

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

***REVISED* CONFERENCE CALL AGENDA**

**February 28, 2017
11:00 am**

**CONFERENCE CALL INFORMATION
DIAL: 866.620.7326
CONFERENCE CODE: 1366296630**

- | | | |
|-------------|--|--|
| I. | Call To Order | Regent Van Etten, Chair |
| | <ul style="list-style-type: none"> A. <i>Approve Minutes</i>
February 15, 2017, Meeting | p. 2 |
| II. | Agenda Planning | |
| | <ul style="list-style-type: none"> A. <i>Consent Agenda</i> <ul style="list-style-type: none"> 1. Act on Request for Accreditation of FHSU Program B. <i>Discussion Agenda</i> <ul style="list-style-type: none"> 1. Receive 2016 Accreditation Report | Max Fridell, KBOR p. 3

Max Fridell, KBOR p. 4 |
| III. | Other Matters | |
| | <ul style="list-style-type: none"> 1. Act on Request for Approval of Performance Reports for Academic Year 2015 | Jean Redeker, KBOR p. 27
Karla Wiscombe, KBOR |
| IV. | Adjournment | |

**Board Academic Affairs Standing Committee
Meeting Schedule**

AGENDA MATERIALS DUE	MEETING DATES		TIME
February 14, 2017	February 28, 2017	Conference Call	11:00 am
February 22, 2017	March 15, 2017	Face to Face	10:30 am
March 20, 2017	April 4, 2017	Conference Call	11:00 am
April 17, 2017	May 2, 2017	Conference Call	11:00 am
April 26, 2017	May 17, 2017	Face to Face	10:30 am
May 1, 2017	May 30, 2017	Conference Call	11:00 am
May 24, 2017	June 14, 2017	Face to Face	10:30 am

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

**Wednesday February 15, 2017
MINUTES**

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference Room at 10:30 a.m. on Wednesday, February 15, 2017.

In Attendance:

Members:	Regent Helen Van Etten Regent Shane Bangarter	Regent Zoe Newton Regent Dave Murfin	Regent Daniel Thomas
Staff:	Jean Redeker Max Fridell Julene Miller	Jacqueline Johnson Danielle Garretson	Crystal Puderbaugh Cindy Farrier
Others:	Doug Girod, KUMC Tim Crowley, FHSU Michael McCloud, JCCC	Robert Klein, KUMC Ruth Dyer, KSU Tiffany Bohm, KCKCC	Rick Muma, WSU Lori Winningham, Butler CC Stuart Day, KU

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

I. Approve Minutes

Regent Newton moved to approve the January 18, 2017 minutes. Regent Thomas seconded, and the motion carried.

II. Discussion Items

Doug Girod and Robert Klein with KUMC discussed the proposed Amendments to the Annual and Multiple Year Appointment Policy. The discussion began with background information and proceeded through the proposed policy changes.

Regent Newton moved to approve the proposed Amendments to the Annual and Multiple Year Appointment Policy. Regent Thomas seconded, and the motion carried. The proposal will be presented to the Governance Committee in March.

III. Update Items

- Jean Redeker introduced Jacqueline Johnson, who presented the Private Postsecondary Education Report. Jean introduced the Private Postsecondary Staff and provided background information on schools the unit regulates. Jacqueline presented the Annual Report for Fiscal Year 2015.

Discussion was held throughout the presentation. BAASC members appreciate the hard work of the Private Postsecondary staff.

Adjournment

There being no other business, meeting adjourned at 11:17 am.

Request to Seek Accreditation Program - FHSU

Summary and Recommendation:

Board policy requires state universities to seek approval prior to pursuing initial accreditation for an academic program at a state university. Fort Hays State University asks approval to seek accreditation for its Industrial Technology and Construction Management concentration areas in the Department of Applied Technology from the Association of Technology, Management, and Applied Engineering (ATMAE). Staff recommends approval. 2/28/2017

Background

Board policy (II.7.1.i.) on accreditation states:

The Kansas Board of Regents believes that accreditation is an important indicator of institutional and program quality but that it must be balanced by considerations such as the relationship of accreditation to institutional mission, role, and aspiration, as well as the costs associated with accreditation visits and recommendations.

- (i) Board approval is required when any state university seeks accreditation for any program that it does not hold. Board approval shall be preceded by a formal proposal to the Board to seek accreditation. Where a program at any state university is unaccredited, Board approval must be obtained and granted prior to beginning the accreditation process. The proposal should include information on the accrediting agency and a table of costs associated with accreditation.

Request

Fort Hays State University asks approval to seek accreditation for its Bachelor of Science in Technology Studies programs in industrial technology and construction management from the Association of Technology, Management, and Applied Engineering (ATMAE).

ATMAE, recognized by the Council for Higher Education Accreditation in 2002 and a member of the Association of Specialized and Professional Accreditors, sets standards for academic program accreditation, personal certification, and professional development for educators and industry professionals involved in integrating technology, leadership, and design. “The primary purpose of ATMAE accreditation is to encourage and recognize the attainment of certain professional goals and standards for technology and to encourage continuous quality improvement through a voluntary and comprehensive evaluation process.”¹

Focused on educational program quality, best instructional practices, and high academic standards, ATMAE utilizes an outcomes-based assessment model to, currently, accredit 273 Associate, 180 Baccalaureate, and 13 Master’s degree programs in technology-related disciplines throughout the United States.

Rationale

The value of ATMAE accreditation is that it provides an external validation of the quality of the programs to faculty, students, parents, university administration, and industry employers/partners. Accreditation also serves as a mechanism to develop continuous program improvement plans by utilizing clear, evidence-based indicators of the performances of the department’s graduates. In order to achieve ATMAE accreditation, programs must demonstrate achievement in the 21 ATMAE standards, including the development and programmatic implementation of goals, outcomes, assessments, and surveys. These standards are reflected in the criteria established for the program courses, faculty qualifications, learning environments, and advisory board.

There are currently no other ATMAE accredited programs in the state of Kansas; the closest ATMAE accredited program is at the University of Nebraska at Kearney. ATAME accreditation would provide the FHSU Department of Applied Technology the opportunity to distinguish its programs from other industrial technology programs in the Midwest.

Costs

The following costs are associated with ATMAE accreditation:

Initial Accreditation Fee	\$5,000
Annual Accreditation Fee	\$2,650
Accreditation Coordinator	\$3,500

Recommendation

Staff recommends approval of this request.

¹ ATMAE (2017). ATMAE accreditation. Retrieved from: <http://www.atmae.org/?page=Accreditation>

Accept 2016 Accreditation Report

Board policy states “The Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the Regents universities and their accredited programs. The report shall include information on a) whether the institution or the program is accredited for the full term of accreditation and b) whether the institution or the program has received full accreditation status or is on probationary status.” Reports from each state university are attached. Staff recommends acceptance of the report.

02/28/2017

Background

Accreditation is a process certifying institutions and programs have met a specified set of standards. There are two broad types of accreditation in postsecondary education: institutional accreditation and the specialized accreditation of academic units or programs.

The accreditation of postsecondary institutions occurs through a system of accrediting bodies approved by the U.S. Department of Education. In Kansas and eighteen other states, postsecondary institutions may achieve institutional accreditation through the Higher Learning Commission.

The specialized accreditation of academic units or programs occurs through a system of accrediting organizations based in academic disciplines. In a few instances, state regulatory agencies accredit academic programs. For example, both the Kansas State Board of Education and the Council for the Accreditation of Educator Preparation accredit teacher education programs. Program accreditation is most prevalent in professional programs, such as architecture, engineering, nursing, law, and teacher education.

2016 Accreditation Report

The Board of Regents receives an annual report on the accreditation status of the state universities and various programs within each that have specialized accreditation. These reports, which are attached, show each university is fully accredited by the Higher Learning Commission. In addition, they list the accreditation status of individual programs at each institution.

- Emporia State University reports 16 programs accredited by their respective specialized accrediting bodies. Of the 16 accredited programs, 9 are in The Teachers College.
- Fort Hays State University reports 10 programs fully accredited or recognized by specialized accrediting bodies. The University’s Information Networking and Telecommunications program is designated as a National Center of Excellence in Cyber Defense Education.
- Kansas State University reports 49 programs accredited by licensed, approved, certified, or registered specialized bodies. Eleven programs from either the College of Engineering or the College of Technology and Aviation have full accreditation from ABET, Inc., formerly known as the Accreditation Board for Engineering and Technology.
- Pittsburg State University reports 26 programs accredited by specialized accrediting agencies. Six programs, all from the College of Technology, have full accreditation from ABET, Inc.
- The University of Kansas reports 33 programs accredited by specialized accrediting agencies. The School of Engineering alone holds eleven accreditations, followed by the School of Education with six.
- The University of Kansas Medical Center reports 20 programs accredited or approved by specialized accrediting agencies. In addition, 59 residency and fellowship programs are appropriately accredited or approved.
- Wichita State University reports 30 programs accredited by specialized accrediting agencies. One-third of these accreditations are found in the College of Health Professions.

Staff Recommendation

Staff recommends acceptance of this report.

Emporia State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/ GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes *
Emporia State University	Institutional	UG/ GR	Higher Learning Commission	Full	2014	10 years	2024	
Business	Business	UG/ GR	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2012	5 years	2017	
International Education	Intensive English Program	UG/ GR	Commission on English Language Program Accreditation	Full	2015	4 years	2019	
Liberal Arts & Sciences	Art	UG	National Association of Schools of Art and Design	Full	2013	5 years	2017- 2018	
Liberal Arts & Sciences	Chemistry	UG	American Chemical Society	Full	2009	7 years	2016	1
Liberal Arts & Sciences	Nursing	UG	Accreditation Commission for Education in Nursing	Full	2008	8 years	2016	2
Liberal Arts & Sciences	Nursing	UG	Kansas State Board of Nursing	Full	2016	8 years	2024	
Liberal Arts & Sciences	Visual and Performing Arts: Music	UG/ GR	National Association of Schools of Music	Full	2010	10 years	2020	
Library and Information Management	Library Science	GR	American Library Association	Full	2015	7 years	2022	
The Teachers College	Art Therapy	GR	American Art Therapy Association	Full	2010	7 years	2017	
The Teachers College	Athletic Training	UG	Commission on Accreditation of Athletic Training Education	Full	2009	10 years	2019	
The Teachers College	Center for Early Childhood Education		National Association for the Education of Young Children	Full	2015	5 years	2020	
The Teachers College	Clinical Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	Full	2016	4 years	2020	
The Teachers College	Coaching Minor	UG	National Council for Accreditation of Coaching Education	Full	2012	7 years	2019	
The Teachers College	Education	UG/ GR	National Council for Accreditation of Teacher Education	Full	2011	7 years	2018	
The Teachers College	Education	UG/ GR	Kansas State Board of Education	Full	2011	7 years	2018	

Emporia State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/ GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes *
The Teachers College	Psychology	GR	National Association of School Psychologists	Full	2011	5 years	2016	3
The Teachers College	Rehabilitation Counseling Education	GR	Council on Rehabilitation Education	Full	2013	8 years	2021	
The Teachers College	School Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	Full	2013	2 years	2016	

Notes

1 Report submitted Summer 2016
2 Site visit October 2016; committee report Spring 2017
3 Received an extension to Spring 2017 to submit report

Fort Hays State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG / GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Fort Hays State University	Institutional	UG/GR	Higher Learning Commission	full	2015	8 years	2023	
College of Arts, Humanities and Social Sciences	Music	UG	National Association of Schools of Music	full	2012	10 years	2022	
College of Business and Entrepreneurship	Information Networking and Telecommunications	UG/GR	US Department of Homeland Security and National Security Administration	designated	2015	5 years	2020	1
College of Education	Teacher Education	UG/GR	Council for the Accreditation of Educator Preparation	full	2010	7 years	2017	
College of Education	Teacher Education	UG/GR	Kansas State Board of Education	full	2010	7 years	2017	
College of Health and Behavioral Sciences	Athletic Training	UG	Commission on Accreditation of Athletic Training Education	full	2009	10 years	2019	
College of Health and Behavioral Sciences	Communication Disorders	GR	American Speech-Language Hearing Association	full	2013	8 years	2021	
College of Health and Behavioral Sciences	Nursing	UG/GR	Commission on Collegiate Nursing Education	full	2009	10 years	2019	
College of Health and Behavioral Sciences	Nursing	UG/GR	Kansas State Board of Nursing	full	2009	10 years	2019	
College of Health and Behavioral Sciences	Radiologic Technology	UG	Joint Review Committee on Education in Radiologic Technology	full	2014	8 years	2022	
College of Health and Behavioral Sciences	Social Work	UG	Council on Social Work Education	full	2011	8 years	2019	
College of Science, Technology and Math	Chemistry	UG	American Chemical Society	full	2012	5 years	2017	2
College of Science, Technology and Math	Tech Studies	UG	Association of Technology, Management, and Applied Engineering	Application submitted	2017	4 year	2021	3

- Notes: 1. FHSU is designated as a National Center of Excellence in Cyber Defense Education.
 2. ACS requires annual data submission and more comprehensive review every five years. ACS does not accredit for a specific time period.
 3. ATMAE will conduct a site visit for grant of initial accreditation in Spring, 2017.

Kansas State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Kansas State University	Institution	All	Higher Learning Commission	Full	2012	10 years	2022	
International Programs	English Language Program	All	Commission on English Language Program Accreditation	Full	2013	10 years	2023	
College of Agriculture	Food Science and Industry	UG	Institute of Food Technologists	Certified	2015	5 years	2020	
College of Agriculture	Park Management and Conservation	UG	Council on Accreditation of Parks, Recreation, Tourism and Related Professions	Full	2015	7 years	2022	
College of Architecture, Planning & Design	Architecture	GR	National Architectural Accrediting Board	Full	2011	6 years	2017	
College of Architecture, Planning & Design	Interior Architecture and Product Design	GR	Council for Interior Design Accreditation	Full	2013	6 years	2019	
College of Architecture, Planning & Design	Interior Architecture and Product Design	GR	National Association of Schools of Art and Design	Full	2015	10 years	2025	
College of Architecture, Planning & Design	Landscape Architecture	GR	Landscape Architecture Accrediting Board	Full	2015	6 years	2021	
College of Architecture, Planning & Design	Regional and Community Planning	GR	Planning Accreditation Board of the American Planning Association	Full	2015	7 years	2022	
College of Architecture, Planning & Design	Regional and Community Planning	GR	Association of Collegiate Schools of Planning	Full	2015	7 years	2022	
College of Arts & Sciences	Art	UG	National Association of Schools of Art and Design	Full	2015	10 years	2025	
College of Arts & Sciences	Fine Arts	UG/GR	National Association of Schools of Art and Design	Full	2015	10 years	2025	
College of Arts & Sciences	Chemistry	UG	American Chemical Society	Approved	2013	5 years	2019	
College of Arts & Sciences	School of Journalism & Mass Communications	UG	Accrediting Council on Education in Journalism & Mass Communication	Full	2013	6 years	2020	
College of Arts & Sciences	Music	UG/GR	National Association of Schools of Music	Full	2012	10 years	2022	
College of Arts & Sciences	Public Administration	GR	National Association of Schools of Public Affairs and Administration	Full	2012	6 years	2018	
College of Arts & Sciences	Social Work	UG	Council on Social Work Education	Full	2010	8 years	2018	
College of Arts & Sciences	Theatre	UG/GR	National Association of Schools of Theatre	Full	2009	10 years	2019	

Kansas State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
College of Business Administration	College	UG/GR	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2013	5 years	2018	
College of Business Administration	Accounting	UG/GR	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2013	5 years	2018	
College of Education	Teacher Education	UG/GR	National Council for Accreditation of Teacher Education	Full	2016	7 years	2023	
College of Education	Teacher Education	UG/GR	Kansas Department of Education	Full	2009	7 years	2016	1
College of Education	Counselor Education and Supervision	GR	Council for Accreditation of Counseling & Related Educational Programs	Accredited	2016	2 years	2018	
College of Education	Secondary Education (Art Emphasis)	UG	National Association of Schools of Art and Design	Full	2005	10 years	2015	2
College of Education	School Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	Accredited	2016	8 years	2024	
College of Engineering	Architectural Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Biological Systems Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Chemical Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Civil Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Computer Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Computer Science	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Construction Science and Management	UG	American Council for Construction Education	Full	2015		2021	
College of Engineering	Electrical Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Industrial Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Mechanical and Nuclear Engineering	UG	ABET, Inc.	Full	2012		2018	
College of Engineering	Mechanical and Nuclear Engineering	-	U.S. Nuclear Regulatory Commission	Licensed	2002	20 years	2022	
College of Human Ecology	Apparel Design	UG	National Association of Schools of Art and Design	Full	2015	10 years	2025	

Kansas State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
College of Human Ecology	Athletic Training Education Program	UG	Commission on Accreditation of Athletic Training Education	Continued Accreditation	2010	10 years	2020	
College of Human Ecology	Communication Sciences & Disorders	UG	Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association	Full	2010	8 years	2018	
College of Human Ecology	Communication Sciences & Disorders	GR	Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association	Full	2009	10 years	2019	
College of Human Ecology	Coordinated Program in Dietetics	UG	Commission on Accreditation for Dietetics Education	Full	2009	10 years	2019	
College of Human Ecology	Didactic Program in Dietetics	UG	Commission on Accreditation for Dietetics Education	Full	2009	10 years	2019	
College of Human Ecology	Early Childhood Education	UG	National Association for the Education of Young Children	Full	2016	5 years	2021	
College of Human Ecology	Personal Financial Planning	All	Certified Financial Planners Board of Standards	Registered	2015	2 years	2017	
College of Human Ecology	Hospitality Management	UG	Accreditation Commission for Programs in Hospitality Administration	Full	2010	7 years	2017	
College of Human Ecology	Interior Design	UG	Council for Interior Design Association	Full	2016	6 years	2022	
College of Human Ecology	Interior Design	UG	National Association of Schools of Art and Design	Full	2015	10 years	2025	
College of Human Ecology	Marriage and Family Therapy	GR	Commission on Accreditation for Marriage and Family Therapy Education	Full	2014	6 years	2020	
College of Technology & Aviation	Aviation Maintenance	UG	Federal Aviation Administration	FAA Approved	-	As Needed	-	3
College of Technology & Aviation	Professional Pilot	UG	Aviation Accreditation Board International	Full	2011	5 years	2017	4
College of Technology & Aviation	Professional Pilot School	UG	Federal Aviation Administration	FAA Approved	2016	2 years	2018	
College of Technology & Aviation	Electronic and Computer Engineering Technology	UG	ABET, Inc.	Full	2011		2017	

Kansas State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
College of Technology & Aviation	Mechanical Engineering Technology	UG	ABET, Inc.	Full	2011		2017	
College of Veterinary Medicine	College	GR	American Veterinary Medicine Association	Full	2010	7 years	2017	
College of Veterinary Medicine	Master of Public Health	GR	Council on Education for Public Health	Full	2014	5 years	2019	
College of Veterinary Medicine	Comparative Medicine Group	University	Association for Assessment and Accreditation for Lab Animal Care	Full	2014	3 years	2017	
College of Veterinary Medicine	Veterinary Diagnostic Laboratory	GR	American Association of Veterinary Laboratory Diagnostics	Full	2011	5 years	2016	5

Notes:

- 1 KSDE expected to decide on accreditation in spring 2017.
- 2 Site visit took place March 2015. Program is working to address items for response requested by NASAD. Response due to NASAD September 2017. Decision to be made October 2017.
- 3 Aviation Maintenance – FAA approved FAR 147 School. Certificate in effect indefinitely unless revoked, suspended, or cancelled. FAA requires that we accommodate their requests for a visit at any time and that we provide appropriate student documentation, but reviews do not take place on a regularly scheduled cycle.
- 4 Accreditation review extended from 2016 to 2017. Site visit expected late spring 2017.
- 5 AAVLD site visit occurred November 2016. Waiting to hear back from AAVLD.

