

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

CONFERENCE CALL AGENDA

**January 31, 2017
11:00 am**

CONFERENCE CALL INFORMATION

DIAL: 866.620.7326

CONFERENCE CODE: 1366296630

- I. Call To Order** Regent Van Etten, Chair
 - A. *Approve Minutes*
January 18, 2017 Meeting *p. 2*

- II. Agenda Planning**
 - A. *Consent Agenda*
 - 1. Act on Request for Approval for a Master of Science in Business and Organizational Leadership Max Fridell, KBOR *p. 3*
 - 2. Act on Request for Approval for Degree and Certificate Programs April Henry, KBOR *p. 8*
 - a. Coffeyville Community College – Medical Laboratory Technology Associate of Applied Science degree
 - b. Wichita Area Technical College – Electronics Technology Associate of Applied Science degree and technical certificate

- III. Other Matters**
 - 1. Act on Request for Approval of Performance Reports for Academic Year 2015 Jean Redeker, KBOR *p. 10*
Karla Wiscombe, KBOR

- IV. Adjournment**

**Board Academic Affairs Standing Committee
Meeting Schedule**

AGENDA MATERIALS DUE	MEETING DATES		TIME
January 16, 2017	January 31, 2017	Conference Call	11:00 am
January 25, 2017	February 15, 2017	Face to Face	10:30 am
February 14, 2017	February 28, 2017	Conference Call	11:00 am
February 22, 2017	March 15, 2017	Face to Face	10:30 am
March 20, 2017	April 4, 2017	Conference Call	11:00 am
April 17, 2017	May 2, 2017	Conference Call	11:00 am
April 26, 2017	May 17, 2017	Face to Face	10:30 am
May 1, 2017	May 30, 2017	Conference Call	11:00 am
May 24, 2017	June 14, 2017	Face to Face	10:30 am

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

**Wednesday January 18, 2017
MINUTES**

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference Room at 10:30 a.m. on Wednesday, January 18, 2017.

In Attendance:

Members:	Regent Zoe Newton Regent Shane Bangerter	Regent Daniel Thomas Regent Dave Murfin	
Staff:	Jean Redeker	Karla Wiscombe	Cindy Farrier
Others:	Jon Marshall, Allen CC Teri Hall, WSU Michael McCloud, JCCC Tiffany Bohm, KCKCC Lynette Olson, PSU	Louis Benjamin, KSU Ruth Dyer, KSU Rick Moehring, JCCC Aron Potter, Coffeyville CC Brad Bennett, Colby CC	Rick Muma, WSU Lori Winningham, Butler CC Harold Arnett, Cowley CC April Mason, KSU David Cordle, ESU

Meeting called to order at 10:33 a.m. by Regent Newton.

I. Approve Minutes

Regent Thomas moved, and Regent Bangerter seconded the motion, to approve the January 3, 2017, minutes as written. Motion carried.

II. Update Items

The Board goal for Credit for Military Alignment update was presented by Karla Wiscombe.

- Involvement with grant to participate in military alignment for Kansas
- Reviewed KBOR website for military personnel
 - <http://www.kansasregents.org/students/military/credit-for-military-alignment>
- Discussed trip to Military Educational Training Center at Fort Sam Houston in San Antonio, TX
- Health care program articulation training to be provided by American Council on Education on March 3rd

BAASC members appreciate the work of all individuals and look forward to placing Kansas on the map for Military articulation.

III. Discussion Items

Karla Wiscombe introduced Jon Marshall, Transfer and Articulation Quality Assurance Subcommittee Chair. Discussion was held throughout the Quality Assurance of Systemwide Transfer Courses presentation. BAASC members appreciate the hard work of the Transfer and Articulation Council and the faculty members involved. The benefit for the students continues to grow each year.

Adjournment

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

Request Approval for a Master of Science in Business and Organizational Leadership - KU

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. University of Kansas has submitted an application for approval of a Master of Science in Business and Organizational Leadership. The proposing academic unit has responded to all of the requirements of the program approval process. COCAO and COPS unanimously approved the degree program.

1-31-17

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	BUS-MS: Business & Organizational Leadership
2. Academic Unit	School of Business
3. Program Description	<p>The MS- Business & Organizational Leadership program is designed on the fundamental principles of business leadership, focusing on the emergent thinking in leading, team-building, and strategy. The curriculum incorporates useful, practical knowledge balanced across the central components of leadership: human capital management and development, team and organizational leadership, and strategic development and leadership. Because the program was designed to suit a specific need identified by the Fort Leavenworth military community the main student cohort for the MS- Business & Organizational Leadership program will be student officers assigned to the area on a ten-month rotation; the program is designed so that it may be completed in one academic year. The program combines online classes with in-class instruction, resulting in a hybrid program that balances content delivery while optimizing the personal interaction with experienced faculty in the classroom. Finally, the program is designed on the concept of "stackable certificates" which allow students to continue work toward a KU online MBA, should they so choose.</p>
4. Demand/Need for the Program	<p>In July 2014, Lieutenant General Bob Brown, the commander of Fort Leavenworth and the Chancellor of Army University, proposed that KU consider establishing a master's degree program focused on leadership, providing the Army with a valuable alternative to current degree programs that are often limited and provide questionable education value to the Army as an institution. Such a program would serve not just the needs of the Army – which are significant – but also the North Kansas City business community.</p> <p>Each year, roughly 1,400 mid-career military leaders attend the Army's Command and General Staff Officer Course (CGSOC) at Fort Leavenworth, the principal target group for the Organizational Leadership program. Approximately 60% of those students do not possess a graduate degree, which is a requirement for further promotion; most of this cohort (840 student leaders) will pursue a master's degree during their ten-month assignment to Fort Leavenworth. Initial student interest was measured in a 2014 survey of 650 graduate degree-seeking officers conducted by the Center for Army Leadership, in which 72% (468 of 650) of respondents replied "likely" or "highly likely" when asked if they would pursue a graduate degree in organizational</p>

	<p>leadership, were such a program available to them (at the time of the survey, the Webster University program referenced above did not yet exist). The results of this survey were the impetus behind a Fort Leavenworth request to the School of Business to consider establishing such a program.</p>
<p>5. Comparative /Locational Advantage</p>	<p>The Edwards campus Leavenworth Location is the ideal site for a master’s program in organizational leadership. The location is situated with ready access to both the desired military population that will provide the vast majority of program students, as well as the North Kansas City working professional community. It is also relatively close to the greater Kansas City metropolitan area that serves as the hub for a vast number of federal, state, county, and municipal agencies. The Leavenworth location focuses on this student population, and the Organizational Leadership program’s curriculum is specifically designed to meet the learning needs (and schedules) of this population.</p> <p>There are no similar programs offered through other public institutions in the state of Kansas, however there are five closely-related master’s programs in the Kansas City area: KU Edwards (Management), UMKC (Leading and Managing People), Baker University (Leadership and Organizational Design), Rockhurst University (Management), and Webster University (Change Leadership). However, each of these programs is considered outside reasonable commuting distance from the Leavenworth area (more than one-hour driving time) and, thus, not deemed reasonably accessible to prospective students. Within the Leavenworth area, Webster University offers a master’s program in Management, but the program lacks AACSB accreditation (only the parent program offered at the St. Louis campus is fully accredited), and is not viewed as a “high quality” program by the military leadership at Fort Leavenworth.</p>
<p>6. Curriculum</p>	<ul style="list-style-type: none"> • 3 total credits required online course <ul style="list-style-type: none"> ○ MGMT 706: Managing People (3 cr.) • 9 total credits online courses (students must complete three) <ul style="list-style-type: none"> ○ ACCT 706: Accounting (3 cr.) ○ DSCI 706: Statistics (3 cr.) ○ BE 718: Economics (3 cr.) or FIN 706 (3 cr.) ○ MKTG 706: Marketing (3 cr.) • 12 total credits classroom courses common for all students <ul style="list-style-type: none"> ○ MGMT 7xa: Strategy and Organization Design (2 cr.) ○ MGMT 705: Ethical Decision Making in Business (2c.) ○ MGMT 7xb: Management Skills and Teams (2 cr.) ○ MGMT 710: Leadership Philosophy and Practice (2 cr.) ○ MGMT 728: Managing Strategic Direction and Change (2 cr.) ○ MGMT 7xc: Leadership Capstone (capstone project) (2 cr.) • 6 total credits elective courses <ul style="list-style-type: none"> ○ Articulated in coordination with Army University for elective coursework completed by resident Command and General Staff Officer Course students. ○ Other students must complete coursework as part of the MS-Business & Organizational Leadership program. These courses may be completed at the Edwards Campus or through the Online MBA. • 30 Total Credits

