

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

**CONFERENCE CALL AGENDA
September 4, 2018
11:15 am**

CONFERENCE CALL INFORMATION

DIAL: 785-422-6104

CONFERENCE CODE: 32231773

I. Call To Order

- A. Approve Minutes from the June 20, 2018 committee meetings *p. 2*

II. Agenda Planning for September 19th Board Meeting

A. *Consent Agenda*

1. Request Approval for a Bachelor of Applied Science in Workforce Leadership and Applied Learning at WSU *Jean Redeker p. 4*

B. *Discussion Agenda*

1. Act on Recommended Cut Scores for Placement and Assessment in Developmental Education Courses *Jean Redeker p. 11*

III. Other Board Matters

- A. **BAASC 19-02** Approval of Performance Reports for Academic Year 2017 *Jean Redeker p. 12*

IV. Adjourn

**Board Academic Affairs Standing Committee
Meeting Schedule**

Meeting Dates	Location	Time	Agenda Materials Due
September 4, 2018	Conference Call	11:15 am	August 20, 2018
September 19, 2018	Topeka	10:30 am	August 31, 2018
October 22, 2018	Conference Call	11:30 am	October 8, 2018
November 26, 2018	Conference Call	11:30 am	November 12, 2018
December 12, 2018	Topeka	10:30 am	November 20, 2018
January 7, 2019	Conference Call	11:30 am	December 17, 2018
January 16, 2019 (tentative)	Topeka	10:30 am	December 28, 2018
February 4, 2019	Conference Call	11:30 am	January 21, 2019
March 4, 2019	Conference Call	11:30 am	February 18, 2019
March 20, 2019	Topeka	10:30 am	March 1, 2019
April 1, 2019	Conference Call	11:30 am	March 18, 2019
April 29, 2019	Conference Call	11:30 am	April 15, 2019
May 15, 2019 (tentative)	Topeka	10:30 am	April 26, 2019
June 3, 2019	Conference Call	11:30 am	May 20, 2019
June 19, 2019 (tentative)	Topeka	10:30 am	May 31, 2019

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

**MINUTES
Wednesday, June 20, 2018**

The June 20, 2018, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Chair Regent Bangerter at 10:32 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Bangerter Regent Van Etten	Regent Murguia	Regent Thomas
Staff:	Jean Redeker Jennifer Armour Vera Brown	Max Fridell Connie Beene Cindy Farrier	Samantha Christy-Dangermond Crystal Puderbaugh
Others:	Ed Kremer, KCKCC Robert Klein, KUMC Brian Neihoff, KSU Linnea GlenMaye, WSU Rob Catlett, ESU	Howard Smith, PSU Alice Sagehorn, PSU Amy Hite, PSU Brian Lindshield, KSU	Michael Fitzpatrick, Pratt CC Marc Malone, Cloud County CC Aron Potter, Coffeyville CC Adam Borth, Fort Scott CC

Chair Bangerter welcomed everyone.

APPROVAL OF MINUTES

Regent Van Etten moved that the minutes of the May 16, 2018, regular meeting and the June 4, 2018, conference call be approved. Following the second of Regent Thomas, the motion carried.

Approve Consent items for the June 20th Board Agenda

CONSENT AGENDA

Request Approval for a Master of Science in Data Analytics at KSU and the Act on Creation of College of Applied Studies and School of Education at WSU were presented for the June 20th Board Consent Agenda.

Regent Van Etten moved that the Board Consent Agenda for June 20th be approved. Following the second of Regent Thomas, the motion carried.

Other Matters

- State Authorization Reciprocity Agreement (SARA) Guidelines
Jennifer Armour presented the recommended SARA Guidelines to BAASC.
 - Institutions placed on probation, or its equivalent status, with their accrediting body and approved for provisional participation in SARA will not be allowed any further enrollment under SARA.
 - Institutions placed on notice, or its equivalent status, with their accrediting body and approved for provisional participation in SARA will not be subject to enrollment restrictions under SARA.
 - Institutions using a letter of credit or operating under a cash management agreement with the U.S. Department of Education and approved for provisional participation in SARA will not be allowed any further enrollment under SARA if they do not meet the following standard.

For the most recent fiscal or calendar year or for the two most recent fiscal or calendar years combined an institution must demonstrate:

- A minimum ratio of current assets to current liabilities of at least 1:1;
 - A positive net worth in which the total assets exceed the total liabilities; or
 - A profit earned or positive change in net assets.
- Institutions under investigation for issues related to academic quality, financial stability, or student consumer protection, and approved for provisional participation in SARA will not be allowed any further enrollment under SARA until the investigation is complete.

Discussion followed. BAASC members requested revisions to the above language and to review again at the September meeting.

- Revisions to University of Kansas Performance Agreement 2017-2019
Jean Redeker presented the proposed revisions of Indicator 4 and Indicator 5 on the University of Kansas Performance Agreement 2017-2019. Discussion was held.

Regent Thomas moved that the revision to the University of Kansas Performance Agreement 2017-2019 be approved. Following the second of Regent Van Etten, the motion carried. The revisions are effective for the AY2018 reporting year.

- BAASC 18-01 Requests for Undergraduate Degrees in Excess of 120 Credit Hours
Jean Redeker presented the Requests for Undergraduate Degrees in Excess of 120 Credit Hours at the Universities. The Chief Academic Officers at the universities worked with faculty to revise their baccalaureate programs to meet the 120 semester credit hours benchmark. Approximately 90% of all undergraduate programs are currently at or soon will meet the benchmark. Discussion was held.

Regent Van Etten moved that engineering, computer, music education, early childhood programs and all programs 128 credit hours and below be approved. Following the second of Regent Thomas, the motion carried.

All other programs will be discussed at the September 2018 meeting.

Regent Bangerter thanked the universities and KBOR staff for the hard work on this project and achieving 90% of all undergraduate programs meeting the 120 semester credit hour benchmark.

- BAASC 18-11 Receive Update on Credit for Prior Learning
The Credit for Prior Learning update was tabled until fall 2018.

ADJOURNMENT

There being no further business, the Chair adjourned the meeting at 11: 55 a.m.

Request Approval for a Bachelor of Applied Sciences in Workforce Leadership and Applied Learning at Wichita State University

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval to add a Bachelor of Applied Sciences degree in Workforce Leadership and Applied Learning. The proposing academic unit has responded to all the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

September 2018

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	<p>Program Title: Workforce Leadership and Applied Learning Degree: Bachelor of Applied Sciences Implementation: Fall 2018 Total SCH: 120 CIP code: 30.9999</p>
2. Academic Unit	College of Education
3. Program Description	<p>The Bachelor of Applied Sciences-Workforce Leadership and Applied Learning (BAS-WLAL) degree program is a flexible degree focused on applied learning and workforce education integration. The BAS-WLAL degree is a 120 semester credit hour, undergraduate degree with the capacity to support different concentrations in the future, beyond the current, proposed Education and Innovation concentration.</p> <p>Each student will have the opportunity to customize an individualized plan of study in consultation with his/her program advisor. A cornerstone of this degree will be the requirement for students to complete a minimum of 21 semester credit hours of in-depth applied learning experiences, which may include paid apprenticeships, internships, clinical rotations, and/or practica and focus on occupational outcomes, such as job and degree integration responding to industry and workforce demands. These applied learning experiences will be connected to courses designed to meet core competencies.</p>
4. Demand/Need for the Program	<p>A recent survey of students in the College of Education and WSU-Tech indicated a strong interest in the program with over 90% of the 500 respondents indicating an interest in the degree program. Of those, 48% said they would be interested in beginning such a program in 2018-19 and another 36% indicated they would be interested in beginning such a program in 2019-2020.</p> <p>The goal of this program is to prepare students to seek employment in either private or public sectors as innovation specialists or as other similar dynamic, flexible positions within corporate innovation centers where the nature of work requires creativity, interpersonal skills, and flexibility. According to the <i>World Economic Forum</i>, the need for graduates with skills in leadership, interpersonal communication, global awareness, and design thinking will be more important than technical skills by 2020 (Pasha, 2018).¹</p>

¹ Pasha, F. (2018). The most in-demand employee talent: Soft skills. Retrieved from <https://www.monster.ca/career-advice/article/soft-skills-in-demand>

<p>5. Comparative / Locational Advantage</p>	<p>Because of its metropolitan setting as the largest city in Kansas, WSU is uniquely qualified to provide students access to industry partners through applied learning experiences. WSU lists the following potential partnerships for this degree program: YMCA, The Boys and Girls Club, Sporting KC, Wesley Hospital, The Opportunity Project, The Cosmosphere, private schools (Wonder, Collegiate, etc.), Exploration Place, and public school districts.</p> <p>The BAS-Workforce Leadership and Applied Learning degree at WSU will be an interdisciplinary, freestanding degree that takes advantage of existing curricula and faculty expertise. While there are similar Kansas programs, there are also distinct differences between these programs and the proposed degree program presented here.</p> <ul style="list-style-type: none"> • <i>Emporia State University</i>: offers a Bachelor of Interdisciplinary Studies focusing on core areas such as communication, information literacy, community leadership, and decision-making/problem solving. • <i>University of Kansas</i>: offers a Bachelor of Applied Sciences in Biotechnology that focuses on biology, biochemistry and clinical lab sciences. • <i>Fort Hays State University</i>: offers a Bachelor of Science through the Department of Applied Technology that serves as a degree completion program for the Associate of Applied Science (2-year) degree. • <i>Pittsburg State University</i>: offers a Bachelor of Applied Science with a major in Technology; there are two areas of emphasis within this degree listed: Construction, and Environment & Safety. • <i>Washburn University</i>: offers a Bachelor of Applied Studies with multiple emphasis areas, such as Human Services and Technology Administration. This BAS also serves as a degree completion option for those graduating from Washburn Tech with Associate of Applied Science degrees. <p>The WSU BAS-WLAL will focus on core competencies and will be more flexible and broadly applied through 21 semester credit hours of applied learning experiences. Within the states bordering Kansas, no university offers a degree program structured exactly as the proposed BAS-WLAL program.</p>
<p>6. Curriculum</p>	<p>The BAS-WLAL consists of 120 semester credit hours. Students are required to take 42 credits of General Education, 21 credits in Core Competency courses, 36 credit hours in the Concentration, and the remaining 21 hours in Applied Learning and/or Apprenticeships.</p> <p>Core Competency courses include courses in human wellness, civic literacy, diversity, social justice and global engagement, innovative mindsets, learning and development, and leadership communication.</p> <p>Practica I, II, and III are all required, and students are expected to take these courses as a cohort.</p>
<p>7. Faculty Profile</p>	<p>The BAS-WLAL degree will be housed in the College of Education and will be supported by the administrative support staff currently available in the Sport Management Department including Dr. Mark Vermillion, the Sport Management Department Chair, and the Administrative Assistant who will coordinate the overall program.</p>

7. Faculty Profile

However, faculty from across existing departments in the College of Education will teach, coordinate the curriculum, and advise students. Additional faculty members from the College of Education, and perhaps other WSU colleges, will teach in the program as necessary to accommodate individualized tracks.

All identified faculty members currently teach one to three courses per semester and advise students. Because the courses for the proposed BAS-WLAL program largely consist of existing courses, the initial additional advising and teaching are anticipated to be minimal.

Core faculty include:

Name	Highest Degree	Rank	Program Courses and Expertise	Time to Program
Mark Vermillion*	Ph.D.	Prof	SMGT 465 Psychology of Sport and Physical Activity, SMGT 300 Technology in Sport Management; Expertise: Sport Management, Criminal Justice, Sociology	20%
Ryan Amick	Ph.D.	Asst Prof	CI 505 Science Technology & Society; Expertise: Exercise Science, Adaptive Technology, Workplace Safety and Design, Human Factors, Human Performance	5%
Bobby Berry	M.Ed.	Clinical Educator	EDUC 500 Human Wellness, EDUC 400 Applied Studies Pract., EDUC 450 Applied Studies Internship, EDUC 600 Applied Studies Apprenticeship, EDUC 700 Apprenticeship, EDUC XXX Service Learning and Com Engagement; Expertise: Exercise Science, Health and Human Fitness, Sport Management	20%
Kim McDowell	Ph.D.	Assoc Prof	CI 326 Engaging and Motivating the Learner, CI 415 Differentiated Instruction for Diverse Learners, CI 602. Social Emotional Learning in the School Community, CI 710B. Differentiated Instruction for Active Engagement, CI 751AF. The Highly Engaged Classroom, EDUC XXX Principles of Learning Environments; Expertise: Learning and Assessment, Diverse Learners, Differentiated Instruction	20%
Jody Fiorini	Ph.D.	Assoc Prof	CI 794 Diversity and Culture in a Global Society, EDUC XXX Empathy Interview techniques; Expertise: Diversity training, Counseling;	5%

* indicates Program Director

Additional faculty from the college and will teach program-specific curriculum as needed.

8. Student Profile

This program will appeal to:

1. Students who desire flexibility in designing their own college career path driven by their professional goals and applied learning experiences.
2. Individuals who have an established knowledge base in a particular field and who want to develop those skills further. This includes graduates of various Associates in Applied Sciences degree. programs as well as transfer students from a community college
3. Returning adults who have earned some college credit but who have not completed a bachelor's degree.

