

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

CONFERENCE CALL

**August 30, 2016
11:00 am**

CONFERENCE CALL INFORMATION

DIAL: 866.620.7326

CONFERENCE CODE: 1366296630

- | | | | |
|-------------|--|-------------------------|-------------|
| I. | Call To Order | Regent Van Etten, Chair | |
| | A. <i>Approve Minutes</i> | | |
| | June 15, 2016 Meeting | | <i>p. 3</i> |
| II. | Agenda Planning | | |
| | A. <i>Consent Agenda</i> | | |
| | 1. Act on Request for Approval for Degree and Certificate Programs | Scott Smathers | <i>p. 5</i> |
| | a. Wichita Area Technical College – Veterinary Technology | | |
| III. | Other Matters | | |
| | 1. Credit by Exam Proposed Policy Changes | Karla Wiscombe | <i>p. 7</i> |
| | 2. Performance Agreements Review (2017 – 2019) | Jean Redeker | <i>p. 9</i> |
| | | Karla Wiscombe | |
| IV. | Adjournment | | |

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

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

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

**Wednesday June 15, 2016
MINUTES**

The Board of Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference at 10:30 a.m. on Wednesday, June 15, 2016.

In Attendance:

Members:	Regent Helen Van Etten Regent Zoe Newton	Regent Daniel Thomas via phone	
Staff:	Gary Alexander Karla Wiscombe Terry Schwartz	Jacqueline Johnson Jean Redeker	Connie Beene Nancy Olsen
Others:	Robin Garrett, Barton CC Mickey McCloud, JCCC Rick Muma, WSU Jon Marshall, Allen CC	Bruce Mactavish, Washburn Andy Anderson, JCCC Aron Potter, Coffeyville CC Brenda Edleston, Cloud County CC	Regena Lance, Fort Scott CC Lori Winningham, Butler CC

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

Regent Newton moved, and Regent Thomas seconded the motion, to approve the May 31, 2016 minutes as written. Motion carried.

II. Discussion Items

A. NC-SARA Renewal

Jacqueline Johnson presented the 2016 biennial application for membership to the National Council – State Authorization Reciprocal Agreement (NC-SARA). Staff request BAASC approve the request for renewal of the SARA membership.

After discussion, BAASC approved the request for renewal of NC-SARA membership.

III. Update Items

A. Technical Revisions for Private Post Secondary Regulations and GED Regulations

Jacqueline Johnson informed BAASC the Private Post Secondary regulations have undergone technical revisions. The GED regulation was revised to reflect updated process for scoring with GED Testing Service.

B. Transfer and Articulation Policy

Karla Wiscombe informed BAASC the Transfer and Articulation Policy is before the Board for approval today. The revised policy has passed through multiple committees and reflects current practice.

C. Transfer and Articulation Council (TAAC) Quality Assurance Subcommittee Report

Karla Wiscombe introduced Bruce Mactavish and Andy Anderson, co-chairs for TAAC, presented the Quality Assurance Subcommittee Report.

Thanks to Gary Alexander for his hard work and dedication in initiating the Transfer and Articulation Council and the Core Outcomes Group. It has become the strength and foundation of TAAC.

TAAC is holding a Communication retreat on 6/16/16. BAASC requests an update on the outcome of this retreat.

BAASC thanked Gary Alexander for his dedication, years of experience in higher education and hard work. He has led many great initiatives and with positive leadership has created the power for sustainable change within academics.

Adjournment

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

The meeting adjourned at 11:03 a.m.

Recommend Approval of Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges

Summary

Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received a request from Wichita Area Technical College to offer an Associate of Applied Science degree in Veterinary Technology. The program submitted addressed all criteria requested and was subject to the 14 day comment period required by policy. The program was reviewed by the Technical Education Authority and is recommend for approval. 08/30/2016

Background

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

Description of Proposed Program:

Wichita Area Technical College requests approval for the following program:

- Veterinary Technology (51.0808) – Associate of Applied Science degree/68 credit hours

The proposed Veterinary Technology program is designed to improve and expand health science programs at WATC. The proposed Veterinary Technology degree is a 68 credit hour, four-semester program that prepares students for entry-level employment in various areas of animal healthcare including, but not limited to; veterinary hospitals, veterinary clinics, research, and diagnostic laboratories. Upon completion of the program, the students will be eligible to sit for the Veterinary Technician National Examination (VTNE) certification. Development of this program was one of several new programs identified in a 5 year, \$2.25 million Title III U.S. Department of Education grant that was awarded to the college.