7. Faculty Profile	<table border="1"> <thead> <tr> <th>Faculty Name</th> <th>Faculty Rank</th> <th>Highest Degree</th> <th>Faculty FTE</th> </tr> </thead> <tbody> <tr> <td>Steve Leonard</td> <td>Prog Director, Lecturer</td> <td>MS/MA</td> <td>100</td> </tr> <tr> <td>Todd Ebel</td> <td>Lecturer</td> <td>MS</td> <td>50</td> </tr> <tr> <td>Niki A. den Nieuwenboer</td> <td>Assistant Professor</td> <td>Ph.D.</td> <td>100</td> </tr> <tr> <td>Jay Lee</td> <td>Associate Professor</td> <td>Ph.D.</td> <td>50</td> </tr> <tr> <td>John Sweeney</td> <td>Professor</td> <td>Ph.D.</td> <td>100</td> </tr> <tr> <td>Steve Hillmer</td> <td>Professor</td> <td>Ph.D.</td> <td>100</td> </tr> <tr> <td>Duane Myer</td> <td>Professor</td> <td>Ph.D.</td> <td>100</td> </tr> <tr> <td>Art Hall</td> <td>Lecturer</td> <td>Ph.D.</td> <td>100</td> </tr> <tr> <td>Laurian Lytle</td> <td>Lecturer</td> <td>Ph.D.</td> <td>100</td> </tr> <tr> <td>Rob Davison</td> <td>Assistant Professor</td> <td>Ph.D.</td> <td>100</td> </tr> </tbody> </table>	Faculty Name	Faculty Rank	Highest Degree	Faculty FTE	Steve Leonard	Prog Director, Lecturer	MS/MA	100	Todd Ebel	Lecturer	MS	50	Niki A. den Nieuwenboer	Assistant Professor	Ph.D.	100	Jay Lee	Associate Professor	Ph.D.	50	John Sweeney	Professor	Ph.D.	100	Steve Hillmer	Professor	Ph.D.	100	Duane Myer	Professor	Ph.D.	100	Art Hall	Lecturer	Ph.D.	100	Laurian Lytle	Lecturer	Ph.D.	100	Rob Davison	Assistant Professor	Ph.D.	100
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9. Academic Support	The MS- Business & Organizational Leadership program will leverage existing academic support personnel at the Edwards Campus Leavenworth location for Student Services, and faculty will provide advising support during the academic year as required.																																												
10. Facilities and Equipment	All necessary facilities, equipment and space will be provided by the Edwards Campus Leavenworth location.																																												
11. Program Review, Assessment, Accreditation	AACSB																																												
12. Costs, Financing	<table border="1"> <thead> <tr> <th>Program Year</th> <th>Salaries</th> <th>OOE</th> <th>Equipment</th> <th>Other</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>103,018.53</td> <td>0</td> <td>0</td> <td>7,500.00</td> <td>110,518.53</td> </tr> <tr> <td>Year 2</td> <td>105,078.90</td> <td>0</td> <td>0</td> <td>10,000.00</td> <td>115,078.90</td> </tr> <tr> <td>Year 3</td> <td>107,180.47</td> <td>0</td> <td>0</td> <td>12,500.00</td> <td>119,680.47</td> </tr> </tbody> </table> <p>Note: Increased/new SCH should generate additional general tuition/fees for KU which should trickle down as additional funds for the Business School. In addition, the new program will generate an average of \$110,000 in business course fees per year over the first three years, as well as an average of \$180,576 in graduate tuition per year over the first three years.</p>	Program Year	Salaries	OOE	Equipment	Other	TOTAL	Year 1	103,018.53	0	0	7,500.00	110,518.53	Year 2	105,078.90	0	0	10,000.00	115,078.90	Year 3	107,180.47	0	0	12,500.00	119,680.47																				
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**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

BUS/MS – Business & Organizational Leadership

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses	Managing People / MGMT 706	3
	Accounting / ACCT 706	3
	Statistics / DSCI 706	3
	Marketing / MKTG 706	3
	Strategy and Organizational Design / MGMT 7xa	2
	Ethical Decision Making / MGMT 705	2
	Management Skills and Teams / MGMT 7xb	2
	Leadership Philosophy and Practice / MGMT 710	2
	Managing Strategic Direction / MGMT 728	2
	Leadership Capstone / MGMT 7xc	2
Electives	Economics / BE 718 or Finance / FIN 706	3
	Others as determined on case-by-case basis	TBD
	Articulated from CGSOC Curriculum (see proposal)	6
Research	_____	_____
	_____	_____
	_____	_____
Practica	_____	_____
	_____	_____
	_____	_____
	Total	30

IMPLEMENTATION YEAR: FY 2017

Fiscal Summary for Proposed Academic Programs

Institution: KU School of Business

Proposed Program: MS, Business & Organizational Leadership

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	20	0	25	0	30	0
B. Total SCH taken by all students in program	480		600		720	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	103,018.53		105,078.90		107,180.47	
OOE	0		0		0	
Equipment	0		0		0	
Other	7,500.00		10,000.00		12,500.00	
Total	110,518.53		115,078.90		119,680.47	

Note 1: Estimates for student demand are based on a 2014 Center for Army Leadership survey of student officers, historical data from initial student enrollment for the MSB-SCM program offered in the Leavenworth area, the size of the “generalist” student population targeted, and the numbers and types of graduate degree-seeking students in that population. See the base proposal for additional source data.

Note 2: Cost projections for the program reflect five faculty members instructing on an overload basis at a location approximately 45 miles from the Lawrence Campus. “Other” costs as listed above represent an estimate for reimbursement for faculty travel to and from the Edwards Campus Leavenworth location, anticipated costs for potential guest speakers, and classroom materials that may be required by faculty that are not already available at the location.

Indicate source and amount of funds if other than internal reallocation: Increased/new SCH should generate additional general tuition/fees for KU which should trickle down as additional funds for the Business School. In addition, the new program will generate an average of \$110,000 in business course fees per year over the first three years, as well as an average of \$180,576 in graduate tuition per year over the first three years.

Act on Request for Approval of Community and Technical College Programs

Summary and Staff Recommendation

Each month community and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received requests from Coffeyville Community College to offer an Associate of Applied Science degree in Medical Laboratory Technology and from Wichita Area Technical College to offer an Associate of Applied Science degree and a technical certificate in Electronics Technology. The programs submitted addressed all criteria requested and were subject to the 14-day comment period required by policy. The programs were reviewed by the Technical Education Authority are recommended for approval.

1/31/2017

Background:

Community 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:

- Program Description
- Demand for the Program
- Duplication of Existing Programs
- Faculty
- Costs and Funding
- Program Approval at the Institution Level

Description of Proposed Programs:

Coffeyville Community College requests approval for the following program:

- Medical Laboratory Technology (51.1004) - Associate of Applied Science degree/67 credit hours

The proposed Medical Laboratory Technology (MLT) program was developed in response to staffing shortages at both Coffeyville Regional Medical Center and Neosho Regional Medical Center. Upon approval of the program, Coffeyville Community College (CCC) plans to seek accreditation for the proposed program through the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

To gauge student demand, CCC conducted a survey of current Medical Assisting, Nursing, and Phlebotomy students. Of the 210 responses, 29 indicated an interest in the program.

The Kansas Department of Labor, Long-term Occupation Projections 2014-2024 indicate a state-wide growth rate of 17.4%, which equates to roughly 283 jobs, with a median annual wage of \$36,300 or about \$17.45 per hour. According to the state-wide projections, of the 1,906 jobs required in 2024, 283 will be new positions while 473 will be replacement jobs.

Currently, three institutions offer a Medical Laboratory Technology program. According to 2015 K-TIP data, as a system, the number of graduates ranged from 14 to 19 students with the average annual wage being reported as \$37,777.

CCC is not seeking collaboration possibilities with other two year institutions based on geographical proximity to each other and the state wide alignment of the Medical Laboratory Technology CIP code 51.1004. Coffeyville Community College has articulation agreements with universities in both Kansas and Oklahoma for career technical education programs. Upon approval of the proposed MLT program, the institution plans to modify those agreements to include the MLT program.

CCC plans to begin the proposed Medical Laboratory Technology program in August of 2017. The college estimated the initial cost to deliver the proposed program at approximately \$38,000 (\$33,000 salaries; \$3,800 equipment, and \$1,200 instructional supplies/materials). The existing Director of Health and Emergency Services Education for CCC will assume responsibility for the MLT program. Two new part-time faculty members will be hired. Existing space on campus will be utilized. Instructor salaries will be paid through the institution's local budget. Instructional supplies/materials will be paid through student fees.

The proposed program was subject to the 14-day comment period from November 21, 2016 to December 14, 2016 during which no comments were received.

Wichita Area Technical College requests approval for the following program:

- Electronics Technology (15.0303) – Associate of Applied Science degree/64 credit hours; Technical Certificate C/48 credit hours

The proposed Electronics Technology program will prepare students in the areas of electrical theory, electronic devices, digital concepts, wiring, avionics systems, radio communications, electronic measurements and instrumentation. Upon completion of the program, students are eligible to sit for certifications such as CompTIA A+, National Center for Aerospace and Transportation Technologies' (NCATT) Aircraft Electronics Technician certificate, and/or the Instrumentation and Communication certifications from Electronics Technician Association International.

To determine student and labor demands of the proposed Electronics Technology program, Wichita Area Technical College's (WATC) Office of Institutional Research conducted a student survey of local high school students, analyzed the local market, and conducted an employer survey.

- Local high school students were surveyed to determine student interest in both WATC programs as well an interest in Avionics/Electronics related programs. Of the 214 responses, 18 indicated a specific interest in the proposed program.
- In September of 2016, ITT Technical Institute announced it would be closing all locations. The Wichita, Kansas campus offered an Electronics program which graduated 51 students from 2013-2015.
- Eight local employers were surveyed to determine labor needs in the area of Electronics. Of the eight responses, six indicated a need for the program. Of those six employers, 40-47 jobs will be needed in this local area.

The Kansas Department of Labor, Long-term Occupation Projections 2014-2024 indicate a state-wide growth rate of -1%, with a median annual wage of \$61,680 or about \$29.65 per hour. According to the state-wide projections, of the 851 jobs needed by 2024, no new jobs will be required, however, 176 will be replacement jobs.

Currently, six institutions offer an Electronic Technology program. According to 2015 K-TIP data, as a system, graduates ranged from 19 to 31 students with an average annual wage ranging from \$18,677 to \$41,815.

WATC is not seeking collaboration possibilities with other two year institutions based on curricular differences among the programs, stating their program focuses on three tracks: Avionics, Instrumentation and Communication tracks.

