apply Kansas program and the expansion of the program throughout Kansas high schools. BAASC presented April with an award for her service on this project.

Adjournment

There being no other business, Regent Murfin moved, and Regent Newton seconded the motion, to adjourn. Motion carried.

The meeting adjourned at 11:40 a.m.

Act on Request for New Certificate of Approval with Degree Granting Authority

Summary and Staff Recommendation

Trident University International has applied for a Certificate of Approval to operate in Kansas and requests approval for degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, materials, and online platforms, the institution demonstrates it meets and complies with all statutorily imposed requirements. Staff recommends issuance of a Certificate of Approval with new degree granting authority.   *October 2016*

Summary of Institution Requirements
The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully "operate" in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas, but also schools that offer or provide on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by Board staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, and instructor credentials; a statement of the objectives of the programs; and qualifications of administrators and owner information.

Trident University International
A former online branch campus of Touro College, founded in 1970 in New York City, Trident University International became a stand-alone institution in 2007. Trident University International offers bachelor, master, and doctoral level degree programs in the areas of business, education, health sciences, information technology and leadership. The University's total enrollment for fall 2015 was 7,684 students; 59% of those were undergraduate and 41% were graduate students.

Trident University International is accredited by the Western Association of Schools and Colleges, Senior College and University Commission, a regional accrediting organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Kansas Private and Out-of-State Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees to be Delivered Online by Trident University International:
Bachelor of Science in Business Administration
Bachelor of Science in Health Sciences
Master of Arts in Education
Master of Business Administration
Master of Science in Information Technology Management
Doctor of Educational Leadership

Staff Recommendation
Staff recommends issuance of a Certificate of Approval with new degree granting authority.

The Board's Naming of Academic Units policy states "Schools, Colleges, Institutes, Bureaus, Centers or other academic units shall be named for an individual, individuals or business entity by the Board upon the recommendation of the chief executive officer of the state university. . ." At the October Board Meeting, President Martin will recommend the naming of an Academic Unit at Fort Hays State University for approval.   09/28/16

Review Proposed Private and Out-of-State Postsecondary Fee Statute Amendment

Summary and Staff Recommendation

K.S.A. 2015 Supp. 74-32,181, authorizes the Kansas Board of Regents to charge fees that must be paid by private and out-of-state postsecondary institutions operating in Kansas and subject to the Private Postsecondary Act. These fees are used by the Board to fund the regulatory duties associated with enforcing this Act. The 2011 Kansas Legislature established a July 1, 2017 sunset clause as part of K.S.A. 2015 Supp. 74-32,181 which, if no changes to the statute are made, will eliminate the Board's authority to charge these fees after that date. To effectively meet the Board's regulatory and consumer protection responsibilities in an increasingly complex private, for-profit and out-of-state sector, staff recommends the Board authorize efforts to amend K.S.A. 2015 Supp. 74-32, 181 and seek legislation to eliminate the sunset clause.   *October 2016*

Background

Pursuant to K.S.A. 2015 Supp. 74-32,181, the Kansas Board of Regents (KBOR) is authorized to charge fees which are paid by private and out-of-state postsecondary educational institutions operating in Kansas and subject to the provisions of the Act set forth at K.S.A. 2015 Supp. 74-32,162 *et seq*. These fees provide KBOR with its main source of financial support for the work done to regulate this sector, and the Board's authority to charge such fees sunsets July 1, 2017.

The proposed statute amendment would simply eliminate the sunset clause and extend the Board's authority to charge fees to regulate private and out-of-state postsecondary institutions. If the 2017 Legislature does not eliminate the sunset clause set forth in K.S.A. 2015 Supp. 74-32,181, the Board's authority to charge any fees to this sector expires as of July 1, 2017. If elimination of the sunset clause is approved by the Legislature, the amendment would not raise or change any of the fees, but merely allow the Board to continue charging fees used to pay for the cost of regulating this sector.

In 2011 there were 155 institutions approved to operate in Kansas under this Act. In 2015 that number increased to 221, a 42.6% increase. Due to the marked increase in the number institutions, and the complexity of private and out-of-state postsecondary institutions seeking to operate and/or solicit students in Kansas, there has been rapid growth in the amount of work and time it takes to process, review and regulate this sector of postsecondary education.

Without the fees authorized in K.S.A. 2015 Supp. 74-32,181 and paid by the institutions being regulated, the Board would need to either use state funding, thus requiring Kansas tax payers to pay for state regulatory work done in connection with these private/for profit and out-of-state entities, or would no longer be able to adequately regulate these institutions operating in Kansas.

Staff Recommendation

Staff recommends the Board authorize efforts to amend K.S.A. 2015 Supp. 74-32,181 to eliminate the sunset clause which would extend the Board's authority to continue to charge fees to regulate private and out-of-state postsecondary institutions.