WATC plans to seek accreditation for the proposed program through the American Veterinary Medicine Associate (AVMA) Committee on Veterinary Technical Education and Activities (CVTEA) by the 2018-2019 school year.

To gauge student demand, WATC's Office of Institutional Research conducted surveys. Of the 312 responses, 29 indicated an interest in a Veterinary Technician program. To assess employer demand, WATC's Office of Institutional Research conducted a survey of 31 potential employers. Of the 11 responses received, 10 indicated a need for a Veterinary Technician program, and 17-28 positions will be required over the next three years.

The U.S. Bureau of Labor Statistics' Occupational Outlook Handbook indicates a national growth rate for Veterinary Technologists and Technicians of 19% from 2014-2024 with a median annual wage of \$31,800, or about \$15.29 per hour.

The Kansas Department of Labor, Long-term Occupation Projections 2012-2022 indicate state-wide growth rate of 30.85%, which equates to roughly 195 jobs, with a median annual wage of \$30,870 or about \$14.84 per hour.

Currently, two institutions offer a Veterinary Technology program. Below are the colleges, programs, total number of declared majors, total number of graduates, and average wage of graduates exited and employed information from the 2014 K-TIP report.

College	Program Name	2014 K-TIP Data		
		Total # Declared Majors	Total # Graduates Exiting & Employed	Average Wage: Graduates Exited & Employed
Colby Community College	Veterinary Technology	90	6	\$27,683
Independence Community College	Veterinary Technology	30	6	\$21,994
Total		130	12	

NR = No values were reported.

* = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

Letters of support for this program were received from the following sources:

- Amy Ekerberg, DVM, Northridge Veterinary Clinic & Rehabilitation – externship.
- Sarah Coffman, Founder/Executive Director, Wichita Animal Action League – provide expertise to the program, provide demonstrations of proper handling of animals, provide demonstrations of body reading of animals, provide a variety of animals for hands on experience.
- Brian Hodes, DVM, Rose Hill Veterinary Clinic – guaranteed interview for graduates, internships, serve as a guest lecturer, provide demonstrations, and serve on the Industry Advocate and curriculum development teams.

Wichita Area Technical College contacted both Colby Community College and Independence Community College to inquire about their Veterinary Technology programs, capacity, and deadline for student applications; however, WATC did not pursue collaboration with either institution. WATC states that both institutions are well outside their traditional service area and do not compete for students or employers.

WATC plans to begin the Veterinary Technology program in January of 2017. The college estimates the initial cost to deliver the proposed program is approximately \$244,774 (\$61,250 salaries, \$125,324 equipment required for the program, \$10,200 for instructional supplies and materials, \$45,000 for facility modifications, and \$3,000 for accreditation fees). A program director and two adjunct faculty members will be hired. Existing space, currently designed for healthcare, at the Southside Center campus (4501 East 47th Street South, Wichita, KS 67210) will be retrofitted with specific veterinary equipment and utilized for delivery of the program. The entire cost to implement the proposed program will be funded by the Title III grant. Over the five years of the Title III grant, reliance on grant funding to support the proposed program will be gradually reduced each year so the program can become self-sustaining.

The proposed program was subject to the 14-day comment period from July 11, 2016 to July 28, 2016, during which a response expressing concerns of program duplication, no attempt at collaboration, shared student recruiting pool, and the probability of the proposed program actually obtaining program accreditation based on AVMA requirements was received from Colby Community College in opposition of this program. WATC responded expressing local demand for an on-site program from both students and employers.

Recommendation

The new program request submitted by Wichita Area Technical College for an Associate of Applied Science degree/68 credit hours in Veterinary Technology was reviewed by the Technical Education Authority and is recommended for approval.

Proposed Revisions to the Credit by Exam Policy

Summary and Recommendation

Credit for Prior Learning (CPL) awards college credit for equivalent knowledge and skills gained outside the traditional classroom. The proposed policy changes require state universities to adopt standardized cut scores for awarding credit on CLEP and AP standardized exams. Staff recommends approval. (8/30/16)

Background

Awarding credit for prior learning is based on measurement of learning outcomes using such instruments as national standardized exams and other methods. The current credit by examination policy requires credit awarded for College-Level Examination Program (CLEP) exams to transfer to all other state universities, yet required CLEP scores are inconsistent among universities and prohibits transfer of these credit hours. Current Board policy on awarding credit for prior learning does not reference Advanced Placement (AP) exams, which are prominently utilized by students enrolling at state universities in Kansas.