WATC plans to begin the proposed Electronics Technology program in March of 2017. The college estimated the initial cost to deliver the proposed program at approximately \$24,000 (\$3,500 salaries; \$20,000 equipment, and \$500 instructional supplies/materials). The existing Avionics Technology program director and instructor will assume responsibility for the program as well as increase course offerings to teach the electronics curriculum. All costs for the proposed program will be paid through institutional funds.

The proposed program was subject to the 14-day comment period from November 21, 2016 to December 14, 2016 during which no comments were received.

Recommendation

The new program request submitted by Coffeyville Community College for an Associate of Applied Science degree at 67 credit hours in Medical Laboratory Technology has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Wichita Area Technical College for an Associate of Applied Science degree at 64 credit hours and a Technical Certificate C at 48 credit hours in Electronics Technology has been reviewed by the Technical Education Authority and is recommended for approval.

Act on Performance Reports for Academic Year 2015

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

1-31-2017

Background

Any new funding awarded in July 2017 (FY2018) is dependent upon the institution's compliance with its Board-approved performance agreement. In August 2016, institutions submitted to Board staff reports on performance for Academic Year 2015, which will be the basis of awarding any new funds in FY 2018. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions.

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

University/College	Funding Recommendation	Page
Emporia State University	100% funding	11
Fort Hays State University	100% funding	14
Kansas State University	100% funding	17
Pittsburg State University	100% funding	20
University of Kansas	100% funding	23
University of Kansas Medical Center	100% funding	26
Wichita State University	100% funding	29
Washburn Institute of Technology	100% funding	32
Flint Hills Technical College	100% funding	35
Manhattan Area Technical College	100% funding	38
North Central Kansas Technical College	100% funding	41
Northwest Kansas Technical College	100% funding	44
Salina Area Technical College	100% funding	47
Wichita Area Technical College	100% funding	50
Barton Community College	100% funding	53
Highland Community College	100% funding	56
Labette Community College	100% funding	59

Emporia State University Performance Report AY 2015

Fall 2015 FTE: 5,139

Contact Person: David Cordle

Phone and email: 620-341-5171; dcordle@emporia.edu

Date: 8/10/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of the college-ready cohort	2009 = 72.7 (480/660) 2010 = 68.3% (421/616) 2011 = 70.2% (403/574) Baseline: 70.8% (1304/1850)	72.6% (485/668)	↑	72.4% (530/732)	↑		
2	Performance of students on institutional assessments - core workplace skills: communication	CAAP Writing Skills (MS) 2011=63.8 (233 students) 2012=63.6 (195 students) 2013=63.4 (225 students) Baseline: 63.6 (653 students)	63.1 (257 students)	↓	64.0 (228 students)	↑		
3	Increase % growth of annual private philanthropy for cash gifts and pledges in comparison to peers	ESU % Growth % Peer Growth 2010 = 3.3% 2010 = 27.6% 2011 = 8.9% 2011 = 32.4% Baseline: = 6.1% Baseline = 30.0%	52.4%	↑	23.5%	↑		
4	Enrollment growth strategies for traditional students ages 24 years or younger	2010 = 3332 2011 = 3139 2012 = 3075 Baseline: 3182	3306	↑	3355	↑		
5	Performance of students on institutional assessments - core workplace skills: mathematics	CAAP Mathematics Skills (MS) 2011 = 57.7 (279 students) 2012 = 58.3 (216 students) 2013 = 57.8 (254 students) Baseline: 57.4 (749 students)	57.5 (245 students)	↑	58.1 (254 students)	↑		
6	Growth of SCH completed through Distance Education	2010 = 24,199 2011 = 25,569 2012 = 27,334 Baseline: 25,701	32,173	↑	34,111	↑		

Emporia State University Performance Report AY 2015

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

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the college ready cohort defined specifically for this indicator as first-year, full-time students.

Outcome/Results: Based upon current strategies such as intentional advising, new student orientation, student support services, course analyses, and studying cohort demographics and prior academic preparation, first-to-second year retention rates have stabilized over the past three years and hover above the three-year baseline average of 70.8%. In the fall 2015 semester, ESU opened an Academic Center for Excellence and Success (ACES), a key component of the strategic plan and campus master plan. The center is located in the William Allen White Library second floor and serves as a resource for all students and includes free tutoring, learning spaces, technologies, and other academic success services. In 2015, ESU also implemented “Degree Works” a software solution for assisting students in scheduling and navigating their academic careers. It is anticipated that retention will show incremental upward movement over time as improving student success is an institution-wide priority included in *The Adaptive University Strategic Plan, 2015-2025*.

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

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University requires that every student, in order to complete a bachelor’s degree, must achieve a specific writing competency level as measured by the Collegiate Assessment of Academic Proficiency (CAAP) writing test score. The CAAP writing skills instrument measures the understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. The scores on this test module are generalizable and student motivation to perform is high stakes.

Outcome/Results: The mean score for the CAAP Writing Skills is up slightly from the baseline (.4). In CAAP Writing Skills comparisons, ESU students fare well versus peers and nationally as 61.5% of peers score at or below ESU, and nationally 60.9% of all institutions score at or below ESU. In addition to the CAAP, composition faculty annually assess students writing skills using course embedded assignments and portfolios. These course embedded assessments are showing small variations in performance as well. Recent changes based on assessment findings include a more rhetoric-focused curriculum where writing for purpose, audiences, situations, conventions and structure, tone, voice, level of formality, and understanding of rhetorical situations are emphasized.

Indicator 3: Increase private philanthropy for cash gifts and pledges in comparison to peers

Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase private philanthropy for cash gifts and pledges to enhance educational quality. Cash gifts and pledges are identified as per IRS Form 990 in the Revenues - Part 1 Summary, Line 8, Contributions and Grants (Part VIII, line 1h) for ESU and its ten peer/aspirational institutions. Specifically, ESU expects to achieve higher annual percentage increases over its baseline than the increases achieved by the majority of ESU’s ten peer and aspirational institutions.

Outcome/Results: The University continues to perform at a high level on this performance indicator. The 23.5% growth is greater than the two-year baseline of 6.1% by a significant margin (17.4%). During this past 2015 Fiscal Year, the University Advancement team reached and surpassed its campaign goal of 43M, and has now eclipsed the 50M mark. This metric was one of many positive outcomes of Now and Forever: A Campaign for Emporia State University. Going forward, *The Adaptive University* strategic plan includes specific strategies directed toward growing private philanthropy, and this substantial growth is very encouraging.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger.

Outcome/Results: Emporia State University continues (eight consecutive terms) its upward enrollment growth trend for this most important student population. An involved traditional on-campus undergraduate student population is a marquee strength for the institution and is the lifeblood for the community. The town and gown relationships continue to grow as the “black and gold” district strategies are coming together with more downtown businesses opening that have products and services desirable to the on-campus student population. ESU students continue to engage with the community in positive ways promoting civic leadership and the common good. The Campus Master Plan continues to be operationalized through ongoing renovations and upgrades to learning spaces throughout campus buildings. This positive momentum continues to shape the institution and community into a desirable place for students to live and learn. The increased enrollments reflect these efforts.

Indicator 5: Increase performance of students on institutional assessments: core mathematics skills

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University requires that every student, in order to complete a bachelor’s degree, must achieve a specific mathematics competency level as measured by the CAAP mathematics test score. The CAAP mathematics skills instrument emphasizes quantitative reasoning while measuring student’s proficiency in solving mathematical problems encountered in many postsecondary curricula. The scores are considered generalizable and student motivation to perform is high stakes.

Outcome/Results: Student performance on CAAP Mathematics Skills mean test scores increased by .7 from the 3-year average baseline. The 58.1 mean score was one of the highest scores among comparative years, second only to AY 2012. ESU has now been actively assessing mathematics and analytical reasoning for the past two years using course embedded assessments of student assignments and tests. In addition to grades, these works are scored using the Association of American Colleges & Universities (AAC&U) VALUE Rubric for Quantitative Literacy Assessments. The strategies for the 2015 academic year included employing multiple test review techniques and additional assignments for learning to convert written word to mathematical language. These strategies resulted in improvement in mean scores across all dimensions of the rubric.

Indicator 6: Increase student credit hours (SCH) completed through distance education

Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning.

Outcome/Results: Student credit hour production completed through distance education continues to grow annually, and the 34,111 hours generated for AY 2015 were vital to ESU’s success. This growth is occurring due to the many efforts of faculty working diligently to produce high quality online education experiences, and due to the recognition that ESU receives by entities such as US News and World Report. Growing distance education credit hour production is a key part of ESU’s *The Adaptive University* strategic plan, with a focus on program enhancements, new programs, and certificates.

Fort Hays State University Performance Report AY 2015

Fall 2015 FTE: 9,211

Contact Person: Tim Crowley

Phone and email: 785-628-4236; tcrowley@fhsu.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates	Fall 2010 = 571/827 - 69.0% Fall 2011 = 540/869 - 62.1% Fall 2012 = 642/954 - 67.3% Baseline: 1753/2650 - 66.2%	67.5%	↑	68.6% 669/975	↑		
2	Increase number of degrees awarded	FY2010 = 2353 FY2011 = 2606 FY2012 = 1933 Baseline: 2297	3,252	↑	3,208	↑		
3	Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	Fall 2010 = NA Fall 2011 = 39/40 - 97.5% Fall 2012 = 35/40 - 87.5% Baseline: 92.5%	95% 38/40	↑	95% 38/40	↑		
4	Increase number of students (age 25 and above) enrolled	Fall 2010 = 3943 Fall 2011 = 4250 Fall 2012 = 4745 Baseline: 4312	5,468	↑	5,468	↑		
5	Increase number of degrees awarded in STEM fields	FY2010 = 282 FY2011 = 336 FY2012 = 339 Baseline: 319	447	↑	443	↑		
6	Increase SCH completed through distance education	FY2011 = 113,954 FY2012 = 124,219 FY2013 = 129,686 Baseline: 122,619	135,172	↑	144,900	↑		

Fort Hays State University Performance Report AY 2015

Indicator 1: Increase first to second year retention rates

Description: This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time, degree seeking freshman students. This indicator was selected because it is KBOR Foresight 2020 goal and because institutionally we have lagged peers on this metric. Since 2011, FHSU has undertaken a variety of substantive initiatives to improve our performance. Notably, we implemented a Learning Community approach designed for FR students. More recently, the University adopted a Freshman Seminar model and implemented the Starfish early alert system. AY2014 was the first complete year that these recent initiatives were operational.