Pittsburg State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/ GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Pittsburg State University	Institutional	UG/ GR	Higher Learning Commission	Full	2013	10 years	2023	1
Pittsburg State University	Intensive English Program		Commission on English Language Program Accreditation	Full	2015	5 years	2020	
Arts & Sciences	Chemistry	UG	American Chemical Society	Full	2017	6 years	2023	
Arts & Sciences	Preschool	UG	National Association for the Education of Young Children	Full	2017	5 years	2022	
Arts & Sciences	Social Work	UG	Council on Social Work Education	Full	2013	8 years	2021	
Arts & Sciences	Music	UG/ GR	National Association of Schools of Music	Full	2011	10 years	2021	
Arts & Sciences	Nursing	UG/ GR	Kansas State Board of Nursing	Full	2009	10 years	2020	
Arts & Sciences	Nursing	UG/ GR	Commission on Collegiate Nursing Education	Full	2009	10 years	2020	
Business	Accounting	UG/ GR	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Business	Marketing	UG	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Business	Management	UG	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Business	Finance	UG	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Business	Economics	UG	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Business	International Business	UG	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	

Pittsburg State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/ GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Business	Computer Information Systems	UG	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Business	General Administration	GR	AACSB International: The Association to Advance Collegiate Schools of Business	Full	2014	5 years	2019	
Education	Counseling: Clinical Mental Health Emphasis	GR	Council for Accreditation of Counseling and Related Educational Programs	Full	2011	8 years	2019	2
Education	Recreation/Therapeutic Recreation	UG	National Recreation and Park Association: Council on Accreditation of Parks, Recreation, Tourism and Related Professions	Full	2014	5 years	2019	
Education	Psychology: Clinical Emphasis (Masters)	GR	Masters in Psychology and Counseling Accreditation Council	Full	2007	10 years	2017	
Education, Arts and Sciences, and Technology	Elementary and Secondary	UG/ GR	Council for the Accreditation of Educator Preparation	Full	2010	7 years	2017	
Education, Arts and Sciences, and Technology	Elementary and Secondary	UG/ GR	Kansas State Board of Education	Full	2009	7 years	2017	
Technology	Electronics Engineering Technology	UG	ABET, Inc.	Full	2014		2020	3
Technology	Manufacturing Engineering Technology	UG	ABET, Inc.	Full	2014		2020	3
Technology	Mechanical Engineering Technology	UG	ABET, Inc.	Full	2014		2020	3
Technology	Plastics Engineering Technology	UG	ABET, Inc.	Full	2014		2020	3
Technology	Construction Management	UG	ABET, Inc.	Full	2015		2020	3

Pittsburg State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/ GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Technology	Construction Engineering Technology	UG	ABET, Inc.	Full	2014		2020	3
Technology	Manufacturing Engineering Technology	UG/ GR	The Foundry Education Foundation	Full	2014	6 years	2021	
Technology	Auto Service Technology (Associates)	UG	National Automotive Technicians Education Foundation	Full	2016	5 years	2021	

Notes:

1. HLC: Next reaffirmation of accreditation is 2023 with next Assurance review in 2017.
2. Program has been closed and accreditation has been suspended.
3. ABET, Inc. policy prohibits public disclosure of the period for which a program is accredited, though institutions may publish the year of the last and next review.

University of Kansas Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
University of Kansas	Institutional	UG/GR	Higher Learning Commission	full	2015	10 years	2025	1
Architecture, Design and Planning	Architecture	UG/GR	National Architectural Accrediting Board	full	2016	8 years	2024	
Architecture, Design and Planning	Design	UG/GR	National Association of Schools of Art and Design	full	2012	10 years	2022	
Architecture, Design and Planning	Urban Planning	GR	Planning Accreditation Board	full	2010	5 years	2017	2
Business	Accounting	UG/GR	AACSB International: Association to Advance Collegiate Schools of Business	full	2012	5 years	2017	
Business	Business	UG/GR	AACSB International: Association to Advance Collegiate Schools of Business	full	2012	5 years	2017	
Education	Teacher Education	UG/GR	Kansas State Board of Education	full	2013	8 years	2021	
Education	Teacher Education	UG/GR	National Council for Accreditation of Teacher Education	full	2015	6 years	2021	
Education	Athletic Training	UG/GR	Commission on Accreditation of Athletic Training Education	full	2008	10 years	2018	
Education	Counseling Psychology	GR	American Psychological Association	full	2014	6 years	2020	
Education	School Psychology	GR	American Psychological Association	full	2016	7 years	2023	
Education	School Psychology	GR	National Association of School Psychologists	full	2016	5 years	2021	
Engineering	Aerospace	UG	ABET, Inc.	full	2013		2019	3
Engineering	Architectural	UG	ABET, Inc.	full	2013		2019	3
Engineering	Chemical	UG	ABET, Inc.	full	2015		2019	3
Engineering	Civil	UG	ABET, Inc.	full	2013		2019	3
Engineering	Computer	UG	ABET, Inc.	full	2013		2019	3
Engineering	Computer Science	UG	ABET, Inc.	full	2016		2022	3
Engineering	Electrical	UG	ABET, Inc.	full	2013		2019	3
Engineering	Engineering Physics	UG	ABET, Inc.	full	2013		2019	3

University of Kansas Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Engineering	Information Technology	UG	ABET, Inc.	full	2016		2022	3
Engineering	Mechanical	UG	ABET, Inc.	full	2013		2019	3
Engineering	Petroleum	UG	ABET, Inc.	full	2013		2019	3
Journalism	Journalism	UG/GR	Accrediting Council on Education in Journalism and Mass Communication	full	2011	6 years	2017	
Law	Law	GR	Association of American Law Schools	full	2013	7 years	2020	
Law	Law	GR	American Bar Association	full	2013	7 years	2020	
Liberal Arts and Sciences	Applied Behavioral Science/Behavioral Psychology	GR	Association for Behavior Analysis International	full	2014	5 years	2019	
Liberal Arts and Sciences	Clinical Child Psychology	GR	American Psychological Association	full	2015	7 years	2022	
Liberal Arts and Sciences	Clinical Psychology	GR	American Psychological Association	full	2014	7 years	2021	
Liberal Arts and Sciences	Public Administration	GR	National Association of Schools of Public Affairs and Administration	full	2016	1 year	2017	4
Liberal Arts and Sciences	Visual Art	UG/GR	National Association of Schools of Art and Design	full	2012	10 years	2022	5
Music	Music	UG/GR	National Association of Schools of Music	full	2014	10 years	2022	
Music	Music Education	UG/GR	National Association of Schools of Music	full	2014	10 years	2022	5
Music	Music Therapy	UG/GR	American Music Therapy Association	full	2013	10 years	2023	
Pharmacy	Pharmacy Practice (MS)	GR	American Society of Health-System Pharmacists	full	2012	6 years	2018	6,7
Pharmacy	Pharmacy Practice (PharmD)	UG	Accreditation Council for Pharmacy Education	full	2014	8 years	2022	
Social Welfare	Social Welfare	UG/GR	Council on Social Work Education	full	2010	8 years	2018	

University of Kansas Accreditation Report

Accreditations current as of January 1, 2017

Notes:

1. Assurance Review required in 2018-19 as part of the new HLC Open Pathway process.
2. Accreditation for the Masters in Urban Planning extended until 2017 based on Fall 2013 progress and compliance evaluation.
3. ABET, Inc. policy prohibits public disclosure of the period for which a program is accredited, though institutions may publish the year of the last and next review.
4. Reaccreditation granted for one year while program addresses non-conformities related to program evaluation and diversity.
5. Music Education and Visual Art Education are teacher licensure programs and as such are also reviewed during the School of Education accreditation process.
6. Includes separate accreditation reviews for these program components: Health System Pharmacy Administration (with M.S.) (2012); Pharmacy Practice (2012); Community Pharmacy Practice (2012); Drug Information (2015); Oncology Pharmacy Practice (2012)
7. In April 2015, ASHP approved reaccreditation for residencies in pharmacy, health-system pharmacy administration, and pharmacy in oncology at KUMC for six years, to 2021, and for pharmacy in critical care at KU Hospital for three years (2018).

University of Kansas Medical Center

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Accreditation Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Health Professions	Audiology - AUD	GR	Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association	Cont. Accred.	2016	8 years	2024	
Health Professions	BS in Clinical Laboratory Sciences (Medical Laboratory Scientist)	UG	National Accrediting Agency for Clinical Laboratory Sciences	Cont. Accred.	2012	7 years	2018	
Health Professions	BS in Clinical Laboratory Sciences (Diagnostic Molecular Scientist)	UG	National Accrediting Agency for Clinical Laboratory Sciences	Cont. Accred.	2012	7 years	2018	
Health Professions	Advanced Cardiovascular Technology	Certificate	Commission on Accreditation of Allied Health Education Programs	Cont. Accred.	2013	5 years	2018	1
Health Professions	Diagnostic Ultrasound and Vascular Technology	Certificate	Commission on Accreditation of Allied Health Education Programs	Cont. Accred.	2014	5 years	2019	1
Health Professions	Dietetics and Nutrition - Dietetic Internship	Certificate	Accreditation Council for Education in Nutrition and Dietetics	Cont. Accred.	2016	1 year	2017	2
Health Professions	Health Information Management - BS	UG	Commission on Accreditation for Health Informatics and Information Management Education	Cont. Accred.	2005	10 years	2018	3
Health Professions	Nuclear Medicine Technology	Certificate	Joint Review Committee on Educational Programs in Nuclear Medicine Technology	Cont. Accred.	2016	7 years	2023	
Health Professions	Nurse Anesthesia - DNAP	GR	Council on Accreditation of Nurse Anesthesia Educational Programs/Schools	Cont. Accred.	2010	10 years	2020	4
Health Professions	Occupational Therapy – MOT	GR	Accreditation Council for Occupational Therapy Education	Cont. Accred.	2014	10 years	2024	
Health Professions	Physical Therapy - DPT	GR	Commission on Accreditation in Physical Therapy Education	Cont. Accred.	2010	10 years	2020	
Health Professions	Respiratory Care Education - BS	UG	Commission on Accreditation for Respiratory Care	Cont. Accred.	2010	7 years	2017	
Medicine	Health Services Administration - MHSA	GR	Commission on Accreditation of Healthcare Management Education	Cont. Accred.	2013	7 years	2020	

University of Kansas Medical Center

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Accreditation Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Medicine	Medicine - MD	GR	Liaison Committee on Medical Education	Cont. Accred.	2014	8 years	2022	
Medicine	Preventive Medicine/ Public Health - MPH	GR	Council on Education for Public Health	Cont. Accred.	2011	7 years	2018	
Nursing	Nursing - BSN, MS	UG/GR	Commission on Collegiate Nursing Education	Cont. Accred.	2012	10 years	2022	
Nursing	Doctor of Nursing Practice	GR	Commission on Collegiate Nursing Education	Cont. Accred.	2012	10 years	2022	
Nursing	Nursing - MS (Nurse-Midwifery Education)	GR	The American College of Nurse Midwives Accreditation Commission for Midwifery Education	Cont. Accred.	2008	10 years	2017	
Nursing	Nursing	UG/GR	Kansas State Board of Nursing	Approved	2012		2022	5
Nursing	Continuing Nursing Education	N/A	American Nurses Credentialing Center	Cont. Accred.	2015	4 years	2019	
Medicine (Kansas City)	Allergy and Immunology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Anesthesiology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2018	6
Medicine (Kansas City)	Cardiovascular Disease	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Clinical Cardiac Electrophysiology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Clinical Neurophysiology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Cytopathology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		N/A	6
Medicine (Kansas City)	Dermatology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2023	6
Medicine (Kansas City)	Endocrinology, Diabetes, Metabolism	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Emergency Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2022	6
Medicine (Kansas City)	Family Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2019	6

University of Kansas Medical Center

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Accreditation Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Medicine (Kansas City)	Gastroenterology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	General Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2017	6
Medicine (Kansas City)	Geriatric Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Hematology/Oncology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Hospice and Palliative Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Infectious Disease	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Internal Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Internal Medicine/ Psychiatry (Combined)	Residency						8
Medicine (Kansas City)	Interventional Cardiology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Nephrology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Neurology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Neurology - Vascular	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Neuromuscular Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Neuroradiology	Fellowship	Accreditation Council for Graduate Medical Education	Init. Accred.	2014		2018	6
Medicine (Kansas City)	Obstetrics and Gynecology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2023	6
Medicine (Kansas City)	Ophthalmology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2021	6
Medicine (Kansas City)	Orthopedic Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2025	6
Medicine (Kansas City)	Otolaryngology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2023	6

University of Kansas Medical Center

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Accreditation Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Medicine (Kansas City)	Pain Medicine (Anesthesiology)	Fellowship	Accreditation Council for Graduate Medical Education	Init. Accred.	2015		2017	6
Medicine (Kansas City)	Pathology - Anatomic/Clinical	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Pathology – Hematopathology	Fellowship	Accreditation Council for Graduate Medical Education	Init. Accred.	2014		TBD	6, 7
Medicine (Kansas City)	Pathology - Selective	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		N/A	6
Medicine (Kansas City)	Pediatrics	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Physical Medicine and Rehabilitation	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2018	6
Medicine (Kansas City)	Plastic Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2019	6
Medicine (Kansas City)	Psychiatry	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2017	6
Medicine (Kansas City)	Psychiatry - Addiction	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2017	6
Medicine (Kansas City)	Psychiatry - Child and Adolescent	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2017	6
Medicine (Kansas City)	Pulmonary Disease and Critical Care Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Radiation Oncology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Radiology - Diagnostic	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Radiology - Vascular and Interventional	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Kansas City)	Rheumatology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Sleep Medicine (Neurology)	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Kansas City)	Thoracic Surgery (Cardiology)	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2015		2024	6
Medicine (Kansas City)	Urology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7

University of Kansas Medical Center

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Accreditation Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Medicine (Wichita)	Anesthesiology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2022	6
Medicine (Wichita)	Family Medicine - Salina	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2018	6
Medicine (Wichita)	Family Medicine - Via Christi	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2021	6
Medicine (Wichita)	Family Medicine - Wesley	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2017	6
Medicine (Wichita)	Internal Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		TBD	6, 7
Medicine (Wichita)	Internal Medicine / Pediatrics (Combined)	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2018	6
Medicine (Wichita)	Obstetrics and Gynecology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2020	6
Medicine (Wichita)	Orthopedic Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2023	6
Medicine (Wichita)	Pediatrics	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2018	6
Medicine (Wichita)	Psychiatry	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2017	6
Medicine (Wichita)	Radiology - Diagnostic	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2019	6
Medicine (Wichita)	Sports Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2021	6
Medicine (Wichita)	Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2016		2018	6

Notes:

"Cont. Accred." is used when a program has been accredited and maintains a status of continuing accreditation as the result of a site visit or from action stemming from review of annual reports. "Init. Accred." is used when a program has received its initial accreditation.

Abbreviations: N/A, not currently available; TBD, to be determined

1. These programs are accredited as a Diagnostic Medical Sonography program with the accrediting agency.

2. Program was provided a reduced accreditation term until July 2017 in order to meet full compliance requirements resulting from a site visit in 2015. Achievement of compliance will result in a full seven-year term.