In October of 2015, the Kansas Credit for Prior Learning Task Force reviewed recommendations from the original CPL Steering Committee, which included developing standard cut scores for AP, CLEP, and other national exams. After reviewing research and related studies, the CPL Task Force determined strong rationale existed for standardizing cut scores across the system. These points were found to support system wide cut scores for AP and CLEP. System wide cut scores:

- Provide greater consistency and less confusion for students
- Improve transparency
- Assist in increasing degree completion
- Reduce barriers in transferring credit by exam

In addition to aligning with Foresight 2020 and Board goals related to increasing completion rates, additional research on cut scores indicate:

- High school students who take AP exams have higher mean grades in subsequent coursework than their peers who did not take AP exams
- CLEP students who obtain a degree and took at least one CLEP exam have higher GPAs than non-CLEP students
- Students earning CPL credits have better graduation and persistence rates than other adult students

Recommendation

The proposed policy changes require state universities to adopt standardized cut scores for awarding credit on CLEP and AP exams. Such changes were reviewed and approved by the Council of Chief Academic Officers and Council of Presidents. Staff recommends approval.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

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3. CREDIT BY EXAMINATION

- a. College Level Examination Program (CLEP) ~~and Advanced Placement (AP)~~ credit awarded by any state university in conformity with this policy shall be ~~transferable to~~ accepted by all other state universities.
- ~~b. One half the credit hours earned through campus developed and administered tests may be included in the instructional base.~~
- b. Beginning July 1, 2017, each state university shall award:
 - i. Credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution.
 - ii. Credit for all College-Level Education Program (CLEP) examination scores at or above the American Council of Education's (ACE) recommended score for the equivalent course or courses at their institution.
- c. Any academic discipline may establish a higher system-wide AP and CLEP exam score above three (3) on AP exams and above the ACE recommended scores for CLEP exams using the process proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016.
- d. All other Kansas public postsecondary educational institutions are encouraged to adopt the above state university policy.
- e. Institutions shall have discretion on awarding additional credit for scores above three (3) on AP exams and scores above the ACE recommended scores for CLEP exams.

Review 2014-2016 Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d and the Board's Performance Agreement Guidelines and Procedures, the following performance agreements are presented to the Board Academic Affairs Standing Committee for review. Staff recommends the attached performance agreements be forwarded to the full Board for approval. (8/20/2016)

Background

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

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

Definition of New State Funds

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

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

Establishing a Performance Agreement

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

Indicators	Sectors		
	Research Universities	Comprehensive Universities	Community Colleges Technical Colleges
<i>Sector-Specific Indicators</i>	<p>Must include at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <p>1. Increasing Higher Education Attainment First to second year retention rates Number of certificates and degrees awarded Six-year graduation rates</p> <p>2. Meeting the Needs of the Kansas Economy Performance of students on institutional assessments Percent of certificates and degrees awarded in STEM fields</p> <p>3. Ensuring State University Excellence Selected regional and national rankings</p>	<p>Must include at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <p>1. Increasing Higher Education Attainment First to second year retention rates Number of certificates and degrees awarded Six-year graduation rates</p> <p>2. Meeting the Needs of the Kansas Economy Performance of students on institutional assessments Percent of certificates and degrees awarded in STEM fields</p> <p>3. Ensuring State University Excellence Performance on quality measures compared to peers</p>	<p>Community and technical colleges must include at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <p>1. Increasing Higher Education Attainment First to second year retention rates¹ Three-year graduation rates¹ Number of certificates and degrees awarded Student Success Index</p> <p>2. Meeting the Needs of the Kansas Economy Performance of students on institutional quality measures² Percent of students employed or transferred Wages of students hired³ Third party technical credentials and WorkKeys, if applicable</p>
<i>Institution-Specific Indicators⁴</i>	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> and one of which supports Goal 3.	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> and one of which supports Goal 3.	Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> indicators or institution-specific indicators.

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

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

³ As provided by the Kansas Department of Labor.