Outcome/Results: In AY2015, co-requisite remediation, supplemental instruction, and second-year learning community pilot programs were launched and positive results were achieved. A curricular revision of our Freshman Seminar was completed and will launch in AY2016. FHSU was selected to be one of 44 AASCU institutions in its 3-year “Re-imagining the First Year” project in AY2015. FHSU purchased a predictive analytics advising system in AY2015 which will be deployed to all advisors in the university in AY2016. At present, the university is revising its general education program and considering the development of meta-majors to improve student success.

Indicator 2: Increase number of degrees awarded

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

Outcome/Results: FHSU invested significant resources in workforce programming in AY2015. New faculty lines were added to the Departments of Advanced Education Programs, Nursing, Management, Informatics, and Justice Studies. Professional advisors have been hired to improve student success in our online programs.

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

Description: This indicator is a comparison of online FHSU degrees ranked by US News and World Report compared to the KBOR approved peer list (Eastern Washington University, Northwest Missouri State University, Northeastern State University (OK), University of Central Missouri, University of Nebraska-Kearney, Southeast Missouri State University, Troy University, Colorado Mesa University, Tarleton State University, and Morehead State University). 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 bachelor’s 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.

Outcome/Results: FHSU continued to improve in this category in AY2015 relative to the baseline indicators. FHSU continues to maintain affordable tuition, has converted adjunct positions into full-time instructor positions, created a new adjunct support program, hired an adjunct support staff member, designed incentives for adjunct faculty and increased payment per course, and improved its tracking of graduate career placement.

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

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

Outcome/Results: FHSU continued to improve in this category in AY2015 relative to the baseline indicators. Recent efforts such as the “Tiger Comeback” program have been successful in reaching out to “stop out” distance education adult learners to encourage them to enroll and continue their progress toward completing their degrees.

Indicator 5: Increase number of degrees awarded in STEM fields

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

Outcome/Results: FHSU continued to improve in this category in AY2015 relative to the baseline indicators. FHSU re-organized its STEM programming into a new College of Science, Technology, and Mathematics in AY2015. Synergies leveraged from this new college will improve STEM field student success.

Indicator 6: Increase SCH completed through distance education

Description: 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.

Outcome/Results: FHSU continued make progress in this category in AY2015 with 9,728 credit hour growth for a growth rate of 7.2% over AY2014.

Kansas State University Performance Report AY 2015

Fall 2015 FTE: 21,119

Contact Person: Brian Niehoff

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Date: 8/9/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase 1 st to 2 nd year Retention	1 2010 - 81% (2843/3540) 2011 - 81.7% (2832/3465) 2012 - 80.3% (2771/3420) Baseline: 81.0%	2013-81.2% (3082/3795)	↑	2014 - 83.4% (3077/3688)	↑		
2	Increase Number of Degrees and Certificates awarded	1 2010 - 4,645 2011 - 4,815 2012 - 5,255 Baseline: 4,905	2014-5325	↑	2015 - 5461	↑		
3	Increasing Rank for Total Research Expenditures	3 2007 - \$123.9M control rank =80 2008 - \$137.5M control rank = 77 2009 - \$146.3M control rank = 75 Baseline: rank average = 77	2011-\$163.5M Control Rank = 71	↑	2012 - \$169.9M Control Rank =70	↑		
4	Increase Rank for Annual Giving	3 2008 - \$56.1M control rank = 69 2009 - \$53.0M control rank = 65 2010 - \$58.6M control rank = 63 Baseline: rank average = 65	2012-\$75.4M Control Rank = 56	↑	2013 - \$108.1M Control Rank = 37	↑		
5	Increase number of students from underrepresented groups receiving degrees (UG & Grad)	1 2010 - 293 2011 - 363 2012 - 423 Baseline: 360	2014 = 512	↑	2015 = 527	↑		
6	Increase number of students who successfully complete First Year Seminar	1 2010 - 478 2011 - 610 2012 - 727 Baseline: 605	2014 = 955	↑	2015 = 1048	↑		

Kansas State University Performance Report AY 2015

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

Description: The 1st- to-2nd year retention rate is a key metric of student success for institutions across the country, as well as one of K-State's key metrics in its K-State 2025 strategic plan goal of becoming a Top 50 Public Research Institution by 2025. Using the fall cohort, the rate is the percent of first-time full-time students who return to the institution the following year. A number of factors could influence this rate. The selectivity of the university, the ability to receive financial aid and earn scholarships, student engagement with university activities, direct interaction with faculty, and strong mentoring all influence new students' likelihood to persist at the institution. In addition to new admission requirements, K-State has initiated a number of programs designed to connect with more students.

Outcome/Results: The first year retention rate for AY 2015 was 83.4%, which was an increase of over two percentage points from the rate in AY 2014, as well as the baseline. The increase is due to a variety of factors, including enhanced advising and an increase in the number of mentoring programs for students, as well as an increased number of first year students enrolling in the first year program, K-State First.

Indicator 2: Increase number of degrees and certificates awarded

Description: This metric is the sum of all degrees and certificates conferred for the summer, fall and spring semesters. The goal of all students is to earn the degree or certificate to which they aspire. The students' path to the degree or certificate depends on many factors – continued retention of the students through their academic careers, quality advising to help them stay on target for graduation, adequate financial aid and scholarships, and other programs to increase student success.

Outcome/Results: The number of degrees and certificates awarded for AY 2015 was 5,461, an increase of 236 over the previous year, and 556 over the baseline. Bachelor degrees have increased steadily as a result of the increasing enrollments from 2011-2014. The number of transfer students has also been trending upwards for the past few years. The university's focus on enhanced advising for all students, including transfer students, has kept more students on track for graduation. In addition, the number of graduate students – masters and doctoral – has grown since 2011 as a result of our K-State 2025 goal of increasing the number of PhD students, with many departments expanding their graduate programs.

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

Description: Total research expenditures are an indicator of the relative success of an institution to obtain and use extramural funding from grants and contracts. As K-State strives to become a Top 50 Public Research Institution by 2025, we will need to continue to increase our total research expenditures, and in turn, our national ranking in this metric. The data are from the Arizona State University Center for Measuring University Performance annual publications, which produces the rankings based on data from all institutions across the country. The 2011 rank was released in the 2013 Report.

Outcome/Results: Research expenditures increased to \$169.9M in FY 2012, up from \$163.5M in FY 2011. The increase was enough to move K-State up in the rankings from #71 in 2011 to #70 in 2012. This increase and upward movement was directly related to the number of faculty obtaining extramural grants, as well as the increasing number of large grants received. The quality of the faculty at K-State is the key driver of this indicator.

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

Description: This indicator is the amount of all contributions (excludes public funds, earnings on investments held by the institution, and unfilled pledges) actually received by the university through the KSU Foundation during the fiscal year. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance 2013 annual publication. We entered the public phase of a \$1B fundraising campaign in the fall 2015, and expect annual giving to increase steadily in the coming years.

Outcome/Results: Annual giving grew from \$75.4M in FY 2011 to \$108.1M in FY 2013, jumping in rankings from #56 in 2012 to #37 in 2013. The full range of administrators engaged in fund-raising, from the president to deans and department heads, as well as the efforts of the K-State Foundation, are the key determinants of this indicator. As we approached the public phase of the \$1B Innovation and Inspiration Campaign last year, fund-raising efforts have been at an all-time high.

Indicator 5: Increase number of historically under-represented students receiving degrees (UG & Grad)

Description: This indicator is the count of degrees awarded to underrepresented domestic students during AY 2015, and includes both graduate and undergraduate degrees. Increasing the diversity of our student population is an important element of K-State 2025. Underrepresented domestic students include Black, Hispanic, mixed race, Native American, and Hawaiian/Pacific Islander.

Outcome/Results: The number of degrees awarded to students from underrepresented groups increased from 512 in AY 2014 to 527 in AY 2015. The number of students from underrepresented groups enrolled at K-State has been steadily increasing. Together with an increasing number of student success programs available for such students – summer bridge programs in business, engineering, and agriculture; enhanced advising opportunities; undergraduate research opportunities; increased funding for first-generation students through a grant from the Suder Foundation – have all had an impact on the growth in student success across the board.

Indicator 6: Increase number of students who successfully complete the First Year Seminar

Description: The First Year Seminars have been in existence for seven years. They assist first-year students by offering small class sizes (average of 20 students per section), more personal interaction with faculty, engaging teaching methodologies, and a focus on improving study skills. Such practices have been found to be strongly related to increased retention rates. The metric used for this indicator is the actual headcount of students who successfully completed the First Year Seminars in the fall or spring semester with a grade of C or better.

Outcome/Results: The First Year Seminar has been shown to be quite successful in keeping students in school, assisting them in their academic skill development and achievement of student learning. The number of students who completed this program in 2015 was 1,048, an increase from 955 in 2014. This growth occurred through increased recruitment, enhanced advising, and the quality of faculty and academic experiences in the classrooms for students.