University of Kansas Medical Center

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| 3. The accrediting agency has postponed the site visit until during or after the 2017-18 academic year. |
| 4. The Certified Registered Nurse Anesthetist program moved to the DNP level in July 2012 and was granted accredited status under the original umbrella covering the MS program. The program received approval to change the award to the DNAP in 2015-16. |
| 5. The Kansas Board of Nursing schedules its site visit at the same time as the accrediting agency, The Commission on Collegiate Nursing Education (CCNE). Programs are approved for the same length of time as the CCNE accreditation. |
| 6. This program falls under the Next Accreditation System of the Accreditation Council for Graduate Medical Education. The Accreditation Council for Graduate Medical Education are now using a continuous accreditation model with collection and review of annual data from each program. All programs, with the exception of applications and very newly-accredited programs, will undergo a thorough self-study process. The year for that self-study submission by the program is indicated in the Next Review Year column. Programs may have focused or diagnostic site visits, if the annual data submission suggests a potential problem. |
| 7. The most recent published self-study date indicated a date in late 2016. Results are not yet known. |
| 8. Combined program approved by the American Boards of Internal Medicine and of Psychiatry and Neurology. Each specialty is separately accredited by Accreditation Council for Graduate Medical Education. |

Wichita State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Wichita State University	Institutional	UG/GR	Higher Learning Commission	Accredited	2016	10 years	2026	1
Barton School of Business	Accountancy	UG/GR	AACSB International: The Association to Advance Collegiate Schools of Business	Accredited	2013	5 years	2018	
Barton School of Business	Business	UG/GR	AACSB International: The Association to Advance Collegiate Schools of Business	Accredited	2013	5 years	2018	
Education	Teacher Education	UG/GR	Council for the Accreditation of Educator Preparation	Accredited	2010	7 years	2017	2
Education	Teacher Education	UG/GR	Kansas State Board of Education	Accredited	2010	7 years	2017	2
Education	Athletic Training	UG	Commission on Accreditation of Athletic Training Education	Accredited	2013	10 years	2023	
Education	School Psychology	GR	National Association of School Psychologists	Approval	2015	6 years	2021	
Education	Sport Management	UG/GR	Commission on Sport Management Accreditation	Accredited	2012	7 years	2019	
Engineering	Aerospace Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Biomedical Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Computer Science	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Computer Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Electrical Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Engineering Technology	UG	ABET, Inc.	Accredited	2014		2022	3
Engineering	Industrial Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Mechanical Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Engineering	Manufacturing Engineering	UG	ABET, Inc.	Accredited	2013		2020	3
Fine Arts	School of Music	UG/GR	National Association of Schools of Music	Accredited	2015	10 years	2025	
Fine Arts	Dance	UG	National Association of Schools of Dance	Accredited	2015	10 years	See note	4
Fine Arts	Art and Design	UG/GR	National Association of Schools of Art and Design	Associate Membership	2011	7 years	2018	5

Wichita State University Accreditation Report

Accreditations current as of January 1, 2017

College or School	Program	UG/GR	Accrediting Agency	Status	Effective Year	Accreditation Period	Next Review Year	Notes*
Health Professions	Communication Sciences & Disorders - Speech & Language Pathology (MA)	GR	Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association	Accredited	2009	8 years	2017	6
Health Professions	Communication Sciences & Disorders – Audiology (Clinical Doctorate)	GR	Council on Academic Accreditation in Audiology and Speech-Language Pathology: American Speech-Language Hearing Association	Accredited	2009	8 years	2017	6
Health Professions	Dental Hygiene	UG	Commission on Dental Accreditation American Dental Association	Accredited	2013	7 years	2020	
Health Professions	Advanced Education in General Dentistry	Residency	Commission on Dental Accreditation American Dental Association	Accredited	2012	5 years	2017	7
Health Professions	Medical Laboratory Sciences	UG	National Accrediting Agency for Clinical Laboratory Sciences	Accredited	2014	7 years	2021	
Health Professions	Nursing	UG/GR	Kansas State Board of Nursing	Accredited	2012	10 years	2022	
Health Professions	Nursing	UG/GR	Commission Collegiate Nursing Education	Accredited	2012	10 years	2022	
Health Professions	Nursing (Doctor of Nursing Practice)	GR	Commission Collegiate Nursing Education	Accredited	2012	10 years	2022	
Health Professions	Physical Therapy	GR	Commission on Accreditation for Physical Therapy Education	Accredited	2014	7 years	2021	
Health Professions	Physician Assistant	GR	Accreditation Review Commission on Education for the Physician Assistant	Accredited	2011	7 years	2018	
Liberal Arts and Sciences	Social Work	UG/GR	Council on Social Work Education	Accredited	2013	8 years	2021	
Liberal Arts and Sciences	Public Administration	GR	National Association of Schools of Public Affairs & Administration	Accredited	2016	7 years	2023	
Liberal Arts and Sciences	Human Factors	GR	Human Factors and Ergonomics Society	Accredited	2012	6 years	2018	
Liberal Arts and Sciences	Clinical Psychology	GR	American Psychological Association	Accredited	2015	7 years	2022	8

Wichita State University Accreditation Report

Notes

1. Reaffirmation accreditation site visit occurred October 10-11, 2016. Reaffirmation Review Report findings: all criteria met; no interim monitoring recommended; next visit 2026-2027 AY. Final decision expected March 2017.
2. Site visit scheduled spring 2017
3. ABET, Inc. policy prohibits public disclosure of the period for which a program is accredited, though institutions may publish the year of the last and next review.
4. Site Visit April 15-18, 2015. The National Association of Schools of Dance has issued a deferral notice pending further review of information. Accreditation continues pending further review of information to be submitted by the School of Performing Arts by August 15, 2017.
5. Associate membership granted April 2011 with annual reporting requirements. Next full review in 2017-18.
6. Site visit scheduled for April 10-11, 2017.
7. Site visit scheduled for June 15, 2017.
8. Additional reporting requirements due September 1, 2017.

Act on Performance Reports

Summary and Recommendation: *In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, seventeen reports on compliance with performance agreements covering Academic Year 2015 are presented for review. Staff recommends approval of the attached performance reports. 2-28-17*

Background

Any new funding awarded in July 2017 is dependent upon the institution's compliance with its Board-approved performance agreement. In August 2016, institutions submitted to Board staff reports on performance for Academic Year 2015, which will be the basis of awarding any new funds in July 2017. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports. Consistent with the Board's performance funding guidelines, staff recommend most schools listed below receive 100% of any new funding for which they are eligible because they achieved directional improvement or maintained the baseline in at least 51% of the indicators.

Allen Community College and Washburn University qualify for 90% of any new funding for which they are eligible because the schools achieved directional improvement or maintained the baseline in exactly 50% of the indicators. However, funding guidelines provide the Board discretion to award 100% of any new funding in cases where the institution has maintained or improved from the baseline in exactly 50% of the indicators. In determining whether to award 90% or 100% of new funding to Allen Community College or Washburn University, the Board may consider such factors as: 1) the quality of the indicators, 2) the scope of the agreement and amount of effort, and 3) any extenuating circumstances not under the control of the institution.

Independence Community College qualifies for 90% of any new funding for which it is eligible because the school achieved directional improvement or maintained the baseline in less than 50% of its indicators.

University/College	Funding Recommendation	Page
Butler Community College	100% Funding	28
Cloud County Community College	100% Funding	31
Coffeyville Community College	100% Funding	34
Colby Community College	100% Funding	37
Cowley Community College	100% Funding	39
Dodge City Community College	100% Funding	42
Fort Scott Community College	100% Funding	45
Garden City Community College	100% Funding	48
Hutchinson Community College	100% Funding	51
Johnson County Community College	100% Funding	54
Kansas City Kansas Community College	100% Funding	57
Neosho County Community College	100% Funding	60
Pratt Community College	100% Funding	63
Seward County Community College	100% Funding	66
Washburn University	90% or 100% Funding	69
Allen Community College	90% or 100% Funding	72
Independence Community College	90% Funding	74

Butler Community College Performance Report AY 2015

Fall 2015 FTE: 6,053

Contact Person: Lori Winningham

Phone and email: 316-322-3110; lwinning@butlercc.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Number of certificates and degrees awarded annually	2010 = 1,332 2011 = 1,247 2012 = 1,415 Baseline: 1,331	1,492	↑	1,445	↑		
2	First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	2009 = 61.9% (461/745) 2010 = 64.9% (497/766) 2011 = 64.2% (467/727) Baseline: 63.7%	61.5% (450/732)	↓	62.2% (530/852)	↓		
3	Award of third party technical credentials	2013 = 205 Baseline: 205	973	↑	973	↑		
4	Percentage of developmental English students who pass accelerated course and succeed in the college-level composition course	2012 (pilot year) = 39% (252/644) Baseline: 39%	69% (650/957)	↑	64.2% (88/137)	↑		
5	Increase in number of STEM technical certificates and degrees	2011 = 31 awards 2012 = 57 awards 2013 = 60 awards Baseline: 49 awards	65	↑	63	↑		
6	Award of Butler degrees through Reverse Transfer system	2012 (first year of implementation) = 90 Baseline: 90	130	↑	101	↑		
7	Directional Improvement in College Algebra Pass Rates	2011 = 68.13% (710/1107) 2012 = 68.12% (735/1079) 2013 = 64.14% (716/1051) Baseline: 66.79%	67.24% (1,248/1,856)	↑	63.60% (1092/1717)	↓		

Butler Community College Performance Report AY 2015

Indicator 1: Number of certificates and degrees awarded annually

Description: This indicator is a count of the number of credentials Butler awards each academic year.

Outcome/Results: 1,445 credentials awarded in AY2015; up 113 from baseline of 1,331.

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 number of first-time, full-time degree-seeking students who enroll in a fall term without need for developmental course work and who persist to the next fall term as full-time, degree-seeking students at Butler.

Outcome/Results: 62.2% (530/852); down 1.5 percentage points from baseline. To address this decline, we are initiating a more specific, concerted effort at improving retention within 23 targeted general education courses. These are courses that are embedded in our Career and Technical Education degree and certificate programs. Improving success in these courses will contribute to retaining students in the technical programs. Faculty and staff will start implementing strategies in fall 2016.

Indicator 3: Award of third party technical credentials

Description: This indicator tracks the number of industry-recognized credentials Butler students receive in an academic year. For the most part we rely on third-party testing entities or the students to report these numbers.

Outcome/Results: 973 third party credentials awarded in AY2015; up 768 from baseline.

Indicator 4: Percentage of developmental English students who succeed in both the developmental course and college-level composition

Description: Butler continues to deploy the Accelerated Learning Program (ALP), a model that has proven to accelerate students' learning in developmental English and significantly improve the same students' success in college-level composition. The ALP model allows students to enroll concurrently in EG 060 (developmental) and EG 101 (college composition). Specially trained instructors teach the rigorous courses separately, but integrate them through carefully aligned syllabi and backward design from academic goals. Students engage in active and collaborative learning, receive individualized academic support with scaffolding, and work toward better management of non-cognitive issues that present obstacles to learning. Students who pass both the developmental and college-level course earn six credit hours in one semester, essentially saving time in the pursuit of a certificate or degree while gaining knowledge and skills needed to succeed in other college courses. Student success is computed by dividing the total number of students in the accelerated EG060/101 courses who receive a C or better by the total number of students who receive an A, B, C, D, F or who withdraw at the end of the term.

Outcome/Results: 64.2% (88/137); up 25.2 percentage points from baseline.

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

Description: The programs included in this indicator are Database Administration, Systems Administration, Computer Programming, Engineering Technician, Engineering Graphics Technology, Cybersecurity, Integrated Manufacturing Technology, Internetworking/CISCO, Web Development, and Multimedia.

Outcome/Results: 63 STEM certificates and degrees; up 14 from baseline.

Indicator 6: Award of Butler degrees through Reverse Transfer system

Description: This indicator counts the number of former Butler students who received an associate's degree from Butler after they transferred to a Regents institution and transferred their hours back to our institution.

Outcome/Results: 101 degrees via reverse transfer; up 11 from baseline.

Indicator 7: Directional Improvement in College Algebra Pass Rates

Description: This indicator tracks the number of students who complete College Algebra with a C or better. The success rate is calculated by dividing the number of College Algebra students who receive a grade of C or better by the number of students who receive an A, B, C, D, F grade or who withdraw from the class.

Outcome/Results: 63.60% (1092/1717); down 3.19 percentage points from baseline. The Math faculty initiated a strategic restructuring of the developmental math sequence in spring 2016. The purpose of this project is to reorganize the developmental courses in to one-credit-hour modules that focus on specific aspects of arithmetic and pre-algebra so that students can learn just the skills they need to succeed at the next level. This modular approach will help students move through the developmental math sequence more quickly, accelerate their entry into College Algebra, and better prepare them to succeed in the college course.

Cloud County Community College Performance Report AY 2015

Fall 2015 FTE: 1,397

Contact Person: Brenda Edleston

Phone and email: 785-243-1435; bedleston@cloud.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of "college ready" cohort	FA09: 69/145=47.6% FA10: 51/85=60.0% FA11: 128/214=59.8% Baseline: 167.4/3=55.8%	82/164 50%	↓	110/191 57.6%	↑		
2	Increase number of certificates and degrees awarded	2010: 574 2011: 392 2012: 586 Baseline: 1552/3=517 awards	936	↑	596	↑		
3	Increase number of 3 rd party credentials attained (CNA, CMA, CDL, NCLEX)	09-10: 242 10-11: 368 11-12: 308 Baseline: 918/3=306 certificates	324	↑	406	↑		
4	Increase first to second year retention rates of "non-college ready" cohort	FA09: 81/131=61.8% FA10: 77/126=61.1% FA11: 69/132=52.3% Baseline: 175.2/3=58.4%	67/101 66.34%	↑	89/191 46.6%	↓		
5	Increase the number of CTE credit hours completed by high school students	2010-2011: 496 credit hours 2011-2012: 451 credit hours 2012-2013: 719 credit hours Baseline: 1666/3=555.3 credit hours	1028	↑	1578	↑		
6	Increase enrollment in online allied health and nursing CEU courses	09-10: 121 students 10-11: 152 students 11-12: 112 students Baseline: 385/3= 128 students	139	↑	248	↑		

Cloud County Community College Performance Report AY 2015

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

Description: CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the “college ready” (students who were not enrolled in any developmental courses in their initial term) from the “non-college ready” (students enrolled in at least one developmental course in their initial term) students.

Outcome/Results: CCCC surpassed the baseline for this indicator. Early successes in college-level courses positively impacts student retention. CCCC faculty will develop strategies designed to reduce the drop-withdrawal-failure rate for English Composition I and College Algebra to promote the students’ success in their initial enrollment in these courses.

Indicator 2: Increase number of certificates and degrees awarded

Description: Provide a wide range of learning opportunities including concurrent, online, distance learning/ITV, hybrid, community outreach, on-campus, and business & industry courses to increase the number of certificates and degrees awarded.

Outcome/Results: CCCC surpassed the baseline for this indicator. CCCC serves a diverse student body. Place-bound students and working adults require multiple options in course delivery. CCCC will continue to develop courses in formats that will meet this need. Through developing semester-to-semester degree maps and publishing multi-year course schedules, students can better plan their pathway to completion of a certificate or degree.

Indicator 3: Increase number of 3rd party credentials attained

Description: With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by CNA and CMA students, students receiving a CDL license, and those who pass NCLEX exams.

Outcome/Results: CCCC surpassed the baseline for this indicator. CCCC will investigate expanding its course offerings leading to industry-recognized credentials. CCCC will strive to increase the number of nursing students passing the NCLEX on their first attempt. The College is determining training equipment and materials to enhancing instruction and identifying funding sources.

Indicator 4: Increase first to second year retention rates of "non-college ready"

Description: CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the “college ready” (students who were not enrolled in any developmental courses in their initial term) from the “non-college ready” (students enrolled in at least one developmental course in their initial term) students.

Outcome/Results: The baseline was not surpassed. The College’s Information Research officer could not replicate the data reported in the AY 2014 annual report through a data extraction from our Student Information System database. When pulling data for the AY 2015 annual report, the IR Officer followed the parameters defined in the narrative: first-time, full-time, degree-seeking, taking at least one developmental course in their initial term. It is believed that the data pull parameters used for the previous reporting year and to develop the baseline differed from those in the narrative.

Indicator 5: Increase the number of career and technical education credit hours completed by high school students

Description: Students have the opportunity to take college level career/technical courses and earn industry-recognized credentials while still in high school or shortly after graduating. It is a “win-win” for students and industry. Students are then able to work while continuing to complete coursework towards college certificates and degrees while businesses are able to hire a qualified workforce to meet their needs.

Outcome/Results: CCCC surpassed the baseline for this indicator. Course concentrations with highest enrollments were in the areas of accounting, business, commercial driver’s license, and allied health/CNA. The College will look at expanding its CTE course offerings in these content areas throughout its twelve-county service area.

Indicator 6: Increase enrollment in online allied health and nursing CEU courses

Description: In north central Kansas, there is a significant need for credit and non-credit online allied health and nursing continuing education unit (CEU) opportunities due to people balancing financial and family commitments, employment responsibilities, and are often place bound with no availability to travel long distances to take college courses and maintain licensing requirements.

Outcome/Results: CCCC surpassed the baseline for this indicator. The College will continue to offer online allied health and nursing CEU courses, expanding the selection of topics to further meet the needs of working professionals. The College plans to increase the number of online and hybrid courses in its service area for those wishing to enter the allied health field. In the winter of 2016, the College’s workforce development division experienced 100% turnover in staff. These positions were not filled until June and July of 2016. This change in staffing dramatically influenced the College’s ability to develop, host, and offer enrollment for its allied health courses. The new staff is working to restore its pace of offering allied health CEU courses in the communities it serves. The College will examine the possibility of expanding these offerings to include face-to-face and hybrid courses throughout its service area.

