

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

**VIRTUAL MEETING AGENDA
Tuesday, September 5, 2023
9:00 a.m. – 10:30 a.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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|---|------------------------|-------|
| I. Call to Order | Regent Lane, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from June 14 th & 29 th , 2023 | | p. 3 |
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| II. Consent Agenda | | |
| A. DNP in Leadership – PSU | Howard Smith | p. 8 |
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| III. Other Matters | | |
| A. Approve AY 2022 Performance Reports | Sam Christy-Dangermond | p. 17 |
| • Butler Community College | | p. 20 |
| • Cowley Community College | | p. 24 |
| • Flint Hills Technical College | | p. 28 |
| • Garden City Community College | | p. 32 |
| • Independence Community College | | p. 36 |
| • Johnson County Community College | | p. 40 |
| • Labette Community College | | p. 44 |
| • Neosho Community College | | p. 48 |
| B. Approve BAASC Meeting Calendar | Regent Lane | |
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| IV. Suggested Agenda Items for the September 20th Meeting | | |
| A. Introduce Student Body Presidents | | |
| B. AY24 Program Review Update | | |
| C. Pillar One Dashboard Support Metrics Update | | |
| D. Academic Affairs Update | | |
| E. National Institute of Student Success (NISS) Playbooks Overview | | |
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| V. Adjournment | | |

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

**Board Academic Affairs Standing Committee
AY 2024 Meeting Schedule**

<i>Tentative BAASC Academic Year 2023- 2024 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	10:30 a.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023 *Previously 12/20	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024

*Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

**Board Academic Affairs Standing Committee
MINUTES**

Wednesday, June 14, 2023

The June 14, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:30 a.m. The meeting was held at the Board office with a virtual option through Zoom.

In Attendance:

Members:	Regent Kiblinger Regent Mendoza	Regent Benson	Regent Lane
Staff:	Amy Robinson Sam Christy-Dangermond Gage Rohlf Judd McCormack Colleen Denney	Daniel Archer Tara Lebar Cindy Farrier Kelly Oliver	Karla Wiscombe Charmine Chambers Crystal Puderbaugh Marti Leisinger
Others:	Angela Pool-Funai, FHSU Ashlie Jack, WSU Diane Murphy, K-State Emily Shipley, KU Howard Smith, PSU Jason Sharp, Labette CC Jo Dowling, WSU Jill Wood, WSU Kristine Latta, KU Luke Dowell, SCCC Rebeca Book, PSU Brett Thomas, ESU Tanya Gonzalez, K-State Jill Arensdorf, FHSU Shelly Gehrke, ESU	Aron Potter, Coffeyville CC Barbara Bichelmeyer, KU Chuck Taber, K-State Gwen Bohling, KU Janice Stover, Cowley CC Jean Dockers, PSU Jen Roberts, KU JoLanna Kord, ESU Laura Stephenson, Washburn Marc Malone, Garden City CC Rick Ginsberg, KU Sara Schwerdtfeger, ESU Tara Lindahl, Washburn Heather Morgan, KACCT Don Von Bergen, K-State	Amber Knoettgen, Cloud County CC Brandon Galm, Cloud County CC Elaine Simmons, Barton CC Heather Cook, KU Jane Holwerda, Dodge City CC Jean Redeker, KU Jennifer Callis, SATC Kim Zant, Cloud County CC Linnea GlenMaye, WSU Monette DePew, Pratt CC Robert Klein, KUMC Sara Smith, Highland CC Taylor Crawshaw, Independence CC Tricia Paramore, Hutchinson CC

Roll call was taken for members and presenters. It was noted that the item order may change as several presenters are coming from another meeting.

Approval of Minutes

Regent Mendoza moved to approve May 30, 2023, meeting minutes, and Regent Benson seconded the motion. With no corrections, the motion passed.

Consent Agenda

Jill Arensdorf and Brett Whitaker presented for approval an MS in Global Strategic Leadership at FHSU. This program is 36 hours, entirely online, and designed for students who are currently working in non-technical professional roles. It will have two concentration areas, Leadership in Health Administration and Information Technology Policy Administration. This program was discussed at the last BAASC meeting, and questions arose about the number of graduate students. Jill provided additional information on these numbers, which fall within Board-approved minima.

Regent Benson moved to place the FHSU new program proposal as presented under the Board consent agenda.

Following the second of Regent Kiblinger, the motion passed unanimously. This will go to the Board consent agenda later in the day.

Discussion Agenda

- Regent Lane presented the Dual/Concurrent Task Force Recommendations for approval. An [updated document](#) was provided to the Committee and posted on the KBOR webpage for the public. In July 2022, a Dual/Concurrent Task Force was established to accelerate the Kansas talent pipeline, ensure access and affordability of opportunities, and structurally strengthen collaboration between education systems. Members were comprised of representatives from KBOR, KSDE, and Unified School District Superintendents. The task force's vision was a credential, certificate, or degree for every graduate. They created the Diploma Plus Program, which will expand access, address affordability, and accelerate the talent pipeline through dual enrollment and concurrent credit offerings available to high school students. The task force recommends that the Board of Regents and the State Board of Education jointly adopt a statewide policy to establish the Diploma Plus Program to offer at least three dual enrollment courses (or nine credit hours) identified as approved systemwide general education transfer courses in all Kansas public high schools.

Regent Benson moved to place the recommendations as presented on the Board discussion agenda, and Regent Mendoza seconded. The motion passed unanimously. This will go to the Board for discussion later in the day.

- Paul Adams, College of Education Dean at FHSU, presented the Systemwide Transfer Associate Degree in Elementary Education for approval, found on page 36 of the agenda. A systemwide program transfer approach intends to preserve credits and establish a clear transfer pathway between community colleges and universities. Over the last year, education deans at the six state universities and Washburn University collaborated to draft the first systemwide transfer associate degree with input from the community colleges. Paul provided details on the AA/AS transfer program framework that will transfer to all public universities and will only require 60 additional hours to complete the bachelor's degree in Elementary Education. Regent Lane moved to place the degree as presented on the Board discussion agenda, and Regent Mendoza seconded. The motion passed unanimously. This will go to the Board for discussion later in the day.
- Daniel Archer presented amendments to the KBOR Associate Degree Policy for approval, found on page 16 of the agenda. The amendments will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts. Daniel noted that a modification would need to be added to adjust language that removes WSU, as they currently offer AA degrees to students not seeking baccalaureate degrees.

Daniel also discussed a renewed commitment to improving reverse transfer and indicated review of the reverse transfer process will start over the upcoming summer.

Regent Benson moved to place the amendments to the Associate Degree Policy on the Board discussion agenda, with the caveat that WSU will be removed before being presented to the Board. With a second from Regent Mendoza, the motion passed unanimously. This will go to the Board for discussion later in the day.

- Daniel Archer presented a new [Program Review Framework](#) for approval, which was provided to the Committee and posted on the KBOR webpage for the public. He noted there are three key elements to this process 1) Academic Program Review for AY25-28, 2) Academic Program Review for AY24, and 3) a proposed cover sheet that details the four components that will complement a program proposal for baccalaureate and master-level programs. The new framework was a collaborative effort between KBOR staff, Regents, and university Provosts. In terms of data elements, there was an effort to integrate the Board's Strategic Plan and Program Review. The information provided includes a timeline and criteria for identifying the programs for review, reviewing the programs on campus, issuing a recommendation, and Board review of the recommendation for a final decision. Jill Arensdorf noted she had concerns that this process may create additional competition, and there is a desire to talk through the process to ensure there is a spirit of collaboration.

Regent Mendoza moved to place the Program Review Framework on the Board discussion agenda, and Regent Lane seconded. The motion passed unanimously. This will go to the Board for discussion later in the day.

- Barbara Bichelmeyer presented a KU request to offer four educational degree programs in Jinhua, Zhejiang Province, China, which is detailed on page 30 of the agenda. KBOR policy on the off-campus delivery of academic courses and programs requires Board approval for out-of-state degree programs. With Board approval, KU will seek approval from the Higher Learning Commission (HLC).

Regent Benson moved to place the request as presented on the Board discussion agenda, and Regent Lane seconded. The motion passed unanimously. This will go to the Board for discussion later in the day.

Other Matters

The Private Post-Secondary Report was postponed until the next BAASC meeting.

Regent Lane and Judd McCormack provided an update on the Strategic Plan Dashboard. In February 2023, the [Building a Future Strategic Plan Portal](#) was created, and Pillar One information was populated. KBOR is in the process of updating its website and is working on an updated version of the portal. There will be options for drilling down at the institutional level, and it will be noted if the data comes from a source outside of KBOR. Judd discussed the available data for the foundational metrics, noting that they are working on supporting metrics. The tentative date for the portal to switch to the new website version is July 1.

Adjournment

The next BAASC meeting is scheduled for September 5th, 2023, at 9:00 a.m.

Regent Mendoza moved to adjourn the meeting, and Regent Lane seconded. With no further discussion, the meeting adjourned at 12:12 p.m.

**Board Academic Affairs Standing Committee
MINUTES**

Thursday, June 29, 2023

The June 29, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 9:00 a.m. The meeting was held through Zoom with an in-person option at the Board office.