Pittsburg State University Performance Report AY 2015

Fall 2015 FTE: 6,771

Contact Person: Lynette Olson

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Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase First to Second Year Retention Rates	2009 cohort = 70.1% (693/988) 2010 cohort = 71.0% (764/1,076) 2011 cohort = 67.6% (776/1,148) Baseline: 69.5%	72.3% (816/1,128)	↑	74.5%	↑		
2	Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA)	AY 2011 = 95.8% (1,067/1,114) AY 2012 = 100.2% (1,117/1,115) AY 2013 = 97.7% (1,092/1,118) Baseline: 97.9%	101.1% (1,135/1,123)	↑	97.6% (1,088/1,115)	↓		
3	Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	AY 2009 = 2.5 AY 2010 = 1.5 AY 2011 = 2.3 Baseline: 2.1	1.8	↑	1.8	↑		
4	Increase Credit Hours Completed through Distance Education	AY 2011 = 10,535 SCH AY 2012 = 11,802 SCH AY 2013 = 15,333 SCH Baseline: 12,557 SCH	18,493	↑	21,495	↑		
5	Increase Number of Bachelor's Degrees Granted to Domestic Minorities	AY 2011 = 96 of 988 AY 2012 = 83 of 1,113 AY 2013 = 113 of 1,051 Baseline: 97	127 of 1,136	↑	153 of 1,218	↑		
6	Increase Amount of Scholarship Funds Raised	AY 2011 = \$2,232,575 AY 2012 = \$2,303,580 AY 2013 = \$1,800,098 Baseline: \$2,112,084	\$2,014,240	↓	\$2, 149,830	↑		

Pittsburg State University Performance Report AY 2015

Indicator 1: Increase First to Second Year Retention Rates

Description: An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., fall 2013 to fall 2014). We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year.

Outcome/Results: First to second year retention showed a significant increase of 5.0% from baseline during the AY 2015 year. PSU has implemented a number of initiatives to positively impact first to second year retention rates. These include: (1) an early alert program, using a retention management system, to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) establishment of a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services such as tutoring in targeted courses; (3) use of a peer mentor tele counseling unit; (4) offering of five learning communities; and (5) implementation of a communication plan for freshman to promote intentional, right on time, contact with freshmen and to provide referrals and support to students as they make their transition to PSU.

Indicator 2: Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA+)

Description: This is a value-added indicator for the CLA+ total score expressed as a percentage of seniors' actual CLA+ score to their expected performance. This score takes into account how close the average PSU senior score is to what would be expected, given entering academic ability and the average PSU freshman score. The CLA+ is a national, standardized test of college students' skills in analyzing and evaluating information, solving problems, and writing effectively. During this 90-minute online test, students read information about a realistic situation, make decisions that can be supported by appropriate information, and write cohesive arguments, justifying their positions with information.

Outcome/Results: AY 2015 scores on the CLA+ are essentially unchanged from baseline, with a minimal 0.03% decline. In recent years, PSU has conducted a close examination of the General Education curriculum that is measured by the CLA+ which resulted in multiple recommendations being implemented. Faculty teaching General Education courses developed rubrics for measuring course embedded assessments to more intentionally align with the CLA+ outcomes. Emphasizing interpretation, analysis and evaluation, these rubrics assess students' critical reasoning and explanatory skills mirroring the type of test items found in the CLA+. These changes have impacted curriculum revisions as well as resource allocation to purposefully improve those general education skills valued by PSU, including development and implementation of a general education critical thinking course in AY 2015.

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

Description: To determine relative rank among five peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of faculty with terminal degrees, and research expenditures.

Outcome/Results: PSU continues to rank first in percentage of full-time faculty with terminal degrees and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks second in fall retention rate and six-year graduation rates compared to peer institutions with available comparative data.

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: This indicator assesses growth in distance education opportunities for students by tracking semester credit hours (SCH) completed through online courses. Using the credit hour metric allows us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity

for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning.

Outcome/Results: It is widely understood that PSU must become more aggressive in the highly competitive online environment and resources have been allocated and strategies have been implemented to increase online enrollment, resulting in an impressive increase of more than 70% over baseline in total credit hours completed through Distance Education for AY 2015. These strategies have included: (1) increased promotion of the 19 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program, an MS degree in Technology, and five new online certificate programs (Autism Spectrum Disorders, Reading, School Library, Teaching English to Speakers of Other Languages, and Technology Integration); and (3) addition of 51 online courses, across 28 disciplines (including nine general education courses). Furthermore, faculty training in online instruction is at the core of this initiative, and PSU has developed an eLearning Academy incorporating Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2105, 10 faculty completed the eLearning Academy's QM training.

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

Description: This indicator tracks increases in the number of degrees awarded to domestic minority students, whether students started at PSU or matriculated at another institution and transferred to us. In recent performance agreements, our focus has been on access as measured by increases in applications and headcount enrollment of domestic minorities. Our enrollment has increased significantly as we strive to mirror the demographic profile of the state. Though we will continue outreach efforts to attract more domestic minority students, this indicator shifts the focus to student success and completion, a logical next step.

Outcome/Results: We have seen an overall increase in our domestic minority enrollment over the past four fall terms, with a record number of graduates in AY 2015. This represents more than 50% increase in number of bachelor's degrees granted to domestic minorities over baseline. Retention and completion initiatives have centered on collaborative efforts among the Office of Student Diversity, Student Success Programs, and faculty advisors in the academic programs. These efforts have included: (1) our Office of Student Diversity providing support and tools to navigate a university environment while providing opportunities for leadership and involvement in campus life; (2) inclusive activities that support academic success and excellent academic advisement; (3) early academic alert program; and (4) mentoring activities.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator tracked success in increasing funding available for student scholarships, with the specific metric being cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families.

Outcome/Results: We showed directional improvement over baseline in cash gifts received in AY 2015. PSU remains committed to reducing financial burden for our students and their families. This is evidenced by related financial data: 1) although not included in the metric of cash gifts, during AY 2015 an additional \$450,000 was raised in planned gifts for scholarships, which will be realized at a future date; 2) \$4,410 recipient-designated scholarship money was received directly into Student Financial Assistance in AY 2015 (this type of scholarship cannot be received by the PSU Foundation as it is not a tax-deductible gift); and 3) we concluded the Pathways to PSU Scholarship Campaign at the end of FY14 and exceeded the goal of \$12 million by raising \$13.1 million, including cash and planned gifts. Securing financial support for our students continues to be a priority at PSU and increasing the amount of scholarships for students is a component of our upcoming University Strategic Plan. Thus, we anticipate a further increase in the amount of scholarship funds raised in upcoming years.

University of Kansas Performance Report AY 2015

Fall 2015 FTE: 22,627

Contact Person: Neeli Bendapudi

Phone and email: 785-864-4904; neeli@ku.edu

Date: 8/1/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)		
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	
1	Increase Number of Certificates and Degrees Awarded	1	AY 2010 6093 AY 2011 6066 AY 2012 6431 Baseline: 6197	5,953	↓	5,768	↓		
2	Increase First to Second Year Retention Rates	1	AY 2010 79.2% (3088/3897) AY 2011 80.1% (2942/3672) AY 2012 79.3% (2818/3554) Baseline: 79.5%	80.5% (3191/3963)	↑	80.1% (3237/4043)	↑		
3	Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2010 23.1% (1408/6093) AY 2011 23.1% (1404/6066) AY 2012 23.5% (1512/6431) Baseline: 23.2%	28.5% (1697/5953)	↑	28.9% (1669/5768)	↑		
4	Federally Financed Research and Development Expenditures Ranking among public institutions	3	FY 2009 43 rd FY 2010 40 th FY 2011 39 th Baseline: 41 st	38 th	↑	38 th	↑		
5	Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2011 750 FY 2012 772 FY 2013 887 Baseline: 803	1,199	↑	1,257	↑		
6	Increase Level of Philanthropic Support	3	FY 2010 \$125M FY 2011 \$131M FY 2012 \$151M Baseline: \$135.7M	\$162M	↑	\$220M	↑		
7	Increase Number of Experiential Learning Certificates	1	AY 2010 960 AY 2011 1,161 AY 2012 1,383 Baseline: 1,168	1,252	↑	1,171	↑		

University of Kansas Performance Report AY2015

Indicator 1: Number of Certificates and Degrees Awarded

Description: This indicator records the number of degrees and certificates conferred. The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.

Outcome/Results: This is the second year we did not show improvement for this indicator. We had a record number enrolled in the Fall 2008 freshman class, which resulted in a record high number of bachelor's degrees awarded as those students worked their way through the pipeline. The number of entering freshmen since Fall 2008 has been significantly lower, resulting in fewer degrees awarded in AY 2015. The number of entering freshmen has increased for the past four years so we anticipate the number of certificates and degrees to increase in future years.

Indicator 2: First to Second Year Retention Rates

Description: This indicator records the percent of first-time, full-time freshmen retained after one year. Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when students are most likely to discontinue their studies.

Outcome/Results: Second year retention is a remarkably stable indicator and is difficult to improve significantly. Improving retention is our highest priority, and rates have generally been inching up. KU has implemented/revised or increased capacity of a variety of programs and approaches to improve retention rates, such as first-year seminars, a revamped new student orientation, learning communities, early warning alert system, individual academic support plans for conditionally admitted students, among others, and we are slowly seeing the impact of these efforts.

Indicator 3: Percent of Certificates and Degrees Awarded in STEM Fields

Description: This indicator records the percent of students who earned degrees or certificates in science, technology, engineering, or mathematics fields. STEM education is crucial for Kansas workforce development to meet the needs of the state economy.