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

Annual Evaluation of Compliance and Funding

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

Staff Recommendation

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

Institution	Page
Wichita State University	11
University of Kansas Medical Center	14
University of Kansas	17
Kansas State University	20
Fort Hays State University	23
Wichita Area Technical College	26
Manhattan Area Technical College	29
Northwest Kansas Technical College	33
Labette Community College	36
Hutchinson Community College	39
Dodge City Community College	42
Coffeerville Community College	45
Allen Community College	48

Wichita State University Performance Agreement 2017-2019

Fall 2015 FTE: 14,017

Contact Person: Rick Muma, Associate Vice President

Phone and email: 316.978.5761 / richard.muma@wichita.edu

Date: 06/16/2016

Wichita State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1	Increase number of certificates and degrees awarded	1 AY2013: 2,999 AY2014: 3,087 AY2015: 2,975 Baseline: 3,020						
2	Increase the percent of STEM degrees conferred	2 AY2013: 33.0% (991/2,999) AY2014: 34.8% (1,074/3,087) AY2015: 38.5% (1,144/2,975) Baseline:35.4%(1,069/3,020)						
3	Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3 AY2013: \$25,306,000/ranking:1 AY2014: \$28,797,000/ranking: 1 AY 2015: \$29,146,000/TBD Baseline: \$27,750,000/ranking: 1						
4	Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1 AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291						
5	Increase the second year retention rate of first-time/full-time freshmen	1 Fall 2012: 74.5% (954/1,280) Fall 2013: 74.6% (909/1,218) Fall 2014: 72.0% (996/1,384) Baseline: 73.6% (953/1,294)						
6	Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1 AY2013: 3,206 AY2014: 2,991 AY2015: 2,902 Baseline: 3,033						

Wichita State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase number of certificates and degrees awarded

Rationale: In concert with the primary objective of Foresight 2020, increasing degree completion, a student success initiative aimed at increasing degree completion (called the Graduation Partnership [GP]) will be the focus for this indicator. It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017.

Description: The GP is a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Data Collection: This will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

Indicator 2: Increase the percent of STEM degrees conferred

Rationale: A major initiative of Foresight 2020, increasing graduates with STEM credentials, provides the main rationale for this indicator. WSU is also the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. Activities aimed at increasing STEM graduates will be the focus for this indicator.

Description: Several initiatives are underway to increase the number of STEM discipline graduates. Funding from the State University Engineering Act has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group in LAS oversee and operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

Data Collection: This will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry

Rationale: WSU has made a name for itself as a university-based research center, providing research, design, testing and certification to the aviation manufacturing industry. Enhancing industry-based research is one of the focuses of WSU's strategic plan and for this indicator.

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2014], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Data Collection: Data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

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

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

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

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

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

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

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

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

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

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

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

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

University of Kansas Medical Center Performance Agreement 2017-2019

Fall 2015 FTE: 3,089

Contact Person: Robert Klein

Phone and email: 913-588-1258 / rklein@kumc.edu

Date: 6/27/16

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

University of Kansas Medical Center Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Certificates and Degrees Awarded

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

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

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

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

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

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

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

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

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

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

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

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

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

Indicator 4: Number of Medical School Graduates (MDs)

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

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

The KU School of Medicine had its first graduates in 2015 from the campus in Salina, where the program is aimed specifically at students with a desire for rural practice. The opening of the Health Education Building (HEB) in 2017 will allow for an updated medical curriculum emphasizing small-group, interdisciplinary

studies and expanded simulation. The HEB and potential future expansion efforts in Wichita improves the ability of the School of Medicine to train additional medical students annually across the campuses.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC

This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC.

KUMC has risen to the challenge of addressing the national shortage of primary-care doctors and critical shortage of rural physicians. With the opening of the Salina campus and expansion in Wichita, KUMC desires to see more of its graduates practice in either underserved or rural areas in Kansas.

Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Indicator 6: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)

The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the university's research discovery and innovation is brought to the public.

One of KU's *Bold Aspirations* goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.

This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities

This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care.

Evidence suggests that interprofessional teams enhance patient quality, lower costs, decrease patients' length of stay, and reduce medical errors. A major goal set by the National Institute of Medicine (2003, 2012) is to promote interdisciplinary teamwork as a core competency in patient-centered care. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

In 2015, the Zamierowski Institute for Experiential Learning opened on campus, a collaboration between KU Hospital and KU Medical Center, which provides advanced health care simulation to ensure optimal clinical education and patient outcomes. The new Health Education Building will provide the educational space and technology for modern curricula with a focus on interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at KUMC and the KU School of Pharmacy.