Coffeyville Community College Performance Report AY 2015

Fall 2015 FTE: 1,301

Contact Person: Aron Potter

Phone and email: 620-251-7700 ext. 7005; potter.aron@coffeyville.edu

Date: 8/2/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the percentage of first to second year retention rates for college ready students.	2009 - 179/310 57.7% 2010 - 156/311 50.2% 2011 - 178/294 60.5% Baseline: 56.1%	61.2	↑	58.8	↑		
2	Increase the number of certificates and degrees awarded.	2010 - 578 2011 - 570 2012 - 551 Baseline: 566	560	↓	524	↓		
3	Increase the number of students successfully completing industry recognized third party credentials.	2010 - 62 2011 - 390 2012 - 288 Baseline: 247	686	↑	621	↑		
4	Increase the percentage of developmental students successfully completing their first subsequent college level math or English course.	Cohort 2007 - 106/147 72% Cohort 2008 - 84/134 62% Cohort 2009 - 93/132 70.5% Baseline: 68%	73/117 62.4%	↓	102/118 86.4%	↑		
5	Increase the three year completion rate of minority students graduating with an Associate degree or certificate.	2010 - 54/137 39% 2011 - 72/203 35% 2012 - 61/190 32% Baseline: 35%	69/213 32.3%	↓	66/180 36.7%	↑		
6	Increase Success Rates of Students in Developmental Courses	2010 - 177/286 61.9% 2011 - 196/341 57.5% 2012 - 171/271 63.1% Baseline: 60.5%	212/316 67.1%	↑	200/273 73.3%	↑		

Coffeyville Community College Performance Report AY 2015

Indicator 1: Increase the percentage of first to second year retention rates for college ready students.

Description: Percentage of first to second year retention of college ready students will be calculated based on first time, full time, and degree seeking students who are enrolled on the 20th day for two consecutive fall terms and are not enrolled in any developmental courses in the first term. Coffeyville Community College chose first to second year retention, as it is the key to improvement in student success for most first year students.

Outcome/Results:

Coffeyville Community College is and will continue to focus on the retention of first year to second year students. The institution's retention rate has improved to 58.8%, up 2% over the baseline. The institution continues to evaluate our student services area so that the institution can address students' needs that will enhance their experiences at CCC. College orientation is being redesigned from a three week course offering to a semester long experience for our freshman transitioning to college.

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

Description: The number of certificates and degrees awarded as indicated in the Kansas Higher Education Data System will be used to determine indicator two. Increasing the number of students who have a certificate or degree is critical in supporting the Foresight 2020 goal of increasing higher education attainment among Kansas citizens.

Outcome/Results:

The total number of certificates and degrees awarded fell below the baseline of 566 to 524 for AY 2015. The institutions enrollment was down during this timeframe, as well as, the high school enrollment in Southeast Kansas. Coffeyville Community College continues to pursue and identify the needs of local and regional industries in the Southeast Kansas Area. The administration and curriculum teams continue to evaluate our current programs that are offered, as well as meeting the expectations and requirements that may change from academic year to academic year. The restructuring of our course offerings from a traditional setting of 16-week courses to 8-week courses has been created to assist students in easier access for completion time. Developmental education has also been redesigned to expedite the completion time for a student who is required to complete 1 or more developmental courses. An emphasis has been placed on tracking and finalizing graduation paperwork for those eligible for graduation and/or certificate.

Indicator 3: Increase the number of students successfully completing industry recognized third party credentials.

Description: Data was collected from the Kansas Higher Education Data System to determine the number of industry recognized third party credentials.

Outcome/Results:

The number of students successfully completing industry recognized third party credentials have increased over the baseline of 247 to 621. Coffeyville Community College has pushed to incorporate more industry-recognized 3rd party-assessments into the curriculum and is advising students to take certification to improve employability. CCC is working with our local high school administration to form partnerships with our technical campuses that create more opportunities for those secondary students to earn credentials.

Indicator 4: Increase the percentage of developmental students successfully completing their first subsequent college level math or English course.

Description: Data was collected from our institutional data base on students enrolled in developmental math or English courses prior to enrolling in their first college level math or English course. We will compare developmental students enrolled in their first subsequent college math or English course who have completed the course with a C or better to those developmental students in the same courses who did not complete with a C or better. Intermediate Algebra is the first college level math course and Composition I is the first college English course.

Outcome/Results:

The percentage of developmental students successfully completing their first subsequent college math or English courses has increased beyond the baseline of 68% to 86.4%. During this timeframe the institution has focused on additional support in the Student Success Center and curriculum design. Students have the opportunity to enroll in back to back courses, from developmental course requirements right into the first sequential course within the same semester, as well as, enrolling in College Algebra with Review. A developmental committee has been established to address the needs of our students who are required to enroll in developmental courses and also apply new pedagogical practices. The addition of a career placement counselor at the technical campuses has focused on working with students regarding 3rd party credentials and employability skills across the state.

Indicator 5: Increase the three year completion rate of minority students graduating with an associate degree or certificate.

Description: Data reported and published in the Federal Government IPEDS report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine minority student completion rates the number of minority students who graduate or earn a certificate in three years is divided by the number of minority students enrolled full time.

Outcome/Results:

There was a 36.7% completion rate of minority students graduating with an Associate's degree or certificate, which was an increase over the baseline of 35%. Coffeyville Community College has focused on programming and curriculum that addresses the needs of our minority population. Student Services has taken a more active role in providing additional activities that promotes student's engagement on the campus, as well as, support system for students who are transitioning to post-secondary education.

Indicator 6: Increase Success Rates of Students in Developmental Courses

Description: Data was collected from the institutional data base on students enrolled in developmental courses on the 20th day. Data was collected on students receiving a grade of C or better at course completion. The percentage of success was determined by the number of students who successfully completed with a C or better divided by the number of students who completed a developmental course.

Outcome/Results:

The success rate of students in developmental courses is currently up from the baseline of 60.5% to 73.3%. Historically, Coffeyville Community College has focused on providing a quality academic support system for students in developmental courses. The commitment by the faculty and the Student Success Center has impacted the success of the developmental student. Coffeyville Community College has focused on developmental students by assessing each course so needs of the current student may be addressed as they move forward in completing their course work. The redesigning of course offerings and pedagogical practices are being implemented to address current trend in developmental issues.

Colby Community College Performance Report AY 2015

FTE: 1015

Contact Person: Brad Bennett

Phone and email 785-460-5403 brad.bennett@colbycc.edu

Date: 8/15/2016

Colby Community College	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded.	1	2009-10: 493 2010-11: 405 2011-12: 361 Baseline: 1259/3 = 420	332	↓	324	↓		
2 Increase the three year graduation rates of college ready cohort.	1	2007 cohort: 86/143 = 60.1% 2008 cohort: 66/125 = 52.8% 2009 cohort: 44/104 = 42.3% Baseline: 196/372 = 52.7%	43.7% (76/174)	↓	52.4% 88/168	↔		
3 Increase the percentage of students employed or transferred.	2	AY 2010: 253/436=58.0% AY 2011: 100/357=55.7% AY 2012: 188/330=57.0% Baseline: 64/1123 = 57.0%	53.2% (149/280)	↓	58.9% 169/287	↑		
4 Increase the percentage of non-college ready cohort with GPA greater than or equal to 2.0.	1	2009-10: 135/157= 86.0% 2010-11: 131/163= 80.4% 2011-12: 156/192 = 81.3% Baseline: 422/512 = 82.6%	96/143 = 67.1%	↓	93/146=63.7%	↓		
5 Increase the financial literacy of students.	2	2009-10: 33 2010-11: 21 2011-12: 22 Baseline: 76/3 =25	359	↑	345	↑		
6 Increase the FTE for completing science, technology, engineering, and math (STEM) credit hours.	1	2009-10: 145.5 2010-11: 135.5 2011-12: 144.6 Baseline: 141.9	194.6	↑	232.2	↑		

Colby Community College Performance Report AY 2015

Indicator 1: Number of certificates and degrees awarded.

Description: This indicator represents the total number of associate of arts, associate of science, associate of applied science, and certificate A, B, or C.

Outcome/Results: Colby Community College awarded 324 degrees or certificates for AY2015. Upon analysis of annual collection reports, enrollment increased for the AY 2015 year, however, the number of first-time, degree-seeking freshmen in 2011-2013 remains far below the high enrollment seen in 2007 -2009 for this population. This would have a direct effect on the number of completers.

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

Description: This indicator represents the percentage of students who begin college as a full-time student for the first time in a given cohort, and who graduate within 150% of their program length.

Outcome/Results: The indicator demonstrates maintained baseline data. The College continues to focus on improving this outcome by implementing alternative scheduling techniques and identifying multiple exit points. The Director of Institutional Effectiveness began research in identifying students near completion and notifying those students of reverse transfer agreements.

Indicator 3: Increase the percentage of students employed or transferred.

Description: This indicator represents the number of students who leave CCC to attend a KBOR system college or enter the workforce in Kansas.

Outcome/Results: The College met the outcome and continues to improve on these results. CCC continues to work with students to be informed on articulation and increase in job placement opportunities. The college is working on hosting a job fair on an annual basis.

Indicator 4: Increase the percentage of non-college ready cohort with GPA greater than or equal to 2.0.

Description: This indicator represents the percentage of students who are placed into developmental Math or English courses. We measured the overall GPA for the latest semester for this group to report this indicator.

Outcome/Results: As online enrollment increased, the College researched alternative strategies to provide support services for the online population. The College implemented online tutoring to offer similar services for the online students as they are offered to those taking courses on campus.

Indicator 5: Increase the financial literacy of students.

Description: This indicator measures the number of students who successfully complete a course with a financial literacy component. We embedded financial literacy content within our orientation courses to help students meet this important outcome and also increased the offerings for financial related courses.

Outcome/Results: The College continues to see a need for increased financial literacy for our students. CCC is implementing an additional personal finance course to increase access to this information.

Indicator 6: Increase FTE for completing a course in science, technology, engineering, and math (STEM).

Description: This indicator measures the number of full-time equivalent students who successfully pass a course in Math, Science, Engineering, or Technology.

Outcome/Results: The College continues to identify alternative scheduling to provide more options for students. This includes an increase in STEM courses for hybrid and online offerings.

Cowley Community College Performance Report AY 2015

Fall 2015 FTE: 2,537

Contact Person: Harold Arnett

Phone and email: 620-441-6584; harold.arnett@cowley.edu

Date: 8/1/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of college ready cohort.	2009-10: 267/428=62.4% 2010-11: 280/448=62.5% 2011-12: 268/417=64.3% Baseline: 272/431=63.1%	2013-14: 225/324 = 69.4%	↑	175/275 63.6%	↑		
2	Increase the number of certificates and degrees awarded.	2009-10: 1083 2010-11: 1198 2011-12: 966 Baseline: 1082	2013-14: 927	↓	862	↓		
3	Increase the percentage of students employed or transferred.	AY2010: 598/1023=58.5% AY2011: 632/1119=56.5% AY2012: 554/915=60.5% Baseline: 1784/3057=58.4% %	AY 2013: 505/887 = 57.3%	↓	570/871 65.4%	↑		
4	Increase the percentage of students who enroll in a remedial English course and then successfully complete Composition I with a grade of A, B, or C within the next two years.	2008-09: 116/307=37.8% 2009-10: 180/437=41.2% 2010-11: 205/529=38.8% Baseline: 167/424=39.3%	2011-12: 200/755 = 26.5%	↓	174/449 38.8%	↔		
5	Increase the percentage of students who enroll in a remedial mathematics course and then successfully complete College Algebra with a grade of A, B, or C within the next two years.	2008-09: 111/670=16.6% 2009-10: 129/664=19.4% 2010-11: 153/816=18.8% Baseline: 131/717=18.3%	2011-12: 200/755 = 26.5%	↑	148/698 21.2%	↑		
6	Increase the percentage of college-ready students that graduate (with an Associate's degree or college certificate) or transfer within three years of first becoming a full-time student at Cowley.	2008-09: 442/674=65.6% 2009-10: 458/787=58.2% 2010-11: 506/829=61.0% Baseline: 469/763=61.4%	2011-12: 508/778 = 65.3%	↑	450/786 57.3%	↓		

Cowley Community College Performance Report AY 2015

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

Description: Our approach over the past two years was to make improvements to retention on a course by course basis with emphasis on math and English courses as they are often the largest stumbling blocks to earning a college degree. We implemented a First-Year Experience course that all full-time students are required to take, leveraged national strategies to improve remedial education (including acceleration and co-requisites), and are now taking steps to evaluate and improve the advising model we utilize to foster more personal relationships with students.

Outcome/Results: After a one-year surge in retention, it is disappointing to see the figure revert to that of the baseline years. Cowley College experienced dramatic turnover in advising personnel over the previous two years, which may have impacted retention rates. *On Course*, a success program addressing deep personal choices and values, generated reported increases as high as 26% in other places (Baltimore City Community College, Mission College (CA), Illinois Valley College, Mt. Hood Community College and others). In addition, this program emphasizes active learning and engaging instruction. Five teachers have been trained in this and we plan to host an on-site 3-day workshop in June to train additional faculty and personnel.

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

Description: Through increased efforts to improve retention, improvements in the quality and quantity of marketing to prospective students of all demographics, and greater connection to meet the needs of local business and industry, we expected an increase in the quantity of students awarded a certificate or degree. We sought to increase the number of certificates and degrees awarded by recruiting, retaining and educating our students in order to meet the standards of transfer institutions and local/regional employers.

Outcome/Results: Like most other colleges across Kansas and the rest of the nation, Cowley has seen several years of declining enrollment, exacerbated by more aggressive recruiting initiatives at other colleges. We have already introduced two new programs—Milling Science and Fire Science—and are considering additional program changes to better meet the needs of students and area employers. Combining these efforts with *On Course* should increase the number of certificates and degrees awarded.

Indicator 3: Increase the percentage of students employed or transferred.

Description: We recognize we have a mission to educate both transfer and tech-oriented students. We continue developing articulation agreements with transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We also continue developing and using advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce.

Outcome/Results: Our NDT (Non-Destructive Testing) program and other technical programs have seen very good results in placement. With NDT in particular, though, many of the jobs our completers landed were not located in Kansas. We are incorporating the use of advisory committees, the development of new programs and strengthening our relationships with area industry and business to continue to strengthen this component.

Indicator 4: Increase the percentage of students who enroll in a remedial English course and then successfully complete Composition I with a grade of A, B, or C within the next two years.

Description: Although the majority of our students exceed the national average in reading and writing on the “Collegiate Assessment of Academic Proficiency” (CAAP) test which is administered to every one of our Associate degree students by ACT, many of our students entering our college require a remedial course in English. After evaluating successful strategies from around the nation, we implemented new strategies in English remediation including acceleration, instructional innovations and implementing co-requisite courses.

Outcome/Results: New strategies in English remediation including acceleration, instructional innovations and implementing co-requisite courses appear to have

been successful in reversing the direction of previous year's results. Even so, two instructors are piloting some of the *On Course* material and strategies in the developmental English program in the hopes that this will produce even better gains.

Indicator 5: Increase the percentage of students who enroll in a remedial mathematics course and then successfully complete College Algebra with a grade of A, B, or C within the next two years.

Description: Cowley College has historically seen 70%-80% of our students exceed the national average in mathematics on “Collegiate Assessment of Academic Proficiency” (CAAP) test which is administered to every one of our Associate degree students by ACT. However, over 70% of our students who require one or more remedial mathematics courses never successfully complete College Algebra and therefore do not graduate. Similar to our English initiative, we have implemented acceleration and instructional innovations to improve the success of these students. After reviewing successful strategies from around the nation, our first step was to redefine, condense and accelerate our remedial education courses from three classes into one class (Intermediate Algebra) so that students can complete all remedial course content in one semester, still meet course objectives, and prevent fatigue from three straight semesters of math.

Outcome/Results: Improvement shown over baseline. A new lead teacher will be appointed for the math department and they will be tasked with continuing to address this need.

Indicator 6: Increase the percentage of college-ready students that graduate (with an Associate’s degree or college certificate) or transfer within three years of initially becoming a full-time student at Cowley.

Description: We had believed that the various initiatives would have a significant impact on the performance of our students and helped them to graduate or transfer within three years of starting at Cowley College.

Outcome/Results: This year's results were the lowest in at least six years and we have no truly acceptable explanation for it. While it will take some time to see long-term benefits, we believe that implementing *On Course* will lay a good foundation for future gains. We will continue use of tutoring, advising and other resources including a new tool just purchased for career advising, *Focus 2*, which provides individualized analysis and recommendations.

Dodge City Community College Performance Report AY 2015

Fall 2015 FTE: 1,349

Contact Person: Danny Gillum

Phone and email: 620-227-9359; dgillum@dc3.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of college ready cohort	2009: 54.5% (90/165) 2010: 61.0% (108/177) 2011: 50.8% (99/195) Baseline: 55.4%	54.5% (91/167)	↓	59.1% (104/176)	↑		
2	Increase satisfaction of students on institutional quality measures	2011: 5.02 out of 7.00 2012: 5.03 out of 7.00 2013: 4.99 out of 7.00 Baseline: 5.01 out of 7.00	4.94 out of 7.00	↓	5.1 out of 7.00	↑		
3	Increase wages of students hired	2010: \$17,860 Baseline: \$17,860	\$23,761	↑	\$20,614	↑		
4	Increase Adult Basic Education (ABE) educational gains	2010: 49.31% (143/290) 2011: 52.04% (153/294) 2012: 58.56% (154/263) Baseline: 53.30%	54.65% 182/333	↑	50.3% (185/368)	↓		
5	Increase Developmental Reading successful completers	2010: 69 2011: 85 2012: 61 Baseline: 72	77	↑	39	↓		
6	Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding programs	2010: 0 EPT + 7 Weld = 7 2011: 13 EPT + 8 Weld = 21 2012: 12 EPT + 16 Weld = 28 Baseline: 18.67	10 EPT + 12 Weld = 22	↑	18 EPT + 9 Weld = 27	↑		

Dodge City Community College Performance Report AY 2015

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

Description: Dodge City Community College continues to work toward increasing first to second year retention of students. The institution is beginning to reap the benefits of implementing strategies for student retention during the 2013-2014 year. These efforts include hiring a full-time counselor in October 2013. She works diligently with students who have academic and personal issues and has also streamlined the Early Alert Referral System. Faculty have responded and are more fully participating than in the past. We anticipate continued improvement due to this enriched fundamental process. Additionally, through a Title V grant, the College is currently revising its advising process. Advising will be centralized, focused and faculty driven with specialized training for advisors.