9. Academic Support	This BAS-WLAL degree will have a Program Director (Dr. Mark Vermillion), an Applied Learning Coordinator (to be determined), and a program advisor (to be determined) within the College of Education. The academic support model at WSU includes student support from the Counseling and Testing Center, Disability Support Services, One-Stop Student Services, University Libraries, Career Services, and the Office of Cooperative Education and Work-Based Learning.
10. Facilities and Equipment	Facilities and equipment within the College of Education (including the Technology Center, Human Performance Lab) will be sufficient for delivering this program. No additional space or equipment will be needed.
11. Program Review, Assessment, Accreditation	As with all programs at WSU, the BAS-WLAL degree program will be reviewed regularly through annual program evaluations, course evaluations, learning objective assessments, graduate exit surveys, employer evaluations, and applied learning evaluations. Furthermore, this program will be reviewed per the Kansas Board of Regents' program review requirements. Specialized accreditation is not available for this degree.
12. Costs, Financing	The total cost for the implementation year is \$42,000 (\$37,000 for salaries and \$5,000 for other operating expenses); additional money budgeted for year two equals \$112,500, all for salaries (part-time administrator, full-time learning coordinator and academic advisor). Funding will come from program fees and restricted use funds. No additional costs are projected for year three.

**New Program Proposal: Curriculum Outline
Wichita State University**

Bachelor of Applied Sciences in Workforce Leadership and Applied Learning

Basic Program Information

- | | |
|---|---|
| 1. Title of proposed program: | Workforce Leadership and Applied Learning |
| 2. Degree to be offered: | Bachelor of Applied Sciences |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | College of Education |
| 5. Total Number of Semester Credit Hours: | 120 |
| 7. CIP code: | 30.9999 |

Required Courses:

Core Courses	Sub-Total Semester Credit Hours
General Education	42

<i>Course Name and Number</i>	<i>Course Credit Hours</i>
ENG 101 College English I	3
ENG 102 College English II	3
MATH 111 College Algebra	3
COMM 111 Public Speaking	3
PSY 111 General Psychology	3
SOC 111 Intro to Sociology	3
ART 100	3
Gen Ed Humanities courses	6
Gen Ed Natural Sciences/Mathematics course	6
Gen Ed Further Studies course	6
Gen Ed Advanced Issues and Perspectives course	3

Core Competency Courses	21
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- | | |
|-------------------------------------|---|
| 1. Human Wellness: | |
| EDUC 500: Human Wellness (required) | 3 |

Choose 18 credit hours from three areas below with a minimum of at least 3 credit hours from each area:

- | | |
|--|-----|
| 2. Diversity/Social Justice and Global Engagement | |
| CI 321 Introduction to Diversity: Cultural Issues | 3 |
| CI 427 Philosophy, History and Ethics of Education | 3 |
| SMGT 465 Psychology of Sport and Physical Activity | 3 |
| SMGT 475 Sport and Physical Act in Amer Culture | 3 |
| SMGT 552 Study Abroad in Global Sport Industry | 3 |
| SOC 306 Introduction to Gender Studies | 3 |
| SOC 320 Contemporary Social Problems | 3 |
| SOC 326 Sociology of Race and Ethnicity | 3 |
| SOC 330 Social Inequality | 3 |
| SOC 346 Sociology of Globalization | 3 |
| SOC 405 Sociology of Aging | 3 |
| POLS 305 Environmental Politics | 3 |
| POLS 310 Latin American Politics | 3 |
| POLS 320 Developing World | 3 |
| POLS 336 International Organizations | 3 |
| POLS 340 Global Challenges | 3 |
| POLS 385 Global Democracy | 3 |
| POLS 399 Travel Seminar | 1-4 |

3. Innovative Mindsets, Learning and Development	
CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 602 Social Emotional Lrning in School Community	2
CI 710B Differentiated Instr for Active Engagement	3
CI 711 Multicultural Education	3
CI 751AF The Highly Engaged Classroom	3
ID 500 Design Thinking and Innovation	3
SMGT 300 Technology in Sport Management	3
4. Civic Literacy and Leadership Communication	
EDUC ### Collaboration, Empathy and Leadership	3
COMM 130H Communication and Society	3
COMM 302 Interpersonal Communication	3
COMM 313 Argumentation and Advocacy	3
COMM 335 International and Intercultural Com	3
PSY 413 Leadership in Self and Society	3

Applied Learning (Practica) 21

EDUC 400 Applied Studies Practicum	3
EDUC 450 Applied Studies Internship	6
EDUC 600 Applied Studies Apprenticeship	6
EDUC 700 Applied Studies Apprenticeship	6

Individualized Concentration Courses 36

Education and Innovation (Choose from below)

CI 326 Engaging and Motivating the Learner	3
CI 415 Differentiated Instruction for Diverse Learners	3
CI 505 Science Technology and Society	3
CI 794 Diversity and Culture in a Global Society	3
CI 795 Change, Creativity and Innovation	3
EDUC ### Developing Innovative Mindsets	3
EDUC ### Principles of Learning Environments	3
EDUC ### Service Learning and Com Engag	2
EDUC ### Global Engagement and Social Innovation	3
EDUC ### Empathy Interview Techniques	3
EDUC ### Ideation in Teaching and Lrning Studio	3
ID 500 Design Thinking Process	1
ID 501 Design Thinking Facilitation	1
ID 503 Intro to Branding	1
ID 504 Building a Brand Strategy	1

Total Semester Credit Hours 120

**New Program Proposal: Fiscal Summary
Wichita State University**

Bachelor of Applied Sciences in Workforce Leadership and Applied Learning

Basic Program Information

- | | |
|--|---|
| 1. Title of proposed program: | Workforce Leadership and Applied Learning |
| 2. Degree to be offered: | Bachelor of Applied Sciences |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | College of Education |

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25	10	45	20	60	30
B. Total SCH taken by all students in program	720		1,320		1,800	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Equipment</u>						
<u>Base Budget</u>						
Salaries	\$37,000 ¹		\$112,500 ²			
OOE	\$5,000 ³					
Total ⁵	\$42,000		\$112,500		No new costs	

Explanations:

¹ Salaries include: \$32,000 for a .5FTE applied learning coordinator, and \$5,000 for work-study/hourly student staff.

² Salaries include: \$25,000 for part-time administrator; \$31,250 for a full-time applied learning coordinator; and \$56,250 for an academic advisor.

³ OOE includes: instructional materials, miscellaneous supplies, office supplies, software, and advertising.

An internal reallocation of resources within the College of Education will provide necessary support for the program. In addition, funding for year one will occur through program fees of \$500 per semester generating approximately \$35,000.00 based on an enrollment of 35 students each semester (fall and spring). The remaining \$7,000 will be funded from available Restricted Use funds. Year two funding will occur through program fees of \$500 per semester generating approximately \$65,000 based on an enrollment of 65 students. The remaining \$47,500 will be funded from available Restricted Use funds. Year three funding will occur through program fees of \$500 per semester generating approximately \$90,000 based on an enrollment of 90 students. The remaining \$22,500 will be funded from available Restricted Use funds.

Summary and Staff Recommendation

In September 2017, the Board endorsed the Kansas Placement/Assessment Guidelines. The Guidelines established ACCUPLACER Classic standardized cut scores for student placement into reading, writing, and math courses. Recently, the College Board redesigned its ACCUPLACER exams, now called Next Generation ACCUPLACER, requiring new cut scores be determined. The Placement Assessment Policy Committee has worked over the past year to determine new cut scores for the Next Generation ACCUPLACER exams and staff recommends approval of the cut scores for the new exams.

Background

In September 2013, the Kansas Board of Regents initiated a study of developmental education. The Developmental Education Working Group presented its final report to the Board in June 2014. One recommendation in the report was that placement test options and cut scores be standardized statewide. The Developmental Education Working Group tasked the Placement Assessment Policy Committee with further refining this recommendation. The Committee subsequently drafted the Kansas Placement/Assessment Guidelines, which includes standard cut scores for placement into developmental education courses. At the time, classic ACCUPLACER exams were the primary placement assessment exams available nationwide. Recently, the College Board redesigned the Accuplacer exams, now termed Next Generation ACCUPLACER, rendering the current cut scores unusable for the future.

Over the last year, the Committee has worked on setting new cut scores suitable for the new Next-Generation ACCUPLACER exams. During the fall 2017 semester, they studied the Skills Insight Statements for the exams, which indicate typical skills and knowledge exhibited in students scoring within specific ranges. In addition to working with faculty on their own campuses, they researched cut scores set by institutions in other states. After determining tentative cut scores, the Committee surveyed system institutions early in the spring, asking if they agreed with the tentative cut scores. Overall, about 76% of respondents agreed with the scores. The Committee considered these results and made slight adjustments to the recommendations for placement in college level reading and Composition I.

College Board announced they would publish concordance tables in June 2018 to assist institutions in translating scores from the classic exams to the Next-Generation exams. In February 2018, the Committee shared the draft Next-Generation cut score recommendations with system institutions for planning purposes but noted that recommendations to the Board would be finalized after the release of the concordance tables. After the concordance tables were published in June 2018, the Committee reviewed them and determined the concordance tables reasonably aligned with the draft cut scores the Committee had identified. The recommended cut scores for Board approval are listed below.

ACCUPLACER Next-Generation Exam	College Course	Score Range
Quantitative Reasoning, Algebra & Statistics	Intermediate Algebra	250-262
Quantitative Reasoning, Algebra & Statistics	College Algebra	263+
Reading	College-level Reading	255+
Writing	College Composition I	255+

Recommendation

Staff recommends the Board approve the new cut scores for the Next-Generation exams.

Act on Performance Reports

Summary and Recommendation: *In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2017 Performance Reports are presented for review. Staff recommends approval of the attached performance reports. September 4, 2018*

Background

Any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement. Institutions submitted reports to Board staff on performance for Academic Year 2017; these reports will be the basis of awarding any new funds in July 2019. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports and resubmitted. Consistent with the Board's performance funding guidelines, staff recommend the schools listed below receive 100% of any new funding for which they are eligible.

University/College	Funding Recommendation	Page
Emporia State University	100% funding	13
Fort Hays State University	100% funding	16
Pittsburg State University	100% funding	19
Washburn University/Institute of Technology	100% funding	22
Allen Community College	100% funding	25
Colby Community College	100% funding	28
Cowley Community College	100% funding	31
Fort Scott Community College	100% funding	34
Garden City Community College	100% funding	37
Highland Community College	100% funding	40
Hutchinson Community College	100% funding	43
Johnson County Community College	100% funding	46
Kansas City Kansas Community College	100% funding	49
Labette Community College	100% funding	52
Neosho County Community College	100% funding	55
Flint Hills Technical College	100% funding	58
North Central Kansas Technical College	100% funding	61
Northwest Kanas Technical College	100% funding	64
Wichita State University Campus of Applied Sciences and Technology	100% funding	67

Emporia State University Performance Report AY 2017							AY 2017 FTE: 4,999	
Contact Person: David Cordle		Phone and email: dcordle@emporia.edu; 620-341-5171					Date: 7/17/2018	
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%	73.2% (485/663) Gap = 3.5%	↑				
2. Performance of students on institutional assessments - core workplace skills: communication	2	Writing Skills Mean Score AY 2015 = 2.78 (n=115) AY 2016 = 2.81 (n=107) Baseline: 2.80	2.80	↔				
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	\$3,616,623	↑				
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	3,178	↓				
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	Analytical Reasoning Skills Mean Score AY2015 = 2.6 (n=106) AY2016 = 3.0 (n=127) Baseline: 2.8	2.98 (n=122)	↑				
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188	39,268	↑				

Emporia State University Performance Report AY 2017

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%).

Outcome/Results:

ESU has closed this gap by .6% as our retention rate for the 2016 First-Time Full-Time Freshman cohort was up from the 72.6% baseline to 73.2% (485/663). The ongoing commitment to our Academic Center for Excellence and Success (ACES), Student Advising Center success strategies, and Faculty engagement in high impact practices is positively impacting the first-to-second year retention of our incoming freshmen students. Each year we work diligently to advance our strategies and programs based on best practices as aligned with our strategic plan and the KBOR Foresight 2020 Goal One.

Indicator 2: Increase performance of students on institutional assessments: core communication skills

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses a programmatic portfolio assessment as a direct measure of student learning for written communication skills (EG102; Composition II). The assessment measures student learning using the following rubric criteria: C1: context and purpose, C2: focus and development, C3: organization and structure, C4: sources and evidence, G5: genre and disciplinary conventions, C6: syntax and mechanics, and C7: revision and composing processes. This programmatic portfolio assessment is conducted annually, uses a random (20%/~109) sample of all students completing EG102, and is scored multiple times by composition faculty.

Outcome/Results:

The mean score for 52 random student work samples from multiple course sections scored across the 7-criteria rubric was $M=2.8$ ($n=52/14\%$). This mean score equals the baseline 2-year average ($M=2.80$) established in AY2015 and AY2016. The mean scores increased for criteria 1 through 6, respectively (C1: $M=2.81/+0.21$; C2: $M=2.85/+0.13$; C3: $M=2.82/+0.12$; C4: $M=2.87/+0.06$; C5: $M=2.53/+0.20$; and C6: $M=2.76/+0.02$). Criteria 7 was the only mean score that was lower than the previous academic year (C7: $M=2.69/-0.12$). Based on this year's data, change strategies for the Composition II course are focused on C7: revision and composing processes. Also, in the fall of 2017, we are adopting a new textbook which puts greater focus on the areas of genre knowledge, writing across the curriculum/writing in the disciplines, and digital literacy and multimodality. It is anticipated that this change will lead to adaptations to our current portfolio assessment practices as well.

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.

Outcome/Results:

We are pleased to report that in FY17, we exceeded our baseline of \$2,727,368 by \$888,255 (33%). We had a particularly strong six months from July 1, through December 31, 2016 as we approached the end of our Now & Forever fundraising campaign. Many generous donors stepped up to make scholarship gifts in the final months of this successful campaign, which exceeded its five-year goal by nearly 30%. We anticipate fundraising results for FY18 to be slightly muted as we focus energies on evaluating our campaign performance, sharing lessons learned, and assessing readiness and timeliness for moving into the next campaign. Regardless of campaign status our efforts to support scholarships remains a priority every year!