University of Kansas Performance Agreement 2017-2019

Fall 2015 FTE: 22,627

Contact Person: Neeli Bendapudi Phone and email: 785-864-4904/ neeli@ku.edu

Date: 6/13/16

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

University of Kansas Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Degrees Awarded

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

Indicator 2: First to Second Year Retention Rates

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

Indicator 3: Percent of Degrees Awarded in STEM Fields

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

Indicator 4: Federally Financed Research and Development Expenditures Rankings among Public Institutions

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

Indicator 5: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)

- The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license

agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the University's research discovery and innovation is brought to the public.

- One of KU's *Bold Aspirations* goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.
- This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.

Indicator 6: Philanthropic Support

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

Kansas State University Performance Agreement 2017-2019

Contact Person: Brian Niehoff

Phone and email: 785-532-4797 niehoff@ksu.edu

Fall 2015 FTE: 21,119

Date: May 5, 2016

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

Kansas State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase 1st to 2nd year retention rates

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

Indicator 2: Increase number of degrees and certificates awarded

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

Indicator 3: Increase Rank of K-State on total research expenditures

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

Indicator 4: Increase Rank of K-State on annual giving

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

Indicator 5: Increase number of historically under-represented students receiving degrees

This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees. Diversity is one of the common elements of K-State 2025, and it is integrated into all seven themes in K- State 2025. Thus, we are very interested in tracking our progress in this area. Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial. Over the past number of years, we have recruited and admitted an increasing number of freshmen as well as transfer students from underrepresented groups. We also have initiated a number of programs aimed at assisting students from historically underrepresented domestic groups with their transition to college, providing opportunities for them to gain research experience and to interact with student and faculty mentors. These and other programs will continue to increase the recruitment and retention of these groups of students in the future. The indicator is an assessment of our ultimate success in helping the students to degree completion.

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields

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

Fort Hays State University Performance Agreement 2017-2019

Fall 2015 FTE: 9211

Contact Person: Kristi Mills

Phone and email: 785.628.4351, klmills@fhsu.edu

Date: 05/18/2016

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

Fort Hays State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates

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

Indicator 2: Increase number of degrees awarded

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

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

This indicator is the percent of degree programs for which FHSU ranks higher in the U.S. News and World Report (USNWR) ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs) as compared to the approved KBOR peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs). With our history of success

operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria which manufacture the comparisons. The combination of access/quality criteria elevate the USNWR rankings above competitors like GetEducated.com which tend to weight access and affordability over other indicators.

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

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

Indicator 5: Increase number of degrees awarded in STEM fields

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

Indicator 6: Increase SCH completed through distance education

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

Wichita Area Technical College Performance Agreement 2017-2019

Fall 2015 FTE: 2,192

Contact Person: Scott Lucas/ Pam Doyle

Phone and email: 316-677-9535; slucas@watc.edu / pdoyle@watc.edu

Date: June 13, 2016

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

Wichita Area Technical College Performance Agreement 2017-2019 Narrative

Indicator 1: Number of certificates/degrees award

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

Rationale: WATC will focus on increasing the number of students who earn certificate/degrees by improving completion rates of programs through targeting specific retention/completion efforts for identified programs. The strategy includes improving communications and processes between faculty and students services to assist students in program and course selection and provide a goal-oriented model for completion, individually prescribed for students. Two of the major areas of concern for program completion includes completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce.

Data Collection: Data will be collected through identifying graduates and then reporting this information in the KBOR KSPSD data system. In September, WATC reports to KBOR total number of completers of KBOR approved programs.

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

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

Rationale: In addition to increasing graduates, another aspect of program completion is comparing the number of graduates to the actual number of students seeking an award in those programs. This measurement fits with strategic planning by encouraging the college to put in place retention and completion efforts to increase persistence and graduation and it adds the element of encouraging students to declare a goal attainment at intake of a technical certificate or AAS degree. This additional element is what compels students to enter the program, which at technical colleges hopefully leads to more graduates ultimately entering the workforce. The Higher Learning Commission uses a very similar measurement to gauge the health of two-year colleges and the National Center for Higher Education Management Systems (NCHEMS) uses a similar measure to gauge the effectiveness of colleges. The impact of this measurement can be factored into many college initiatives. For example, one initiative is encouraging SB155 high school students to continue onto post-secondary education to complete programs. This measure then becomes a tool for measuring the efficiency and effectiveness of academics and student services in helping students enter and complete technical programs of study.