Outcome/Results: Directional Improvement

Indicator 2: Increase satisfaction of students on institutional quality measures

Description: Student satisfaction, as indicated on the Noel-Levitz student satisfaction inventory, has increased and is the highest it has been in at least five years. The College has taken directed steps to increase student satisfaction including remodeling two new residence halls with a third currently under renovation. The residence hall assistants now receive more robust training with a focus on safety and community involvement for all students and student activities. A new student activity center will open during the fall 2016 and will offer additional activities for students such as intramurals and additional recreation activities, which we anticipate will also help increase student satisfaction. Additionally, with the efforts that have been taken with advising, it is now showing as a strength in the Noel-Levitz Strategic Planning Overview.

Outcome/Results: Directional Improvement

Indicator 3: Increase wages of students hired

Description: DCCC continues its efforts to strengthen its workforce development in technical programs. Faculty remain involved in statewide discussions among institutions, work closely with technical program faculty at Regents Universities for transfer programs in designated programs and develop and strengthen partnerships with businesses and industry. Students are also able to explore options for potential career paths through Career Navigator and work with an advisor to meet the educational requirements as efficiently as possible. Although there was a decrease in wages from the prior year, wages have improved from the baseline, providing positive results for students completing our technical programs including workforce-ready skills. We will continue to focus on high-wage careers and industry specific skills needed among our partners.

Outcome/Results: Directional Improvement

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

Description: During the 2014-2015 academic year, we saw a decrease in educational gains from the baseline data and the lowest percentage of gains we had seen since 2010. Two things contributed to this loss. During the 2014-2015 academic year, the Adult Learning Center (ALC) had an increase of more than 300% of students in English as a Second Language Beginning Literacy. During that year, the state transitioned from using Comprehensive Adult Student Assessment Systems to Test of Adult Basic Education (TABE) to place students and measure educational gains, which is directed toward educational gains rather than basic literacy gains. While the state as a whole saw a decrease in educational gains, the impact on DCCC's overall gains was excessive due to the numbers of students lacking basic literacy in any language that received services at the ALC. Although the instructors saw large gains in basic literacy during instruction, these were not reflected on the post assessments. The instructors at the ALC are currently working on adjusting their teaching strategies to correlate better with TABE. They have attended several professional development trainings and workshops and have purchased software for student use that is better aligned with TABE.

Outcome/Results: No Directional Improvement

Indicator 5: Increase Developmental Reading successful completers

Description: The College saw a decrease in the number of successful developmental reading students during the 2014-2015 academic year. This decrease corresponds directly with the number of students enrolled in developmental reading that year as compared to prior years. Reviewing the data, there was a 50% decrease in the number of students whose assessment scores indicated a need for developmental reading and a 41% decrease in the number enrolled. These correspond directly to the decrease in the number of success completers relative to prior years. Unfortunately, the indicator was written based on whole numbers as opposed to percentage of completers.

The College is continuing its efforts to increase developmental reading successful completers. Historically, the department has been under the auspices of the Academic Success Center as a stand-alone program. Beginning with the 2016-2017 academic year, the department will become part of the Humanities Division and tie more closely with the English Department. This decision was the result of numerous meetings among the faculty and administration and will result in more faculty involvement including advising and tutoring specific to reading.

Outcome/Results: No Directional Improvement

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

Description: Partnering with Flint Hills Area Technical College and WestStar Energy has allowed our EPT program to expand into eastern Kansas by providing partnerships, additional areas of training, equipment and much needed internships and jobs. Our welding program continues to reach out to high school students through SB-155, which has increased interest and enrollments. While we continue to struggle with students accepting positions in industry once attaining skills but prior to achieving a certificate, we have made gains in that realm as reflected in our work with our industry partners for EPT. We will continue to work with industry partners to encourage completion of certificates in all workforce programs.

Outcome/Results: Directional Improvement

Fort Scott Community College Performance Report AY 2015

Fall 2015 FTE: 1,407

Contact Person: Laura Meeks

Phone and email: 620-223-2700 ext 3400; lauram@fortscott.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the percent of first to second year retention rates of college ready cohort	AY09AY10 – 56.2% (154/274) AY10AY11 – 59.3% (146/246) AY11AY12 – 53.1% (93/175) Baseline: 56.4%	59.1% (156/264)	↑	53.9% (110/204)	↓		
2	Increase the three-year graduation rates of college ready cohort	F07 cohort - 38% (67/178) F08 cohort - 36% (67/187) F09 cohort - 46% (151/330) Baseline: 40%	35.0% (62/177)	↓	35.8% (58/162)	↓		
3	Increase the percent of students earning job-ready certifications	AY10 - 69% (339/488) AY11 - 55% (338/615) AY12 - 55% (380/691) Baseline: 60%	58.7% (522/890)	↓	65.2% (442/678)	↑		
4	Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	AY11 – 71.6% (83/116) AY12 – 75.6% (93/123) AY13 - 70% (77/115) Baseline: 71.5% (253/354)	79.6% (86/108)	↑	96.1% (73/76)	↑		
5	Increase the success rate of students completing online course(s) with a grade of "C" or better	AY11 - 345/464 (74%) AY12 - 363/503 (72%) AY13 - 468/640 (73%) Baseline: 392 (73%)	78.0% (551/706)	↑	77.9% (602/772)	↑		
6	Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	F10-SP11 - 65% (203/311) F11-SP12 - 60% (200/333) F12-SP13 - 69% (204/297) Baseline: 65%	75.1% (247/329) Fall 14- Spring 15	↑	73.1% (267/365)	↑		

Fort Scott Community College Performance Report AY 2015

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

Description: Retention is a high priority at Fort Scott Community College and strategies have been implemented to improve student retention. However, the AY 2015 percent of first-to-second year retention rates has decreased from baseline. The overall trend of the data has consistently had an up and down pattern over the last 5 years. One of the factors that could be affecting this data is the number of transfer students; each cohort group has an average of 55 students that are transferring to other institutions. Fort Scott Community College currently has an AQIP action plan that is tracking all the retention data of various cohort groups. This data may help the institution figure out why the retention rate is dropping. The data represented in the numerator (110) represents the number of second year students retained, while the denominator (204) represents the number of first year students for the AY15 year. The retention rates are based on data acquired through KBOR and KHEDS.

Outcome/Results: There is a drop of 2.5% in the first-to-second year retention rates of the college-ready cohort from the baseline.

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

Description: Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS. The 2015 three-year graduation rate of the college-ready cohort is below baseline. The graduation rate looks at first-time, full-time, degree-seeking, college-ready students who complete their degree at Fort Scott Community College. Over the past five years we have seen a fluctuation in the graduation rate, with a decline in the first two cohorts and then an increase in not only the graduation rate but an increase in the overall number in the cohort. With the last two cohorts the total number of students represented by the cohort declined as did our overall graduation rate. In this data the numerator (58) reflects the number of graduates in the respective cohorts and the denominator (162) reflects all students representing the AY15 cohort.

Students have access to a student portal where they have the ability to track their progress towards degree completion. Fort Scott Community College is exploring ways to improve degree completion and considering a way to identify non-degree seeking students to eliminate corrupt data.

Outcome/Results: The three-year graduation rates of college-ready cohort have decreased by 4.2% compared to baseline.

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

Description: Many of the students enrolling at Fort Scott Community College enroll to obtain credentials to enter the workforce. Fort Scott Community College is working very hard to meet the needs of our local workforce. The data collected through the KHEDS basic counts report for AY15 illustrates a 5.2% increase from the baseline in the percent of the students earning job-ready certifications. The numerator (442) reflects the number of students earning an industry recognized credential and the denominator (678) reflects all students seeking an industry recognized credential. Fort Scott Community College has increased course offerings in many of the career and technical fields. While the data reflects a drop in the number of students seeking an industry recognized credential the number of students who obtain that credential has increased. This is a positive trend that FSCC would like to see continue.

Outcome/Results: The percentage of students earning job-ready certifications has increased by 5.2% from the baseline.

Indicator 4: Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.

Description: Fort Scott Community College has a strong Developmental Education program and has created an English 101 with review course that aids students in the transition from Developmental English courses to English 101. During the course of our data collection the curriculum has been changed to condense the developmental pathway for the non-college ready student. Our current data reflects the number of students successfully completing English 101 and English 101 with review with a "C" or better after being identified as non-college ready. This data was collected through our administrative database system (POISE). The

numerator (73) indicates the number of non-college ready students completing English 101 with a “C” or higher, the denominator (76) represents all non-college ready students enrolled in English 101. The results of AY14 illustrate a significant drop in the percentage of students successfully completing English 101, however this is due to the fact that the data was not accurate. The data reflected in AY 14 compared the number of non-college ready completers to all students enrolled in English 101, this was determined after the agreement was submitted and approved. The data collection process has been corrected and revised.

Outcome/Results: There has been a significant increase of 24.6% in students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing from the baseline.

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

Description: FSCC is working very hard to increase the success rate of the students enrolled in online courses. Instructors teaching online courses at FSCC are now required to complete an online training course to train the faculty in “Best Practices”, develop consistency in the courses and set clear expectations for the students. FSCC now has an Online Coordinator who oversees the online curriculum in order to ensure consistency. The current data for AY15 reflects the following: the numerator (602) represents the number of students receiving a “C” or better in an online course and the denominator (772) represents all students taking online courses. The data collected reflects a 4.9% increase from the baseline. Since implementing the online teacher training the number of students taking and passing online courses has increased. This data is collected through our student information system POISE.

Outcome/Results: There has been an increase of 4.9% in the success rate of students completing online course(s) with a grade of "C" or better” when compared to the baseline.

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

Description: By tracking FSCC students through our POISE system, we have found that many times students do not take the next level of English within the same academic year. The AY 15 data reflects a significant increase of 8.1% from the baseline. Our current data represents a strong increase: the numerator (267) represents the number of students taking and successfully completing English 101 and 102 with a “C” or better within the same academic year while the denominator (365) represents all students taking English 101 and 102 within the same academic year. Utilizing 4 semester plans and scheduling short term classes has impacted these rates.

Outcome/Results: There has been a significant increase of 8.1% from the baseline in students completing English 101 and 102 with a “C” or better in the same academic year.

Garden City Community College Performance Report AY 2015

Fall 2015 FTE: 1,553

Contact Person: Ryan Ruda

Phone and email: 620-276-0473; ryan.ruda@gcccks.edu

Date: 8/1/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase First to second year retention rates of college ready cohort.	F 10 127/224 56.7% F 11 87/152 57.2% F12 133/212 62.7% Baseline: 58.8%	126/189 66.7%	↑	124/215 57.7%	↓		
2	Increase Number of certificates and degrees awarded.	2010 292 2011 647 2012 515 Baseline: 485	515	↑	504	↑		
3	Increase Percent of graduates/completers employed or transferred after one year.	2010 170/288 59.0% 2011 343/604 58.4% 2012 297/506 58.7% Baseline 820/1398 58.7%	247/488 50.6%	↓	331/488 67.8%	↑		
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.	09-10 70/124 cohort 56.5% 10-11 51/91 cohort 56% 11-12 82/137 cohort 59.8% Baseline: 57.4%	108/166 65%	↑	112/173 65%	↑		
5	Increase Percent of GED students through Adult Learning Center who complete a college-level technical course.	2010 19/30 63.3% 2011 15/31 48.4% 2012 18/26 69.2% Baseline: 60.9%	20/32 62.5%	↑	22/35 62.8%	↑		
6	Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready students.	2007 cohort 37/80 46.3% 2008 cohort 118/232 50.9% 2009 cohort 87/224 38.8% Baseline: 44.3%	96/232 41.4%	↓	101/289 34.9%	↓		

Garden City Community College Performance Report AY 2015

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

Description: One trend that impacted the retention this past year is an increase in the number of students transferring to four-year institutions following one year of academic work at GCCC. With this data in hand, more collective effort and work will be spent on developing reverse transfer agreements with four year institutions to assist in students transferring credits back to GCCC to complete degrees. Additionally, to assist in the retention realm, GCCC is expanding services up front for students, by having a mandatory two-day freshman orientation to enhance the advising relationship which is critical for student retention and communicating the benefits of staying at GCCC through completion. The data represented in this indicator shows that 124 students were retained out of the 215 in the defined cohort. While these numbers are higher than where we started in 2010 and 2011, it is not indicative of the work and effort that GCCC places on student retention and success. A new position, Director of Student Success, has been created to help focus efforts on improving student retention and persistence at GCCC.

Outcome/Results: 124/175 57.7%

Indicator 2: Increase number of certificates and degrees awarded.

Description: While the total number of students graduating decreased by nine (9) overall, the increases that have been made to transition more students towards graduation is evident. Starting with 292 certificates and degrees offered in 2010 to a total of 504 in this past academic year, GCCC is making a concerted effort to increase and matriculate students towards degree completion. One hurdle to degree completion has been eliminated which should enhance the process. Up until this past year, students were required to complete an outcomes assessment on skills attained as part of the graduation process. This process has been changed to assess students in other ways throughout the academic tenure versus tying to completion. This will assist in better data overall and improving the completion process. The total number of students receiving certificates and awards in 2015 was 504 which was an increase over the baseline data.

Outcome/Results: 504

Indicator 3: Increase Percent of graduates/completers employed or transferred after one year.

Description: The percent of students employed did not increase directionally from the baseline reported last year. This indicator speaks specifically to students employed in Kansas. With several of our technical programs having affiliations and partnerships with business outside of Kansas and placement of graduates outside of Kansas, the indicator is misleading. However, in an effort to better address this measure, the college is working with technical faculty to have them connect with local business leaders and industry to assist in stronger placement to address the local workforce need, particularly in welding, nursing and hospitality management. Additionally, enhancing the technical programs with the Workforce boards that provide direction to the college programs through more specific and agenda driven meetings will assist in better placement into the workforce. The data represents the number of graduates/completers who were employed or transferred out of the total number of graduates/completers. In 2015, GCCC had 331 graduates employed or transfer in Kansas out of a total of 488 graduates, which is an increase from the baseline.

Outcome/Results: 331/488 67.8%

Indicator 4: Increase percent of students who complete remedial English 091 with a “C” or better and successfully complete college-level English 101 with a “C” or better within 1 year.

Description: A considerable amount of work has been done at the college to intentionally change the placement methods for students in English. Work by the reading faculty in conjunction with English faculty has enabled better placement and completion of students and advises students into reading courses more accurately. This leads to skills and competencies being achieved more fluidly by students and working towards the overall goal of higher completion at the college level of English which assists in graduation and retention efforts as well. Additionally, more institutional resources have been allocated to the tutoring center so

that more paraprofessionals and tutors are available to assist students in writing skills. The data in this indicators states that 173 students enrolled into the remedial English 091 course at GCCC, with a total of 112 earning a grade of “C” or better and successfully completing English 101 with a “C”. English 101 is the first college level course of English at all higher education institutions as the primary course needed for writing and skill proficiency in English. Having students complete this course puts them in better position for success at the college level.

Outcome/Results: 112/173 65%

Indicator 5: Increase percent of GED students through Adult Learning Center who enroll in college-level technical courses and successfully complete the course.

Description: Increasing work has been done to transition GED students into technical careers. College personnel discuss with GED students the various technical careers and programs available at GCCC and work to connect the students with the faculty and program leaders in this area. Additionally, steps are in place for GED students to take a college orientation course during their preparation for the GED. The orientation course will connect them more with the college as well as have a career exploration and assessment piece that helps the students identify their individual strengths related to careers. There have been 35 students who completed the GED through the Garden City Community College Adult Learning Center. Of the 35 students completing the GED, 22 students enrolled in a technical program course at GCCC and successfully completed.

Outcome/Results: 22/35 62.8%

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

Description: Concerted efforts have been taken to enhance advising systems at GCCC for better tracking of student retention, student academic progress, and ultimately degree completion. By intentionally requiring class attendance and reporting student class attendance through the weekly referral process at GCCC, students are held more accountable by their advisors and scholarship program leaders which correlate to better retention and graduation rates. Additionally, work by GCCC to connect with four year institutions in developing reverse transfer agreements in order to increase the number of students who graduate from GCCC who transfer before completing degree requirements has provided another method for students to complete degrees at GCCC.

Retention efforts are continuous, and with more than 50 students represented in the cohort of 2015 versus 2014, it is an indicator that enrollment is growing, but increased efforts need to be directed towards continuous improvement on completion at GCCC. Changes to the advising system and cohort tracking of class assignments and attendance are measures that have been implemented to assist in increasing the overall completion efforts and percentages at GCCC. The completion efforts at GCCC continue to be considerably above the national trend, but continuous improvement and intentional focus on this measurement at GCCC will assist in this being a primary focus. In the 2015 cohort, there were 289 students in the first-time full-time classification, with 101 students graduating within the 3-year defined timeframe.