Outcome/Results: KU's continued successful boost to the percent of students awarded certificates and degrees in STEM fields is in part due to the increase in engineering students and the additional support staff focused on student recruitment, retention, and support activities for these students. KU is also redesigning basic science and mathematics courses in order to increase student success and graduation in these fields.

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

Description: This ranking in federally financed research and development expenditures compared with other national public universities based on the NSF survey indicates 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 other fields that generate prosperity and well-being for people across the state.

Outcome/Results: KU has added support for faculty to pursue larger and more impactful research grants, as well as seed funding for early research development that will translate into successful grant applications. These activities have raised KU in this ranking in recent years. In a very competitive research climate and with fewer federal resources, KU researchers have been successful in obtaining external support for their work at a rate comparable to peers.

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

Description: A leading indicator of the university's knowledge-based entrepreneurial culture is 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. One example of a material transfer agreement would be the transfer of proprietary animal cells to a

company for a fee. KU retains ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: KU continues to see growth in this area partially through promoting and supporting active entrepreneurship and vibrant external partnerships. KU Innovation & Collaboration partners with corporations and helps bring KU innovation to the marketplace. KU has a strong tradition of effective technology transfer in such fields as drug development and delivery; education and human development; biosciences; biofuels and bioengineering; information technologies and informatics; and remote sensing.

Indicator 6: Philanthropic Support

Description: 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.

Outcome/Results: We are still seeing the impact of KU Endowment's *Far Above: The Campaign for Kansas* launched in April 2012. This campaign seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future.

Indicator 7: Number of Experiential Learning Certificates

Description: Experiential learning certificates, which provide academic credentials for service learning, global awareness, research experience, leadership studies, arts engagement, and entrepreneurship, increase employer interest in our graduates and support workforce development. The requirements vary by program and include specific experiences such as research projects, leadership roles, volunteer work, or study abroad along with specific coursework and typically reflection on how the experience has enriched and broadened the perspective of the participant. These credentials are annotated on the transcript and reflect efforts beyond the requirements for a degree. These experiences also are an innovative way for students to satisfy one of the requirements of the KU CORE, which is KU's general education curriculum. Engagement leads students to increase their graduation rates through these high impact rich educational experiences.

Outcome/Results: Long term improvement in this area has been encouraged by the establishment of the Experiential Learning Collaborative, which brings together leadership from Civic and Social Responsibility, Study Abroad, International Programs, University Career Center, and Undergraduate Research. The collaborative works to strengthen recruitment of students into these programs, to assist faculty in identifying opportunities to support the programs, to help students successfully complete the experiences, and to develop, expand, and promote experiential learning on campus. While the outcome exceeds the baseline, progress in increasing the number of certificates has been stymied by budget cuts to funds to promote pursuit of these experiential certificates.

University of Kansas Medical Center Performance Report AY 2015

Fall 2015 FTE: 3,089

Contact Person: Robert Klein

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

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)		
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	
1	Increase Number of Certificates and Degrees Awarded	1	AY 2010: 677 AY 2011: 692 AY 2012: 753 Baseline: 707	783	↑	729	↑		
2	Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2010: 90.1% (610/677) AY 2011: 90.6% (627/692) AY 2012: 86.7% (653/753) Baseline: 89.1%	89.8% (703/783)	↑	90.9% (663/729)	↑		
3	Increase Number of Departments and Programs Achieving Selected National Rankings	3	2011: 23 2012: 26 2013: 25 Baseline: 25	27	↑	24	↓		
4	Increase Number of Medical School Graduates (MDs)	2	AY 2011: 166 AY 2012: 166 AY 2013: 160 Baseline: 164	187	↑	189	↑		
5	Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	2010: 49.3% (3127/6338) 2011: 49.0% (3178/6483) 2012: 48.7% (3304/6786) Baseline: 49.0%	49.1% (3269/6652)	↑	51.0% (3152/6134)	↑		
6	Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2011: 750 FY 2012: 772 FY 2013: 887 Baseline: 803	1,199	↑	1,257	↑		
7	Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2011: N/A AY 2012: 258 AY 2013: 426 Baseline: 342	1,963	↑	2,970	↑		

University of Kansas Medical Center Performance Report AY 2015

Indicator 1: Number of Certificates and Degrees Awarded

Description: The indicator is the number of certificates and degrees conferred by the University of Kansas Medical Center (KUMC).

Outcome/Results: AY 2014 was the first year that certificates were counted in the Medical Center data with the Regents. As an apples-to-apples comparison with the 3-year history, the 719 degrees awarded in AY 2015 is 12 (or 2%) higher than our baseline, and reflects the dedication of our faculty, students, and staff to provide the next generation of highly skilled physicians, nurses, health professionals, and biomedical researchers.

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

Description: The indicator records the percent of certificates and degrees awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields.

Outcome/Results: In AY 2015, 90.9% of all certificates and degrees awarded at KUMC were considered STEM-related by the Board of Regents. This is above our baseline figure. 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

Description: The indicator is the number of departments and academic programs nationally-recognized based upon aspirational criteria (outlined below). Improving our recognition as a regional and national leader in healthcare and academic research is a high priority at the Medical Center.

Outcome/Results: A total of 24 department and academic programs met aspirational targets, one fewer than the baseline. With the hiring of separate deans for nursing and health professions, these schools are making concerted efforts to grow national recognition for our high-quality and well respected programs.

- 6 departments in the KU School of Medicine ranked in the top 25 of public U.S. medical schools receiving National Institutes of Health research funding, including Anatomy and Cell Biology (#6), Neurology (#8), Preventive Medicine/Public Health (#8) and Family Medicine (#10) in the top ten.
- A total of 6 KU School of Nursing and School of Health Professions graduate programs landed in the top 25 of public institutions in the *U.S. News Best Graduate Schools and Best Online Programs* rankings.
- The University of Kansas Hospital and KUMC's clinical departments received the maximum of 12 medical/surgical specialties within the top 50 in the *U.S. News Best Hospitals* rankings for the second consecutive year.

Indicator 4: Number of Medical School Graduates (MDs)

Description: The indicator reports on graduates of the MD program at the Kansas City, Wichita and Salina campuses. 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.

Outcome/Results: The 189 graduates from the MD program is 25 (or 15%) higher than the baseline. In AY 2015, 8 students from the inaugural class at the Salina campus and 8 students from the inaugural first-year class from the expanded program in Wichita graduated. This growth illustrates the hard work of our students, faculty, and benefactors who value rural and community-based medical education in Kansas.

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

Description: 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. Studies indicate that the location of graduate training is a strong indicator of practice location. The KU School of Medicine increased the number of medical residents/fellows completing training at KUMC by over 20% from 2007 to 2013.

Outcome/Results: Of the known 6,134 active practicing physicians in Kansas in 2015, 51.0% were trained at KUMC, a mark that is above our baseline. In particular, the Medical Center 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. There are 70 Kansas counties designated by the Governor as medically underserved. During 2015, just over half the physicians in these counties (213/416, or 51%) were trained at the Medical Center.

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

Description: A leading indicator of the university's knowledge-based entrepreneurial culture is 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. One example of a material transfer agreement would be the transfer of proprietary animal cells to a company for a fee. KU retains ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: KU continues to see growth in this area partially through promoting and supporting active entrepreneurship and vibrant external partnerships. KU Innovation & Collaboration partners with corporations and helps bring KU innovation to the marketplace. KU has a strong tradition of effective technology transfer in such fields as drug development and delivery; education and human development; biosciences; biofuels and bioengineering; information technologies and informatics; and remote sensing.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities

Description: This indicator reflects 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 in a team environment to improve collaboration and quality of care. Evidence suggests that interprofessional teams enhance patient quality, lower costs, decrease patients' length of stay, and reduce medical errors. Academic and clinical studies are designed for students from different health disciplines to learn using simulation technologies and clinical practice environments. The Medical Center and its partner KU Hospital have begun implementing the next phase of technology-based innovations to support IPE.

Outcome/Results: An estimated 2,970 KUMC student enrollments occurred during AY 2015 in IPE opportunities. This is more than 8 times the baseline figure, but it should be noted that the methodology and tracking for IPE activities on campus was in its infancy at that time. A more reasonable comparison is that an AY 2013 figure using the current methodology was 1,779 participants, meaning the AY 2015 total was about 67% higher than this. There were 8 new programs in AY 2015 compared to AY 2014 as simulation and standardized patient case studies and role play continue to be developed and implemented. Also, the Foundations of Interprofessional Collaboration (IPC) program became required for 1st and 2nd year medical students last year and is no longer a pilot program.