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.

Outcome/Results:

Fall 2017 enrollment for this student population was down by 110 students (3.3%, n=3,178) compared to the three-year baseline of 3,288. Growing this student population base continues to be a high priority area in both our recruitment and marketing strategies. These strategies are based on best practices, and ESU is consulting with both an enrollment management firm and a marketing firm to maximize our efforts. In addition, a new residence hall is scheduled to go online in the fall of 2019, offering students in this population a state-of-the-art living and learning facility. This slightly downward trend in enrollment of those students 24-years or younger is not unique to ESU, and other peer institutions are experiencing similar trends. As the number of high school graduates in Kansas remains flat or declines, ESU is positioning to embrace new adaptive strategies to grow this most important student population.

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 AAC&U Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored. Since 2014, ESU has employed this assessment practice to evaluate student proficiency in solving mathematical problems encountered in many postsecondary curricula.

Outcome/Results:

A random collection of student work samples (n=122) from 15 sections of college algebra served to evaluate application, calculation, interpretation, and representation skills. Overall, the mean score ($M=2.98$) for the four content areas was improved over the three-year baseline of 2.83. This average was the result of a score of 2.9/4.0 on Application skills, 2.9/4.0 on Representation skills, 3.1/4.0 on Calculation skills, and 3.0/4.0 on Interpretation skills. In the Application skills area the score decreased by one-tenth (.1), and two changes to improve this score have been implemented for the upcoming year (create an activity that binds the eight key vocabulary terms on exams and redesign the lab for this application skill in a way that links simple calculations to the new vocabulary part). For the fourth straight year, improvement in Representation skills has occurred and the score no longer falls beneath the other indicators. We will remain consistent with existing strategies in this area. The Calculation score increased by one-tenth (.1). Our strategies included providing full reviews and keys prior to examinations to better prepare students for examinations. We will continue this practice as well. The Interpretation score decreased by one-tenth (.1), and this trend has been typical over the past few years. One semester it is slightly up and the next it is slightly down. However, the change appears to be tightly coupled to a population growth question in exam number three and this is something we are going to study further before pursuing a change strategy.

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)

Outcome/Results:

The number of student credit hours derived from distance and online courses for AY2017 was 39,268. This number is 8.5% (3,080) greater than the baseline average of 36,188 for academic years 2013-2015. ESU continues to focus its growth strategies by expanding access to online courses and distance sites in Kansas (Butler CC Andover Campus). An additional site for the SLIM program was added this past year (South Dakota), as well. In the upcoming year, we have also added new online masters programs as a growth strategy for this indicator, and as a result, incremental growth is anticipated.

Fort Hays State University Performance Report AY 2017							AY 2017 FTE: 9,906	
Contact Person: Kristi Mills			Phone and email: 785.628.4351, klmills@fhsu.edu				Date: 7/17/2018	
Fort Hays State University	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 first to second year retention rates	1	Fall 12 Cohort: 65.4% (621/949) Fall 13 Cohort: 67.2% (659/981) Fall 14 Cohort: 68.6% (669/975) Baseline: 67.1% (1,949/2,905)	71.1% (662/931)	↑				
2. Increase number of degrees awarded	1	AY2013: 3,340 AY2014: 3,252 AY2015: 3,208 Baseline: 3,267	3,419	↑				
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	AY2013: 92.5% (37/40) AY2014: 95.0% (38/40) AY2015: 95.0% (38/40) Baseline: 94.2% (113/120)	95.0% (38/40)	↑				
4. Increase number of students (age 25 and above) enrolled	1	AY2013: 5,084 AY2014: 5,468 AY2015: 5,836 Baseline: 5,463	6,073	↑				
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447	567	↑				
6. Increase SCH completed through distance education	2	AY2013: 129,686 AY2014: 135,172 AY2015: 144,900 Baseline: 136,586	166,669	↑				
*Updated 7-16-18								

Fort Hays State University Performance Report AY 2017

Indicator 1: Increase first to second year retention rates

Description: This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time, degree seeking freshman students. This indicator was selected because it is KBOR Foresight 2020 goal and because institutionally we have lagged peers on this metric.

Outcome/Results: Our performance on this indicator shows a continuous improvement over the last several years. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen students in that first year. FHSU has taken substantive action to solidify our focus on the first-year transition of Freshmen students. The university has taken several steps to build a First-Year Experience Program that helps Freshmen students with transition events. The university initiated a Learning Community approach that has completed its seventh academic year with positive results for these Freshmen students. The Learning Community has grown over the years and most recently from 13 communities for Fall 2016 to 18 for Fall 2017. The University has also implemented an early alert system (Starfish) designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. FHSU implemented the second year of a three-year project entitled “Re-Imagining the First Year.” Important strategies include but are not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, implementing Predictive Analytics Reporting (PAR) student-success intervention measurement tool this fall, and the learning communities the second-year students.

Indicator 2: Increase number of degrees awarded

Description: This indicator is a count of the number of degrees awarded during an academic year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. One unmistakable focus of Foresight 2020 is the concerted push to matriculate a larger number Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). Student completion through the Virtual College continues as a top strategic focus for the institution.

Outcome/Results: The increase in the number of degrees awarded continues. The University expanded Student Engagement and Advising Center to focus on student retention and graduation. FHSU has also added process improvements to serve international student enrollment and program completion better.

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

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

Outcome/Results: FHSU reviews the methodology of the ranking criteria and looks for ways to structure our program delivery to improve the quality of the program and, in turn, the rankings of our programs. FHSU offers a number of high quality, low cost Bachelor’s degree programs that provide rich academic offerings in an online delivery mode specifically designed for adult learners. Also contributed to higher rankings than our peers is the comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military support services, and more.

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

Description: This indicator is a count of the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. As foresight 2020 intimates, this is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Outcome/Results: FHSU has added several process improvements to serve adult learners better, including our recently expanded Student Engagement and Advising Center and expansion of the number of workforce-focused degree programs available online. We strategically add and expand high demand programs. We increase outreach efforts to recruit adult students. We also recently approved a new CPL (Credit for Prior Learning) course and processes.

Indicator 5: Increase number of degrees awarded in STEM fields

Description: This indicator is an AY count of the number of degrees awarded in STEM fields (coded by particular CIPs). Historically, the University has positioned itself in the undergraduate STEM arena through our successful Kansas Academy of Mathematics and Science (developed as the state-wide academy for top-performing high school juniors and seniors) and our strong programs in the sciences and technology. The University continues to improve our undergraduate programming in these areas, and expand our technology programs through distance education, when possible. Completion of STEM programs is a challenge nationally, but FHSU closely monitors student achievement in these areas through personalized advising and partnerships with industry to facilitate rapid student placement upon graduation.

Outcome/Results: FHSU continues to show strong performance in this area largely because of three initiatives. First, FHSU is the designated institution for the Kansas Academy of Mathematics and Science (KAMS) program and now serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science related areas. Second, FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. Finally, FHSU has a successful Information Networking and Information Assurance degree program. FHSU added a College of Science, Technology, and Mathematics that is currently growing a student base.

Indicator 6: Increase SCH completed through distance education

Description: This indicator is an FY count of the number of credit hours successfully completed through our Virtual College. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade.

Outcome/Results: FHSU continues to make great advances in distance education. Moving this indicator was possible through a comprehensive online course development process, which assures adherence to high levels of academic quality in the virtual environment.

Pittsburg State University Performance Report AY 2017							AY 2017 FTE: 6,690	
Contact Person: Lynette Olson, Provost & VPAA			Phone and email: 620-235-4113 or lolson@pittstate.edu				Date: 7/17/2018	
Pittsburg State University	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 First to Second Year Retention Rates	1	Fall 12 Cohort = 800/1,076=74.3% Fall 13 Cohort = 816/1,128=72.3% Fall 14 Cohort = 777/1,043=74.5% Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔				
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%	70.31% (2.1094/3)	↓				
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	1.5 (1+3+1+1/4)	↑				
4 Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741	28,086	↑				
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1,051) AY 2014 = 127 (of 1,136) AY 2015 = 153 (of 1,218) Baseline: 131	158 (of 1,231)	↑				
6 Increase Amount of Scholarship Funds Raised	3	AY 2013 = \$1,800,098 AY 2014 = \$2,232,575 AY 2015 = \$2,149,830 Baseline: \$2,060,834	\$3,638,791	↑				

*Updated 7-17-18

Pittsburg State University Performance Report AY 2017

Indicator 1: Increase First to Second Year Retention Rates

Description: 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. 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.

Outcome/Results: PSU maintained the first to second year retention in AY2017 as compared to the baseline rate, which is significantly higher than the baseline for our previous performance agreement. Initiatives to address retention include: (1) an early alert program to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services such as tutoring in targeted courses; (3) use of a peer mentor telecounseling unit; (4) offering learning communities; and (5) implementation of a communication plan for freshman to promote intentional, right on time, contact with freshmen and to provide referrals and support to students as they make their transition to PSU.

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

Description: 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. 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.

Outcome/Results: PSU showed improvement in math rubric scores, but also increased DFWI rate, resulting in an overall decline in the General Education Math Index. The Department of Mathematics has been involved in on-going discussions with the leadership of the College of Art and Sciences in regard to student success in introductory courses in mathematics. A math faculty member was on sabbatical during AY 2017 studying potential strategies to improve performance in general education math courses, including the implementation of an "Early and Often" communication system, beginning fall 2017.

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

Description: 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.

Outcome/Results: PSU improved its overall ranking compared to peer institutions. PSU ranks first in three out of four measures including fall-to-fall retention of full-time first-time students, percentage of full-time faculty with terminal degrees, and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks third in six-year graduation rate compared to peer institutions with available comparative data.

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: 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.

Outcome/Results: Distance education credit hours showed an impressive increase of 35% over baseline. Strategies to increase online enrollment have included: (1) increased promotion of the 19 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program in Business Administration with three emphases in Fall 2016; and (3) addition of 78 online classes across 27 disciplines, with 9 courses being in general education. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2017, twelve faculty completed QM training.

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

Description: 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.

Outcome/Results: Number of bachelor's degrees granted to domestic minorities showed a significant increase over baseline. Retention and degree completion initiatives continue to be centered on collaborative efforts among faculty advisors along with support from the area of Enrollment Management and Student Success, especially staff within The Office of Student Diversity and the office of Student Success Programs. These efforts include: (1) support and tools to navigate a campus environment and become involved in student organizations; (2) excellent academic advisement supported by annual advisor training; (3) campus-wide inclusive activities that support academic success such as Diversity Brown Bags; (4) mentoring activities wherein our upperclassmen promote awareness to an underclassman's own pathway to success; and (5) workshops for students on topics such as study skills, reading a textbook, and time management.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: 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.

Outcome/Results: Amount of scholarship funds raised showed directional improvement, with a very impressive increase of \$1.58 million over baseline. The amount listed does not include an additional \$975,000 designated in planned gifts for scholarships that will be realized in the future. 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. To help fund that gap, the current capital campaign, Proven.Promise.PittState., has scholarships as one of its four areas of focus, through FY21.

Washburn University Performance Report AY 2017

AY 2017 FTE: 5,069 – Washburn

AY 2017 FTE: 1,190 – Washburn Tech

Contact Person: Dr. Nancy Tate

Phone and email: 785-670-1648; nancy.tate@washburn.edu

Date: 7/17/2018

Washburn University	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 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% (1,540/2,335)	71.8% (610/849)	↑				
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	2,590	↑				
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	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 26,386/155,304=17.0% FY15 26,051/149,024=17.5% Baseline: 79,766/467,082=17.1%	19.6% (28,908/147,227)	↑				
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	1,466	↓				
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013 1,071 AY 2014 1,909 AY 2015 1,986 Baseline: 1,655	1,179	↓				
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013 46 FY 2014 41 FY 2015 40 Baseline: 42	129	↑				

*Updated 7-17-18

Washburn University Performance Report AY 2017

Indicator 1: Increase first to second year retention rates of first time full-time freshmen (Washburn University/Washburn Tech).

Description: Washburn University/Washburn Tech have implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

Outcome/Results:

Washburn's retention rate increased to 71.8% which is over the baseline of 65.9%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full-time freshmen. We have also become more adept using technology after implementing the EAB Student Success Collaborative software system which generates a data rich environment allowing us to focus our efforts on identified at risk students.

Indicator 2: Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).

Description: 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.

Outcome/Results:

Washburn University/Washburn Tech academic year degrees and certificates awarded was 2,590 in academic year 2016-17, up from the three-year baseline average of 2,444. This increase can be attributed in large part to the College of Arts and Sciences' new Associate of Liberal Studies degree, the new certificate programs added at Washburn Tech, and significant increases in the number of Masters degrees awarded (MBA, MEd, MSN, and MSW).

Indicator 3: Increase ranking among the state public universities as measured by the endowment per FTE student.

Description: 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. Our goal is to continue to maintain or increase our ranking.

Outcome/Results:

Washburn University maintained its ranking of second in the state of Kansas. This list indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions. The values have been generally trending upward, while the ranking has remained relatively stable as we continue to raise funds each year. (FY17, \$31,131, 43rd/FY16, \$28,356, 48th/FY15, \$30,353, 44th/FY 14, \$30,944, 39th/FY 13, \$26,820, 42nd/FY 12, \$24,793, 36th)

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.

Description: Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. 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.)

Outcome/Results:

Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY17 with 28,908/147,227=19.6% online student credit hours awarded. In an effort to address the increase in the online percentage, Washburn increased the number of online course sections being offered through the addition of new online programs – the BA in Psychology and the MA in Communication and Leadership which is being offered online in a compressed format.