In Attendance:

Members:	Regent Kiblinger Regent Mendoza	Regent Benson	Regent Lane
Staff:	Amy Robinson Sam Christy-Dangermond Gage Rohlf Karla Wiscombe	Daniel Archer Cindy Farrier Mistie Knox Scott Smathers	Tara Lebar Charmine Chambers Marti Leisinger
Others:	Brandon Galm, Cloud CC Howard Smith, PSU Lydia Barnhart, ESU Monette DePew, Pratt CC Brent Thomas, ESU Beth O’Neil, Washburn	Chuck Taber, K-State Joey Linn, FHSU Michelle Schoon, Cowley CC Nick Stevens, KU Shirley Lefever, WSU Sharon Kibbe, Highland CC	Elaine Simmons, Barton CC Linnea GlenMaye, WSU Rebeca Book, PSU Tanya Gonzalez, K-State Tricia Paramore, Hutchinson CC

Roll call was taken for members and presenters.

Discussion Agenda

Regent Kiblinger called the special meeting to discuss the free application days program. She noted that if passed, this work would need to start soon. Tara Lebar and Daniel Archer presented the Kansas Free Application Days for consideration from page 3 of the agenda. This program proposes that all undergraduate admission application fees for Kansas public universities and participating technical colleges would be waived for a three-day period this fall, November 7-9, 2023.

In March 2023, Student Advisory Committee members provided feedback, and on May 17, 2023, the Board of Academic Affairs Standing Committee (BAASC), along with Provosts, discussed the proposal. In June 2023, University admissions directors provided feedback and suggested dates in early November that may work best. Based on feedback, the proposal has been adjusted from a five-day to a three-day free application program and would occur the first week of November instead of October. Discussion ensued on ways to collect data, determine the program’s success, and board members requested data to consider eliminating all general undergraduate admission application fees at state universities in the future.

Regent Lane moved to approve a 3-day Kansas Free Application Days pilot for dates Nov. 7-9th, 2023. With a second from Regent Mendoza, the motion passed unanimously.

Regent Lane moved that BAASC receive a pilot report in January 2024 that includes submitted application numbers for volume and, subsequently, a report in October 2024 on the yield data and a plan from universities

to move towards potentially eliminating all application fees in the future. With a second from Regent Benson, the motion passed unanimously.

Adjournment

The next BAASC meeting is scheduled for September 5th, 2023, at 9:00 a.m.

Regent Benson moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 10:12 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval, and the proposing academic unit has responded to all of 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 5, 2023

I. General Information

A. Institution	<u>Pittsburg State University</u>
B. Program Identification	
Degree Level:	<u>Doctoral Program</u>
Program Title:	Leadership
Degree to be Offered:	Doctor of Nursing Practice
Emphases:	Organizational Leadership or Educational Leadership
Responsible Department or Unit:	Irene Ransom Bradley School of Nursing
CIP Code:	51.3838
Modality:	Online
Proposed Implementation Date:	Summer 2024

Total Number of Semester Credit Hours for the Degree: 34 hours

II. Clinical Sites: Does this program require the use of Clinical Sites? Yes

Over 100 clinical contracts and preceptor agreements are maintained with all major healthcare systems in the region, community facilities, schools, and other healthcare providers and sites. Contracts and preceptor agreements are added on a regular basis.

Education Emphasis students will be expected to set up a clinical agreement with a professor in a college/university nursing department/school or an education department in a healthcare organization to complete their TE 892 College Teaching Internship capstone course. The expected demand is highest in the Irene Ransom Bradley School of Nursing as the local available option. However, students could enroll in this program from across the United States and even into Canada. The demand from PSU students upon these agencies would be minimal, though they may collaborate with students from other universities. The Inter-Institutional Non-Binding Memorandum of Understanding for Clinical Affiliation Site Cooperation would not apply to this degree program.

III. Justification

Pittsburg State University currently offers a DNP degree with an emphasis in Advanced Practice Nursing. The Graduate Coordinator in the Irene Ransom Bradley School of Nursing receives an average of 2-3 unsolicited external inquiries per week from prospective students who are looking for a post-Master's DNP in Leadership. In the month of January 2023, there were 31 inquiring for this program. These inquiries come from Master's prepared registered nurses who are not advanced practice nurses, but desire the DNP degree to further their education and career. Additionally, a 2021 feasibility study demonstrated interest in this degree emphasis. A Leadership major with emphasis options in Organizational Leadership or Educational Leadership will prepare the nurse to lead in creating solutions for healthcare, paving the way for a healthier future for rural communities.

Pittsburg State University is the leading micropolitan university with the mission of improving lives through education. Adding the Leadership major under a DNP degree fits this mission at PSU and in the Irene Ransom Bradley School of Nursing.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

A feasibility study was conducted in Spring 2021. The survey was made available to stakeholders through social media on the Irene Ransom Bradley School of Nursing Facebook account. It is impossible to determine how many people had access to the survey. Seventy percent of respondents were staff nurses in inpatient or community-based facilities. The remainder were in leadership positions, advanced practice nurses or retired.

Number of surveys administered:	<u>Unknown</u>
Number of completed surveys returned:	<u>79</u>
Percentage of students interested in program: ...	<u>53%</u>

B. Market Analysis

An analysis of colleges and universities in Kansas and the states bordering the southeast corner of the state (Missouri, Arkansas, Oklahoma) was conducted. The Leadership DNP is only available at the University of Kansas (Kansas City, KS), Barnes Jewish College (Saint Louis, MO), Graceland University (Independence, MO), the University of Missouri (Columbia, MO), and the University of Oklahoma (Oklahoma City, OK). Only two of these programs are in close proximity geographically (University of Kansas – 115 miles; Graceland University – 130 miles; University of Missouri – 168 miles). All other regional options are greater than 250 miles away.

Fort Hays State University, Wichita State University, and Washburn University all offer a post-Master’s DNP degree, but only for advanced practice nurses. They do not offer a DNP in Leadership for non-advanced practice nurses; therefore, the program Pittsburg State University is proposing would not compete with those existing programs.

Additionally, Pittsburg State University would offer a fiscal competitive advantage over these five universities. Please see the table below.

University	Total Program Tuition	Additional Fees
Pittsburg State University	Instate: \$17,816 (34 credits) No out of State Tuition	None
University of Kansas	Instate: \$ 21,288 (32 credits) No out of State Tuition	Campus fees - \$207/semester
Graceland University	\$31,350-34,500 (33 -36 credits) Private University – No Out of State Tuition	Clinical resource fees \$25/year Program Support Fee - \$18/course Research Fee - \$50/credit (11 credits)
University of Missouri	\$21,760 (33 credits) Out of State \$39,303	No additional fees.
Barnes Jewish College	\$28,805 (36 credits) Private College – No Out of State Tuition	Fees included in total tuition rate.
University of Oklahoma	Instate: \$15,475 – 18, 326 (38-45 credits) Out of State (\$40,470 – 48,925)	Fees included in tuition quotes.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	0	6	0	78
Year 2	0	12	0	162
Year 3	0	18	0	204

VI. Employment

According to the American Association of Colleges of Nursing (AACN), in AY 2021-2022 U.S. nursing schools turned away 91,938 qualified applicants from baccalaureate and graduate nursing programs due to insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints (Nursing Faculty Shortage Fact Sheet, available at <https://www.aacnnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>, p. 1). Additionally, in the same report 2,166 full-time faculty vacancies were identified and a need to create an additional 128 faculty positions to accommodate student demand. (p. 1). Compounding this issue is the fact that 1/3 of all current nursing faculty are expected to retire by 2025. This communicates the large potential for employment in the academic arena. According to the U.S. Bureau of Labor Statistics, the job outlook for 2021-31 for Health Education Specialists is 12% (much faster than average) (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1>).

The overall job outlook for Medical and Health Services Managers (Nurse Leaders included but not encompassing) is 28% (much faster than average). (U.S. Bureau of Labor Statistics, <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>)

Many of the prospective students for the proposed DNP in Leadership at PSU will already have one of these positions and will be adding to their educational qualifications to maintain those roles or advance in them.

VII. Admission and Curriculum

A. Admission Criteria

Doctor of Nursing Practice Admission Criteria:

- Admission to PSU Graduate College.
- GPA 3.5 or above cumulative GPA in graduate coursework.
- Three confidential letters of reference.
- Graduation from a nationally accredited nursing program.
- Documentation of RN licensure and current employment as a RN.
- Evidence of completion of separate graduate level nursing physical assessment, pharmacology, pathophysiology, and graduate level statistic courses.
- Applicants who are born outside of the U.S. must submit proof that they have passed the TOEFL or IELTS.
- Personal interview may be required.
- Proof of national certification is preferred but not required.
- Self-report of arrests, convictions, diversions, and/or current disciplinary action against all licenses, certifications and/or registrations or disciplinary action by a state board or a governmental agency.
- Signed Consent for Background Check Form.
- Applicants licensed and living in a state other than Kansas are required to complete Kansas Bureau of Investigation Background Check.
- Documentation of faculty-supervised practicum hours in the MSN.

B. Curriculum

Please see Attachment A for a list of Emphasis Core Courses.