Wichita State University Performance Report AY 2015

FTE: 514,017 (Fall 2015)

Contact Person: Rick Muma, Associate Vice President

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

Date: 7-31-2016

Wichita State University	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase number of certificates and degrees awarded	1	AY 2010: 2,936 AY 2011: 2,911 AY 2012: 3,025 Baseline: 2,957	3,087	↑	2,995	↑		
2 Increase the percent of STEM degrees conferred	2	AY 2010: 28.8% (846/2,936) AY 2011: 33.0% (960/2,911) AY 2012: 33.0% (998/3,025) Baseline: 31.6% (935/2,957)	34.8% (1,074/3,087)	↑	38.5% 1,144/2,995	↑		
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2009: \$12,600,000/ranking: N/A AY 2010: \$20,500,000/ranking: 1 AY 2011: \$23,500,000/ranking: 1 Baseline: \$18,867,000/ranking: 1	28,700,000/ ranking: 1 (ranking FY 13)	↑	29,100,000 ranking: 1 (ranking FY 14)	↑		
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2011: 241 AY 2012: 261 AY 2013: 271 Baseline: 258	301	↑	302	↑		
5 Increase the second year retention rate of first-time/full-time freshmen	1	Fall 2009: 69.7% (840/1,206) Fall 2010: 72.6% (801/1,103) Fall 2011: 70.2% (835/1,190) Baseline: 70.8% (825/1,166)	74.6% (909/1,218)	↑	72.0% 996/1,384	↑		
6 Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY 2011: 3,226 AY 2012: 3,377 AY 2013: 3,207 Baseline: 3,270	2991	↓	2,902	↓		

Wichita State University Performance Report AY 2015

Indicator 1: Increase number of certificates and degrees awarded

Description: The main initiative to address indicator 1 is the Graduation Partnership (GP). The GP is a campus-wide multi-pronged collaborative initiative (includes a student success course [WSU 101], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [Student Early Alert System – SEAS]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Outcome/Results: Actual degree and certificate productivity decreased from AY 2014, but was 38 over baseline. Continued enhancements to the GP (e.g., a new early alert system [SEAS] and a new first year seminar, replacing WSU 101) will likely increase degrees/certificates awarded.

Indicator 2: Increase the percent of STEM discipline undergraduate and graduate degrees among all degrees conferred

Description: Several initiatives continue 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 continue to operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

Outcome/Results: STEM degree productivity exceeds our baseline goal by 209 degrees. Continued implementation of STEM initiatives will assure growth in this area.

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

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past several 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. 2010 was the first year data and rankings were available in terms of expenditures from industry.

Outcome/Results: The last year in which data were available [FY 2014], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures. While FY 15 rankings are not yet available, FY 15 expenditures are \$10.2 million higher than our baseline. Our new innovation university concept provides opportunities to maintain our ranking through more partnerships with industry. New endeavors emerging as part of the WSU innovation initiative, including Airbus Americas engineering offices moving to the WSU campus and other new entities established on campus (WSU Ventures, Ennovar, and Shocker Start-up), are good examples.

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

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.

Outcome/Results: Our initiatives focused around recruiting and retaining URM students continue to be successful with 44 new degrees being awarded over our baseline. Continuation of these initiatives will assure success.

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

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 [WSU 101], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [Student Early Alert System – SEAS]) 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 opened a new dormitory (Shocker Hall) fall 2014 at the center of campus for traditional freshmen students to increase their engagement with the campus, which will likely lead to increased retention. 3) Our honors program was expanded to an honors college concept (located in Shocker Hall as a living-learning community) with a more robust curriculum aimed at recruiting and retaining high performing students.

Outcome/Results: Our first-time/full-time freshmen retention was 1.2% over baseline, but actually decreased compared to the AY 2014 rate. However, WSU actually retained 87 more students during the same timeframe. This can be explained by the fact that our entering freshmen classed in AY 2015 increased by 166 students. The GP is our primary retention initiative, along with newer initiatives such as residential and non-residential living-learning communities, a OneStop student service center with 24/7/365 live help available to keep students on track, as well as numerous proactive outreach campaigns to assist students with their financial aid and enrollment issues. Together, these initiatives should assure our continued success.

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

Description: The main initiative to address this constituency is WSU complete, a flexible program (full-time or part-time) that starts on 8-week cycles and is offered during the evening and weekends at WSU West. 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]) are awarded to help undergraduate students who have experienced a five-year cumulative gap in their education re-enroll. Targeted marketing efforts for adult learners have been implemented. This initiative supports our goal to provide flexible opportunities for adult learners to obtain a college degree.

Outcome/Results: The number degree seeking adult learners for academic year 2015 continued to fall below our baseline measurement. Efforts going forward include more centralized programming from the new Office of Adult Learning, collaboration with Wichita Area Technical College on the Shocker Pathway initiative, comprehensive recruiting and awareness campaigns, and additional academic and program delivery options to increase the opportunities for degree completion.

Washburn Institute of Technology Performance Report AY 2015

Fall 2015 FTE: 1,106

Contact Person: Gillian Gabelmann

Phone and email: 785-228-6302; Gillian.gabelmann@washburntech.edu

Date: 8/12/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the number of certificates and degrees awarded	1	2010 - 802 2011 - 826 2012 - 846 Baseline: 825	1229	↑	1080	↑	
2	Increase or maintain the Student Success Index	1	2008 - 69.4% 508 2009 - 87.7% 401 2010 - 90.1% 546 Baseline: 81.1%	82.7%	↑	75.2%	↓	
3	Increase the number of third party technical credentials, including WorkKeys	2	2010 - 654 2011 - 688 2012 - 693 Baseline: 678	1909	↑	1986	↑	
4	Increase the percentage of students enrolled in Bridge Program courses who successfully complete the course.	1	2010 - 0 - no data is available 2011 - 0 - no data is available 2012 - 60/92 =65% Baseline: 65%	67/126 53%	↓	80/111 72.1%	↑	
5	Increase the total number of traditional aged students enrolled in Fall semester - 20 th day unduplicated headcount	2	2010 - 120 2011 - 173 2012 - 139 Baseline: 144	204	↑	203	↑	
6	Increase the three-year completion rate of college ready cohort	2	2010 - 122/135 =90% 2011 - 110/126 =87% 2012 - 96/121 = 79% Baseline: 86%	63/76 83%	↓	67/90 74%	↓	

Washburn Institute of Technology Performance Report AY 2015

Indicator 1: Increase the number of certificates awarded

Description: This indicator will measure the number of KBOR approved certificates awarded to Washburn Tech graduates.

Outcome/Results: Washburn Tech is pleased to report that once again has seen an increase in the three-year average of the number of KBOR-approved technical certificates awarded. These certificates are awarded to students who complete the course work in the programs at Washburn Tech with a 2.0 GPA or better and no D's on their transcript. 1080 certificates and degrees were awarded according to KBOR data provided. This is a significant increase over the three-year baseline of 825. These values demonstrate the strong commitment of the faculty and staff to student success.

Indicator 2: Increase or maintain the Student Success Index

Description: This indicator is a measure of the institutional effectiveness for students within the system and, for Washburn Tech, it includes the following measures: Completed Home Institution, Retained Home Institution, Retained System Institution and Retained Elsewhere.

Outcome/Results: Washburn Tech has a Student Success Index of 75.2% for AY 15 for 488 students. This value includes 66% who completed a program at Washburn Tech as well as 1% who completed at another system institution and 4% who were retained at Washburn Tech but not completed and another 3% who were retained but not yet completed at other system institutions.

Indicator 3: Increase the number of third party technical credentials, including WorkKeys

Description: This indicator will measure the number of students who receive industry recognized credentials either during or at the completion of their program of study.

Outcome/Results: 2081 certifications were attempted. Of these 2081 certifications attempted, 1986 (95%) were earned. These students are being well prepared by the programs for the test and for their potential employers. Washburn Tech has worked closely with Business and Industry and KBOR to identify the relevant certifications in each of its programs. Many more students now have the opportunity to take industry-recognized certifications in their programs or at the completion of the program. These certifications indicate to our business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed.

Indicator 4: Increase the percentage of students enrolled in Bridge Program courses who successfully complete the course.

Description: Students who do not meet the criteria to enter a college program at Washburn University or Washburn Tech are offered the opportunity to enter the Bridge program. This program enables them to work on their basic skills in Mathematics, Reading, and Writing. They also take College Skills and Computer Applications. These students are retested using COMPASS a standardized ACT test that measures college readiness at the end of the program to determine if they are ready for college level work. The program is new so only one year of baseline data is available.

Outcome/Results: In AY 2015, there were a total of 111 enrollments in Mathematics, Reading, and Writing courses in the Bridge program. Of these enrollments, 80 (72.1%) passing grades were awarded and 23 W were awarded, indicating that students did not complete the course. The percentage of completers that passed their course work 80/88 (91%). This represents an increase in pass rate from AY 2014. Washburn Tech is changing the way we provide this instruction starting in

Fall 2016 with the addition of the Advantage Center. A math learning lab is being developed to allow students other options than the traditional classroom to improve their skills.

Indicator 5: Increase the number of traditional aged students enrolled

Description: This measure will track the number of traditional aged students enrolled in Washburn Tech programs. These students are defined as post-secondary students who are less than 20 years old on census day.

Outcome/Results: Washburn Tech is pleased to report a significant increase from the baseline with traditional-aged students who enrolled in Fall 2014. 203 post-secondary students aged less than 20 years old on census day were enrolled, a significant increase over the three-year baseline of 144. This demographic was underserved in recent years, possibly because we have served so many students from this area while they were in high school. We are pleased to see that our efforts to recruit students who have recently finished high school have been successful.

Indicator 6: Increase the three-year completion rate

Description: This data was gathered from IPEDS and measures the completion rate fulltime first-time students. This rate is measured after 150% of the normal (or expected) graduation point for the cohort of students that enter in the fall.

Outcome/Results: The completion rate for those students decreased from 63/76 (83%) in 2014 to 67/90 (74%) in 2015. Over the past several years Washburn Tech has seen a decline in the number of students who are attending full time – for the first time. One of the reasons that fewer students are choosing the option of attending full time is the improving economy. More students are choosing to work and attend class part time. As the overall size of this cohort decreases, a small number of students impact the over percentage significantly.