Data Collection: WATC will utilize the annual KBOR-KSPSD reports to provide the number of declared majors and completers. The majors and completers are based on KBOR definitions of programs.

Indicator 3: Number of third party technical credentials

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

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

Data Collection: Data will be collected through contacting students, faculty, and third-party providers to capture pass/fail information on technical

credentials. This information is reported for students through the KBOR KSPSD data system. In January, WATC reports to KBOR total number of credentials program concentrators earn in KBOR approved programs.

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

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

Rationale: WATC has implemented changes to the developmental structure and curriculum over the past few years. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program.

Data Collection: Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of “A,” “B,” or “C” will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

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

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

Rationale: WATC excels at having a racially diverse campus. Overall, WATC's ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County. Specifically, Black/African-American, Asian, and American Indian student representation surpasses the surrounding community's. The one ethnic group underrepresented at WATC compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WATC will address this goal with targeted marketing and recruiting efforts for this specific demographic group. This includes actively participating in Hispanic/Latino community events and creating WATC literature in Spanish.

Data Collection: Data will be collected through self-identification by students on admissions and other WATC forms. This information is reported in the KBOR KSPSD data system in September.

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

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

Rationale: Since separation from USD 259, WATC has struggled with enrolling high school dual credit students into WATC courses to earn college and high school credit concurrently. In 2012 WATC invested resources to develop partnerships with local high schools to increase dual-enrollment students. With the addition of Senate Bill 155 in 2013, WATC placed significant resources, time, and effort in partnering with high schools. This targeted group includes high school concurrent enrollments enrolled in SB155 and non-SB155 courses. WATC made great strides in developing relationships in subsequent years with area school districts and high schools. New partnerships and opportunities were further developed in 2015 and 2016 directly focusing on the efforts set forth in SB155. As these partnerships and programs are realized, WATC believes that simply counting enrollments is not enough to measure accomplishment. High school students must be successful in the courses they take while enrolled at the college.

Data Collection: All students will be tracked and monitored in the student information system based on their high school status and course grade information. The percentage is total number of high school students successfully completing a course divided by total number of high school students receiving a grade. Successfully completing courses is defined as receiving no grades of “F”.

Manhattan Area Technical College Performance Agreement 2017-2019

Fall 2015 FTE: 615

Contact Person: Dr. Richard J. Fogg

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Date: 06/20/16

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

Manhattan Area Technical College Performance Agreement 2017-2019 Narrative

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

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

Indicator 2: Upon completion of their programs, increase percent students employed or transferred.

This indicator is tied to Indicators #1 above and #3 below. Without retention through successful completion of the program (Indicator 1) and successful acquisition of an industry credential (Indicator 3), increasing the numbers of students employed after leaving MATC would be impossible. Thus, retention is the key to success on all three indicators. That being said, MATC is taking additional steps to facilitate employment after graduation. First, several programs have mechanisms in place to ensure their students have opportunities to meet and talk to individuals in program-related businesses. For example, Computer-Aided Drafting invites company representatives to talk with their students on the day of their Program Advisory Committee (PAC) meeting, or at any other time that is convenient for the companies during the academic year. Several other programs (e.g., Welding and HVAC) have students working in local companies as part of their Occupational Work Experience (OWE) so they are exposed to and have the opportunity to talk with employees and supervisors from many local companies. Other programs (Associate Degree Nursing, Practical Nursing, Dental Hygiene, Medical Laboratory Technology, Advanced Biotechnology, and Electric Power & Distribution) have students scattered around the city/region/state doing clinical rotations or internships, which provide ample opportunity for the students to demonstrate their capabilities. Many students are hired by the companies at which they have completed those internships. Finally, an institution-wide job fair is held on campus and businesses representing many MATC programs are in attendance. Those job fairs have grown over the last few years.

In terms of students continuing their education at another institution, over the course of the last five years many new articulation agreements were developed at the college level, as well as the statewide agreements facilitated by KBOR. This more seamless approach to transfer through articulation agreements results in more students moving on to complete bachelor degrees and beyond at other institutions.