Year 1: Summer

SCH = Semester Credit Hours

Course #	Course Name	SCH
NURS 801	DNP Intensive Seminar	1
NURS 895	Interpreting Research for Evidence Based Practice	2
	Total Credits in the Semester	3

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH
NURS 808	Translation to Doctoral Leadership and Theory	3
NURS 889	Impact of Health Determinants	3
	Total Credits in the Semester	6

Year 1: Spring

Course #	Course Name	SCH
	Emphasis Core Course	3
NURS 920	Scholarly Project 1 – 48 practicum hours	1
	Total Credits in the Semester	4

Year 2: Summer

NURS 894	Epidemiology	2
	Possible Educational Emphasis Core Course (Some courses only offered in the summer)	3
	Total Credits in the Semester	2-5

Year 2: Fall

Course #	Course Name	SCH
NURS 911	Tools for Practice Scholarship	2
NURS 920	Scholarly Project 2 – 96 practicum hours	2
	Total Credits in the Semester	4

Year 2: Spring

Course #	Course Name	SCH
NURS 900	Quality and Safety	3
NURS 920	Scholarly Project – 96 practicum hours	2
	Emphasis Core Course	3
	Total Credits in the Semester	8

Year 3: Fall

Course #	Course Name	SCH
NURS 920	DNP Scholarly Project – 48 practicum hours	1
	Emphasis Core Course	3
	Total Credits in the Semester	4

Year 3: Spring

Course #	Course Name	SCH
TE 892	College Teaching Internship – 144 practicum hours (Education Emphasis)	3

OR HRD 858	OR Evidence Based Leadership Coaching	
Total Credits in the Semester		3

Total Number of Semester Credit Hours [34]

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Cheryl Giefer	University Professor	PhD	Y	Health Education, Advanced Practice, Family	0
Barbara McClaskey	University Professor	PhD	Y	Advanced Practice, Family, Maternal-Child Health Nursing	5%
Janis Schiefelbein	Professor	PhD	Y	Nursing, with an emphasis in Health Promotion and Distance Education, Community Health Nursing	5%
Karen Johnson	Associate Professor	PhD	Y	Pharmacology, Advanced Practice, Family, Nursing Education	15%
Jennifer Harris	Associate Professor	PhD	Y	Advanced Practice, Family	15%
Amy Hite	Professor	DNP/EdS	Y	Advanced Practice, Family	0
Kristi Frisbee	Associate Professor	DNP	Y	Leadership, Educational Leadership, Community Health, Scholarly Project	20%
Gena Coomes	Assistant Professor	PhD	Y	Nursing, Nursing Education	5%
Trina Larery	Assistant Professor	DNP	Y	Advanced Practice, Family, Nursing Education	5%
Ashleigh Heter	Assistant Professor	DNP	Y	Advanced Practice, Family	5%
Mandi Alonzo	Assistant Professor	PhD	Y	Nursing, Advanced Practice, Psych/Mental Health, Nursing Education	20%
Tracy Stahl	Assistant Professor	DNP	Y	Advanced Practice, Family, Pediatrics	5%

Number of graduate assistants assigned to this program **[0]**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	0	0	0
Administrators (<i>other than instruction time</i>)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>)	0	0	0
Other Personnel Costs	0	0	0
<i>Total Existing Personnel Costs – Reassigned or Existing</i>	0	0	0
Personnel – New Positions			
Faculty	0	0	0
Administrators (<i>other than instruction time</i>)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>)	0	0	0
Other Personnel Costs	0	0	0
<i>Total Existing Personnel Costs – New Positions</i>	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
<i>Total Start-up Costs</i>	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
<i>Total Operating Costs</i>	0	0	0
<i>GRAND TOTAL COSTS</i>	0	0	0

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$40,872	\$84,888	\$106,896
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		\$40,872	\$84,888	\$106,896
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$40,872	\$84,888	\$106,896

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Each of the courses in the plan of study are already being taught at PSU. This new program would only result in increased enrollment in existing courses. There will be no additional costs to begin this program.

Personnel – New Positions

No additional personnel will be required to support this program.

Start-up Costs – One-Time Expenses

No start-up costs will be incurred with this new program.

Operating Costs – Recurring Expenses

No recurring expenses will be incurred with this new program.

B. Revenue: Funding Sources

Tuition and Fees per credit hour for the Doctor of Nursing Practice Program: \$524. We anticipate 6 students enrolling in each cohort:

Year 1: $\$524 \times 6 \text{ students} \times 13 \text{ credit hours} = \$40,872$

Year 2: $\$524 \times 6 \text{ students} \times 14 \text{ credit hours} = \$44,016 + \$40,872 \text{ (for the 2}^{\text{nd}} \text{ cohort of Year 1)} = \$84,888$

Year 3: $\$524 \times 6 \text{ students} \times 7 \text{ credit hours} = \$22,008 + \$44,016 \text{ (for the 2}^{\text{nd}} \text{ cohort of Year 2)} + \$40,872 \text{ (for the 3}^{\text{rd}} \text{ cohort of Year 1)} = \$106,896$

C. Projected Surplus/Deficit: Starting with Year 3, if 6 students start and end in the projected time frame, the projected surplus would be \$106,896/year.

XI. References

- American Association of Colleges of Nursing. (2022). *Fact sheet: Nursing faculty shortage*. American Association of Colleges of Nursing. Retrieved November 7, 2022 from <https://www.aacnursing.org/Portals/42/News/Factsheets/Faculty-Shortage-Factsheet.pdf>
- Barnes Jewish College Goldfarb School of Nursing. (2022). *Doctor of Nursing Practice (DNP) – Post-MSN option: Estimated tuition and fees*. Barnes Jewish College. Retrieved November 7, 2022 from <https://www.barnesjewishcollege.edu/Portals/0/DNP%20Cost%20Sheets%202022.pdf>
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Attachment A

Emphasis Core Courses (12 Hours):

Organizational Leadership	CR	Educational Leadership	CR
HRD 852 Organizational Development and Change (48 hours)	3	<i>In Collaboration with Advisor, Select 9 hours from:</i> TTED 750 Mentoring Principles for Professionals TTED 779 Instructional Methods TTED 832 Needs Assessment TTED 845 Instructional Planning and Curriculum Development TTED 893 Student Assessment Development in Career and Technical Education LDSP 870 Grant Writing and External Resources PSYCH 810 Advanced Educational Psychology	9
TTED 802 Adaptive Leadership	3		
TTED 832 Needs Assessment	3		
HRD 858 Evidence Based Leadership Coaching	3	TE 892 College Teaching Internship – 144 practicum hours	3
Total Emphasis Core Hours	12		12

Summary

In accordance with K.S.A. 74-3202d and the Board-approved [Performance Agreement Funding Guidelines](#), the Academic Year 2022 Performance Reports are presented for review. Staff recommends approval of the attached performance reports and associated funding levels.

September 5, 2023

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines, both of which have been updated periodically over the years. The performance agreement model covering Academic Year (AY) 2022, which is attached, has guided institutions in developing their performance agreements, in which each institution typically chooses six “indicators” by which their performance will be measured through reporting on those indicators each year. Recently, these agreements have been restructured every three years. (On May 17, 2023, the Board approved a projects-based system for future reporting years 2024 through 2026.¹ However, this is the final reporting year for the “old” system.)

In 2019, the performance agreements were scheduled to be restructured, and the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating “bridge agreements.” Ultimately, the bridge agreements were approved to cover three years: AY 2020, AY 2021, and AY 2022. For these bridge agreements, about half of the institutions replaced at least one of their indicators² while the remaining institutions continued using the same indicators that were used in the older agreements.

As any new funding awarded depends upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2022. These reports will be the basis for awarding any new funds in July of 2024. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2022 performance reporting, reviewing, and funding cycle is detailed below.



Per the performance agreement funding guidelines which can be found on the KBOR [website](#), institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline

¹ Please see pp. 60-72 of the [May 17, 2023, Board Agenda](#) for details on the new projects-based system for future reporting.

² For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds based on the following levels of compliance:

- 100% of New Funding Available
The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators**.
- 90% of New Funding Available
An institution will be awarded 90% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
 - The performance report includes specific plans for improvement.
- 75% of New Funding Available
An institution will be awarded 75% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
 - The performance report includes specific plans for improvement.
- No New Funding Awarded
The institution did not make a good faith effort, as defined by:
 - Lacking an approved performance agreement;
 - Failing to submit a performance report; or
 - Maintaining or improving from the baseline in only **one indicator, or none of the indicators**.

As institutions turned in their reports, staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports. Consistent with the Board’s performance funding guidelines, staff recommends the institutions listed below receive 100% of any new funding for which they are eligible.

Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the first page of those reports for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and the reporting year of AY 2022. However, it is the comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2022.

University/College	Funding Recommendation	Page
Butler Community College	100% funding	20
Cowley Community College	100% funding	24
Flint Hills Technical College	100% funding	28
Garden City Community College	100% funding	32
Independence Community College	100% funding	36
Johnson County Community College	100% funding	40
Labette Community College	100% funding	44
Neosho County Community College	100% funding	48

Performance Agreement Model (through AY 2022)

Sectors			
Indicators	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Selected regional and national rankings 	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Performance on quality measures compared to peers 	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional quality measures³ • Percent of students employed or transferred • Wages of students hired⁴ • Third party technical credentials and WorkKeys, if applicable
<i>Institution-Specific Indicators⁵</i>	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.

³ e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

⁴ As provided by the Kansas Department of Labor.

⁵ For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Butler Community College Performance Report AY 2022							AY 2022 FTE: 4,544 Date: 5/31/2023	
Contact Person: Dr. Esam Sohail Mohammad Phone: 316-323-6426 email: emohammad@butlercc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Number of certificates and degrees awarded annually	1 <i>KBOR Data</i>	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 Baseline: 1,463	1,446	↓	1,408	↓	1,370	↓
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 <i>KBOR Data</i>	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732 = 61.5% Fall 2014 Cohort: 530/852 = 62.2% Baseline: 1,444/2,315 = 62.4%	496/759 = 65.3%	↑	517/846 = 61.1%	↓	489/744 = 65.7%	↑
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 Baseline: 1,012	832	↓	943	↓	1,114	↑
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2019: 108/202 = 53.5% AY 2020: 133/269 = 49.4% AY 2021: 90/172 = 52.3% *Baseline: 331/643 = 51.5%					71/155 = 45.8%	↓
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 Baseline: 302	276	↓	327	↑	344	↑
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% Baseline: 3,514/5,388 = 65.2%	1,764/2,334 = 75.6%	↑	1,296/1,889 = 68.6%	↑	1,343/1,948 = 68.9%	↑

*Change to the baseline years was approved by BAASC 11/29/2022.