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

Description: 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. 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.

Outcome/Results:

Although we did not achieve our baseline goal of 1,938, Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. In this process, we have continued to implement important strategies for adult learner success. The focus on online courses and programs has continued to expand with more faculty involved in teaching, and trained in best practices, for online course learning. The Center for Student Success acquired an institutional membership in the Council for Adult and Experiential Learning (CAEL) to ensure Washburn is implementing best practices in dealing with adult learners. The Center spent FY18 developing the strategy “Adults Belong in College” which modified the orientation program for adult students, created adult-focused sections of the college experience course, and established an adult student group to foster connections to campus. In addition, the Mathematics Department has revamped Washburn’s approach to mathematics instruction and will be implementing a math emporium model of instruction this coming fall.

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

Description: Washburn Tech has worked closely with business/industry and KBOR to identify the relevant certifications in each of its programs. These certifications indicate to 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. The data are collected from students and from official websites where the results are published.

Outcome/Results:

For AY17, instructors reported 1,258 students taking credentialing exams with 1,179 passing, for a 93.7% pass rate. While this figure represents a substantial decrease from the previous years, the number reflects an internal problem at Washburn Tech in terms of the ways these credentials are reported. Not all credentials and certifications are currently being reported by instructors. Washburn Tech will make significant changes in the reporting of credentials in the coming year to safeguard and accurately account for all certifications and credentials being earned across campus.

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

Description: 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 and assists adults in the completion of a secondary school education and the GED. 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. Data is collected through the State of Kansas Adult Education database.

Outcome/Results:

For AY2017, 129 students completed their GED through Washburn Tech. This figure represents an exceptional level of hard work and dedication by the Adult Education staff at Washburn Tech, particularly given the baseline. The significantly larger number of students served is aided by the AO-K program and is further evidence of a very successful transition of the Adult Education program from USD 501 to Washburn Tech.

Allen Community College Performance Report AY 2017							AY 2017 FTE: 1,579	
Contact Person: John Masterson			Phone and email: 620-901-6341; masterson@allenc.edu				Date: 7/12/2018	
Allen 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 graduation rate of first-time, full-time, degree seeking, college ready freshmen	1	2010 9.2% (12/131) 2011 26.9% (32/119) 2012 19.4% (18/93) Baseline: 18.1% (62/343)	23.20% (19/82)	↑				
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓				
*3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR	2	2012 66.7% (371/556) 2013 68.9% (370/537) 2014 67.5% (274/406) Baseline: 67.7% (1,015/1,499)	65.3% (264/404)	↓				
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑				
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	60.25% (885/1,469)	↑				
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline: 77.4% (2044/2639)	81% (600/741)	↑				
*updated 7/12/18								

Allen Community College Performance Report AY 2017

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen

Description: Using the Kansas Higher Education Data System report, three-year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate. Allen has also begun an Auto Grad process wherein students' transcripts are evaluated and if they have the necessary credits for graduation, they are notified that unless they opt out, they will receive the appropriate Associate's Degree.

Outcome/Results: Five percentage points above the baseline for this indicator in FY17. While this is good news, it is still an area of emphasis for improvement. Allen continues to encourage reverse transfer for students who leave without a degree. The college is also developing a process for analyzing transcripts of transferring students, looking for students who actually had enough credits for a degree, but did not apply for graduation, and awarding those degrees unless a student opts out. This should produce some additional graduates in future years.

Indicator 2: Increase the number of certificates and degrees awarded

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

Outcome/Results: Due to the number of Certified Nursing Assistants certificates awarded in FY13, the baseline was not met. The number of certificates has been affected because the CNA is no longer required for a nursing degree. This program is our largest certificate program. The number of certificates and degrees awarded did go up from 429 in FY16 to 438 in FY17.

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR

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

Outcome/Results: This indicator slipped 2% below the baseline. With the unemployment rate in Kansas declining, we anticipate that this will help raise the employment rate. We are reaching out to local employers to recruit on campus and let students know about internships and part-time job opportunities to see if we can increase the number of students from outside our service area who take jobs in Iola.

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better

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

Outcome/Results: This indicator beat the baseline by nearly 15%. As the college continues to increase the success of under prepared students, the success rate for College Algebra has increased to 80.2% in FY17. While this is not a formal part of this Performance Report, it is certainly cause for celebration.

Indicator 5: Increase the Success Index Rate for student completion and retention

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

Outcome/Results: The 7.25% increase in the Success Index Rate is a reflection of the increase in certificate and degree completion and successful transfer to universities.

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better

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

Outcome/Results: This indicator has been a part of Allen's Performance Agreements for at least nine years. As the success rate has reached 80%, it will be increasingly difficult to beat the baseline.

Colby Community College Performance Report AY 2017							AY 2017 FTE: 980	
Contact Person: Brad Bennett			Phone and email: 785-460-5403; brad.bennett@colbycc.edu				Date: 7/12/2018	
Colby 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	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 971/3 = 324	359	↑				
*2 Increase the first to second year retention rates of college ready cohort.	1	2012: 97/163=59.5% 2013: 107/177=60.5% 2014: 57/109=52.3% Baseline: 261/449=58.1%	67.2% (82/122)	↑				
*3 Increase the percentage of students employed or transferred.	2	AY 2012: 188/330=57.0% AY 2013: 149/280=53.2% AY 2014: 152/287=53.0% Baseline: 489/897=54.5%	51.2% (127/248)	↓				
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%	68.62% (70/102)	↑				
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1,090/3 = 363.3	366	↑				
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: 925/1,444 64.1%	55.2% (324/587)	↓				

*Updated 7-12-18

Colby Community College Performance Report AY 2017

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.

Outcome/Results: Colby Community College continues to focus on student success and increasing graduation rates. Colby Community College was the only Community College who achieved their foresight 2020 goal in this area.

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.

Outcome/Results: Colby Community College continues to make improvements in this area. In addition, Colby Community College will open a centralized advising center July 1, 2018. The Trojan Advising Center will further support CCC's mission and dedication to ensure students are being retained and successful.

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.

Outcome/Results: Colby Community College dipped slightly in this area. The above mentioned advising center will help the College focus on improvement in this area. In addition, long term the College is planning to add a career center to the Trojan Advising Center.

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.

Outcome/Results: Colby Community College experienced a slight increase in this area. Not related to this measurement, but the College completed a curriculum redesign in English courses and will start on a similar pedagogy redesign in the Math department. In addition, for AY2018 the College implemented a new mandatory course placement policy which should better place students and increase our success in all remedial courses.

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. The College utilized the following courses with a financial literacy component Personal Finance, Business Finance, Intro to Business, Student Success Seminar.

Outcome/Results: Colby Community College once again realized an increase in this area. The College continues to explore ways to expose and educate our students on financial literacy.

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.

Outcome/Results: Colby Community College experienced a drop in this area, although the most recent Community College Databook demonstrates Colby Community College as a leader in this area compared to other institutions across the state. CCC is one of the few colleges who experienced an increase in enrollment since 2011. With our recent success as mentioned above the College invested in a centralized advising center with dedicated staff to help students be retained and transfer. In addition, the College is aggressively working with four-years institutions both in the state and out state to make sure partnerships are in place for our students to have the ability to transfer.

Cowley Community College Performance Report AY 2017					AY 2017 FTE: 2,026			
Contact Person: Harold Arnett		Phone and email: 620-441-6584; harold.arnett@cowley.edu			Date: 7/12/2018			
Cowley 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 first to second year retention rates of college ready cohort.	1	2012 Fall Cohort: 278/449 61.9% 2013 Fall Cohort: 204/348 58.6% 2014 Fall Cohort: 175/275 63.6% Baseline: 657/1072 61.3%	62.0% (380/613)	↑				
2 Increase the number of certificates and degrees awarded.	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓				
*3 Increase the percentage of students who completed, became employed or transferred.	2	AY2012: 555/915 60.7% AY2013: 505/881 57.3% AY2014: 534/871 61.3% Baseline: 1,594/2,667 59.7%	63.5% (525/827)	↑				
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.	1	2010 Fall Cohort: 506/829=61.0% 2011 Fall Cohort: 508/778=65.3% 2012 Fall Cohort: 450/786=57.3% Baseline: 1,464/2,393=61.2%	Fall 2015 Cohort 71.8% (120/167)	↑				
5 Increase the persistence rates (fall-to-fall) for students in developmental courses.	1	Fall 2012 to Fall 2013: 249/462=53.9% Fall 2013 to Fall 2014: 190/364=52.2% Fall 2014 to Fall 2015: 137/259=52.9% Baseline: 576/1085=53.1%	Fall 2016 Cohort 54.4% (158/290)	↑				
6 Increase overall first-year academic achievement (GPA) for students in developmental courses.	1	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214	AY2016 2.224	↑				

*Updated 4-6-18

Cowley College Performance Report AY 2017

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

Description: This indicator seeks to improve the proportion of students returning for a second year. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. In addition, we are providing training in the use of active learning strategies for multiple instructors. We will divide the number of first-time full-time college-ready groups (those who require no developmental coursework) who re-enroll in the fall of 2017 with the total number of that cohort who began in the Fall of 2016 and then repeat for the ensuing years.

Outcome/Results:

This year's report shows a very slight increase, rising 0.7 points from the baseline. We are renewing the First-Year Experience course, continuing the accelerated learning approach for math and English and have increased the number of teachers trained in using activity-based learning approaches. We also have a very successful student support services grant (TRIO) program and a faculty who take great pride in their student-centered efforts both inside and outside the classroom.

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

Description: As with most Kansas high schools and colleges, enrollment rates have steadily declined. The result has been reduced enrollment and fewer certificates and degrees awarded. We are opening a new campus in Wellington this fall with special focus on technical programs and are adding a comprehensive program in agriculture with multiple certificate options. We have created certificate options in other applied science programs including welding and machining. We also are encouraging teachers to increase activity-based learning. We will use the state data on completion as provided by KBOR beginning with the AY2017 group.

Outcome/Results:

The combination of declining enrollment and a discovered error in the previous year's reported numbers delivered a whammy on us in regard to this indicator! Seventy-two students were erroneously included in last year's report; they graduated in the summer of 2015 and should not have been included. While that benefitted us last year, their exclusion from this year's report compounded the lower enrollment figures. It may well be that establishing an indicator based on percentage of completions would have been a better-considered approach for us. Nonetheless, we are continuing intense efforts to increase enrollment, and improve persistence and completion. These efforts included the above-mentioned TRIO program, comprehensive recruitment, increasing the number of teachers trained in activity-based learning, hiring a full-time retention coordinator, improving use of intrusive advising, and encouraging students who are very close to completion of graduation requirements to take the extra one or two classes that would fulfill the requirements.

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

Description: We will continue work to strengthen relationships between transfer universities and with our local business and industry, including use of advisory committees made up of area business and industry leaders. We are also optimistic that the *On Course* program, proven to increase persistence, completion and academic achievement at numerous other colleges, will yield benefits in multiple areas, including this indicator. We will use the state data on completion, transfer and employment as provided by KBOR, beginning with the AY2015 cohort.

Outcome/Results:

This year's results show an increase of 3.8 points above the baseline as we see that 63.5% of our students completed, transferred or found employment. We will acknowledge the hard and effective work of the groups mentioned above and will continue our efforts to produce continued increase in this area.

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

Description: This goal blends the intentions of *Foresight 2020* with the awareness that many students come to college with the goal of completing a four-year

degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a more narrow focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

Outcome/Results:

We are delighted to report a dramatic increase in the percentage of college ready students completing and/or transferring in this year's cohort. The reported rate of 71.8% is over ten points higher than the baseline. We believe this is yet another indicator of a highly effective teaching and support staff and will definitely continue the efforts mentioned above that we feel have contributed to this success!

Indicator 5: Increase the persistence rates for developmental students.

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

Outcome/Results:

Note: We found that the baseline information was improperly calculated. The VPAA had inadvertently included some duplicate numbers; students who had taken developmental courses in both math and English were counted twice. Our actual baseline numbers should have been: 2012-2013: 30.1% (104/345); 2013-2014: 36.7% (100/272); 2014-2015: 54.2% (114/210); Baseline: 38.4% (318/827). Regardless of that, this year's cohort (54.4%) showed a gain of 1.3 points above the reported baseline of 53.1%. We will continue with the accelerated learning approach, intrusive advising, use of activity-based learning and other initiatives. In addition, we have had a tremendous support program operating for several years that contributes to our success in all of these areas. Our IMPACT people (our TRIO program—student support services grant) continue to operate a dynamic program that provides comprehensive support services for high-risk learners. We also wish to acknowledge the effectiveness of our developmental teaching faculty who have shown wonderful initiative in seeking, selecting and gaining training in the accelerated learning techniques.

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

Description: Beginning with pilots in developmental English and other courses, using volunteer teachers in the First Year Experience, and other volunteer teachers, we plan to gradually extend the *On-Course* concepts to the entire campus. Obviously, improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The baseline group consists of all for all first-time full-time students enrolled in developmental courses (English and math). Next, we take each student's overall first year grade point average (GPA) and calculate the mathematical mean for each year. Finally, the average of the combined GPA's of all three years is calculated to determine the baseline. Subsequent years will be compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Outcome/Results: We are encouraged to see a very slight improvement in the GPA—up just 0.01 points. However, we are hopeful that the combined work of all the groups and initiatives already listed will continue to yield positive results as we move forward.