Tracking students and gathering follow-up data six months or more after they leave has always been one of the bigger challenges for institutions. However, recent connections through the National Student Clearinghouse and KBOR's work with the Department of Labor have greatly facilitated the follow-up process. Given all of the initiatives related to facilitating contact between students and potential employers, and the steps taken to allow a seamless transition to other postsecondary institutions, we expect the numbers of students employed and/or continuing their education will continue to increase. This indicator is in line with Foresight 2020 Goal 2.2.

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students.

Possession of an industry credential or credentials greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, 13 of 16 programs (certificate only, certificate or degree, and Stand Alone Parent Programs) provide students with opportunities to earn one or more industry credentials. We are currently exploring the availability of ISO-17024 certifications for the remaining three programs. Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials. This indicator is in line with Foresight 2020 Goal 2.5.

Indicator 4: Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase the percent who are retained to the next academic year.

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

Indicator 5: Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs.

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

Indicator 6: Increase the percent of students who complete their certificate or degree within two years or are retained at MATC.

Since 2010, upon receiving full accreditation from the Higher Learning Commission, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings. The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention. The increases from 2010 through 2012 can be seen in the 3-year history area of the report. We expect the totals (completion + retention) to increase; however, we also expect completions to increase and retentions to decrease (i.e., students will complete at a faster rate). This indicator is in line with Foresight 2020 Goal 1.1.

The percentages provided for the baseline years (2010 – 2012) are calculated by dividing the number of students who completed or were retained within two years in that cohort by the total headcount for each year. The full data are as follows:

Baseline Data for Indicator 6 of 2017-2019 Performance Agreement

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

Northwest Kansas Technical College Performance Agreement 2017-2019

Contact Person: Brenda Chatfield

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Fall 2015 FTE: 529

Date: 8/15/16

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

Northwest Kansas Technical College Performance Agreement 2017-2019 Narrative

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

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

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

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

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

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

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

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

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

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

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

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

progress on the Performance Agreement goals.

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

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

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

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

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

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

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

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

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

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

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

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

Labette Community College Performance Agreement 2017-2019

Fall 2015 FTE: 1,027

Contact Person: Joe Burke

Phone and email: 620-820-1239; joeburke@labette.edu

Date: 7/25/2016

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

Labette Community College Performance Agreement 2017-2019 Narrative

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

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

Indicator 2: Increase the number of certificates and degrees awarded

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

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

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

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

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

six credit hours for the first semester of enrollment. Retention is measured from year to year. For example, a degree seeking student who is enrolled in at least 6 credit hours for Fall 2017 (the denominator), is considered retained if he or she is enrolled in at least 6 credit hours in Fall 2018, or if he or she graduated with an associate's degree from LCC (the numerator). The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

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

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

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

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

Hutchinson Community College Performance Agreement 2017-2019

Fall 2015 FTE: 3,887

Contact Person: Cindy Hoss

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Date: 8/19/16

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

Hutchinson Community College Performance Agreement 2017-2019 Narrative

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

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

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

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

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

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

Indicator 3: Increase number of certificates and degrees awarded.

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

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

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

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

Rationale: As the institution-specific indicator which measures a non-college-ready student population, this indicator is included in Foresight 2020 Strategic Goal 1 “Increase Higher Education Attainment” by ensuring that students earning credentials and degrees across the higher education system possess the

foundational skills essential for success in work and in life.

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

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

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

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

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

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

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

Dodge City Community College Performance Agreement 2017-2019

Fall 2015 FTE: 1,349

Contact Person: Danny Gillum

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

Date: 8/20/16

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

Dodge City Community College Performance Agreement 2017-2019 Narrative

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

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

Indicator 2: Increase the number of certificates and degrees awarded

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

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

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

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

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

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

Indicator 5: Increase Developmental Reading successful completers

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

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

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

Coffeyville Community College Performance Agreement 2017-2019

Fall 2015 FTE: 1,301

Contact Person: Aron Potter

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Date: 8/19/16

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

Coffeyville Community College Performance Agreement 2017-2019 Narrative

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

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

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

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

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

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

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

Indicator 4: Increase the number of credit hours awarded through Credits for Prior Learning.

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

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

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

Indicator 6: Increase Success Rates of Students in Developmental Courses

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

Allen Community College Performance Agreement 2017-2019

Fall 2015 FTE: 1,790

Contact Person: John Masterson

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

Date: 8/19/2016

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

Allen Community College Performance Agreement 2017-2019 Narrative

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

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

Indicator 2: Increase the number of certificates and degrees awarded

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

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

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

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

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

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

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

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

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