Outcome/Results: 101/289 34.9%

Hutchinson Community College Performance Report AY 2015

Fall 2015 FTE: 3,887

Contact Person: Cindy Hoss

Phone and email: 620-665-3427; hossa@hutchcc.edu

Date: 7/25/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	AY2010: 55.7% (209/375) AY2011: 59.9% (202/337) AY2012: 51.5% (185/359) Baseline: 51.5%	59.4% (240/404)	↑	61.2% (216/353)	↑		
2	Increase three-year graduation rate of college-ready cohort	2007: 27.2% (113/415) 2008: 30.8% (117/380) 2009: 28.9% (109/377) Baseline: 28.9%	24.5% (89/363)	↓	34.1% (131/384)	↑		
3	Increase number of certificates and degrees awarded.	2010: 685 2011: 817 2012: 868 Baseline: 790	1758	↑	1691	↑		
4	Increase enrollee success rate in developmental math, reading, or writing courses.	2010: 64.8% (501/773) 2011: 61.6% (486/789) 2012: 64.7% (488/754) Baseline: 63.7%	80.3% (923/1150)	↑	78.7% (870/1105)	↑		
5	Increase percent of Career Technical Education students who are program completers.	2011: 78.8% (417/529) 2012: 82.1% (476/580) 2013: 81.7% (517/633) Baseline: 80.9%	82.2% (533/648)	↑	81.8% (503/615)	↑		
6	Increase the number of students successfully completing the second level or above of a stackable credential program.	2010: 44 2011: 63 2012: 103 Baseline: 70	136	↑	163	↑		

Hutchinson Community College Performance Report AY 2015

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

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

Outcome/Result: The AY 2015 retention rate for those enrolled for two consecutive fall terms is 10% higher than the baseline. HCC offers many sections of concurrent classes (esp. English and math sequences) for juniors (yr 1)/seniors (yr 2) in partnership secondary institutions. These students are college-bound and the retention rate is high overall. HCC has fulfilled this outcome.

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

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

Outcome/Result: The AY 2015 graduation rate is 6% higher than the baseline. The outcome has been improved based on our change in policy to award the appropriate degree regardless of graduation ceremony application; and the investigation/awarding of reverse transfer degrees. HCC has definitely fulfilled this outcome.

Indicator 3: Increase number of certificates and degrees awarded.

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

Outcome/Result: This AY2015 indicator is more than double the baseline as we continue to advise students to pursue certificates/degrees. The indicator is significantly higher than the baseline because in AY2014 we began including SAPP completions in this computation. HCC has fulfilled this outcome.

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

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

Outcome/Result: This AY 2015 indicator is 15% higher than the baseline. We continue to work on integration efforts within our technical program courses for basic skill development (reading, writing, mathematics) expanding our effort in fire science, computer science, and Ag. diesel mechanics programs. HCC has fulfilled this outcome.

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

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

This data is collected as part of the reporting requirements for the Perkins program; the same student data will be used as submitted to KBOR in Career Technical Education reports for Perkins.

Outcome/Result: The AY2015 indicator is 1.8% above the baseline. This indicator has remained fairly consistent and generally trending upward; some of the variance may be the nature of technical programs which are linear in skill development and sequential in course enrollment; students tend to progress through some technical programs more slowly than others.

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

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

Outcome/Result: The AY2015 indicator reflects 93 more student completers at the second level or above when compared to the baseline. We continue to create stackable units of curriculum, esp. in SB 155 areas of study provided for secondary students who have local/financial access to technical programs (CNA, fire science, welding, etc.) HCC has definitely fulfilled this outcome.

Johnson County Community College Performance Report AY 2015

Fall 2015 FTE: 11,510

Contact Person: Judy Korb

Phone and email: 913-469-8500 ext 3735; jkorb@jccc

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase Student Success: Success rate after 2 years reported for each cohort.	2008: 60.7% 2009: 61.4% 2010: 57.3% Baseline: 59.8%	58.6%	↓	57.4% (AY 2012)	↓		
2	Increase the Number of Certificates & Degrees Awarded	2010: 2,102 2011: 2,513 2012: 2,588 Baseline: 2,401	2,934	↑	3,286 (AY 2015)	↑		
3	Increase the Percent of graduates employed in KS one year after graduation	AY2010: 1015/1935=52.5% AY2011: 1166/2345=49.7% AY2012: 1195/2371=50.8 Baseline: 3376/6651=50.8%	52.8% 1232/2335	↑	59.4% 1514/2548 (AY 2014)	↑		
4	Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	2009: 660/1288 51.2% 2010: 955/1744 54.8% 2011: 696/1377 50.5% Baseline: 2311/4409 52.4%	54.7% 617/1128	↑	55.9% 667/1192 (FL14 Cohort)	↑		
5	Increase First to second year retention rates of first-time, full-time college ready student population	2009: 360/589 61.1% 2010: 384/656 58.5% 2011: 322/484 66.5% Baseline: 1066/1729 61.7%	66.3% 411/620	↑	66.8% 443/663 (FL14 Cohort)	↑		
6	Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	2007: 583/1408 41.4% 2008: 650/1405 46.3% 2009: 597/1521 39.3% Baseline: 1830/4334 42.2%	42.1% 618/1467	↓	39.8% 547/1374 (FL 2012 Cohort)	↓		

Johnson County Community College Performance Report AY 2015

Indicator 1: Increase Student Success

Description: The Student Success Index as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year two 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 two of each cohort and an overall success rate is reported.

Outcome/Results: In fall 2013 the College developed Key Performance indicators to measure the organization's overall progress toward increasing student success. At the same time the college developed its Strategic Plan for AY2014 – AY2017. Goal one within the Strategic Plan is to increase student success by improving student satisfaction, retention, persistence, graduation and transfer rates. JCCC's AY15 performance compared to the baseline and previous year is down slightly. The measure within is based off the student cohort that started prior to current initiatives in place to improve student success. The taskforce for Goal 1 Task 2 (Enhance student success by integrating academic offerings, advising, and student resources) of our plan have worked to identify more efficient and effective ways to support student success. The taskforce has recommended that JCCC focus on access and connectedness as it relates to the following: Increase student access to counseling; Create a guided experience for students and create a guided self-advising experience. Student Success and Engagement focused on implementing improvements to the advising process in 2015-2016. Special focus was given to creating guided pathways for students. As a result, we have transitioned six Success Advocates from part-time to full-time. The Success Advocates will be assigned student cohorts as their workload, and will follow up with students assist with their overall success – specifically retention and completion.

Indicator 2: Increase the Number of Certificates & Degrees Awarded

Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours.

Outcome/Results: Indicator 2 shows positive outcome compared to the baseline. As the college continues to pursue action projects to increase student retention and graduation rates as described in the narrative to indicator 1, the number of certificates and degrees awarded will increase. In addition to work being done to improve student success overall, JCCC continues to implement an auto graduation project. The project included auditing records of students who are not currently enrolled, have attended here within the last two years, and are 100% complete in their degree or certificate program. This catches the students who left without applying for graduation and anyone who meets requirements by transferring back coursework from their four year school. In Spring 2012, JCCC went live with first auto graduation pilot. We used an opt-in method which yielded very poor results. In Spring 2014, JCCC went live with a revised auto graduation study. Using an opt-out method, 214 additional students received a degree. Spring 2015, JCCC expanded project further to include all degrees and certificates offered by the college. Through this process, an additional 143 degrees/certificates were awarded.

Indicator 3: Increase the Percent of Students Employed or Transferred

Description: Percent of students employed is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation.

Outcome/Results: Indicator 3 increased in AY15 compared to the baseline. The Career Development Center has increased its offerings to support our students' pursuit for employment. Interactive tools for students have been developed to provide easy access to job advertisements, interviewing skills, and resume tools. JCCC hired a professional who continues to focus on improving the transfer experience for our students and continues to advance our articulation and reverse transfer agreements with other Kansas higher education institutions.

Indicator 4: Increase First to Second Year Retention Rates of Non-College Ready Student Population

Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester.

Outcome/Results: Indicator is up compared to the baseline. The College continues to develop a strategy to improve overall student retention. Additionally, the work being done related to Guided Pathways (Indicator 1), along with the development of predictive analytics will continue to improve our efforts and response related to student retention. Efforts have been made to ensure degree-seeking students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness. JCCC's academic affairs branch is reviewing placement practices, and identifying processes to provide students with early feedback about their performance. JCCC has developed the "Supplemental Instruction Embedded Tutors" program. The program embeds peer mentors in JCCC classes to model effective learning behaviors. Embedded tutors host meetings outside of class meeting times during which students obtain additional learning skills. An Early Alert program was created and serves as an intervention tool to communicate and reach out to students.

Indicator 5: Increase First to Second Year Retention Rates of College Ready Student Population

Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term.

Outcome/Results: Indicator is up compared to the baseline. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2015, one of the task teams associated with Goal 2 of our Strategic Plan – demonstrate increased agility in responding to stakeholder needs continued to expand the number of online course to increase flexibility in student schedules and explored the creation of a new online college. Through the Strategic Plan task teams recommendations related to being more intentional in our efforts to support student success are beginning to be developed. As mentioned in Indicator 1, Student Success and Engagement division will focus on implementing improvements to the advising process with focus on creating guided pathways for students.

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students

Description: Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students who graduate from JCCC or transfer to another institution within 150% time of their expected degree or certificate completion time as reported by JCCC's Office of Institutional Research, and following the definitions used by the National Center for Educational Statistics – IPEDS data submissions. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse to identify enrollment at other post-secondary institution. Graduation rates are calculated by the degree/certificate being conferred within 150% time.

Outcome/Results: Indicator declined from the baseline. It is worth noting the student cohort being reported on began before many of the strategies currently in place had started. JCCC is optimistic that the work being done through the Strategic Plan and Key Performance Indicators will have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 4 and 5, and include efforts to increase our overall graduation rates.

Kansas City Kansas Community College Performance Report AY 2015

Fall 2015 FTE: 4,019

Contact Person: Baz Abouelenein

Phone and email: 913-288-7359; baz@kckcc.edu

Date: 8/18/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the First to Second Year Retention Rate of First time Full time College Ready students	2009: 50.6% (199/393) 2010: 52.3% (230/440) 2011: 51.0% (171/335) Baseline: 51.3%	55.3%	↑	52.4% (161/307)	↑		
2	Increase the Number of Certificates and Degrees Awarded	2010: 1,188 2011: 1,369 2012: 1,411 Baseline: 1,323	1,217	↓	1,324	↑		
3	Increase the number of graduates/completers who were employed or transferred	2010: 55.8% (650/1164) 2011: 53.3% (716/1343) 2012: 53.1% (725/1365) Baseline: 54.0%	55.1% (692/1257)	↑	66.2% (795/1201)	↑		
4	Increase the Percent of Students Completing Required Developmental Math Courses (MATH 97 and MATH99) with a C or above	2010-11: 71.9% (892/1240) 2011-12: 71.2% (907/1261) 2012-13: 54.6% (707/1296) Baseline: 65.9%	67.3% (621/923)	↑	61.7% (550/892)	↓		
5	Increase the Number of Hispanic Students Enrolled at KCKCC	2010: 990 2011: 1,111 2012: 1,296 Baseline: 1,132	1,310	↑	1,441	↑		
6	Improve the completion rate for ENGL0101 by students who successfully completed ENGL0099 prior to being able to enroll in ENGL0101	2010: 69.4% (184/265) 2011: 66.0% (206/312) 2012: 67.9% (210/309) Baseline: 66.4 (600/886)	66.4% (85/128)	↔	66.9% (101/151)	↑		

Kansas City Kansas Community College Performance Report AY 2015

Indicator 1: Increase the First to Second Year Retention Rate of First time Full time College Ready students

Description: The First to Second Year Retention Rate measures the percentage of the college-ready cohort who enrolled the following fall semester. The college-ready cohort is defined as “first-time, full-time, degree seeking students who are not enrolled in any developmental courses in the fall semester.” The measure tells us what percentage of students came back and enrolled in Fall 2015 semester out of all the students who first enrolled at KCKCC in Fall 2014.

Outcome/Results: The First to Second Year Retention Rate for 2014-15 year is 52.4%. This is a little setback for us. We hope that this is a year to year fluctuation on a general upward trend. We have provided a stronger academic advising process called Mandatory Advising to our students whose cumulative credit hours are less than 30. We are also utilizing tools such as Electronic Degree Audit and Early Alert System. The Electronic Degree Audit gives students an ability to evaluate their progress toward a degree and to see a ‘what-if’ scenario analysis for an alternative degree when their current degree program did not work out for them. Advisors are able to utilize it on their advisees and track their progresses as well. The Early Alert System offers timely assistance through academic support, mentors, and/or advising where appropriate. Also this year, we are creating Learning Commons where Library and Academic Resource Center is combined and co-located to provide academic support in all-in-one place.

Indicator 2: Increase the Number of Certificates and Degrees Awarded

Description: The Number of Certificates and Degrees Awarded measures the total number of certificates and degrees awarded during 2014-15 academic year as indicated in the Kansas Higher Educational Data System.

Outcome/Results: The number of Certificates and Degrees Awarded for 2014-15 year has increased to 1,324. We are stepping up our efforts to increase our enrollments as well as the retention rate through the Mandatory Advising process. TRIO grant is now fully staffed to help students from disadvantaged backgrounds, particularly low-income and first-generation college students, in their pursuit of a college degree. With this funding and programs in place, we should be able to help more students complete their degree or certificate programs. T4E, Training for Employment office, supports students seeking certificates in many technical areas. Support includes intrusive advising, career guidance, industry networking, financial literacy, essential employability skills, and entrepreneurship training. These highly supportive efforts should increase the number of certificates awarded through the Technical Education Center.

Indicator 3: Increase the Percent of Students Employed or Transferred

Description: The Percent of Students Employed or Transferred is defined as the percent of the students who are employed in Kansas or transferred to a Kansas public institution after their graduation at KCKCC each year.

Outcome/Results: The Percent of Students Employed or Transferred for 2014-15 academic year is 66.2%. This rate is significantly higher than the baseline. We will try to keep this up by offering a comprehensive workforce and career service. We integrated various career service departments such as Workforce Development, Career Center, and Transition to Employment (TTE) Center in coordination with Workforce Partnership, Unified Government, and various community organizations to provide job placement and training service to our students and community. We encourage students to utilize the integrated services of our career planning and placement, provide increased internship opportunities by expanding our business/industry partnerships, and develop more articulation agreements with four-year institutions to facilitate the successful transfer of students.

Indicator 4: Increase the Percent of Students Completing Required Developmental Math Courses (MATH 97 and MATH99) with a C or above.

Description: The Success Rates of Developmental Math Students is calculated by dividing the number of students who completed MATH97 or MATH99 with a grade of A, B, or C by the total number of students who completed MATH97 or MATH99 in an academic year. The bottom number excludes any students with a grade of AUD - audit, I – incomplete, or W /WA – withdrawal as these grades are often due to the non-academic difficulties experienced by students.

Outcome/Results: The Success Rates of Developmental Math Students for 2014-15 academic year is 61.7% which is lower than the baseline. 550 students successfully completed the Math courses with a grade of A, B, or C out of 892 students who enrolled and stayed in the Math courses to the end. The math

department instituted a redesign to aid students in the developmental classes: Math Essentials (Math 97), Elementary Algebra (Math 99), and Intermediate Algebra (Math 104). This redesign yielded a significantly positive result last year. Although the success rate has declined this year, we hope this is a temporary decline on a generally upward trend as our students and faculty are still going through some adjustments and getting used to the new design.

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

Description: This indicator is the total unduplicated number of Hispanic students enrolled in an academic year. It includes both first-time and returning students.

Outcome/Results: The total unduplicated number of Hispanic students enrolled in 2014-15 academic year is 1,441. It is up from the baseline. We will continue our efforts to recruit more Hispanic students by strengthening our relationship with the Hispanic community groups such as El Centro and by remaining actively involved with Biz-Fest, the Hispanic Chamber of Commerce and Hispanic owned local businesses. Additionally, the college is engaged in several middle and high school recruitment programs targeted at Hispanic and underrepresented populations. The English as a Second Language programming, the Adult Education program, and collaborations with KCK School District 500 including Family Literacy and the Migrant Grant are important non-credit programs which support the Hispanic community. These programs reach broadly into the Hispanic communities in our service area to support parents and children in speaking, listening to, reading, and writing English. KCKCC offers BizFest Scholarships to students who have completed the BizFest competition in the Kansas City area. Younger siblings and other relatives of “first generation” BizFest students are now scholarship recipients and several serve as student leaders at KCKCC. All BizFest scholarship recipients must engage in service at the college. We are investing in these types of support so that the Hispanic community will understand our desire to recruit, retain, and graduate Hispanic students while supporting the educational needs of the community.

Indicator 6: Improve the completion rate for ENGL0101 by students who successfully completed ENGL0099 prior to being able to enroll in ENGL0101.

Description: The completion rate is defined as the number of students who received a final grade of A, B, or C in ENGL 101 divided by the total number of students who enrolled in ENGL0101 after successfully completing ENGL0099. This indicator measures the successful transition rate from the developmental course (ENGL0099) to the successful completion of the college level English course (ENGL0101).

Outcome/Results: The completion rate from ENGL0099 to ENGL0101 during 2014-15 academic year is 66.9% (101/151). This rate is slightly up from the baseline. We will continue the measures that were implemented last year: 1) incentivizing faculty to serve office hours to offer tutorial services; 2) standardizing tutorial services to ensure students truly learn to write themselves (vs. having someone else edit their work); 3) imbedding successful former developmental students in ENGL 0101 to serve as “peer mentors”; 4) developing a more prescriptive curriculum for adjunct faculty teaching ENGL 0099 and 0101; 5) offering training for adjunct faculty teaching ENGL 0099 and 0101; 6) distributing and reviewing ENGL 0101 syllabi during ENGL 0099, so students fully understand the end goal.