Butler Community College Performance Report AY 2022

Indicator 1: Number of certificates and degrees awarded annually

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

Result:

Butler's AY 2022 output of degrees and certificates was 1,370 which is 93.6 % of the ambitious baseline of 1,463. We are proud to have achieved this in the context of several mutually reinforcing headwinds: declining enrollments, societal ambivalence towards the value of a college credential, and general economic anxiety about the onset of a possible recessionary period in the near future.

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)

Description: This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. Butler has developed a more effective, strategic approach to enrollment management. We have the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Implemented retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.

Result:

Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from the first to the second year, and to see them through the completion of their chosen credentials. Continuous investment in strategic positioning, hands-on advising, reformatted developmental-to-college math sequencing, and business intelligence availability at the departmental and advising levels is contributing to our success in this endeavor.

Indicator 3: Award of third-party technical credentials

Description: Program faculty facilitate necessary testing and implement a systematic process to track credential attainment. Butler tracks credentials awarded to students in multiple discipline areas including Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Automotive Technology (NATEF certificates) Welding (American Society of Welding), Networking Technology (CompTIA A+, Microsoft, TestOut, and other industry credentials), and Culinary Arts (Serve Safe certificate).

Result:

Butler Community College takes great pride in meeting and surpassing an extremely ambitious goal for the award of third-party credentials across many disciplines. This achievement underscores the college's commitment to a new era of higher education where industry recognized credentials are at a premium in preparing learners for jobs of the future.

Indicator 4: Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term

Description: The Butler Accelerated Learning Program (ALP) is a rigorous, integrated co-requisite program that allows students who place in developmental English, EG 060, to take it and Composition 1, EG 101, in the same semester. ALP student success is calculated by dividing the total number of students who persist to the end of the term and receive a C or better in both courses by the total number of students who receive an A, B, C, D, F, or who withdraw before the end of the term. In Fall of 2018, Butler started the deployment of a multiple-measures approach to determine the placement of students in developmental English; this approach led to a decrease in the overall number of students placed in developmental courses.

Result: Enrollment and success rates both decreased in co-requisite classes for AY 2022. We believe these are due to the [effects of the previous and on-going pandemic](#). Decreased enrollment in the co-requisite program mirrored the decreased enrollment in higher education that occurred during this time. A consequence of this was that developmental students enrolled in co-requisite sections experienced less interaction with non-developmental students, affecting the rigor and challenge that such peer role modeling provides. Additionally, the majority of students enrolled in this program experienced various physical, mental, personal, and financial hardships and interruptions due to the pandemic, significantly more than in a non-pandemic semester for this population that normally faces more challenges than most. Finally, many of those who enrolled in this program directly following high school were affected by the academic skill declines and mental health challenges due to the difficulties and barriers they experienced while attending high school during the pandemic.

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

Description: Butler will help students develop applied STEM skills which prepare them to obtain employment in occupations critical in the south-central Kansas economy. This indicator focuses on several core job clusters including Engineering, Information Technology and Healthcare. The college established early college academies for high school students interested in Engineering, Healthcare, Information Technology, and Welding. The programs included in this indicator are Cyber Security, Database Administration, Engineering Technology, Software Development, Interactive Design & 3D, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NUR or any codes that may replace these in the program inventory.)

Result: Butler is proud of its continuing achievement in providing high quality STEM related post-secondary education to a broad base of learners in our region, and thus positioning them to contribute to the economic growth of our great state in the years to come.

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Students who don't pass College Algebra often leave school in their first year. Butler has initiated a redesign of its math curriculum. The project divided four courses (lowest developmental course through College Algebra) into one-credit modules. These modules allow students to develop the skills they need to pass College Algebra. The intent of the new curriculum is to lessen the time students need to complete developmental content while improving the successful completion of College Algebra. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of C or better (the numerator) by the number of students who receive an A, B, C, D, F grade or withdraw from the course at the end of the term (the denominator).

Result: The modular sequencing of developmental mathematics and College Algebra has had a direct impact on our continuing success in this area which we are proud to build upon further in the coming years so that college is more affordable and completion more attainable for the various communities of students we serve.

Butler Community College Performance Report AY 2019							AY 2019 FTE: 5,483	
Contact Person: Lori Winningham			Phone and email: 316.322.3110; (lwinning@butlercc.edu)				Date: 7/8/2020	
Butler 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 Number of certificates and degrees awarded annually	1	AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463	1,436	↓	1,496	↑	1,513	↑
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 12 Cohort = 63.5% (464/731) Fall 13 Cohort = 61.5% (450/732) Fall 14 Cohort = 62.2% (530/852) Baseline: 62.4% (1,444/2,315)	62.9% (624/992)	↑	65.4% (519/793)	↑	65.1% 486/746	↑
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012	969	↓	1121	↑	1072	↑
4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term	1	AY2014 = 65% (41/63-spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404)	60.6% (237/391)	↓	58.2% 170/292	↓	53.5% (108/202)	↓
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302	298	↓	294	↓	296	↓
6 Directional Improvement in College Algebra Pass Rates	1	AY2014 = 67.24% (1,248/1,856) AY2015 = 63.60% (1,092/1,717) AY2016 = 64.68% (1,174/1,815) Baseline: 65.2% (3,514/5,388)	67.0 % (1310/1955)	↑	69.8 % (1382/1980)	↑	72.7 % (1665/2290)	↑

Cowley Community College Performance Report AY 2022						AY 2022 FTE: 1,856 Date: 6/27/2023		
Contact Person: Michelle Schoon Phone: 620-441-5204 email: michelle.schoon@cowley.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college-ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 278/449 = 61.9% Fall 2013 Cohort: 204/348 = 58.6% Fall 2014 Cohort: 175/275 = 63.6% Baseline: 657/1,072 = 61.3%	233/349 = 66.8%	↑	244/374 = 65.2%	↑	176/302 = 58.3%	↓
2 Increase the completers success rate in the gateway courses of English Composition I and College Algebra	1	Fall 2015 Cohort: 846/1,182 = 71.6% Fall 2016 Cohort: 823/1,042 = 79.0% Fall 2017 Cohort: 941/1,126 = 83.6% Baseline: 2,610/3,350 = 77.9%	908/1,079 = 84.2%*	↑	831/979 = 84.9%	↑	820/981 = 83.6%	↑
3 Increase the percentage of students who completed, became employed or transferred	2 <i>KBOR data</i>	AY 2012 Cohort: 555/915 = 60.7% AY 2013 Cohort: 505/881 = 57.3% AY 2014 Cohort: 534/871 = 61.3% Baseline: 1,594/2,667 = 59.8%	377/684 = 55.1%	↓	408/690 = 59.1%	↓	422/714 = 59.1%	↓
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College	1	Fall 2010 Cohort: 506/829 = 61.0% Fall 2011 Cohort: 508/778 = 65.3% Fall 2012 Cohort: 450/786 = 57.3% Baseline: 1,464/2,393 = 61.2%	249/376 = 66.2%	↑	230/336 = 68.5%	↑	276/377 = 73.2%	↑
5 Increase the persistence rates (fall to fall) for students in developmental courses	1	Fall 2012 Cohort: 249/462 = 53.9% Fall 2013 Cohort: 190/364 = 52.2% Fall 2014 Cohort: 137/259 = 52.9% Baseline: 576/1,085 = 53.1%	88/156 = 56.4%	↑	92/167 = 55.1%	↑	113/168 = 67.3%	↑
6 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	AY 2012: 2.162 AY 2013: 2.201 AY 2014: 2.327 **Baseline: 2.214	2.201	↓	2.434	↑	2.487	↑

*Reflects corrections made by the institution on 6/24/2022.

**Baseline was corrected 5/27/21.

Cowley Community College Performance Report AY 2022

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

Description: In order to improve first to second year retention, we must first improve semester to semester retention. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. Additionally, new data dashboards are being developed and a retention team established to identify needs in this area.

Result: The College did not meet the baseline target on this indicator. The results were 58.3% compared to the baseline of 61.3%. Further analysis of data indicates that some students in this cohort earned work-ready certificates and could go to work after their first year. The College is also seeing an increase in the number of first-time college students with credits earned during high school compared to previous years. This could lead to a shortened time at the community college and students ready to transfer on at the end of their first year (indicator 4). Cowley College will continue to communicate to students the importance of completing their associate's degree.

Indicator 2: Increase the completers success rate in the gateway courses of English Composition I and College Algebra

Description: The College will use the data from the National Community College Benchmark Project (NCCBP) for the completers success rate of English Composition I and College Algebra. Using the numerator as the number of students that received a C or better and the denominator as the number of students that completed the course (ABC/ABCDF), the College will establish a baseline using information from Fall 2015, Fall 2016, and Fall 2017. Using the completer success rate of the two courses, Cowley will combine the numerator and denominator of the two and compare them to the three-year baseline established. Although the numbers might appear to be high, they are only around the 50th percentile according to NCCBP benchmarks. Fall 2018 data will be used for the AY2020 Performance Report and Fall 2019 data will be used for the AY2021 Performance Report, in accordance with the benchmark project reporting that has Fall 2018 data being reported in AY2020 and Fall 2019 data being reported in AY2021.