Review 2017-2019 Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d and the Board's <u>Performance Agreement Guidelines and Procedures</u>, the following performance agreements are presented to the Board Academic Affairs Standing Committee for review. Staff recommends the attached performance agreements be forwarded to the full Board for approval. (9/28/2016)

Background

In 1999, the Kansas legislature adopted K.S.A. 74-3202d which established improvement plans for public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements.

The Board of Regents is responsible for reviewing and approving performance agreements and for providing technical assistance to institutions as they develop, implement and revise their agreements. Funding for performance agreements applies only to the receipt of certain types of new state funds.

Definition of New State Funds

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution's receipt of "new state funds" shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Any funds designated by the Legislature for a specific postsecondary educational institution or purpose shall not be considered "new state funds" for this purpose. As such, funds for such initiatives as engineering and nursing are not subject to performance under this statute, though do come with their own performance measures.

Accordingly, the Board has determined the following are subject to performance: (1) State university and Washburn University operating grant increases; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid increases; (3) eligible institutions' Career Technical Education Capital Outlay Aid and Technology Grant Funding increases; and (4) any other state funding increases consistent with the statutes. This provision will also apply to any "new state funds" received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771.

Establishing a Performance Agreement

At least once every three years, institutions negotiate a new performance agreement with the Board. *Foresight 2020* provides the foundation for each institution's performance agreement. The performance agreement model follows.

Indicators	Sectors		
	Research Universities	*Comprehensive Universities*	*Community Colleges Technical Colleges*
Sector-Specific Indicators	Must include at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy	Must include at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates	Community and technical colleges must include at least three indicators from the *Foresight 2020* goals noted below. Institutions must include at least one indicator from each Goal. 1. Increasing Higher Education Attainment • First to second year retention rates[1] • Three-year graduation rates[1] • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy

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[1] Limited to college ready cohort. College ready is defined as full-time students not enrolled in developmental classes.

• Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Selected regional and national rankings	2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Performance on quality measures compared to peers	• Performance of students on institutional quality measures[2] • Percent of students employed or transferred • Wages of students hired[3] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[4]	Universities must also include three indicators specific to the institution which support *Foresight 2020* and one of which supports Goal 3.	Universities must also include three indicators specific to the institution which support *Foresight 2020* and one of which supports Goal 3.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* indicators or institution-specific indicators.

Annual Evaluation of Compliance and Funding

The awarding of new state funds is based on an institution's level of compliance with its performance agreement and the funds available for distribution. To be eligible for any new funding appropriated by the Legislature and approved by the Governor, each institution annually submits a performance report that updates the Board on its progress toward maintaining or improving from the baseline for each indicator in the agreement. The report provides the Board a basis for awarding any new funding.

Staff Recommendation

Staff has reviewed the agreements for the institutions listed below, and recommends approval.

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[2] As defined by the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

[3] As provided by the Kansas Department of Labor.

[4] For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other indicators, as appropriate.

Emporia 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. 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.

Pittsburg 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	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						

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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.

Contact Person: Dr. Nancy Tate   Phone and email: nancy.tate@washburn.edu

Fall 2015 FTE: 5490

Date: 8-26-16

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
1. 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%						
2. 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						
3. 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						
4. 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%						
5. 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						
6. Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	Baseline Data: AY 2013 – 1,071 AY 2014 – 1,909 AY 2015 – 1,986 Baseline: 1,655						
7. Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	Baseline Data: FY 2013 – 46 FY 2014 – 41 FY 2015 – 40 Baseline: 42						

Washburn University/ Washburn Institute of Technology 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.

Flint Hills Technical College Performance Agreement 2017-2019
Contact Person: Lisa Kirmer   Phone and email: 620-341-1325, lkirmer@fhtc.edu

Fall 2015 FTE: 601
Date: 08-26-2016

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	
			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.

North Central Kansas Technical College Performance Agreement 2017-2019
Contact Person: Jennifer Brown   Phone and email: 785-738-9085; Jbrown@ncktc.edu

Fall 2015 FTE: 649

Date: 06/20/16

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	
			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.

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.	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.	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	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						
6. Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education	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 Medica Services (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.

Cloud County Community College Performance Agreement 2017-2019
Contact Person: Brenda Edleston   Phone and email: (785) 243-1435, ext 249; bedleston@cloud.edu

Fall 2015 FTE: 1,397

Date: 06/20/2016

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.

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.

Fort Scott Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			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.	1	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''	1	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.	1	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

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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%)						

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

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	
			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 59.1%						
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%						
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.

Johnson County Community	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	
			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.

Kansas City Kansas Community College Performance Agreement 2017-2019
Contact Person: Dr. Baz Abouelenein   Phone and email: 913-288-7359; baz@kckcc.edu

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) Base: 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) Base: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) Base: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.

Seward County Community College Performance Agreement 2017-2019
Contact Person: Todd Carter   Phone and email: 620-417-1012;   todd.carter@sccc.edu

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%)						
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.
1)   All first-time, full-time degree or certificate seeking students entering the fall semester.
2)   Full-time is defined as 12 or more credit hours for the fall semester.
3)   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.