Neosho County Community College Performance Report AY 2015

Fall 2015 FTE: 1,392

Contact Person: Sarah Robb

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Date: 8/12/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase total number of certificates and degrees awarded as indicated in KHEDS	2010=1,082 2011=1,092 2012=1,022 Baseline: 1,065	899	↓	935	↓		
2	Increase student performance on assessment of student learning for analytical thinking	2010=73% 2011=72% 2012=78% Baseline: 74%	80%	↑	78% (277/356)	↑		
3	Increase third-party credentials and WorkKeys (if applicable)	7 CTE progs/2010 @ 88% 7 CTE progs/2011 @ 88% 10 CTE progs/2012 = 92% Baseline: 89%	10 CTE Progs – 96% (554/573)	↑	10 CTE Progs – 94% (361/384)	↑		
4	Increase % of students who complete developmental writing with at least a grade of C	Fall 10: 66% (49/74) Fall 11: 60% (114/190) Fall 12: 72% (112/156) Baseline: 66%	81% (119/147)	↑	79% (101/131)	↑		
5	Increase completion % of students who complete Composition I with at least a grade of C after completing developmental writing	Fall 10: 71% (35/49) Fall 11: 60% (68/114) Fall 12: 63% (71/112) Baseline: 64%	60% (53/88)	↓	81% (113/139)	↑		
6	Increase student performance in core outcomes of state transfer core courses	2011:78% 2012:78% 2013:77% Baseline: 77	77%	↔	79% (1656/21)	↑		

Neosho County Community College Performance Report AY 2015

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

Description: NCCC will increase the total number of certificates and degrees awarded, based from the 3-year baseline data (2010-2012). NCCC provides critical CTE programs throughout its service area and online, in addition to transfer education. Strategy: the completion rate for CTE will be especially emphasized due to the Governor's Career and Technology Education Initiative, and transfer degree completion may rise due to increased reverse transfer processes with state universities.

Outcome/Results: Although the number of certificates and degrees increased from the previous year, we have yet to reach the numbers used in the 3 year history and therefore, the baseline. One of the reasons for this is an overall decline in enrollment. Another seems to be a decline in CNA and CMA students. Our nursing program was provided guidance from their accrediting body to reduce the number of credit hours required for the LPN and RN programs. In response to that, they have eliminated the requirement of CNA as a prerequisite. As nursing is a large program at NCCC, this has impacted us greatly. As we move forward, even more emphasis will be placed on reverse transfer (which hasn't provided large numbers to this point) and degree/certificate completion. We also plan to have our nursing program evaluate the impact/success of students without CNA experience.

Indicator 2: Performance of students on institutional quality measures

Description: NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course every academic term. For the past three years 14 academic courses have been used to assess analytical thinking ability over 38 course outcomes. An average of more than 5,500(duplicated) students are enrolled in these courses per academic year, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor rating. The NCCC assessment process has been recognized for its excellence by the Higher Learning Commission as well as the Community College Futures Bellwether Prize event. NCCC will strive to sustain and increase student performance with analytical thinking, which is a key learning component within Foresight 2020 (critical thinking).

Outcome/Results: This outcome score is an average of 38 individual weighted course outcome scores, therefore the numerator and denominator need to be explained. There were a total of 356 individual outcome scores (multiple sections during the AY that assessed the 38 outcomes), and 277 of them met or exceeded the goal. During AY 2015, the students assessed in 14 different classes reached an average that is 4 percentage points above the baseline, which is a success. We maintain a focus on analytical thinking as one of our four general education learning outcomes and with an increase from the baseline of 74%, it has proven to be a success. The benefit of this analysis is that it is based on varied outcomes in multiple courses, so it's more of an integrated or formative approach to analyzing student learning, rather than a summative approach.

Indicator 3: Third party technical credentials and WorkKeys, if applicable

Description: NCCC will increase the pass rate of students in 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 baseline data has been developed from the pass rate of CTE program reports for AY 10, AY11 and AY12. This proposed indicator compliments Indicator 1 related to total number of certificates and degrees awarded.

Outcome/Results: During AY 2015, we have maintained a high percentage of credentials/WorkKeys. Our overall numbers were down (131 down from 147 in AY 14), however our percentage remained high. Using aligned curriculum and industry recognized credentials makes for a direct path for students to achieve the skills required to obtain a job once the program is completed.

Indicator 4: Strengthen student performance in developmental writing

Description: NCCC will increase student academic success in developmental writing. The college's performance agreement ending in 2012 had an indicator based on using CAAP test scores to increase writing and English skills. NCCC students performed well with the essay component. Data with the new developmental writing curriculum developed during that earlier assessment period now indicates that successful completion of the pre-composition course must be emphasized. NCCC will seek to increase student success, *meaning a letter grade of C or higher in the course*, per academic year, developed from baseline data of the pre-composition course from 2010-12.

Outcome/Results: NCCC has had marked success in improving student performance in Pre-Composition. We have maintained an approximate 80% since this performance agreement was put into place. This is up from a baseline of 66%. The outstanding and hard work of the faculty in this discipline, along with updated curriculum is the reason for student success. This indicator represents exactly the intended purpose of performance agreements – recognition of an area to focus on, and then working hard to improve.

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

Description: NCCC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the NCCC accreditation self-study indicated a need to review student success in Composition I after successfully completing Pre-Composition. NCCC proposes strengthening student success from developmental through college level writing so that at least 2/3 of those students are successful by 2016.

Outcome/Results: This outcome score increased significantly from the baseline. I believe the reason for this is that the cohort of students who took Pre-Composition in AY 14 (the first year of the updated curriculum) are now showing up as successful students in Comp I. The success is “rolling up” through the sequence of courses, which was the intent of the indicator. The curriculum in Comp I has not changed significantly, however, students who have successfully completed Pre-Composition are now better prepared for it.

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

Description: NCCC will integrate new state core outcomes in general education courses, and provide student assessment results as part of the institution's assessment of student learning process. This indicator will identify a baseline with assessment of the outcomes during the 2013-14 academic year, and then measure annually so that no core outcome indicator is below 75% by 2016. The data that is provided is from 17 courses and 4 lab courses that comprise the NCCC courses involved with the core outcomes process. This indicator will review the previous assessment reporting of earlier outcomes against the new/revised outcomes, which is why a goal of 75% is established.

Outcome/Results: This outcome score (similar to indicator 2) is based on an average of 21 lecture and lab course learning outcome scores, therefore a numerator and a denominator need to be explained. The annual mean from the 21 courses were averaged with the calculation of 1656/21. Learning outcome scores have increased slightly from the baseline. This may be due to faculty member's focus on the learning outcomes themselves. With clarified expectations among faculty throughout the state (due to KCOG meetings), NCCC faculty may have been better equipped to address those learning outcome with students in their classrooms.

Pratt Community College Performance Report AY 2015

Fall 2015 FTE: 1,039

Contact Person: David Schmidt

Phone and email: 620-450-2188; michael@prattcc.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.)	Fall 2009 85/139 = 61.2% Fall 2010 100/144 = 69.4% Fall 2011 81/137 = 59.1% Baseline: 266/420 = 63.3%	Fall 13 109/173 63%	↔	Fall 14 68/125 54.4%	↓		
2	Increase second year Student Success Index	AY 2008 Cohort = 56.1% AY 2009 Cohort = 55.7% AY 2010 Cohort = 57.6% Baseline: 56.5%	AY 2011 61%	↑	AY 2012 69.2%	↑		
3	Increase number of Third Party technical credentials (NCLEX-RN, NATEF, CNA, CMA, HHA)	AY 2010 = 167 AY 2011 = 158 AY 2012 = 150 Baseline: 158	AY 2014 134	↓	AY 2015 147	↓		
4	Increase fall to Spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	Fall 2010 111/148 = 75% Fall 2011 94/111 = 85% Fall 2012 106/141 = 75% Baseline: 311/400 = 77.8%	Fall 2013 110/139 79.1%	↑	Fall 2014 142/181 78.5%	↑		
5	Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	Fall 2007 155/269 = 58% Fall 2008 162/268 = 60% Fall 2009 142/263 = 54% Baseline: 459/800 = 57.4%	Fall 2011 147/243 60.4%	↑	Fall 2012 159/230 69%	↑		
6	Increase success of developmental students in corresponding college-level class.	Fall 2009 50/66 = 76% Fall 2010 53/67 = 79% Fall 2011 49/62 = 79% Baseline: 152/195 = 77.9%	Fall 2013 36/61 59%	↓	Fall 2014 50/62 81%	↑		

Pratt Community College Performance Report AY 2015

Indicator 1: Increase first to second year retention rates of the college ready cohort (full-time student not enrolled in developmental classes)

Description: Data for this indicator are provided by KBOR. The cohort is composed of students who are new to college fall semester and are full-time students seeking a degree. Students enrolled in a developmental course in the fall term are excluded from this population. Pratt Community College (PCC) will be dedicating three years to strengthening the institution through student retention. Initially, non-instructional staff was trained using best practices and techniques to better serve and retain students. These best practices and techniques include a Student Success Advisory Committee, a rigorous attendance policy, supplemental instruction, tutoring and a mentoring program. As a result of this training and data collection, shortcomings have been identified in our service to students resulting in additional need for faculty inclusion in the retention process. Retention processes and techniques will be introduced to faculty during fall 2015.

Outcome/Results: Overall our retention rate and cohort class size is trending downward when compared to the 3 year average. Pratt Community College assesses the decline in retention as an anomaly that will be corrected in the near term. With training and awareness an upward trend in retaining highly qualified students will be realized in AY 2016.

Indicator 2: Increase second year Student Success Index

Description: Data for this indicator are provided by KBOR. The cohort includes all students who are new to PCC during the academic year. The Student Success Index is the percentage of students who were retained in higher education or completed a program. The retention program discussed in indicator 1 is expected to positively impact the Student Success Index for students enrolled in PCC. As more students remain enrolled through a second year it is highly likely that they will become a completer.

Outcome/Results: Our results for second year students are trending upward at 69.2% which represents nearly a 13% increase over the 3 year baseline.

Indicator 3: Increase number of third party technical credentials (NCLEX-RN, NCLEX-PN, and NATEF)

Description: Data for this indicator are self-reported. This indicator presents a challenge for PCC. Through the merger of PCC and Wichita Area Technical College's (WATC) nursing programs, PCC chose to transition the instruction and credit for earning the Practical Nurse Credentialing to WATC, consequently, the third party credentials for Nursing (NCLEX-RN and NCLEX PN) are in a state of decline. However, PCC is transitioning our focus to make up for this loss in credential production by boosting existing program credential attainment in our Automotive Technologies Program (NATEF), Certified Nurse Aid (CNA), Certified Medication Aid (CMA), and Home Health Aid (HHA). These credentials, (CNA, CMA, and HHA) while offered during the previous three-year data collection, were not reported in the baseline data and are thus not reported in the 2014 data. In other words, the data as presented does not account for CNA, HMA, or HHS credentialing. As the needs of our community have changed, PCC has added various credential opportunities including Mobile Air Conditioning Society Credential (MACS) through our Agriculture Power Technology Program.

Outcome/Results: Currently PCC is trending downward in third party credentials when compared to the 3 year baseline, however, this is due in part to our Nursing program, which contributed to greater gains in 2013 and greater reduction in 2014. This downward trend in credentialing within our nursing program is due in part to the PCC and WATC partnership agreement, which shifted NCLEX-PN, credentials to WATC and also resulted in a reduction in the number of students in our Nursing program. We expect that we will see a continual decline in 3rd party credentials during the next reporting cycle and realize that attention needs to be focused on Stand Alone Parent Programs (SAPP). SAPP data is not reflected in the current data as we did not report SAPP credentials during the first cycle of reporting.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)

Description: Data for this indicator are self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator (181) represents fall term entering full-time students certified in a developmental

course, and the numerator (142) represents those students who were retained for the following spring term at PCC. Improving the success of developmental students has become a focus of the institution for the purpose of increasing retention and advancing overall student success. Targeting these students with intentional support from faculty has positively impacted developmental student success and will contribute to their retention.

Outcome/Results: Our results currently are trending upward from a baseline of 77.8% to 78.5%.

Indicator 5: Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)

Description: Data for this indicator are self-reported. The denominator (230) is all first-time, full-time, degree-seeking students who enter in the fall term. Students are tracked for three years and are deemed successful (numerator) (159) if they either graduate with a certificate or associates diploma or transfer to an institution to continue their education. Student success at a community college is not only measured in how many students graduate, but also how many transfer to other institutions. This cohort serves as a representative sample of PCC's student body, excluding the nursing program, which is seeking transfer, graduation/completion. To continue meeting this indicator the institution will utilize best practices such as extending partnerships to 4-year state institutions through a 2 + 2 arrangement and by enhancing instructional technologies such as accessibility software (for disabled students), completing the transition from Black Board to Canvas, which includes a 24 hour student technology support center, and adding a new partnership with Full Measure Student Support.

Outcome/Results: Data reported is based on the fall of 2012 cohort group. The fall of 2012 cohort posted a graduation rate of 69%. Due to the continued success of the PASS program, PCC continues to realize an upward trend in student graduation and transfer rates as athletic programs posted graduation plus transfer rates greater than 80%.

Indicator 6: Increase Success of developmental students in corresponding college-level class

Description: Data for this indicator are self-reported. The specific transitions being monitored are Basic Writing (ENG098) to Composition I (ENG176); and Beginning Algebra (MTH076) to Intermediate Algebra (MTH130) or Technical Mathematics (MTH126) or College Mathematics (MTH176). The denominator (62) is students that successfully completed (A, B, C or P grade) Basic Writing and/or Beginning Algebra in a fall term. The numerator (50) is those who successfully enrolled and completed in the corresponding college level course by the following fall term. In response to these data, the need for an induction and transition program has been identified for developmental students. This realization has led to the preliminary planning of a one-year induction and transition program. Monitoring of the induction program will be provided by the Faculty Assessment of Learning Committee.

Outcome/Results: Results for AY 2015 indicate an upward trend over the 3 year baseline.

Seward County Community College Performance Report AY 2015

Fall 2015 FTE: 1,294

Contact Person: Todd Carter

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Date: 8/12/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the number of certificates and degrees awarded	1 AY2010 - 308 AY2011 - 371 AY2012 - 397 Baseline: 358	488	↑	484	↑		
2	Performance of students on institutional quality measures - Increase success rate of students in College Algebra.	2 F10 - 194/253 (77%) F11 - 201/257 (78%) F12 - 170/228 (75%) Baseline: 565/738 (77%)	189/232 81%	↑	170/215 (79.1%)	↑		
3	Increase third party technical credentials	2 AY2010 - 126 AY2011 - 180 AY2012 - 214 Baseline: 173	494	↑	408	↑		
4	Increase the success rate of developmental writing students in English Composition I	1 F09 Cohort - 10/23 (43%) F10 Cohort - 7/19 (37%) F11 Cohort - 20/39 (51%) Baseline: 37/81 (46%)	23/34 65.3%	↑	39/59 (66.1%)	↑		
5	Increase the first to second year retention rate for college ready cohort.	1 F2009 Cohort - 117/194 (60%) F2010 Cohort - 90/147 (61%) F2011 Cohort - 130/199 (65%) Baseline: 337/540 (62%)	101/159 64%	↑	115/196 (58.7%)	↓		
6	Increase the % of full-time students completing 24 credit hours in their first year	1 F2009 Cohort - 248/359 (69%) F2010 Cohort - 196/326 (60%) F2011 Cohort - 190/327 (58%) Baseline: 634/1012 (62%)	213/310 69%	↑	238/349 (68%)	↑		

Seward County Community College Performance Report 2015

Indicator 1: Increase the number of certificates and degrees awarded.

Description: The data for this indicator is provided by the Kansas Higher Education Data System.

Outcome/Results: The number of certificate and degrees continue to be well over the baseline.

Indicator 2: Increase the success rate of students in College Algebra.

Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation (267 community colleges in 2012). The indicator focuses on students successfully completing college algebra with an A, B, or C in the fall semester.

Outcome/Results: The success of students in college algebra was 2% higher than the baseline. Math faculty have implemented course policies that require use of the Math Resource Center for students demonstrating unsatisfactory performance as a way to ensure student success returns to 80%. SCCC is also a participant in the KBOR project to improve high school student preparation for college algebra.

Indicator 3: Increase the number of students achieving third party technical credentials.

Description: The data for this indicator is provided by the Kansas Higher Education Data System. Third party technical credentials validate program effectiveness in preparing students for the workforce through certification exams based on industry standards.

Outcome/Results: The third party technical credentials is above the baseline. Policies within the local school district required the placement of alternative school students within a CTE program. The policy will be revised to include advisement by SCCC faculty along with placement exam scores in reading, writing, math, and mechanical aptitude.

Indicator 4: Increase the success rate of developmental writing students in English Composition I.

Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation (267 community colleges in 2012). This indicator focuses on student success in their first college level writing course after completing the previous developmental writing course with a grade of A, B, or C.

Outcome/Results: Student success in English Composition I after taking Pre-Composition II was 20% higher than the baseline. A mandatory placement policy and more intrusive tutoring services from an institutional Writing Center have contributed to the increase in student success rate.

Indicator 5: Increase the retention rate of degree / certificate seeking students.

Description: This indicator uses retention data from KHEDS, and focuses on the first year to second year retention rate of the college ready cohort of students.

Outcome/Results: The first to second year retention rate was 3.3% below the baseline. Two policy changes have been linked to the decrease. Early Alerts for students in academic difficulty prior to the fall 2014 semester were sent to by mail to physical addresses. We began sending Early Alerts to institutional email

addresses in 2014, hoping to improve the response from students receiving the Early Alert notice. Student responses to the alert did not improve. We have returned to using mail and plan to add an additional full time advisor to assist with follow up in FY2017. The second policy change prevented students from enrolling until their bill was paid. We are investigating the financial aid background of students who do not return and are doing follow up calls with the students who have not been retained yet are in good academic standing.