Result: The College continues to meet this indicator with 83.6% compared to the baseline of 77.9%. It is important to know that this indicator uses information about completer success for 2020 fall gateway courses. This data lags behind the others because it corresponds with NCCBP data. Any initiatives in these gateway courses will not be immediately reflected in this indicator. Cowley College has already implemented a corequisite math and corequisite English model.

Indicator 3: Increase the percentage of students who completed, became employed, or transferred

Description: The College has a mission to educate students seeking a degree and planning to transfer to another institution as well as students seeking vocational training and headed into the workforce. Cowley will work to strengthen relationships between transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We are placing additional value on advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce. We will use the state data on completion, transfer and employment as provided by KBOR.

Result: This indicator was not met with Cowley achieving 59.1% compared to the baseline of 59.8%. This indicator has stayed flat with last year, even with efforts focused on improvement. Transfer and completion rates are on target as reflected in indicator 4, but the employed in "Kansas" has a greater effect on border schools as we know some of our students are working in the Oklahoma area and these students are not reflected in the results.

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 narrower 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.

Result: The College met this indicator with 73.2% compared to the baseline of 61.2% with year to year increase of 4.7%. This indicator uses information about the 2020 fall cohort and their status at the 150% rate (AY 2022). Over this time, the College has worked on advising worksheets, training, and other ways to help students stay on track with degree completion.

Indicator 5: Increase the persistence rates (fall to fall) for students in developmental courses

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. Using a cohort of first-time full-time students enrolled in developmental courses, we will use the number enrolling in the subsequent fall as the numerator and the total number enrolled in the previous fall as the denominator for calculating percentage.

Result: This indicator was met with 67.3% compared to the baseline of 53.1%. The recent addition of the Tiger Learning Center (TLC) for academic support, including the Writing Center, has been a huge success for our students, leading to their success. An Early Academic Alert system is also in place to identify students early in their struggles and guide them to the TLC for assistance.

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

Description: Improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The overall first year grade point average (GPA) will be recorded for all first-time full-time students enrolled in developmental courses and compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Result: This indicator was met with a 2.487 GPA compared to the baseline of 2.214 GPA. Like the narrative in Indicator 5, the TLC and Writing Center are extensively used by students. Cowley College also has a TRiO Student Support Services to provide academic support to qualifying students. This program has a high success rate of student completion.

Cowley Community College Performance Report AY 2019						AY 2019 FTE: 2,006		
Contact Person: Michelle Schoon		Phone and email: 620-441-5204; michelle.schoon@cowley.edu				Date: 7/13/2020		
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	1	Fall 12 Cohort: 278/449 = 61.9% Fall 13 Cohort: 204/348 = 58.6% Fall 14 Cohort: 175/275 = 63.6% Baseline: 657/1072 = 61.3%	62.0% (380/613)	↑	52.6% (262/498)	↓	62.2% (255/410)	↑
2	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓	666	↓	816	↓
3	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)	↑	58.7% (374/637)	↓	58.5% (349/597)	↓
4	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)	↑	Fall 2016 Cohort 70.9% (112/158)	↑	Fall 2017 Cohort 76.4% (185/242)	↑
5	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)	↑	Fall 2017 Cohort 53.6% (127/237)	↑	Fall 2018 Cohort 52.3% (102/195)	↓
6	1	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214	AY2016 2.224	↑	AY2017 2.228	↑	AY2018 2.279	↑

*Updated 4/06/2018

Flint Hills Technical College Performance Report AY 2022							AY 2022 FTE: 585 Date: 6/26/2023	
Contact Person: Lisa Kirmer Phone: 620-341-1325 email: lkirmer@fhct.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% Baseline: 255/359 = 71.0%	86/121 = 71.1%	↑	57/79 = 72.2%	↑	63/84 = 75.0%	↑
2 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 488	403	↓	334	↓	377	↓
3 Increase the wages of students hired	2 <i>KBOR data</i>	AY 2012: \$26,128 AY 2013: \$25,006 AY 2014: \$29,370 Baseline: \$26,835	\$39,070	↑	\$36,757	↑	\$29,928	↑
4 Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% Baseline: 71/123 = 57.7%	25/37 = 67.6%	↑	35/45 = 77.8%	↑	32/46 = 69.6%	↑
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	1313	↑	991	↑	1,699	↑
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% Baseline: 433/669 = 64.7%	172/240 = 71.7%	↑	202/270 = 74.8%	↑	214/294 = 72.8%	↑

Flint Hills Technical College Performance Report AY 2022

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 including an early intervention plan for faculty to assist students who are struggling academically or with attendance; online capability for students to view a degree audit sequencing courses necessary for degree completion as well as grades and attendance; and an orientation course covering a variety of strategies to support college success. The Academic Advisors assist students with degree planning, career counseling and referral for personal counseling.

Result: Increase from the baseline

Flint Hills Technical College is continuing to improve advising strategies and resources for students in an effort to retain students from 1st to 2nd year and semester to semester. A new advising module has been added to the enrollment management system. This module provides faculty real-time access for grades, attendance and communication with students. Students are able to quickly access their degree plans, grades, and attendance records and easily communicate with faculty.

Indicator 2: Increase the number of certificates and degrees awarded

Description: Although high school enrollment, especially students enrolling for concurrent credit has increased, FHTC has had a decline in post-secondary enrollment over the past three years. This is in large part due to the low unemployment rate and the fact that many adults are employed and are not in need of training or re-training. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded.

Result: Decrease from the baseline

FHTC has had an increase in enrollment over the last several years, but is still challenged with increasing post-secondary enrollment. High school enrollment, especially students enrolling for concurrent credit through Concurrent Enrollment Programs (CEP) has increased. Conversely, post-secondary enrollment of certificate or degree-seeking students has declined. Many post-secondary students at FHTC are balancing family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement the early intervention strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded. FHTC continues to recruit at workforce centers statewide and utilize social media and other forms of advertisement to increase enrollment. The College has also hired additional faculty to provide scheduling offerings that support adult 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 power plant, industrial engineering technology, and dental hygiene, can earn \$40,000 - \$60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit. FHTC faculty meet regularly with their program advisory committees comprised of business and industry representatives in the program field of study, which helps the employers stay connected with the College and creates opportunities for internships and referral of graduates.

Result: Increase from the baseline

As the relevance and importance of technical training continues to rise nationwide, the career opportunities for FHTC students increase. Graduates are sought by employers because of the knowledge and skill they gain while completing their education. FHTC faculty and administration continue to work with employers to place graduates in high-wage positions and continue to upgrade equipment and software to ensure that curriculum matches business and industry standards.

Indicator 4: Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree

Description: Students who have completed a GED are often coming to FHTC with a variety of barriers including language, single parents, first-generation college students, or low income. FHTC faculty and staff are working diligently to increase the success of these students through early intervention, if necessary, along with other previously mentioned strategies. The number of students who have completed a GED and are enrolled each academic year will be tracked to determine completion of a certificate, technical certificate or AAS degree.

Result: Increase from the baseline

The academic advising provided to students by Student Success Center staff and faculty has helped students persist and successfully complete their courses and programs. Tutoring and assistance through the Adult Education Center is also very beneficial to students. Co-instruction in a few programs which includes Adult Education Center faculty and program faculty working together in the same course has also proven to help students.

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

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

Result: Increase from the baseline

The Excel 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 number 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, are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. The number of Hispanic students completing a certificate, technical certificate or AAS degree each academic year were counted and divided by the total number of Hispanic students enrolled during each academic year. The total number completing was divided by the total number of Hispanic students over the three years to determine an average and baseline. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Result: Increase from the baseline

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 Certified Medication Aide, Home Health Aide, Certified Nurse Aide, OSHA, and First Aid/CPR. The college attributes this success to bilingual staff in Student Services and advising along with the strong relationship with the Adult Education Center. The college has also added a Hispanic American Leadership Organization (HALO) which meets monthly, promotes Hispanic cultural awareness and emphasizes service and empowerment of students.