Fort Scott Community College Performance Report AY 2017						AY 2017 FTE: 1,295		
Contact Person: Adam Borth			Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu			Date: 7/16/2018		
Fort Scott 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 percent of first to second year retention rates of college ready cohort	F12 Cohort- 92/158 (58.2%) F13 Cohort- 110/204 (53.9%) F14 Cohort- 86/182 (47.3%) Baseline: 52.9% (288/544)	54.7% (76/139)	↑				
2	Increase the three-year graduation rates of college ready cohort	F10 Cohort- 96/252 (38.1%) F11 Cohort- 62/177 (35.0%) F12 Cohort- 58/162 (35.8%) Baseline: 36.5% (216/591)	28.6% (52/182)	↓				
3	Increase the percent of students earning job-ready certifications	AY13-532/851 (62.5%) AY14-522/890 (58.7%) AY15-442/678 (65.0%) Baseline: 61.8% (1496/2,419)	66.4% (503/757)	↑				
4	Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	Institutional non-college ready AY13-77/115 (67.0%) AY14-86/108 (79.6%) AY15-88/91 (96.7%) Baseline: 79.9% (251/314)	71.6% (48/67)	↓				
5	Increase the success rate of students completing online course(s) with a grade of "C" or better"	Institutional AY13-562/723 (77.7%) AY14-551/706 (78.0%) AY15-602/772 (77.9%) Baseline: 77.9% (1,715/2,201)	80.7% (654/810)	↑				
6	Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional F13SP14-223/324 (68.8%) F14SP15-247/329 (75.1%) F15SP16-267/365 (73.1%) Baseline: 72.3% (737/1,018)	96.75% (268/277)	↑				

Fort Scott Community College Performance Report AY 2017

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

Description: 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. 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.

Outcome/Results:

FSCC saw a slight increase in first to second year retention rates after declining three consecutive years. An Early Alert system is fully implemented, and students are contacted by the Advising Office in multiple modalities if an issue arises. Orientation courses highlight the importance of finishing an education and completing a college credential.

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

Description: 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. We believe 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. 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.

Outcome/Results:

FSCC fell short of reaching this indicator for a fourth consecutive year, the data reflecting the fall 2013 cohort. FSCC hired a Student Success Coordinator in 2013 and is expecting to see student completion rise with subsequent student cohorts. This person has also helped establish the Early Alert process, and the two coupled together should demonstrate improvement in completion. FSCC is practicing more intrusive advising to bring this indicator back above the baseline.

Indicator 3: Increase the percent of students earning job-ready certifications.

Description: 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. Within this data set the numerator represents all students earning industry recognized credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. 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.

Outcome/Results:

FSCC continues to grow in many of the CTE fields, which is increasing the level of job-ready certifications students are attaining. The Excel in CTE initiative has helped many students from construction and welding, to the allied health fields. 503 students earned an industry recognized credential, while 757 students were seeking and industry recognized credential. Through stackable credentialing of certificates, programs, and industry credentials; FSCC is taking steps for allowing more students to move into the workforce and be successful.

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.

Description: 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). 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.

Outcome/Results:

The number of non-college ready students enrolled in English 101 maintained consistency with the baseline. FSCC failed to meet the baseline goal by about 9%, as only 48 students were successful in the course, out of the 67 students in the population finishing the course with an A, B, C, D, or F. FSCC is piloting an accelerated learning model found successful in other institutions with a goal to increase success in writing students identified as non-college ready.

Indicator 5: Increase the success rate of students completing online course(s) with a grade of "C" or better”.

Description: 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.

Outcome/Results:

654 students successfully completed an online course with a grade of C or higher, while 810 students are in the total population of completing the course with an A, B, C, D, F, or W. We continue to see increases in students successfully completing online courses, as well as students enrolling in online courses. FSCC recently added the librarian position as additional support to assist students with Learning Management System issues.

Indicator 6: Increase the percentage of students completing English 101 and 102 with a “C” or better in the same academic year.

Description: FSCC analyzed our data collected through our POISE system and found 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.

Outcome/Results:

We continue to have a high success rate with this indicator, as 268 students completed English 101 and English 102 with an A, B, or C; a total of 277 students receiving a final grade of an A, B, C, D, or F made up the entire population (denominator) of this indicator. FSCC exceeded the baseline by almost 2%, at a 96.75% success rate when students complete both English 101 and 102 within the same year. Advising works with students to matriculate from ENG 101 into ENG 102 as quickly as possible. Accelerating students through the developmental pipeline and into college level English also contributes to the success of this indicator.

Garden City Community College Performance Report AY 2017							AY 2017 FTE: 1,613	
Contact: Ryan Ruda		Phone and email: 620-276-9597; ryan.ruda@gcccks.edu					Date: 7/16/2018	
Garden City 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 satisfactory completion of credit hours for past and current, active and honorably discharged veteran	13-14—489 14-15—377 15-16—85 Baseline--317	478	↑				
2	Increase Number of certificates and degrees awarded.	2013—488 2014—515 2015—504 Baseline-502	474	↓				
3	Increase the written communication skills of students as evidenced by institutional assessment.	2013-14—0 2014-15—8.78 2015-16—8.84 Baseline—8.81	8.83	↑				
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.	2012-13—57/101 (56%) 2013-14—108/166 (65%) 2014-15—112/173 (65%) Baseline—277/440 (63%)	73.5% (136/185)	↑				
5	Increase satisfactory completion of credit hours in hybrid, distance and online courses	12-13—8,540 13-14—12,419 14-15—18,485 Baseline—13,148	20,567	↑				
6	Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	2010—76/152 (50%) 2011—96/232 (41.4%) 2012—101/289 (34.9%) Baseline—273/673 (40.6%)	43.1% (93/216)	↑				

Garden City Community College Performance Report AY 2017

Indicator 1: Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran students

Description: 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.

Outcome/Results: 478 credit hours have been successfully completed by past, current, active and honorably discharged veteran students. GCCC has been working to increase our recruitment and retention of veteran students. The college has invested in putting services in place which has led to being recognized as a Military Friendly institution. These services include working to designate veterans in our student information system more concisely and putting strategies in place with advisors for more intentional interviewing of veteran students. The financial aid office assists with directing services to veterans to get them connected to financial assistance opportunities.

Indicator 2: Increase number of certificates and degrees awarded.

Description: 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/certificates awarded. 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. 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.

Outcome/Results: 474 certificates and degrees were awarded

While we did not increase in this indicator, the college is making efforts to increase the number of reverse transfer agreements with 4-year partner institutions. This will assist in increasing the number of certificate and degrees awarded. Additionally, we are working with our technical programs to determine measures for increasing the awareness of awards in certificate programs. The college is also reviewing best practices and steps to contact former non-completer students to help facilitate their returning to college for degree completion.

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

Description: In 2014-15, GCCC embarked on changing how student skills were assessed. Through this process, learning outcomes for students at GCCC were modified with written communication being assessed annually. An internal assessment tool was developed along with a rubric to score writing assessments. Every lecture-based course is required to submit a writing assignment for review 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 scored 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 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 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 the mean is determined. Outcomes/results represent the mean of assessments from this past academic year.

Outcome/Results: 8.83

The college has concerted efforts over the last four years to embed written communication assessment into courses. Through work with the Higher Learning

Commission, the college written communication committee developed a rubric which has been used to assess written communication. Professional development along with the addition of a writing center has helped institutionalize the importance of written communication skills.

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.

Description: Garden City Community College will increase the percent of non-college ready students successfully completing college-level classes and provide opportunity for academic success. The denominator in the calculation is the number of students who are enrolled in English 101 at certification date and who completed remedial English with a final grade of “C” or higher. The numerator represents those students in the denominator who then successfully complete first college level English with a final grade of “C” or higher. This indicator was chosen in alignment with Foresight 2020, representing our commitment to underprepared students.

Outcome/Results: 136/185 73.5% successfully completed

The college saw significant increases in the success rates of students who completed remedial and successfully completed the first college writing gateway course. The increase is due in part to the faculty’s recommendation to change all remedial courses from hybrid to strictly face-to-face. Allocating more time in-class has provided the impetus to increase instructor feedback and student interaction. Accordingly, the decision to add a writing center, staffed by an English instructor and four student tutors, has provided additional resources and increased access to assistance with writing skills.

Indicator 5: Increase satisfactory completion of credit hours in hybrid, distance and online courses.

Description: 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.

Outcome/Results: 20,567 credit hours successfully completed

GCCC has increased marketing efforts for distance education. The college integrated new software (Drop Out Detective) into the Learning Management Software to assist with tracking faculty-student interaction, student retention and on-line student success. The software notifies advisors if students are not actively engaged in the course, enabling proactive communication and intervention, which has increased retention. Through increased marketing and awareness as well as enhanced retention strategies, the college has experienced measured gains in successful completion of credit hours in distance courses.

Indicator 6: Increase 3-year graduation rate for first-time, full-time, undergraduate, degree-seeking, college ready student cohort.

Description: GCCC will increase the percent of students who graduate within 150% (3 years) of time from initial enrollment, utilizing the 3-year graduation rate as calculated by KBOR/KHEDS. Students will be advised to commit to a program of study and develop an educational plan with educational goals. Research shows that students who “know what they want” will have increased chances for completion of a certificate or associate degree.

Outcome/Results: 93/216 43.1% 3-year graduation rate

During the past year, the college has defined programs, developed curriculum maps and aligned program outcomes to more effectively advise and direct students into a course of study. These efforts, in combination with increased retention efforts bolstered by early alert software, have improved and increased student tracking and monitoring. This has created a more collaborative effort for assisting students with matriculation towards degree completion.

Highland Community College Performance Report AY 2017							AY 2017 FTE: 2,088	
Contact Person: Erin Shaw, Ph.D.			Phone and email: 785-442-6012; eshaw@highlandcc.edu				Date: 8/20/2018	
Highland 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 HCC degrees and/or certificates awarded.	1	AY 2013 653 AY 2014 650 AY 2015 613 Baseline: 639	576	↓				
*2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% AY 2014 365/616 59.3% Baseline: 1,024/1,771 57.8%	61.5% (397/646)	↑				
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	64	↑				
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%	101/161 62.7%	↑				
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100%	↑				
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	66	↓				

*Updated 7/16/18

Highland Community College Performance Report AY 2017

Indicator 1: Increase the number of HCC diplomas and/or certificates awarded.

Description: In AY2017, we saw an increase in short-term certificates and a decrease in the completion of Associate degrees. We attribute the drop in Associate degrees to a couple of factors. First, HCC hired a full-time Director of Advising in order to continue improve our advising processes. We believed that this person would provide better training to faculty and staff advisors, strengthen transfer partnerships, and most importantly keep students on track toward graduation with accurate advising. Unfortunately, that did not prove to be the case. The employee's contract was not renewed, and we spent AY2018 correcting advising errors and making progress on the initiatives he was supposed to complete in AY2017. We also are seeing fewer students, especially athletes, staying through the completion of their degree before transferring. Many of our athletes are leaving in December of their sophomore year. Others are leaving just short of earning a degree and finishing their coursework back at home out of state so reverse transfer is not possible either. If a student athlete is strong academically, they complete their degree in three semesters by adding in summer classes and taking more than 15 hours in fall and spring. However, other student athletes struggle in their courses or need to take a lighter course load to succeed so they end up transferring with 45 hours instead of our degree requirements totaling 63 hours. We hope efforts to improve advising information and support services for student success will increase our Associate degree numbers in the future. Finally, as the economy improves, employers are hiring our technical students at the end of a certificate rather than after earning an AAS degree. Employment for our students is good news but we are working with our business partners and advisory boards to keep students with us a little longer when possible. Since the addition of an AAS pathway with general education courses aligned with workplace skills we have increased our AAS degree completion and believe we will continue to do so.

Outcome/Results: 576 degrees and/or certificates were awarded during AY 2017.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.

Description: 345 represents the number of HCC graduates who were employed in their program field or transferred to a Kansas public college out of 587 total graduates. One of the greatest influences on this measure was the exceptional work the HCC Atchison Technical Center Director and the Western Center Director have done building partnerships with NE Kansas business and industry. Both individuals have continued strengthening these relationships and adding new partners. We have also seen the dream for our Western Center start to come true with the establishment of Diesel I, Construction Technology, Industrial Welding, Medical Office Assistant, and Precision Agriculture. The demand for these fields, along with Nursing, Allied Health, and the other technical programs at our Atchison Technical Center has meant quick employment of our graduates.

Outcome/Results: 61.5% (397/646) of HCC graduates were employed in their program field or transferred to a Kansas public college.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).

Description: Represents the number of students at the HCC-Tech Center, Atchison, KS who earned a satisfactory score on the KCWR examination. The increase over AY17, resulted from strong encouragement for high students to complete the KCWR from both Atchison Technical Center instructors and staff and high school counselors and administrators. The KCWR allows students to show their employability and level of soft skill abilities on their resume.

Outcome/Results: 64 students earned a Kansas Certificate of Work Readiness, up from 38 students the previous year.

Indicator 4: Increase the percentage of students passing Fundamentals of Math.

Description: 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). 161 represents the total number of students who placed into MAT 090 Fundamentals of Math, while 101 represents the number of students who completed the course with a passing grade during their first attempt. These 94 students met the pre-requisite for MAT 100 Beginning Algebra or MAT 102 Technical Mathematics by successfully completing MAT 090.

Outcome/Results: 62.7% (101/161) of students passed Fundamentals of Mathematics on their first attempt.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.

Description: Represents the number of students who, upon completing the PN to RN bridge program in AY 2017, passed the NCLEX certification examination on the first attempt. 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 pass rates in the 90% range each year. In response to a lower 1st time pass rate in AY2015, HCC nursing faculty instituted a policy which requires all nursing students to take and pass the NCLEX Live Review prior to taking the certification exam. Of the 19 students who successfully completed the program in AY2017, all 19 passed the exam on the first attempt.

Outcome/Results: 100% of our PN to RN bridge program completers passed the NCLEX-RN 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.