Indicator 6: Increase the % of first-time, full-time students completing 24 credit hours in their first year of college.

Description: This indicator focuses on increasing the percentage of full-time entering freshman completing 24 or more credit hours in their first year of college. The data used to calculate this indicator are provided by the Kansas Higher Education Data System.

- 1) All first-time, full-time degree or certificate seeking students entering in the fall semester.
- 2) Full-time is defined as 12 or more credit hours for the fall semester.
- 3) Credit hour accumulation in first year is the number of full-time students who earned 24 credit hours in the fall, spring, and summer terms combined.
- 4) The indicator is calculated by taking the total from (3) and dividing by the total from (1).

Outcome/Results: The percentage of students completing 24 credit hours remains above the benchmark. Additional advisor training and support for athletics and industrial technology programs was provided to improve success for these student populations.

Washburn University Performance Report AY 2015

Fall 2015 FTE: 5,125

Contact Person: Nancy Tate

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Date: 8/12/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of first time full-time freshmen.	2009 Cohort 65.7% (465/708) 2010 Cohort 62.1% (486/782) 2011 Cohort 66.4% (564/850) Baseline: 64.7%	65.3% (509/779)	↑	68.3% (514/573)	↑		
2	Increase the number of Certificates and Degrees awarded.	2010 1248 2011 1276 2012 1330 Baseline: 1285	1354	↑	1351	↑		
3	Increase the ranking among the state public universities as measured by the endowment per FTE student.	2010 Rank 2 2011 Rank 2 2012 Rank 2 Baseline: Rank 2	2	↔	2	↔		
4	Increase the percentage of students passing undergraduate professional/licensure board exams.	FY10 - 469/498 = 94.2% FY11 - 445/473 = 94.1% FY12 - 494/527 = 93.7% Baseline: 94%	89.3% (336/376)	↓	87% (361/414)	↓		
5	Increase the number of online student credit hours completed.	FY11 - 25,773 FY12 - 28,611 FY13 - 27,329 Baseline: 27,238	26,313	↓	25,736	↓		
6	Increase the number of transfer students from Kansas technical/community colleges.	FY11 - 402 FY12 - 433 FY13 - 403 Baseline: 413	358	↓	395	↓		

Washburn University Performance Report AY 2015

Indicator 1: Increase first to second year retention rates of first time full-time freshmen.

Description: The data regarding full-time first-time freshmen is provided to the Kansas Board of Regents annually as a subset of our fall census data.

Outcome/Results: Washburn's retention rate increased to 68.3% which is over the baseline of 64.7%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full-time freshmen. We have also become more adept using technology after creating a new position for a data analyst who generates a data rich environment that allows us to focus our efforts on identified at risk students.

Indicator 2: Increase the number of Certificates and Degrees awarded.

Description: The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD KBOR database file.

Outcome/Results: Washburn's academic year degrees and certificates awarded was 1,351 in academic year 2014-15, up from the three-year baseline average of 1,285. The increase can be attributed in large part to the College of Arts and Sciences' new Associate of Liberal Studies degree and a large increase in the number of Master of Science in Nursing awards from the School of Nursing (a 16% increase in the number of School of Nursing awards since 2010-11).

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

Description: Alumni giving is becoming increasingly important as state support of higher education remains stagnant or decreases. The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student Full Time Equivalent (FTE) is collected from institutions participating in the annual NACUBO/Commonfund Endowment Study.

Outcome/Results: Washburn University maintained its ranking of second in the state of Kansas. This list indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions. The values have been generally trending upward, while the ranking has remained relatively stable as we all continue to raise funds each year. (FY15, \$30,353, 44th/FY 14, \$30,944, 39th/FY 13, \$26,820, 42nd/FY 12, \$24,793, 36th/FY 11, \$25,957, 35th)

Indicator 4: Increase the percentage of students passing undergraduate professional/licensure board exams.

Description: Maintaining high pass rates on national/state board licensure exams reflects the quality of the learning provided by our faculty and provides better opportunities for students to obtain employment in their field of study. These pass rates are calculated by the professional organizations and relayed to WU.

Outcome/Results:

FY15	Washburn Pass Rate	State/National Percentage Pass Rate
Nursing (NCLEX)	117/151=77%	85.49%
Clinical Laboratory Science	5/5=100%	79%
Diagnostic Medical Sonography	24/28=86%	64%
Health Information Technology	5/6=83%	64%
Physical Therapist Asst	23/23=100%	92.3%
Radiation Therapy	43/43=100%	86.9%
Radiologic Technology	17/17=100%	88.4%
Respiratory Therapy	11/11=100%	83%
Magnetic Resonance Imaging	9/14=64%	76%
Occupational Therapy Asst	21/23=91%	82%
Education (PRAXIS II)	68/69=99%	94%
Social Work	18/24=75%	68%
TOTAL	361/414=87%	

Washburn did not meet or exceed the baseline percentage pass rate (94%) in FY15. This reduction to 87% is due in large part to the decrease in the pass rate of the NCLEX by Nursing students. The School of Nursing pass rate dropped after changes were made to the national exam in the spring of 2013; this drop in pass rate

was experienced by many nursing programs throughout the state and nation. To better prepare our students for the NCLEX exam faculty have added more questions during class time and on course exams similar to those which are prevalent on the NCLEX. During spring 2015 NCLEX prep classes were added as a required component of the Capstone course. The significant decline in the number of students listed as completing the PRAXIS II occurred because the Department of Education changed how it reports the pass rates of candidates completing the program and taking the required content tests for licensure. Previously, data were reported on all the tests taken by candidates. This has been changed to report on the number of candidates taking the tests to better reflect the actual number of program completers for the academic year and to be consistent with data reported to and from Educational Testing Service and State Department of Education Title II Teacher Preparation. The number of completers has remained consistent from the baseline numbers through FY15. While we will continue to work diligently to increase the percentage of Washburn students passing their board licensure exams, a comparison of Washburn University students' pass rates on board/licensure exams with the national and/or state pass rates indicates that, with the exception of Nursing and Magnetic Resonance Imaging, the pass rate percentage of Washburn students is at or above the state/national pass rate percentage.

Indicator 5: Increase the number of online student credit hours completed.

Description: Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses are compiled and summed for the academic year (summer, fall, and spring semesters).

Outcome/Results: Washburn University did not exceed the baseline target (27,238) for FY15. The decline in the online student credit hours to 25,736 paralleled the overall enrollment decline during the same FY15 period. Faculty also report students have expressed concerns about the higher tuition rates for the online courses. Washburn is considering a plan (not yet adopted) to maintain the online tuition rate at its current level even as other tuition rate increases occur with the eventual result of the online rate being more comparable to on-campus tuition rates. In an effort to address the declining online Student Credit Hours, Washburn has also increased the number of online course sections being offered through the addition of new online programs in Nursing and Allied Health as well as the Master of Arts degree in Communication and Leadership which will be offered online in a compressed format.

Indicator 6: Increase the number of transfer students from Kansas technical/community colleges.

Description: Each student who enrolls at Washburn is coded with a student type at time of admission. The code for transfer students is a "T." Each semester, Institutional Research reports on the number of transfer students.

Outcome/Results: Washburn University did not exceed the baseline target (415) even though we experienced an increase from 358 in AY 2014 to 395 in AY 2015. The decline in the community/technical college transfer numbers parallels the drop in number of students attending community colleges. We saw a significant increase at one major feeder community college (ACC -77 to 100) and slight increases in two additional feeder schools (Barton - 16 to 22; JCC - 51 to 62); however we saw a relatively significant decrease at another major feeder (Highland-- 72 to 56) and were disappointed in the decreased number of transfer students from Washburn Tech (41 to 35). We have acted to address these decreases in several ways. Washburn will more widely disseminate to community colleges the recently approved transfer friendly change in the policy for accepting general education courses. In addition, Washburn recently hosted a bus trip of our faculty and administrators to Highland Community College to discuss potential transfer programs and we plan a similar trip to another feeder community college (Kansas City) during FY17. We are currently in discussion with Washburn Tech to minimize hurdles to seamless transfer between our two affiliated institutions.

Allen Community College Performance Report AY 2015

Fall 2015 FTE: 1,790

Contact Person: John Masterson

Phone and email: 620-365-5116 x211; masterson@allenc.edu

Date: 8/15/2016

Allen Community College	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1 Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1	2007 28.5% 57/200 2008 22.1 25/113 2009 26.1% 52/199 Baseline: 26.2% 134/512	26.9% 32/119	↑	19.4% 18/93	↓		
2 Increase the total number of certificates and degrees awarded	1	2010=193 2011=279 2012=617 Sum=1089/3years Baseline: 363	432	↑	425	↑		
3 Increase the employment rate of Allen graduates in Kansas	2	AY 2010 125/193 = 64.8% AY 2011 197/279 = 70.6% AY2012 372/556 = 66.9% Baseline: 694/1028 = 67.5%	68.9% 370/537	↑	65.8% 267/406	↓		
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2010-2011 53.9% 321/596 2011-2012 51.3% 286/558 2012-2013 51.5% 272/528 Total 879/1682 Baseline: 52.3%	56.2% 264/470	↑	47.3% 192/406	↓		
5 Increase the Success Index Rate for student completion and retention	2	2008 62.0% 1253 2009 54.5% 1006 2010 56.1% 1074 Baseline: 57.6%	58.3% 996	↑	61.6% 1124	↑		
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2010-2011 718/941=76.3% 2011-2012 711/953=74.6% 2012-2013 673/888=75.8% Baseline: 75.6%	78.6% 730/929	↑	77.9% 641/822	↑		

Allen Community College Performance Report AY 2015

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

Description: Using the Kansas Higher Education Data System (KHEDS) report, a three year graduation rate for the cohort consisting of first-time, full-time, degree seeking, college ready freshmen is reported (fall 2012 cohort). Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen used counseling and reverse transfer agreements to increase the graduation rate.

Outcome/Results: Results are off nearly 7% from baseline. Reverse transfer has not been as popular as hoped. Allen will continue to advise students of the benefits of graduation prior to transfer. A work group has been formed to look at several areas of student success including graduation.

Indicator 2: Increase the number of certificates and degrees awarded

Description: Using the KHEDS report, the total number of certificates and degrees issued in AY2015 were reported.

Outcome/Results: Certificate completion continues to contribute to the success of this outcome.

Indicator 3: Increase the employment rate of Allen graduates in Kansas

Description: The Board's Data, Research, and Planning staff updated the methodology for this indicator to include transfer data in addition to employment data. The universe is students who received degrees/certificates during the academic year and/or transferred. Transfer refers to transfer within the KBOR system during the following academic year. Employment refers to employment in Kansas by the 4th quarter after the academic year. New baseline data were calculated as well.

Outcome/Results: This indicator was off only 1.7% from the baseline.

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

Description: The Allen Information Technology Department provided data on the total number of students who completed Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes, to provide a success ratio for comparison.

Outcome/Results: This indicator was off 5% from the baseline. We have hired a full-time Math Center Coordinator who works with tutors and directly with students to improve math skills. We also have begun to utilize NetTutor, an online tutoring service, for our students. We also removed an instructor whose retention and success rates were very low.

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

Description: Data provided through the KBOR KHEDS tracked cohorts for two years and reported into a success index completion of a certificate or degree or retention in higher education.

Outcome/Results: This indicator exceeded the baseline by 4%. The exciting part of this report is a significant increase in the overall completion rate.

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

Description: The Allen information Technology Department provided data on the total number of students who completed the initial college level writing course, COL 101, English Composition, with a C or better, and the total number enrolled in those courses on the 20th day of classes, to provide a success ratio for comparison.

Outcome/Results: This indicator exceeded the already high baseline (75.6%) by 2.3%. Part of this success can be attributed to an excellent Writing Center with an OWL (Online Writing Laboratory) enabling students to access the services regardless of where or how they chose to attend the composition course.

Independence Community College Performance Report AY 2015

Fall 2015 FTE:719

Contact Person: David Smith

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Date:8/18/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of college ready cohort	2009--50.5% (55/109) 2010--40.0% (42/105) 2011--45.0% (54/120) Baseline: 45.2% (151/334)	33.3% (50/150)	↓	43.9% (43/98)	↓		
2	Increase number of certificates and degrees awarded to ICC students	2010--337 2011--310 2012--360 Baseline: 349	272	↓	214	↓		
3	Increase performance of students on core academic skills, taken from the National Community College Benchmarking Project data on Core General Education courses	F 2010--84.3% F 2011--76.6% F 2012--80.6% Baseline: 80.5%	83%	↑	76.6%	↓		
4	Improve student success (A, B, or C) in College Algebra following a developmental math course (NCCBP Data)	F 2009 Cohort--76.0% (19/25) F 2010 Cohort--70.2% (33/47) F 2011 Cohort--57.1% (16/28) Baseline: 67.8%	61.2% (30/49)	↓	67.4% (31/46)	↔		
5	Increase percentage of students who achieve a 2.0 or higher semester GPA after being placed on Academic Probation	S/F2010--23% (28/124) S/F2011--14% (19/138) S/F2012--39% (27/70) Baseline: 22%	13% (17/131)	↓	13% (7/53)	↓		
6	Improve percentage of students who successfully complete (A, B, or C) online courses.	F10/S11-63.5% (815/1284) F11/S12--62.5% (831/1330) F12/S13--65.3% (678/1038) Baseline: 63.8%	67% (312/433)	↑	76% 109/144	↑		

Independence Community College Performance Report AY 2015

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

Description: ICC defines “college-ready” as those students whose placement scores qualify them for immediate enrollment in college-level English and math coursework. The cohort represents those students who are college ready and enrolled in Associates degree programs.

Outcome/Results: While retention increased from the previous reporting year by 10%, it was still slightly shy of meeting our 45.2% baseline. I believe that we are showing steady improvement in this area, and ICC is continually looking at ways to increase this percentage.

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

Description: ICC believes that completion of a certificate or degree program increases the probability of either gainful employment or continued success in a baccalaureate program for its students. AY 2013 interventions include expansion of the enrollment requirement in College Success, ICC's first year experience course from new, full time residential freshmen to all new full time freshmen; the creation of a full time, director-level Online Education position and dedicated department budget; increased expectations for course structure and student/instructor engagement in the online format; the creation of an additional full time Academic Advising/Tutoring position; and expansion of tutoring services including increased physical facilities, departmental budget, and services to students not qualifying for TRiO services.

Outcome/Results: While all the above were great additions to ICC, it did not account for the economic improvement of the nation and the decreased number of students attending ICC. We are also unable to show from this data how many of our students transfer to their four year universities without completing their degree at ICC. While we will continue to strive for better numbers, we also understand that this piece of data plays into the bigger goal of the community college—transfer.

Indicator 3: Increase performance of students on core academic skills, taken from the National Community College Benchmarking Project data on Core General Education courses.

Description: The National Community College Benchmarking Project (NCCBP) provides ICC with invaluable data about the general education courses at the core of every two year degree: English Composition I and II, College Algebra, and Public Speaking. Reported data reflects the mean score for all students completing those courses with final grades of A, B, or C.

Outcome/Results: ICC did not meet its goal. Our percentage was at 76.6%, which was below our baseline. In looking at each course individually, we can get a better picture of where we need to improve in the following year:

Course	ICC Value	% Rank	Median (50 th Percentile)
<i>Comp I</i>	79.44%	40%	81.24%
<i>Comp II</i>	73.03%	13%	81.09%
<i>Algebra</i>	68.70%	21%	75.08%
<i>Speech</i>	85.14%	37%	87.19%

Indicator 4: Improve students' success in College Algebra following a developmental math course.

Description: Many of ICC's degree seeking students come unprepared to enroll immediately in College Algebra. In response to this, The College evaluated and redesigned its developmental math course progression prior to AY 2011 in hopes to prepare students more quickly for this gateway course.

Outcome/Results: ICC increased 6% from the previous year, and was able to maintain the 67% baseline, with approximately the same amount of students as the previous year. We believe the data shows that implementation of our new developmental model for math in 2011 brought forth a moment of shock and change for both faculty and students, but we have gained good ground in knowledge retention since switching and have not seen a cap on this new initiative yet.

Indicator 5: Increase percentage of students who achieve a 2.0 or higher semester GPA after being placed on Academic Probation.

Description: Academic Probation occurs when students do not achieve a 2.0 semester grade point average. It is intended to be an intervention in order to identify students who need assistance and to provide that assistance for them whenever and wherever possible. As a measurement, we determined the number of students placed on academic probation and how many of those students earned a semester grade point average of 2.0 or better in their next semester.

Outcome/Results: Our results remain unchanged from the previous year. We understand more fully now the difficulty (and some could say impossibility) in having students reach a 2.0 GPA in one semester, especially if they received a GPA much lower than a 2.0. We know now that it takes students multiple semesters sometimes to recover a GPA from a bad semester or two.

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

Description: ICC recognizes the increasing student need for courses available in the online format and is currently seeking accreditation at the program level from the Higher Learning Commission. The Director of Online Education, hired by the College at the beginning of AY 2013, worked with the full time faculty to develop new processes and quality checks for both instructors and students in order to improve student achievement and course success rates. Success rates are determined by the number of A, B, C, and P grades in online courses divided by the number of A, B, C, D, F, and P grades in online courses.

Outcome/Results: ICC's percentage was at 76%, a 12.2% increase over the baseline. We attribute this success to meeting HLC's requirements for an accredited program, and assuring rigor and quality in all of our online courses through semester evaluations.