Flint Hills Technical College Performance Report AY 2019					AY 2019 FTE: 614			
Contact Person: Lisa Kirmer		Phone and email: 620-341-1325, lkirmer@fhct.edu			Date: 7/8/2020			
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	Fall 12 Cohort: 77/125=61.6% Fall 13 Cohort: 113/143=79% Fall 14 Cohort: 65/91=71.4% Baseline: 255/359=71%	79.1% (68/86)	↑	72.0% (54/75)	↑	84.1% (69/82)	↑
2. Increase the number of certificates and degrees awarded	1	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 487	435	↓	376	↓	403	↓
3. Increase the wages of students hired	2	AY 2012: \$26,128 AY 2013: \$25,006 *AY 2014: \$29,370 *Baseline: \$26,835	\$29,362	↑	\$29,693	↑	\$34,386	↑
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	↓	97	↓	76	↓
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	↑	922	↑	1,142	↑
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%	72% 101/140	↑	68% 124/182	↑	67.6% 98/145	↑

*Updated 7/10/2018

Garden City Community College Performance Report AY 2022							AY 2022 FTE: 1,494 Date: 6/13/2023	
Contact Person: Ryan Ruda Phone: 620-276-9597 email: ryan.ruda@gcccks.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase satisfactory completion of credit hours for veteran students	1	AY 2014: 489 AY 2015: 377 AY 2016: 85 Baseline: 317	218	↓	59	↓	163	↓
2 Increase Number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 488 AY 2014: 515 AY 2015: 504 Baseline: 502	626	↑	584	↑	649	↑
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	AY 2014: 0 AY 2015: 8.78 AY 2016: 8.84 Baseline: 8.81	9.50	↑	10.1	↑	9.01	↑
4 Increase Percent of students who complete English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year	1	AY 2013: 57/101 = 56.4% AY 2014: 108/166 = 65.1% AY 2015: 112/173 = 64.7% Baseline: 277/440 = 63.0%	108/168 = 64.3%	↑	110/122 = 90.2%	↑	91/103= 88.3%	↑
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	AY 2013: 8,540 AY 2014: 12,419 AY 2015: 18,485 Baseline: 13,148	18,553	↑	17,154	↑	14,881	↑
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 76/152 = 50.0% Fall 2011 Cohort: 96/232 = 41.4% Fall 2012 Cohort: 101/289 = 34.9% Baseline: 273/673 = 40.6%	71/192 = 37.0%	↓	97/194 = 50.0%	↑	120/233 = 51.5%	↑

Garden City Community College Performance Report AY 2022

Indicator 1: Increase satisfactory completion of credit hours for veteran students

Description: GCCC will increase successful course/term completion by veteran students. This indicator will be measured by increasing the successful completion of credit hours for veterans at GCCC.

Result: 163 credit hours were completed by veteran students in AY 2022, an increase from AY 2021, but below the baseline. This is an expected decline based on the suspension of a partnership with the Kansas National Guard.

Indicator 2: Increase number of certificates and degrees awarded

Description: Garden City Community College is committed to retention and successful completion for our students. This indicator will be measured by the number of certificates and degrees awarded for the academic year.

Result: 649 degrees and certificates awarded in AY 2022. This is an 11% increase over AY 2021 and a 29% increase over the baseline.

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

Description:

In 2014-15, GCCC began using an internal tool to assess student skills, including written communication skills. This tool used a 4-point Likert scale with 12 total points possible on the rubric. It is this scale that the college's benchmark and previous reporting is based. Beginning in AY 2019, however, GCCC adopted the VALUES Rubrics for assessing student learning, which uses a 21.25-point scale. Beginning in Fall 2020 and based on faculty feedback, the college's Student Learning Assessment Team customized the rubric, resulting in a total point scale of 20. Because GCCC's baseline scores and previous performance agreement reporting is based on a 12-point scale, we have used a simple conversion to equate the results for AY 2021 to the 12-point scale.

Result: On the 12-point scale, the average assessment score was a 9.01, a decrease from AY 2021 but above the baseline.

Indicator 4: Increase percent of students who complete 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 English classes. This indicator will be measured by the percentage of students completing the developmental level English class who successfully complete the first college level English class within the next year.

Result: 88.3% of students met this indicator. Beginning Fall 2020, the English department launched a co-requisite reform of developmental education. The remedial course (ENGL-091) was largely phased out in favor of a 1-credit ENGL 098 co-requisite support course. This indicator counts success when students either completed ENGL 091 and then ENGL 101 with a "C" or better OR enrolled in the ENGL 098+ENGL 101 and passed both courses with a "C" or better. While this is a slight decrease year over year, this is a significant increase over the baseline and expected based on research related to co-requisite reform.

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. This indicator will be measured by increasing the successful completion of student credit hours through hybrid and distance education.

Result: 14,881 credit hours in hybrid and online courses were successfully completed for AY 2022. This number is 13% above the baseline and is decreasing as the total number of hybrid and online courses decrease as we move past temporary increases as a result of the COVID-19 pandemic.

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

Description: Garden City Community College will increase the percent of students who graduate in 150% (3 years) of time. This indicator will be measured by an increase in the percentage of the full-time, first-time-in-college, degree-seeking fall cohort (as reported to the Integrated Post-Secondary Education Data System) testing into college level courses that complete within 3 years of initial enrollment.

Result: 51.5% three-year graduation rate for AY 2022, which is an approximate 11% increase over the baseline.

Garden City Community College Performance Report AY 2019							AY 2019 FTE: 1,515	
Contact: Ryan Ruda		Phone and email: 620-276-9597; ryan.ruda@gcccks.edu					Date: 7/20/2020	
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 Outcome	Institutional Outcome	Institutional Performance	Institutional Outcome		
1 Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran	1	13-14—489 14-15—377 15-16—85 Baseline--317	478	↑	434	↑	386	↑
2 Increase Number of certificates and degrees awarded.	1	2013—488 2014—515 2015—504 Baseline-502	474	↓	552	↑	613	↑
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	2013-14—0 2014-15—8.78 2015-16—8.84 Baseline—8.81	8.83	↑	8.83	↑	8.30	↓
4 Increase Percent of students who complete remedial English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year.	1	2012-13—57/101 (56%) 2013-14—108/166 (65%) 2014-15—112/173 (65%) Baseline—277/440 (63%)	73.5% (136/185)	↑	63.8% (166/260)	↑	72.7% (133/183)	↑
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	12-13—8,540 13-14—12,419 14-15—18,485 Baseline—13,148	20,567	↑	17,748	↑	16,651	↑
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	1	Fall 10 Cohort—76/152 (50%) Fall 11 Cohort—96/232 (41.4%) Fall 12 Cohort—101/289 (34.9%) Baseline—273/673 (40.6%)	43.1% (93/216)	↑	46.2% (90/195)	↑	55.7% (280/503)	↑

Independence Community College Performance Report AY 2022							AY 2022 FTE: 633 Date: 6/22/2023		
Contact Person: Taylor Crawshaw		Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
Phone: 620-332-5457 email: tcrawshaw@indycc.edu				Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1	Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% Baseline: 131/338 = 38.8%	38/95 = 40.0%	↑	49/88 = 55.7%	↑	40/95 = 42.1%	↑
2	Increase number of certificates and degrees awarded to ICC students	1 <i>KBOR data</i>	AY 2013: 314 AY 2014: 272 AY 2015: 214 Baseline: 267	166	↓	204	↓	192	↓
3	Increase the retention rate of students who participate in our Student Support Services program	1	AY 2009: 88/194 = 45.4% AY 2010: 100/189 = 52.9% AY 2011: 106/195 = 54.4% Baseline: 294/578 = 50.9%	96/150 = 64.0%	↑	82/119 = 68.9%	↑	101/161= 62.7%	↑
4	Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% Baseline: 347/678 = 51.2%	33/95 = 34.7%	↓	80/127 = 63.0%	↑	72/111= 64.9%	↑
5	Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% Baseline: 64/83 = 77.1%	9/13 = 69.2%	↓	7/9 = 77.8%	↑	14/14= 100%	↑
6	Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% Baseline: 1,099/1,615 = 68.0%	1,221/1,736 = 70.3%	↑	1,284/1,909 = 67.3%	↓	1,478/1,800= 82.1%	↑

Independence Community College Performance Report AY 2022

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

Description: Improving our Fall to Fall retention rate is key, as the baseline shows only 38.7% retention of ICC's college ready cohort. ICC's Director of Enrollment and Retention Management and our Academic Navigators work to improve this figure and encourage students not only to return but to graduate with a degree or certificate.

Result: At a retention rate of 42.1%, this indicator is above the baseline. Independence Community College has improved the retention of the college ready cohort from the baseline. ICC monitors students' progress in courses at the 5, 8-, and 12-week grade periods. This intervention allows advisors, Success Coaches, Student Support Services academic coaches, and the Academic Success Center to engage with students early on in the semester. ICC also utilizes the student conduct software *Maxient* as an early alert software for faculty and staff to notify the ICC CARE team of issues with students that could be addressed to improve their academic success. In addition, Independence Community College's on-campus food pantry provides essential foods and toiletry items to students in need. The purpose of the Pirate Pantry is to address food insecurity for our students.

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

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

Result: While this indicator remains down by 75 students from the overall baseline of 267, current measures in place to assist continual improvement of this measure include faculty advising initiatives, ICC Success Coach early alert monitoring and intervention, reverse transfer initiatives, and military-friendly processes.

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

Description: The denominator is the total membership in SSS for that academic year. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88) is the number who returned the next fall (Fall 2010).

Result: Retention rate of students who participate in our Student Support Services program was 62.7%, significantly above the baseline indicator. This indicator increase matches the overall retention increase in Indicator 1. Student Support Services encourages development of student success inside the classroom and in life through customized, individualized services and supports. These services are delivered in person or through virtual appointments. SSS Academic coaches also assist students in understanding the impact of financial decisions made during college. These decisions include paying for college, understanding loans, basic banking, and budgeting. SSS Academic Coaches also support ICC students in all aspects of transitioning to a baccalaureate degree program including school selection, application processes, securing financial aid, and connecting with advising resources on their next campus. This process starts with the creation of a 3-year plan to assist the student as they navigate ICC and transfer and enroll in their next school.

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

Description: The denominator is the total number of students in the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and technical education certificates and Associate of Applied Science (AAS) programs. The numerator is the number of students who are working in their related field, and/or continuing their education.

Result: ICC's baseline for this indicator is 51.2%. ICC's rate of students employed in a related field and/or continuing their education within one year of successfully completing any program for AY 2021 is at 64.9% - just over 13% above the baseline and an increase from last year. Improved communication strategies with students and graduates and overall employment rate health have assisted with the increase in this indicator.

Indicator 5: Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course

Description: ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful.