Description: Employers lament the shortage of prospective employees with “soft skills” and at HCC we understand the importance of these skills in gaining and keeping employment. At Highland, we converted our previous Common Learning Outcomes to Shared Performance Expectations (SPEs) to emphasize the importance of these skills across all students, faculty, and staff. Our Shared Performance Expectations are 1) Be Competent at Your Work, 2) Communicate Effectively, 3) Respect Others, 4) Make Good Decisions, 5) Act Responsibly, and 6) Work Effectively on Teams. For AY2017, our Director of Institutional Research (IR) sent out a Student Evaluation on the SPEs to technical and general education instructors. The tool asks instructors to indicate whether a student “Always,” “Usually,” “Sometimes,” or “Rarely/Never” demonstrates each of the SPEs and SPE subcomponents. For “Act Responsibly,” an individual will “meet your commitments and be accountable for your own behavior and performance,” including subcomponents “arrives early enough to be in their seat/work station and ready to work at start of class; submits required homework, projects, papers, etc., on-time and in satisfactory fashion; and utilizes class time effectively to foster their own learning and without interfering with others.” While a quality tool for assessing student performance on our SPEs, we realized too late that for AY2017, this evaluation was only conducted on a sample of students across all programs. Therefore, the number on this year’s Performance Agreement only reflects the percentage of technical students who earned an “Always” or “Usually” on the “Act Responsibly” item, is a sample, and does not include all technical completers. We have taken steps to correct this for AY2018 and beyond.

Outcome/Results: For the “Act Responsibly” Shared Performance Expectation questions, 66 of 79 Technical students included in the sample were evaluated by their instructors as “Always” or “Usually” meeting the responsibility criteria.

Hutchinson Community College Performance Report AY 2017					AY 2017 FTE: 3,913			
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; hossa@hutchcc.edu			Date: 6/27/2018			
Hutchinson 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 rate of degree-seeking, first-time, full-time college ready cohort.	1	CO 2012: 55.8% (213/382) CO 2013: 59.4% (240/404) CO 2014: 61.2% (216/353) Baseline: 58.7% (669/1,139)	65.7% (362/551)	↑				
2 Increase three-year graduation rate of college-ready cohort	1	CO 2010: 28.8% (97/337) CO 2011: 24.5% (89/363) CO 2012: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑				
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑				
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑				
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY 2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑				
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	159	↑				

Hutchinson Community College Performance Report AY 2017

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

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

Outcome/Results: The AY 2017 retention rate for those enrolled for two consecutive fall terms is 7% higher than the baseline. HCC offers many sections of concurrent classes for juniors/seniors in partnership secondary institutions. These students are college-bound, and the retention rate is high overall. HCC has fulfilled this outcome.

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

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

Outcome/Results: The AY 2017 graduation rate is 11.6% higher than the baseline. This outcome continues to improve as we examine our strategic planning PERC data (persistence, enrollment, retention, and completion) and reassess how we encourage graduation as an educational milestone. HCC has fulfilled this outcome.

Indicator 3: Increase number of certificates and degrees awarded.

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

Outcome/Results: The AY2017 indicator (total 1,678) continues to grow with 213 certificate and degree awardees beyond the baseline of 1,465. Improved processes for awarding credentials when earned, and the reverse transfer initiative are helping the growth. HCC has fulfilled this outcome.

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

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

Outcome/Results: The AY2017 indicator is 7.4% higher than the baseline. Our integration/development education support strategies continue to create an academic shift within the institution, gaining in faculty support, and employing strategic planning resources (dedicated faculty and curriculum changes) to improve this indicator. HCC has fulfilled this outcome.

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

Description: The percent of Career Technical Education concentrators who are program completers is defined as “the number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting period divided by the number of CTE concentrators who were enrolled during the

reporting period but are no longer enrolled in postsecondary education.” CTE concentrators are students with a declared major in a Perkins approved program who have passed at least 12-tiered credit hours in that major over a three-year time period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to completion of their program, or may have left postsecondary education for another reason. This data is collected as part of the reporting requirements for the Perkins program; the same student data will be used as submitted to KBOR in Career Technical Education reports for Perkins.

Outcome/Results: The AY 2017 indicator is 6.8% above the baseline. This indicator continues to trend upward throughout technical programs which are linear in skill development and follow both cohort and open-enrollment models. Cohort groups drive to completion whereas students in open-enrollment programs sometimes require a longer time to completion. HCC has fulfilled this outcome.

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

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

Outcome/Results: The AY 2017 indicator (total 159) reflects an increase of 7 students over the baseline of 152 students as delivery of technical education to high school students remains modest, but steady particularly in the Allied Health careers. HCC has fulfilled this outcome.

Johnson County Community College Performance Report AY 2017					AY 2017 FTE: 11,180			
Contact Person: Dr. Michael McCloud		Phone and email: 913-469-8500 x2527; mccloud@jccc.edu			Date: 7/16/2018			
Johnson 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 Student Success: Success rate after three years reported for each cohort.	1	AY 2010: 2,058/4,130 49.8% AY 2011: 2,098/4,275 49.1% AY 2012: 2,015/4,136 48.7% Baseline: 6,171 /12,541 49.2%	53.4% (3,009/5,639)	↑				
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	3,027	↑				
*3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	AY 2012: 1,195/2,371 50.4% AY 2013: 1,235/2,335 52.9% AY 2014: 1,322/2,548 51.9% Baseline: 3,752/7,254 51.7%	52.9% (1,345/2,542)	↑				
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	FL2012: 606/1,195 50.7% FL2013: 617/1,128 54.7% FL2014: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	FL2016: 58.5% (753/1,287)	↑				
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: 1,158/1,806 64.1%	70.9% (471/664)	↑				
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	FL2010: 674/1,622 41.5% FL2011: 618/1,467 42.1% FL2012: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	FL2014: 41.5% (631/1,520)	↑				

*Updated 4-20-18

Johnson County Community College Performance Report AY 2017

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.

Outcome/Results: Goal one of JCCC's AY 2014-2017 Strategic Plan was to increase student success by improving student satisfaction, retention, persistence, graduation, and transfer rates. The success index shows an overall increase when compared to the baseline. The Counseling Department has increased access for students by expanding walk-in services to include all hours the counseling center is open, and by increasing the number of counselors who are specialists in specific advising clusters. Counselors create educational plans for students to guide them through graduation or transfer and collaborate with faculty to create documents that help students better understand their field of educational interest. In addition to expanding hours, the counseling department has improved their online presence to better serve all students. In 2016, six Student Success Advocates transitioned from part-time to full-time status. Success Advocates are assigned specific student cohorts as their workload, and they follow up with students to assist with their overall success – specifically regarding program requirements, retention and completion.

In the new 2017-2020 Strategic Plan, the College continues to value student success as an institutional priority and is continuing work to implement a student success model that will provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College is in the midst of implementing AccuCampus, a student engagement tool, to help track student participation with campus activities and offices. Data collected from the tool will feed analytics to help provide students with an "Informed Choice" model to make personalized suggestions to individual students to improve the likelihood of success.

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.

Outcome/Results: Indicator 2 shows positive outcome compared to the baseline. Over the last year, the dean's council has worked within their respective divisions emphasizing increased communications with students related to their status and progress towards degree completion. In addition to work being done to improve student success overall, JCCC continues to implement an auto graduation and reverse transfer projects.

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.

Outcome/Results: Indicator 3 remained above the baseline. Overall the economy is doing well, with continued decline in unemployment rates. This positively impacts employment rates within Indicator 3; however, it may negatively impact our future completion and transfer rate metrics. The Career Development Center increased its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easy access to job advertisements, interviewing skills, and resume tools. JCCC hired a professional who continues to focus on improving the transfer experience for our students and continues to 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.

Outcome/Results: Indicator is up compared to the baseline. The College continues to develop a strategy to improve overall student retention. Additionally, there is work being done related to Guided Pathways (Indicator 1). Efforts have been made to ensure degree-seeking 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 with the educational opportunities needed to achieve college readiness. JCCC's academic affairs branch is reviewing placement practices. JCCC has developed and implemented the "Supplemental Instruction Embedded Tutors" program. The program embeds peer mentors in JCCC classes to model effective learning behaviors. Embedded tutors host meetings outside of class meeting times during which students obtain additional learning skills.

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.

Outcome/Results: Indicator 5 is up compared to the baseline. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2017, JCCC continued to expand the number of online offerings in an effort to increase flexibility in student schedules. As mentioned in Indicator 1, Student Success and Engagement division continues to focus on improving the overall student experience with focus on the development of guided pathways for students. Guided pathways encourages the institution to be more intentional in our efforts to support student success.

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.

Outcome/Results: Indicator increased from the baseline. JCCC is optimistic that the work being done through the Strategic Plan and Key Performance Indicators will continue to have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 4 and 5, and include efforts to increase JCCC's overall graduation rates.

Kansas City Kansas Community College Performance Report AY 2017						AY 2017 FTE: 3,593		
Contact Person: Dr. Edward A. Kremer		Phone and email: 913-288-7111; ekremer@kckcc.edu				Date: 7/16/2018		
Kansas City Kansas 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 First to Second Year Retention Rate of First time Full time College Ready students	1	2012:47.1% (154/327) 2013: 55.3% (167/302) 2014: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑				
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓				
*3 Increase the Percent of Students Employed or Transferred	2	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) 2014: 56.4% (677/1,201) Baseline: 54.8% (2,096/3,823)	56.6% (697/1,232)	↑				
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses		AY2013: 65.6% (1,534/2,337) AY2014: 66.7% (1,544/2,314) AY2015: 68.9% (1,301/1,888) Baseline: 66.9% (4,379/6,539)	68.9% (1,329/1,930)	↑				
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑				
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)	69.1% (808/1,170)	↑				

*Updated 4/20/18

Kansas City Kansas Community College Performance Report AY2017

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.

Outcome/Results:

The college has seen an increase in this area which we attribute to the use of an Early Alert and the hiring of a retention coordinator to work with students throughout their coursework at KCKCC. The college has also increased the number of scholarships provided to aid students paying for their education. We hope to see a continued increase in this area with the aid of center of teaching excellence faculty training in pedagogy of teaching. Additionally, we are working on efforts to better schedule course offering and modeling the best times and sequencing of courses for students.

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.

Outcome/Results:

In 2017 we saw a slight decrease in the numbers of degrees and certificates. We attribute this in part to the strong labor market. Through partnership with KC-degrees, an initiative of the Kauffman foundation to help adult learners return to school, we plan to increase students' completion of degrees and certificates. We are working with our retention coordinator and advising staff to help students develop paths for success. Additionally, we have made significant changes to our degree sequencing and are offering automated degree planning to students to map their success.

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.

Outcome/Results:

We have seen an increase in this area which we attribute to our increased transfer fairs with 4-year partners. We are providing space to visiting colleges to meet with students for advising and matriculation. We are also building stronger partnerships and articulations with transfer institutions. On the workforce side, we have increased our job placement and career services to our students. We are better connecting students to job placement opportunities and building relationships with business partners to connect students with jobs in their field.

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.

Outcome/Results:

Prior to 2017 we were only offering MATH0105, a 5-credit college algebra with review, as we felt most students needed the review. With success in our developmental math courses we have students now moving to MATH0106, a 3-credit hour college algebra without review, so that they can progress more quickly. Our instructors are also revamping their Blackboard shells for classes to make instructor lecture videos and notes available to students for review outside of class. These changes allow students to keep up with content and assignments even when life circumstances prevent them from attending class. This is especially helpful to athletes and working parents. We have also worked to make intermediate algebra, MATH-0104, seamless with developmental math courses so that students can transition into MATH-0104 as soon as they are successful in their developmental course (i.e., within the same semester and same meeting time as their developmental course).

We made adaptations to our developmental programming to decrease the amount of time students spend in developmental coursework and increase retention rates and success in post-developmental courses. In English, a redesigned model of English 99 and English 101 was piloted in 2016, and an accelerated model of English 99 is set for a pilot in the fall of 2018. The developmental math program moved to a modularized format to allow students the opportunity to accelerate through coursework at an individualized pace. In 2015, the developmental reading program implemented an accelerated model that allowed students to move through the two-course sequence in one semester. In 2016, developmental reading courses began to be offered in eight-week, blended formats to allow for greater access along with acceleration. In the summer of 2018, the developmental reading program piloted an online section of Reading 92 in hopes of attracting and retaining students who work full-time and have family obligations. Currently, there are plans to offer at least one online section of Reading 92 in the fall of 2018, as well.

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."

Outcome/Results:

The college has targeted increasing our Hispanic student population through a variety of efforts, which has led to significant increases in this area. We now provide dual language application materials and are hiring bilingual support staff. We utilize census data and zip code data to improve our recruitment efforts. We have built strong partnerships with El Centro to reach Hispanic students. We have implemented a Biz Fest scholarship with a strong focus on supporting Hispanic students. The college is also offering staff and faculty Command Spanish classes to help recruit students.

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.

Outcome/Results:

Non-College Ready Students are required to meet with a Student Success Advisor prior to enrollment. The Student Success Advisors use a Proactive Advising model that focuses on intervention. The focus is to provide consistent and intentional contact with students which helps to build a relationship that fosters increased accountability. This model allows for a closer monitoring of signs of students facing challenges which will allow for more assistance. Additionally, our TRIO grant focuses on increasing retention of Non-College Ready Students, through support efforts.