Result: This indicator shows an increase above the baseline. ICC continues to assess and monitor student need for and success in developmental English coursework through regular course assessment, and annual and comprehensive program review. ICC is prepared to fully implement co-requisite education in the future.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses

Description: The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F.

Result: This indicator shows an increase from the baseline and from the prior year. ICC continues to monitor student success in online courses and works towards continuous improvement through online course curriculum and pedagogy development.

Independence Community College Performance Report AY 2019							AY 2019 FTE: 701	
Contact Person: Mark Allen			Phone and email: 620-332-5635; mallen@indycc.edu				Date: 7/20/2020	
Independence 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	Fall 12 Cohort: 42.2% (38/90) Fall 13 Cohort: 33.3% (50/150) Fall 14 Cohort: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑	37.9% (50/132)	↓	35.8% (39/109)	↓
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓	150	↓	232	↓
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009: 45% (88/194) 2010: 53% (100/189) 2011: 54% (106/195) Baseline: 51% (294/578)	84% (194/230)	↑	37% (72/196)	↓	40.2% (78/194)	↓
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)	47% (66/141)	↓	82% (45/55)	↑	61.4% (97/158)	↑
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)	73% (8/11)	↓	80% (4/5)	↑	92.9% (13/14)	↑
6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1,038) *F13/S14: 72.1% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)	66% (865/1303)	↓	72% 769/1067	↑	73.8% (967/1310)	↑
		*Updated 7/16/2018						

Johnson County Community College Performance Report AY 2022						AY 2022 FTE: 9,326 Date: 6/30/2023		
Contact Person: Michael McCloud Phone: 913-469-8500 ext. 2527 email: mccloud@jccc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Student Success: Success rate after three years reported for each cohort	1 <i>KBOR data</i>	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%	2,880/5,112 = 56.3%	↑	2,810/5,088 = 55.2%	↑	2,578/4,781 = 53.9%	↑
2 Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,006	↑	2,679	↓	2,932	↓
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 <i>KBOR data</i>	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%	1,508/2,742 = 55.0%	↑	1,364/2,529 = 53.9%	↑	1,264/2,275 = 55.6%	↑
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% Baseline: 1,890/3,515 = 53.8%	730/1,276 = 57.2%* (Fall 18 Cohort)	↑	590/1,113 = 53.0% (Fall 19 Cohort)	↓	344/581 59.2% (Fall 20 Cohort)	↑
5 Increase First to second year retention rates of first-time, full- time college ready student population	1 <i>KBOR data</i>	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% Baseline: 1,158/1,806 = 64.1%	506/798 = 63.4%	↓	575/922 = 62.4%	↓	530/843 = 62.9%	↓
6 Increase Three-year graduation & transfer rates of first-time, full- time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% Baseline: 1,839/4,463 = 41.2%	738/1,524 = 48.4%	↑	653/1,479 = 44.2%	↑	676/1,514 44.6%	↑

*Reflects corrections made by institution 8/29/2022. Report was approved by Board with AY 2020 data showing 53.0%, with the arrow down.

Johnson County Community College Performance Report AY 2022

Indicator 1: Increase Student Success: Success rate after three years reported for each cohort

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.

Result: Student success is an institutional priority and JCCC has implemented a student success to provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College continues to work with AccuCampus, a student engagement tool, to track student participation with campus activities and offices. Data collected from the tool feeds analytics to provide students with personalized suggestions to improve the likelihood of success.

The College is also leveraging its student data using predictive analytics to identify difficult course combinations to provide better advising and help students access tutoring and other services sooner. A pilot of this initiative occurred in Fall 2022 with a more robust roll-out in Spring 2023. The College has also been working to implement Guided Pathways (GP). Three initiatives are included in GP, creation of meta-majors/areas of interest groupings, mandatory advising, and "light the fire" courses as a concept. "Light the fire" will leverage faculty professional development efforts at the college. The goal of "light the fire" is to provide programming that enhances faculty pedagogical skills such that all first-year courses are "light the fire" courses that inspire and keep students motivated to pursue additional studies within the discipline.

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. The socioeconomic benefits of degree and certificate attainment are clear: the awards are a precondition to entering the nation's workforce. Efforts to increase degree/certificate attainment align with an overall effort to increase student success.

Result: Indicator 2 fell below the baseline largely due to obstacles associated with COVID-19. The awards within Healthcare, Public Safety & Wellness were greatly impacted due to the decreased availability of face-to-face opportunities. We show improvements compared to AY21, but not yet up to pre-Covid completion figures.

Additionally, the College has three initiatives underway to directly impact this indicator.

- *Academic Planning Tool implementation:* This web-based platform contains an interactive user interface to empower students and staff to track a student's academic progress and effectively plan towards program completion and/or 4-year transfer. This one-stop visual platform allows students, advisors, faculty, and administrators to collaborate on comprehensive program planning through initial enrollment, registration, milestones, transfer, and graduation.
- *Guided Pathways:* This strategy will help students choose an area of interest if major unknown, develop an academic plan early on, and have a clear roadmap of the courses needed to complete a credential that allows for transfer or entry into the work force.
- *Undecided Student focus:* Success Coaches now work with undecided students to fully help them move from undecided to a clear program of study.

Indicator 3: Increase the Percent of Graduates Employed or Transferred in Kansas one year after graduation

Description: Percent of students employed or transferred is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation. It is the JCCC career and technical education goal to provide students with the critical skills needed for employment in the local and regional economy. The increased percentage of students employed in the marketplace provides JCCC with a key indicator of program-level success. Pursuing additional higher education opportunities equally increases the success of our graduates and transfer students in today's economy.

Result: Indicator 3 remained above the baseline. The Career Development Center continues to increase its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools. Additionally, physical and virtual career fairs are offered throughout the year, working to place students with area employers.

Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, 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. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persistent from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result: Indicator is down slightly when compared to the baseline. Due to obstacles associated with COVID and moving to a nearly 100% online delivery of courses in 2020, enrollment was impacted. Students were hesitant to enroll as the nation worked to get beyond COVID-19. The College continues to develop a strategy to improve overall student retention. We continue to have a positive outlook for future semesters, as the work being done related to JCCC Pathways (Indicator 1) continues.

As part of its Strategic Plan, the College is implementing two additional strategies focused on improving retention in Fall 2023. The first focuses on improving Student Orientation. Required for admissions of all degree-seeking students, the more robust orientation will require students to complete an asynchronous learning event prior to enrolling in the first semester followed by participating in success coaching workshops throughout the term.

The second provides wrap-around services for those students who either end up on academic probation or are identified through analytics as high risk to be on academic probation. This includes mandatory visits with counselors, success coaches, and other academic supports services to improve success.

Indicator 5: Increase First to second year retention rates of first-time, full-time 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. Retention rates of college ready students align with JCCC's KPI Persistence and Strategic Goal of increasing student success. It is the college's goal to increase the number of students that return in the subsequent semester. Persisting students are more likely to obtain a degree or certificate.

Result: Indicator 5 is down slightly when compared to the baseline. As mentioned within Indicator 4, COVID-19 impacted overall enrollment including students returning in the fall semester. Non-degree seeking student retention was impacted at a higher rate than our degree-seeking students. The strategy for this indicator aligns with efforts pursued to improve Indicators 1, 2 and 4.

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. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse.

Result: Indicator increased from the baseline. JCCC is optimistic that the work being done through the new 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, 2, 4 and 5, and include efforts to increase JCCC's overall graduation rates. Additionally, the increase in articulated courses across Kansas institutions has assisted with a more seamless transfer for students.

Johnson County Community College Performance Report AY 2019 AY 2019 FTE: 10,624

Contact Person: Michael McCloud Phone and email: 913-469-8500 x2527; mccloud@jccc.edu Date: 7/1/2020

Johnson County Community	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%	51.5% (1,815/3,527)**	↑	54.4% (2,884/5,298)	↑	55.2% (2,782/5,044)	↑
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	↑	3,066	↑	3,359	↑
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)	↑	55.4% (1,360/2,455)	↑	53.7% (1,361/2,533)	↑
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 12 Cohort: 606/1,195 50.7% Fall 13 Cohort: 617/1,128 54.7% Fall 14 Cohort: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	Fall 16 Cohort: 58.5% (753/1,287)	↑	Fall 17 Cohort: 55.1% (721/1,308)	↑	Fall 18 Cohort 57.2% (730/1,276)	↑
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	Fall 12 Cohort: 304/523 58.1% Fall 13 Cohort: 411/620 66.3% Fall 14 Cohort: 443/663 66.8% Baseline: 1,158/1,806 64.1%	Fall 16 Cohort: 70.9% (471/664)	↑	Fall 17 Cohort: 68.4% (464/678)	↑	Fall 18 Cohort 71.1% (431/606)	↑
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 10 Cohort: 674/1,622 41.5% Fall 11 Cohort: 618/1,467 42.1% Fall 12 Cohort: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	Fall 14 Cohort: 41.5% (631/1,520)	↑	Fall 15 Cohort: 46.1% (666/1,446)	↑	Fall 16 Cohort 47.7% (733/1,536)	↑
*Updated 4/20/2018			**Updated 6/14/2019					

Labette Community College Performance Report AY 2022							AY 2022 FTE: 919 Date: 5/31/2023	
Contact Person: Jason Sharp Phone: 620-820-1255 email: jasons@labette.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first-time, full-time college-ready freshmen	1 <i>KBOR Data</i>	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% Baseline: 212/343 = 61.8%	61/110 = 55.5%	↓	65/113 = 57.5%	↓	79/132 = 59.8%	↓
2 Increase the number of certificates and degrees awarded	1 <i>KBOR Data</i>	AY 2013: 425 AY 2014: 435 AY 2015: 391 Baseline: 417	375	↓	319	↓	342	↓
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% Baseline: 928/1,305 = 71.1%	330/432 = 76.4%	↑	299/406 73.6%	↑	287/396 72.5%	↑
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%	129/157 = 82.2%	↑	118/155 76.1%	↑	116/137 84.7%	↑
5 Increase percentage 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 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% Baseline: 249/280 = 88.9%	68/76 = 89.5%	↑	52/53 98.1%	↑	57/61 93.4%	↑
6 Increase three-year graduation rates of college ready cohort	1 <i>KBOR Data</i>	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% Baseline: 93/363 = 25.6%	45/96 = 46.9%	↑	37/110 = 33.6%	↑	44/110 = 40.0%	↑

Labette Community College Performance Report AY 2022

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.

Result:

We did not show directional improvement for this indicator. Labette Community College has been diligently working on strategies to improve this indicator. In AY22, LCC started a strategic enrollment management (SEM) committee. Retention is a subcommittee of SEM. The retention committee made many recommendations and the one that we are starting to see as impactful is running D's and F's three times a semester (4/8/12 weeks). Once those grades are pulled, notifications are sent to the advisors of those students so they can work on academic improvement goals in a timely manner. Additionally, in July 2022 Labette moved the entire college to an intrusive advising model with an advising center. The goal of this shift was to work more intrusively with students from start to finish to retain and move toward degree or certificate completions. While employee turnover has caused some challenges, new hires have brought new ideas. This summer, due to LCC's commitment to student success, the college will be holding a two-day SEM retreat to evaluate the student "life cycle" from an all institutional perspective to find strengths and gaps.

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 completers. Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

Result:

We did not show directional improvement for this indicator. This indicator has fluctuated both in decline and growth. We had an extremely high initial baseline using AY13 – 15 (417) data. While the college made improvements each year, in March 2020 the national pandemic occurred causing lots of disruption. There are a few other contributing factors such as drop of enrollment (enrollment cliff) and service area population decline. KBOR's Building a Future Report 2022 cited on page 12, "The percentage of high school graduates entering college immediately after graduation in 2020 was 44.8%, down 9.3 percentage points in five years." Further citing, "The college going rate for those entering college two or more years after high school graduation was also down, indicating more students are not deferring their postsecondary education, but foregoing it entirely." This was also cited in the 2021 annual report. Thus, highlighting this is a statewide trend not specific to any Kansas college alone. LCC was on an upward trend year to year until the pandemic. We did see growth from 319 in AY21 (928 FTE) to 342 in AY22 (919 FTE) which lend to our current efforts being successful, even with lower FTE. We will continue to evaluate ways to increase the number of certificates and degrees awarded and find ways to demonstrate the value of having postsecondary credentials.

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

Description: We chose this indicator because it allows us to focus on LCC student improvement in writing. 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.

Result: Directional improvement from the baseline was demonstrated. For the last several years, Labette has made transitions in its offering of developmental English coursework. The college continues to offer developmental coursework but has moved to phase out the Accelerated Learning Program due to scheduling and progression conflicts. The English Comp I with Review course saw increased enrollment and offerings over the last couple of semesters as it assists students with scheduling and allows them to track towards degree completion quicker. The English Comp I with Review classes are offered in computer labs where students spend time writing and the instructors are able to guide them through the writing process. College resources such as tutoring and library are always

discussed in class with the students so they are aware of additional support systems available to them. Labette will continue to evaluate ways to increase student success with this indicator.

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

Description: 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 including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.

Result: Directional improvement from the baseline was demonstrated. Student Support Services advisors have been able to design interventions for the targeted population. 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. The Student Support Services work diligently with students to prepare and provide interventions for academic success. They continue to stay abreast regarding trends, changes, and other factors that will improve student success.

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

Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant (PTA), Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, Obstetrics room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits, and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

Result: Directional improvement from the baseline was demonstrated. LCC Health Career Programs continue to fill workforce needs and many students continue their education in the field. This is demonstrated by great collaboration and support of health care & educational providers in our area.

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

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

Result: Directional improvement from the baseline was demonstrated. The Retention and Completion Committees are developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, the college is working towards completing an enrollment management plan which will help increase three-year graduation rates for the college ready cohort.

Labette Community College Performance Report AY 2019							AY 2019 FTE: 1,160	
Contact Person: Jason Sharp			Phone and email: 620-820-1255; jasons@labette.edu				Date: 7/7/2020	
Labette 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 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 67.6% Baseline 212/343 61.8%	51.2% (64/125)	↓	72.9% (70/96)	↑	59.6% (65/109)	↓
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓	356	↓	391	↓
*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)	↑	71.7% (365/509)	↑	71.0% (340/479)	↔
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)	↑	75.8% (122/161)	↑	77.2% (139/180)	↑
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 86.4% Baseline 249/280 88.9%	95.8% (68/71)	↑	98.5% (67/68)	↑	100% (71/71)	↑
6 Increase three year graduation rates of college ready cohort.	1	Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑	21.6% (22/102)	↓	32.0% (40/125)	↑

*May 2018 – BAASC approved change to indicator 3

Neosho County Community College Performance Report AY 2022						AY 2022 FTE: 995 Date: 5/23/2023		
Contact Person: Sarah Robb Phone: 620-432-0302 email: Sarah_Robb@neosho.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Three-year graduation rates of college ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% Baseline: 139/474 = 29.3%	77/202 = 38.1%	↑	87/207 = 42.0%	↑	106/255 = 41.6%	↑
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% Baseline: 883/1,119 = 78.9%	286/362 = 79.0%	↑	263/333 79.0%	↑	350/429 = 81.6%	↑
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% Baseline: 1,534/1,599 = 95.9%	1052/1071 = 98.2%	↑	1,009/1,025 98.4%	↑	981/995 = 98.6%	↑
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% Baseline: 334/434 = 77.0%	95/116 = 81.9%	↑	89/113 78.8%	↑	73/83 = 88.0%	↑
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% Baseline: 237/339 = 69.9%	76/96 = 79.2%	↑	56/91 61.5%	↓	55/82 = 67.1%	↓
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% Baseline: 4,914/63 = 78.0%	1732/21 = 82.5%	↑	1,749/21 83.3%	↑	1,691/21 = 80.5%	↑

Neosho County Community College Performance Report AY 2022

Indicator 1: Three-year graduation rates of college ready cohort

Description: NCCC will increase the three-year graduation rate of college-ready students using cohort data compared to the 3-year baseline. This indicator includes cohorts of students who enrolled as first-time, full-time, degree-seeking students who were not enrolled in any developmental courses in the initial year. NCCC strives to provide excellent advising and guidance for students to work toward completion, therefore a focus on increasing this rate will challenge us to ensure appropriate completion pathways are made clear to our students.

Result: The AY 2022 data demonstrates that NCCC exceeded the goal established for this baseline. We have had 19 faculty and staff members fully complete our new advisor training professional development module that focuses on our pathways and completion. This continues to make a positive impact on graduation rates.

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. 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. Outcome data from all sections of each course per academic year are used. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports. NCCC will strive to sustain and increase student performance with analytical thinking.

Result: AY 2022 shows a slight increase to this goal and while it is just a few percentage points, we are very proud of this increase. This score has been stagnant for the previous two years. During our monthly faculty meetings, we have continued to emphasize and focus on ways analytical thinking can be engaged in our classrooms and we are pleased to see the improvement in our assessment scores.

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 (OTA), 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 reported number of tests taken.

Result: NCCC has performed above the baseline for this goal for AY 2022. The faculty and staff in Workforce Development at NCCC maintain a commitment to ensure these opportunities are embedded in the curriculum. There continues to be a strong, coordinated effort to not only encourage the completion of third-party credentials, but also to effectively document the results.

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. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success from baseline data of the pre-composition 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).

Result: NCCC has performed above the baseline for this goal in AY22. In fact, this is a 3-year high score for this goal. We are pleased to see student success in this goal; however, we do plan to adjust our developmental delivery mechanism to the corequisite model in the next few years. We look forward to seeing how the new model will support our student learning success.

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

Description: NCCC will increase student academic success in 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 analyze and respond to the results. Continued analysis will help to determine causation and support continued improvement in this pathway. 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).

Result: Although our score for this goal was improved from the previous year, we did not exceed the baseline established. Last year was the first time we failed to meet this goal and we reported that we would be reviewing the corequisite model for the future. Based on both the analysis completed by KBOR staff along with our own research and review, we will be adjusting our developmental delivery in the next few years. Again, we look forward to supporting our students in this new way.

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

Description: NCCC will increase the 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.

Result: The baseline for this goal was exceeded for AY 2022, again suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions. The course learning outcomes represent the core of our educational process. All faculty members at NCCC are committed to documenting continuous improvement associated with each of these learning outcomes.

Neosho County Community College Performance Report AY 2019							AY 2019 FTE: 1,217	
Contact Person: Sarah Robb			Phone and email: 620-432-0302; sarah_robbs@neosho.edu				Date:6/15/2020	
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	↓	901	↓	820	↓
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)	↓	75% (290/385)	↓	72% (242/335)	↓
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)	↔	99% (1033/1036)	↑	97% (864/894)	↑
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)	↑	81% (76/94)	↑	86% (86/100)	↑
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)	↑	85% (64/75)	↑	79% (64/81)	↑
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)	↑	81% (1543/19)	↑	79% (1506/19)	↑