Lafayette Community College Performance Report AY 2017					AY 2017 FTE: 1,037			
Contact Person: Joe Burke			Phone and email: 620-820-1239; joeburke@lafayette.edu			Date: 6/25/2018		
Lafayette 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 first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 2012 74/131 56.5% Fall 2013 67/107 62.6% Fall 2014 71/105 66.7% Baseline 211/343 61.5%	51.2% (64/125)	↓				
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓				
3 Increase the % of students successfully completing English Composition I.	2	AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%	78.7% (384/488)	↑				
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2%	70.5% (124/176)	↑				
5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86% Baseline 249/280 88.9%	95.8% (68/71)	↑				
6 Increase three-year graduation rates of college ready cohort.	1	Fall 2010 24/105 22.9% Fall 2011 30/127 23.6% Fall 2012 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑				

Labette Community College Performance Report AY 2017

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

Description: We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "... providing a supportive environment for success..." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Outcome/Results: We were not successful with our efforts to improve from the baseline. We have had a decline in the number of students in our health science programs over the past two years which has led to the decline in retention. Additional efforts are being made to provide assistance to health science students who are not successfully passing exams throughout the semester. Increased efforts are being made to recruit more applicants for the health science programs so higher quality applicants are admitted into the programs. We have hired a health science recruiter/advisor beginning July 1 to assist with this effort.

Indicator 2: Increase the number of certificates and degrees awarded

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

Outcome/Results: We were not successful in our efforts to improve from the baseline. Labette Community College experienced a decline in student headcount and therefore the number students eligible to graduate with degrees and certificates declined. We have increased our communication with students who may be eligible for graduation as well as provided additional training and information for academic advisors regarding the graduation process.

Indicator 3: Increase the % of students successfully completing English Composition I.

Description: We chose this indicator because it relates to the portion of our mission statement "...preparing students for success in a changing world". It allows us to focus on LCC student improvement in writing. Our baseline from AY2014 – AY2016 show we had 1,305 students take our English Composition I course and 928, or 71.1% of them, successfully completed the course. Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Outcome/Results: Directional improvement from the baseline was demonstrated. This is the first time this indicator is being used. We needed to change the way we measure our students' writing ability due to the CAAP test no longer being given. BAASC approved the change to this indicator at their May 2018, meeting. We plan to continue with this indicator as we believe it assesses student writing appropriately.

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

Description: We chose to continue this indicator due to the large number of underprepared students at LCC. The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education. Each participant must also demonstrate a need for academic support. Those who meet minimum eligibility requirements are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model

tailored for each participant's academic needs and goals. The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

Outcome/Results: Directional improvement from the baseline was again demonstrated. Through the application of intensive, intrusive academic advising, SSS advisors have been able to design interventions for the targeted populations. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains as a result of these interventions have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. SSS advisors have also noted an upward trend in these students gaining admission into the competitive-entry health science programs offered at LCC.

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

Description: We chose to continue this indicator because of the great reputation of our Health Career Programs. Our baseline from AY2013 – AY2015 shows we had 280 students complete a Health Career Program and of these, 249 (88.9%) were either employed in a related field or were continuing their education. Students graduating from our six Health Career programs represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites used. Data is provided by Program Directors to their respective accrediting agencies.

Outcome/Results: Directional improvement from the baseline was again demonstrated. Our two largest health care programs, nursing and radiography, reported 100% placement in related employment and/or continuing education for their graduates. The other 4 programs reported between 83% and 96%,

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

Description: We chose to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Outcome/Results: Directional improvement from the baseline was again demonstrated. The college continues to work with students requesting reverse transfer as well as students who left the institution prior to completing credits needed for graduation. Increased communication with students and advisors regarding the graduation process also assisted in this result.

Neosho County Community College Performance Report AY 2017						AY 2017 FTE: 1,325		
Contact Person: Sarah Robb			Phone and email: 620-432-0302; sarah_rob主@neosho.edu			Date:6/15/2018		
Neosho 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 total number of certificates and degrees awarded as indicated in KHEDS	1	AY 2013 = 1,137 AY 2014 = 899 AY 2015 = 935 Baseline: 990	806	↓				
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013 = 78% (317/404) AY 2014 = 80% (279/347) AY 2015 = 78% (287/368) Baseline: 79% (883/1,119)	75% (270/360)	↓				
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013 = 96% (619/642) AY 2014 = 97% (554/573) AY 2015 = 94% (361/384) Baseline: 96% (1,534/1,599)	96% (371/385)	↔				
4 Strengthen student performance in developmental writing	1	AY 2013 = 72% (112/156) AY 2014 = 81% (119/147) AY 2015 = 79% (103/131) Baseline: 77% (334/434)	82% (102/125)	↑				
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013 = 63% (71/112) AY 2014 = 60% (53/88) AY 2015 = 81% (113/139) Baseline: 70% (237/339)	79% (79/100)	↑				
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013 = 78% (1,629/21) AY 2014 = 78% (1,628/21) AY 2015 = 79% (1,657/21) Baseline: 78% (4,914/63)	80% (1685/21)	↑				

Neosho County Community College Performance Report AY 2017

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

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

Outcome/Results:

The number of degrees and certificates for AY17 are 806, which has decreased from the established baseline. This is due to an overall decrease in headcount at NCCC.

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

Description: NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course outcome every academic term. In AY 2013, 38 course outcomes were used to assess analytical thinking, and due to changes in outcomes due to the Kansas Core Outcome processes, in AY 2014 and 2015, 39 course outcomes were used. An average of 5,642 (duplicated) students were enrolled in these courses throughout this time period, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor reported assessment score. The scores are based on a weighted average of instructor assessment scores from that academic year. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports. NCCC will strive to sustain and increase student performance with analytical thinking, which is a key learning component within Foresight 2020 (critical thinking).

Outcome/Results:

Results for AY17 are 75%, which is down 4% from the baseline. Learning outcomes connected to analytical thinking were updated during this reporting year due to curricular updates and the Kansas Core Outcome Group activity. Improving teaching and learning at NCCC is a primary focus of the recent update to the Educational Master Plan at NCCC and plans are in place to focus on this initiative.

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

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

Outcome/Results:

Pass rates of 96% in this indicator remained steady with the baseline for AY17. The two programs with the lowest pass rates in this AY report included Occupational Therapy Assistant and Surgical Technology, however both of these programs have relatively low numbers of students. Both of these programs maintain accredited status with their appropriate external agency, however plans are in place to address these results. Internal improvements in tracking third party credentials have made the reporting for the Follow Up report and this Performance Agreement much easier.

Indicator 4: Strengthen student performance in developmental writing

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

Outcome/Results:

NCCC is pleased with the success of our developmental writing students with an 82% success rate reported for this AY. This is not only an increase from the baseline, it is also an all-time high within the three-year history. A very talented and seasoned faculty member can be congratulated for her work with the curriculum development for ENGL 100 and for her work with the students who are placed into this course.

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

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

Outcome/Results:

In an effort to continue to track the effectiveness of our developmental education, NCCC chose to study and report on the success of our students who moved from our developmental writing course to the college level course. This year, we are proud to report a 79% success rate in the college level writing course for these students. Although 79% is not the all-time high in the history of this indicator, it does show significant improvement from the 2013 and 2014 reports. Once again, congratulations go to the faculty members that work hard at fulfilling our mission and ensuring a comprehensive system of proactive support.

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

Description: NCCC will increase student success rate of assessed student learning related to the Kansas transfer core outcomes. The courses used for this indicator are not the only courses offered at NCCC that are part of the seamless transfer system, however these were among the first courses involved. To remain consistent, we propose to continue the use of these 17 lecture and 4 lab courses. An average of 3,910 (duplicated) NCCC students were enrolled in these courses per academic year and their performance on the core outcomes are assessed per academic term by their instructors as part of the institutional assessment process. To obtain the percentage reported, the numerator is the total of all of the average scores for all of the 21 courses, and the denominator is the total number of courses involved.

Outcome/Results:

With 80% student success, this score is the all-time high up to this point for achievement of the common learning outcomes for the courses in this category. This indicates healthy learning environments overall at NCCC and supports student success upon transfer within public higher education in Kansas.

Flint Hills Technical College Performance Report AY 2017					AY 2017 FTE: 536			
Contact Person: Lisa Kirmer			Phone and email: 620-341-1325, lkirmer@fhct.edu			Date: 7/2/2018		
Flint Hills Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1. Increase first to second year retention rates of college ready cohort	1	2012: 77/125=61.6% 2013: 113/143=79% 2014: 65/91=71.4% Baseline:255/359=71%	79.1% (68/86)	↑				
2. Increase the number of certificates and degrees awarded	1	AY13: 446 AY14: 557 AY15: 460 Baseline: 487	435	↓				
*3. Increase the wages of students hired	2	AY12: \$26,128 AY13: \$25,006 AY14: \$29,370 Baseline: \$26,835	\$29,362	↑				
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	120	↓				
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	777	↑				
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%	101/140-72%	↑				

*updated 7/10/18

Flint Hills Technical College Performance Report AY 2017

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

Description: Retention is critical to the success of students and the programs of study at 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 an orientation course covering a variety of methods for college success. A new Academic Advisor/Counselor position was created during 2016 to assist students.

Outcome/Results: Increase from the baseline

The strategies implemented have been successful. Students complete a degree plan with an Academic Advisor in Student Services at the time of enrollment. The plan helps students stay on track academically and helps them set goals and targets for completion. Several advising components in the college's enrollment management software (Jenzabar) have also been implemented which provide students the ability to view their progress in their individual degree plan and view grades and attendance as soon as it is entered by faculty.

Indicator 2: Increase the number of certificates and degrees awarded

Description: FHTC has had a decline in post-secondary students pursuing a certificate or AAS degree. This is due to the low unemployment rate and the fact that many adults are not in need of training or re-training, struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Conversely, high school students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased.

Outcome/Results: Decrease from the baseline

Of the 1,433 students enrolled in AY2017, 768 were non-degree seeking. Most non-degree seeking students are taking technical or general education courses for dual credit through their high schools. The college continues to have fewer post-secondary students. As enrollment numbers are being tracked for AY2019, FHTC is seeing an increase in post-secondary degree/certificate seeking students. The addition of an Academic Advisor/Counselor position and strategic enrollment processes have focused the college's effort on recruiting and retaining more post-secondary students.

Indicator 3: Increase the wages of students hired

Description: 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.

Outcome/Results: Increase from the baseline

As the relevance and importance of technical training continue to rise nationwide, the career opportunities for FHTC students increase. Throughout Emporia, the region and state, FHTC graduates are sought after by employers because of the level of knowledge and skill they gain during their training. FHTC faculty and administration will continue to work with employers to help place graduates in high-wage positions. Faculty will also continue to upgrade equipment and software and ensure that curriculum matches business and industry standards.

Indicator 4: Increase the number of students who successfully complete a 100 level math course

Description: 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 attain 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 recommendations and remedial math courses were developed and aligned. Free math tutors 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 also be promoting online math resources.

Outcome/Results: Decrease from the baseline

In AY2017 only 153 students were enrolled in a 100-level math course. Of those 153 students, 120 successfully completed the course (78%), but FHTC fell short of the 150 baseline. Due to the decrease in post-secondary students enrolling, and pursuing an associate of applied science degree, the demand for 100-level math courses has fallen respectively.

Indicator 5: Increase the number of high school students completing a course with a grade of C or better

Description: FHTC 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.

Outcome/Results: Increase from the baseline

The significant increase of high school students enrolled for dual credit has helped the college easily meet Indicator 5. Currently, FHTC general education and/or technical education courses are being offered at 15 school districts including 24 high schools. The Excellence in CTE funding along with the addition of FHTC scholarships for high school students pursuing a technical certificate or AAS degree has increased enrollment in technical education courses at the college. FHTC will continue to work closely with school districts to maintain and increase articulation agreements.

Indicator 6: Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree

Description: 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. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Outcome/Results: Increase from the baseline

As explained in the previous indicators, post-secondary, certificate and degree seeking student enrollment is down. As a result, FHTC's Hispanic population pursuing a certificate, technical certificate or AAS degree has also decreased, but the college's percentage of Hispanic students completing has remained strong at 72%. In addition to completion of technical certificates and AAS degrees in the college's 19 programs of study Hispanic students are also receiving certifications in Medication Aide, Home Health Aide, Certified Nurse Aide, OSHA, and First Aid/CPR.

North Central Kansas Technical College Performance Report AY 2017					AY 2017 FTE: 706			
Contact Person: Jennifer Brown		Phone and email: 785-738-9085; Jbrown@ncktc.edu			Date: 7/10/2018			
North Central Kansas Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1 Increase the first to second year retention rates of the college-ready cohort.	1	2012: 71.0% (120/169) 2013: 74.5% (129/173) 2014: 75.0% (123/164) Baseline: 73.5%	68.5% (124/181)	↓				
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%	67.7% (111/164)	↑				
3 Increase the number of third party credentials awarded to students.	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 Baseline: 637	1,208	↑				
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%	83.3% (30/36)	↓				
5 Increase the number of adult learners (25+) enrolled.	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298	308	↑				
6 Increase the number of credit hours completed via distance learning.		AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968	1,434	↑				

*updated 7/10/8

North Central Kansas Technical College Performance Report AY 2017

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.

Outcome/Results:

NCK Tech did not make directional improvement in first to second year retention. The academic year reflected in the data is representative the beginning of NCK Tech's participation in the Higher Learning Commission's Persistence and Completion Academy. Through the work in the Academy, the College began studying student success data and trends. In response, NCK Tech developed an early alert system to assist student persistence. The early alert system, SOS, was implemented in fall 2017. Data from the first year of implementation of SOS shows an increase in fall to spring retention. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. Student persistence and completion are woven throughout NCK Tech's strategic plan, ASPIRE 2022. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

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.

Outcome/Results:

NCK Tech made directional improvement on this indicator from the baseline and previous academic year. As mentioned in Indicator 1, NCK Tech is entering the third year as a member of the Higher Learning Commission's Persistence and Completion Academy. The early alert system as described above is designed to not only retain but assist students in completion by intervening early in students' academic careers and connecting them with campus resources. We have also expanded our advising system. Previously, students would meet with their advisors only for registering for courses. Beginning at orientation, each student meets with his/her assigned academic advisor. The same advisor then meets with the student at checkpoints throughout each semester. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Resource Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech will launch a student success course as a requirement for all incoming students starting fall 2018. This course will serve to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at our institution.

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.

Outcome/Results:

NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from AY15 and from the established baseline. We believe the industry credentials and licensures NCK Tech graduates earn provide opportunities in the workforce. Credentialing and licensure exams also serve as program-level assessment tools in many of our programs by validating student learning. NCK Tech is in compliance with curriculum alignment, offering credentials as outlined. Students are offered more opportunities to take credential exams, as several departments offer more than one credential to students (including Diesel Technology, Welding Technology and Automotive Technology). The growth of credentials offered through programs such as Information Technology and Digital Marketing have contributed to the increase in credentials awarded. NCK Tech, through advisory boards and industry partners, continues to find meaningful credentials to make our graduates competitive.

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.

Outcome/Results:

NCK Tech did not make directional improvement in students enrolled in remedial courses who completed their sequential college-ready courses, though the College did improve on completion rate from the previous academic year (AY16). The small number of students enrolled in remedial courses at NCK Tech creates volatility in our trend data. NCK Tech offers two remedial courses, one in Math (Basic Algebra) and one in Writing/Reading (Introduction to Composition). Students are placed in developmental courses based on incoming test scores using the ACCUPLACER or ACT. NCK Tech uses the recommended cut-scores as developed through KBOR's Developmental Education Placement and Assessment Committee. We keep the class sizes small in remedial courses to provide more individualized instruction. Students taking the face-to-face sequential course will also most likely have the same instructor in both the remedial and sequential course to maintain consistency. Students who enrolled in Introduction to Composition completed the sequential course at a higher rate than students enrolling in Basic Algebra as a precursor to Intermediate Algebra. Not all programs at NCK Tech require Intermediate Algebra for completion; students can elect to take Business Math to fulfill the math requirement which is not a sequential course after the remedial Basic Algebra. Beginning in fall 2018, NCK Tech will offer remedial courses through an accelerated learning model. Students in both math and writing will enroll in a co-requisite course along with the credit bearing college course.

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.

Outcome/Results:

NCK Tech increased the number from the baseline in this indicator. The College continues to have success enrolling this demographic in short-term programs such as Underground Technology, CNA (Certified Nursing Assistant), CDL (Commercial Driving License), and others. The Dane Hansen Foundation has partnered with the College to provide grant funding focused on assisting adult learners earn a credential. The grant provides financial assistance for tuition, fees and living expenses to full-time adult students.

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.

Outcome/Results:

NCK Tech made directional improvement in this indicator. The College experienced an increase in online enrollment following the national trends as students consider a variety of enrollment choices to meet their educational needs. NCK Tech's online offerings include General Education courses and short-term courses such as CNA (Certified Nursing Assistant) and CDL (Commercial Driving License). Growth in online is stemming from high school students enrolling in online courses. More high schools in the region are using online courses for areas in which they are unable to recruit credentialed instructors. The College encourages faculty to continue to develop online offerings seeking more technical course offerings.

Northwest Kansas Technical College Performance Report AY 2017							AY 2017 FTE: 606	
Contact Person: Ben Schears			Phone and email: (785) 890-1501, ben.schears@nwktc.edu				Date: 7/10/2018	
Northwest Kansas Technical 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 first to second year retention rates of the college-ready cohort	2	2012: 70.1% (108/154) 2013: 58.7% (88/150) 2014: 70.3% (111/158) Baseline: 66.3% (307/462)	74.8% (77/103)	↑				
2 Increase the number of students who achieve a third-party credential	2	2012-2013: 247 2013-2014: 416 2014-2015: 574 Baseline: 412	486	↑				
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑				
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	2	2012-2013: 61.9% (13/21) 2013-2014: 64.3% (18/28) 2014-2015: 42.4% (25/59) Baseline: 52.9% (37/70)	47% 67/142	↓				
*5 Increase the number of students employed or transferred in their field of study within one year of graduation	1	AY 2012: 39.4% (82/208) AY 2013: 33.9% (81/239) AY 2014: 32.8% (85/259) Baseline: 35.1% (248/706)	26.6% (57/214)	↓				
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	2012-2013: 23% (56/243) 2013-2014: 37% (102/274) 2014-2015: 35% (89/254) Baseline: 31.7% (247/771)	35% (107/309)	↑				

*updated 7/10/18

Northwest Kansas Technical College Performance Report AY 2017

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

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

Outcome/Results: We were able to achieve improvement over the prior year, as well as exceed the benchmark, due to a focus on improving student life and the overall student experience at the college. This included expanding Wi-Fi access and speeds, improving campus housing, and improving food service. We provided expanded math lab hours for assistance in math courses leading to improved course performance, which in turn improved matriculation through the sequence.

We continue to see many transfer bound student-athletes which have had a negative impact on our overall retention. That said, we are increasing the recruitment of non-athlete career-bound technical students which we anticipate will help improve overall retention rates.

Indicator 2: Increase the number of students who achieve third party credentials

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

Outcome/Results: Advisory board members, made up of business and industry professionals, provide valuable input into the value of third-party credentials. Northwest Tech faculty are continually seeking opportunities to obtain relevant certifications in their program areas for our students, such as Certified Nurses Aid, Certified Medication Aide, Kansas Journeyman's Electrical license, Kansas Cosmetology license, Safety (OSHA 10), and Microsoft certifications. These additional certifications increase student competencies and employment opportunities following graduation.

Indicator 3: Increase the total number of certificates and degrees awarded

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

Outcome/Results: Northwest Tech has worked to grow enrollment, and as enrollment has increased, so have the numbers of certificates and degrees awarded. As we work to continue enrollment growth in technical programs, we anticipate the number of certificates and degrees awarded each year to continue to increase. We also experience improved graduation rates due to the cohort model of education we employ at the college. Students in the cohort model move through the entire curriculum, including general education courses, as one cohesive class.

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

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

Outcome/Results: Although we did not reach the benchmark, we are making improvements and are experiencing higher math course success rates, as reflected in the improved rate over the prior year. Expanded math lab hours as well as additional tutoring services have helped to improve student success rates in mathematics. We continue to have a significant number of student-athletes who transfer without completing their degree, and we are currently implementing strategies to decrease the number of early transfers.

Indicator 5: Increase the number of students employed in their field of study within one year of graduation

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

Outcome/Results: Northwest Tech is regionally located near both Nebraska and Colorado. In addition to efforts in Kansas, we have significant recruiting measures undertaken in these two states. We have expanded recruitment further into Kansas during the 2017-2018 academic year, and we are actively strengthening relationships with area school districts. As a result of these efforts, we anticipate we will see an improvement in this indicator over the coming years.

Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree.

Description: Northwest Tech aims to increase the graduation rate for minority students, including both the college ready and non-college ready cohorts.

Outcome/Results: Northwest Tech has increased overall enrollment and expanded the diversity of our student body with the implementation of our athletic program. As our diverse student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress by our academic staff are also yielding improvements in the number of students who are completing their technical certificates.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2017						Fall 2017 FTE: 2,555		
Contact Person: Scott Lucas/ Pam Doyle			Phone and email: 316-677-9535; slucas@wac.edu / pdoyle@wac.edu			Date: 7/10/2018		
WSU Tech	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 number of certificates/degrees award earned.	1	2013: 869 2014: 1,085 2015: 1,153 Baseline: 1,036	1,408	↑				
2 Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred.	2	2013-2.53-2,199/869 2014-1.98-2,152/1,085 2015-2.12-2,441/1,153 Baseline: 2.21	2.10 (2,959/1,408) (Decrease is a positive)	↓				
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑				
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.	1	2013: 64.3% - 646/1,004 2014: 64.7% - 731/1,130 2015: 55.6% - 340/612 Baseline: 62.5%	67.4% (294/436)	↑				
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑				
6 Increase percent of high school students successfully completing courses.	1	2013: 90.6% -601/663 2014: 89.7% - 1,456/1,624 2015: 91.8% -1,988/2,166 Baseline: 90.7%	92.7% (2,451/2,642)	↑				

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2017

Indicator 1: Number of certificates/degrees award

Description: WSU Tech will increase the number of students earning a certificate or an associate degree award.

Outcome/Results: In AY 2017 WSU Tech (WATC) experienced a large growth in enrollment due to strategic planning efforts focused on the Wichita Promise program and the growth of adult enrollment. WSU Tech invested not only in the recruitment and marketing of students, but as seen in the increase of certificates/degrees awarded in AY 2017 to 1,408 over a baseline of 1,036, resources were put in place to assist students in completing their program and entering the job market. This includes new instruction specific to job readiness and professional behavior skills that was implemented during this time plus the ready day one strategy was employed in student advising and financial aid. The impact of these programs resonates in Technical Certificate graduates with a 20% increase from 496 to 599. Another significant increase occurred in AAS students with 132 graduates compared to 99 in AY 2016.

Indicator 2: Ratio of award-seeking students to credentials conferred.

Description: WSU Tech will decrease the ratio of award-seeking students to the number of certificates/degrees conferred. The ideal ratio is 1 to 1, i.e., each student receives an award. The current baseline of 2.21 to 1 means that for every 2.21 students, only one award is given, leaving 1.21 students without an award.

Outcome/Results: Not only did the total number of certificates and associates degrees increase, the number of students who earned a degree or certificate compared to those decreased compared to the base rate. There were 1,408 completers out of 2,959 students with majors resulting in the decrease and a decrease in the ratio is a good thing. This means that one award was given for every 2.10 students with a declared major, which was decrease in ratio from 2.21. Changes in 2017 included connecting with students more effectively and efficiently during the advising process to work with them to make sure they are as close to ready on day one of their program as possible. The implementation of more work readiness discussion via Bring your A Game, also better prepared students for the expectations of the workforce. The short-term technical certificate aerospace and manufacturing programs such as CNC operator, Composite Fabrication, and Assembly Mechanic had their ratios decrease with more majors attaining their certificates. These programs were part of the initial Bring your A Game training as part of the Wichita Promise.

Indicator 3: Number of third party technical credentials

Description: WSU Tech will increase the number of students successfully earning one or more third-party technical credentials.

Outcome/Results: 923 individual students earned 1,522 third-party technical credentials at WSU Tech in AY 2017. An increase over the base level of 68 students (855) or 7% more students. WSU Tech continues to provide students options in most degree or certificate programs for students to earn third-party technical credentials. One of the examples of WSU Tech increasing the opportunities for students to earn third-party industry, verified credentials is via the National Coalition of Certification Centers (NC3). Through NC3, WSU Tech partners with recognized, industry leaders Snap-on, Trane, Starrett, Daniels, ATI, Sioux, and FIAT-Chrysler to offer students the opportunity to earn third-party credentials in the proper usage on industry specific tools and equipment. In calendar year 2017, WSU Tech students earned an additional 2,294 credentials via NC3, the second most of any college in the country. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned at total of 3,816 industry credentials in 2017.

Indicator 4: Percent of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.

Description: WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.

Outcome/Results: WSU Tech continues to work on the best methods for delivery and support of students who require developmental education. AY 2017 saw an increase in the percentage of students who successfully completed a developmental Reading, English or Math course with an “A”, “B”, or “C”. Overall, 294

students out of 436 (67.4%) successfully completed their course. Beginning in AY 2017, WSU Tech had fully implemented Math and English developmental education/and or tutoring labs and support at all three campus locations. Furthermore, the health student support lab, The Health Hub, was fully integrated at the Southside campus location via a Title III grant to compliment previously created support labs in PACER Math and PACER English, WSU Tech's core development education courses. WSU Tech also reorganized tutoring services to create the OASIS Tutoring center to provide more centralized services. Developmental Math courses had a success rate of a little over 63% while students successfully completed developmental English and Reading at 85%.

Indicator 5: Number of Hispanic/Latino students enrolled in post-secondary education

Description: WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech.

Outcome/Results: Each year the college has seen an increase in the number of Hispanic/Latino students attending post-secondary course at WSU Tech, including this year increasing to 964 students. This is a significant increase over the base (519) by 445 students and 233 more than AY 2016. Specific programming and enrollment for Hispanic/Latino students has a direct impact of Excel in CTE and concurrent enrollment with 78 additional high school students being enrolled. One of the focuses in the prior year is to translate and retain high school students as post-secondary adults. The college continues to focus on building a better base of recruiting local high school students to begin or continue their college career at WSU Tech. WSU Tech experienced a large increase in the number of adult Hispanic/Latino students pursuing credentials in health programs. Almost half of the increase is attributable to this growth with only a small percentage coming from increases in short-term health programs. The majority of these students were pursuing certificate or degree paths in nursing, dental assisting, and surgical technology.

Indicator 6: Percent of high school students successfully completing courses.

Description: WSU Tech will increase the percent of high school students successfully completing courses.

Outcome/Results: More high school students successfully completed their courses in AY 2017 than the three-year average baseline. 2,451 of the 2,642 (92.7%) high school students who attended WSU Tech for college credit passed all of their courses. Not only did the percent of student being successful increase, the total number of high school students increased by 234 students from 2,408 in AY 2016. This growth and success was done even though the college focused more investment and strategic focus on adult learners in AY 2017. WSU Tech continued to build relationships and offer support to high school concurrent enrollment instructors as well as continued to provide advising and assistance to high school students enrolled in classes on WSU Tech's campus.