Flint Hills Technical College Performance Report AY 2015

Fall 2015 FTE: 601

Contact Person: Lisa Kirmer

Phone and email: 620-341-1325; lkirmer@fhctc.edu

Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of college ready cohort	2009: 57.1% (48/84) 2010: 76.3% (90/118) 2011: 62.4% (73/117) Baseline: 66%	79% (113/143)	↑	71.4% (65/91)	↑		
2	Increase the number of certificates and degrees awarded	2010: 408 2011: 445 2012: 420 Baseline: 424	557	↑	460	↑		
3	Increase the wages of students hired	2007-2009: \$21,237 Baseline: \$21,237	\$25,004	↑	\$26,062	↑		
4	Increase the percentage of students completing a remedial math course who successfully complete a 100 level math course	2011: 70% (23/33) 2012: 65% (26/40) 2013: 60% (29/48) Baseline: 64% (78/121)	69% (41/59)	↑	65% (31/48)	↑		
5	Increase the number of students completing a GED who enroll	2010: 118 2011: 140 2012: 133 Baseline: 130	113	↓	93	↓		
6	Increase the number of Hispanic students who complete a certificate, technical certificate or AAS degree	2010: 52 2011: 60 2012: 57 Baseline: 56	62	↑	90	↑		

Flint Hills Technical College Performance Report AY 2015

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

Description: FHTC will increase the retention rates from the first to second year for college ready students.

Outcome/Result: 71.4% (65/91) – Retention is critical to the success of students and the programs of study at FHTC. The addition of general education courses at FHTC, after receiving Higher Learning Commission initial accreditation in 2007, helped boost retention rates of students completing a technical certificate into the associate of applied science degree portion of programs. FHTC faculty and staff have implemented several strategies to assist in the retention process including an early intervention plan for faculty to visit with and assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and a First Year Experience orientation course covering time and stress management, study skills and a variety of methods for college success.

Indicator 2: Increase the number of certificates and degrees awarded

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

Outcome/Result: 460 – Providing students with a quality education, resulting in a certificate or degree is one of the main goals for Flint Hills Technical College. FHTC realized significant enrollment growth during 2013-2014 due to the Hostess employee layoff in Emporia. The increase in enrollment helped the College realize an increase in graduates in both 2013-2014 and 2014-2015.

Indicator 3: Increase the wages of students hired

Description: The salaries of FHTC graduates will increase.

Outcome/Result: \$26,062 – Some FHTC graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. Graduates, in the dental hygiene and power plant technology programs, in particular, can earn \$40,000 - \$50,000 as a starting salary right after graduation. FHTC faculty continue to adapt curriculum and acquire equipment to meet the current needs of employers, which will increase a student's ability to become employed. FHTC faculty also meet regularly with their program advisory committees. The committees are comprised of business and industry representatives in the program field of study, which helps the employers stay connected with the College and creates opportunities for internships and referrals for graduates.

Indicator 4: Increase the percentage of students completing a remedial math course who successfully complete a 100 level math course

Description: FHTC will increase the percentage of students who successfully complete a 100 level math course after successfully completing a remedial level math course.

Outcome/Result: 65% (31/48) – Math is a difficult subject for many students at Flint Hills Technical College. Remedial math courses (MA090-Principles of Math, MA097-Beginning Algebra and MA099-Intermediate Algebra), along with a free math tutor were added to help students prepare for and successfully complete the 100-level math courses required for the Associate of Applied Science degree. 100-level math courses include Technical Math and College Algebra. Students are placed into a remedial math course based on their math assessment test at FHTC or their ACT math score. If their COMPASS or ACT scores are high enough a

student can be placed directly into the 100-level math courses. Although taking one or more remedial math courses delays completion of an associate of applied science degree, students are more successful and more likely to finish their degree.

Indicator 5: Increase the number of students completing a GED who enroll

Description: More students who have completed a GED will enroll at FHTC.

Outcome/Result: 93 – The Adult Education Center/Workforce Training Center in Emporia is a division of Flint Hills Technical College. The Adult Education Center staff works closely with students to help them complete their high school diploma or GED. The staff also works well with faculty and admissions staff at the College to ensure a seamless transfer into higher education upon GED completion. Classes and testing for the GED students are held on the FHTC campus and campus tours are organized to help the GED students feel comfortable in a post-secondary environment. Many GED graduates have been successful at FHTC. The FHTC Adult Education Center has seen a drop in students successfully completing a GED. The Adult Education Center attributes this drop to the new GED test implemented in January 2014 and the fact that students are no longer required to take a practice test to demonstrate readiness for the GED at a center, prior to taking the GED. This has resulted in fewer GED graduates matriculating to FHTC. The Adult Education Center will continue to provide GED preparation to assist students in the successful completion of their GED exams.

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

Description: The number of Hispanic students completing a certificate, technical certificate or AAS degree will increase at FHTC.

Outcome/Result: 90 – The Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs. The FHTC Student Services Office at the main campus has two bilingual staff and one bilingual staff at the Downtown Campus to assist Hispanic students and increase their comfort level. A Hispanic Student Organization (HALO) was started in the fall 2013. The organization meets monthly as a support group to discuss cultural issues, academic issues and resources. The College also continues to work closely with the Adult Education Center for academic support for students. For those who need academic assistance, the Adult Education Center helps students transition into higher education and has several bi-lingual staff available to assist students.

Manhattan Area Technical College Performance Report AY 2015

Fall 2015 FTE: 615

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Date: 7/11/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the number of certificates and degrees awarded	2010: 313 2011: 400 2012: 407 Baseline = 373	365	↓	396	↑		
2	Upon completion of their programs, increase the percent of students employed or transferred	2010: 206/310 = 66.5% 2011: 256/397 = 64.5% 2012: 257/403 = 63.8% Baseline – 64.8% (719/1110)	2013: 260/399 65.2%	↑	2014: 262/359 73.0%	↑		
3	Upon completion of their programs, increase the number of industry credentials earned by students.	2010: 90 2011: 171 2012: 175 Baseline = 145	341	↑	405	↑		
4	Increase percent of students with COMPASS writing scores below 70 and/or COMPASS PreAlgebra scores ≤ 38 who are retained to the next academic year	2011: 41.9% (13/31) 2012: 83.3% (10/12) 2013: 90.6% (29/32) Baseline = 68% (17/25)	75.5%	↑	76.1% 175/230	↑		
5	Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2011: Avg Score = 81.4% (107 students) 2012: Avg Score = 84.9% (613 students) 2013: Avg Score = 68.7% (543 students) Baseline = 78.3%	74.9% 643 students	↓	78.2% 707 students	↓		
6	Increase the number of traditional students enrolled in CTE courses/programs	2011: 431 2012: 519 2013: 660 Baseline = 536	635	↑	590	↑		

Manhattan Area Technical College Performance Report AY 2015

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

Description: MATC implemented initiatives geared toward more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, modifications were made to remedial courses to increase success rates in English and Math courses that fulfill general education requirements. Second, we implemented a computerized early alert system to identify at-risk students by facilitating Faculty and Student Services staff referrals to the Director of the Learning Resource Center. Finally, results from a Student Satisfaction Inventory provide data about the facets of the College 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.

Outcome/Results: The number of certificates and degrees awarded increased by 23 from the baseline; however, unlike the two previous years, numbers of Semester Credit Hours (SCHs) and FTEs decreased. From AY 2014 to 2015 SCHs and FTEs decreased 1,367 and 45, respectively. Unduplicated headcount increased by 7 for the same period. This indicates that, for the reporting year (2014-2015) slightly more students were taking fewer classes but, simultaneously, enrollment in and graduation from programs increased. The numbers of students enrolling in prerequisite courses for allied health programs (e.g., Practical Nursing, Dental Hygiene, and Medical Laboratory Technician) and to take KRSN courses that will transfer, primarily, to Kansas State University remain relatively steady.

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

Description: This indicator is tied to Indicators #1 above and #3 below; thus, showing that retention is the key for all three indicators, and MATC takes steps to facilitate employment or transfer to another college. First, several programs (e.g., Computer-Aided Drafting Technology) ensure that their students have opportunities to meet and talk to individuals in program-related businesses, often on the day of their Program Advisory Committee meetings. In other programs (e.g., Welding and Heating, Ventilation and Air Conditioning), students work in local companies as part of their Occupational Work Experience so they have opportunities to talk with employees and supervisors from many local companies. Other programs (Associate Degree Nursing, Practical Nursing, Dental Hygiene, Medical Laboratory Technician, and Electrical Power & Distribution) have students scattered around the city/region/state doing clinical rotations or internships, and many students are hired by the companies at which they completed those rotations/internships. In terms of continuing education, over the last five years many new articulation agreements were developed, as well as statewide agreements facilitated by KBOR, which resulted in more students moving on to complete degrees at other institutions. This indicator is in line with Foresight 2020 Goal 2.2.

Outcome/Results: Tracking students and gathering follow-up data six months or more after they leave is a major challenge for institutions. However, recent connections through the National Student Clearinghouse and KBOR's work with the Department of Labor greatly facilitated the follow-up process. While MATC's initiatives facilitating contact between students and potential employers and the steps taken to allow a seamless transition to other postsecondary institutions do increase the numbers of students employed and/or continuing their education, for AY 2014 the increase over the prior year was 2. The 8.2% increase over the baseline was due to a smaller denominator than AY 2013 (359 vs. 399). Given this, more work on retention, completion, and placement is in order.

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

Description: Currently, 13 of 16 programs (certificate only, certificate or degree, and SAPPs) provide students with opportunities to earn one or more industry credentials. 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.

Outcome/Results: The 401 credentials earned in the reporting year represent a 179% increase over the baseline. While this increase is due in part to greater numbers of opportunities to earn credentials, more importantly, it is due to increasing success rates for students who attempt to earn credentials. The credential-earning process is now firmly entrenched in curricula; thus, the testing process is now viewed as part and parcel of the educational process. In addition, students are more aware of the importance of industry credentials in terms of finding a job and moving up the career ladder.

Indicator 4: Increase the percent of students with COMPASS writing scores below 70 and/or COMPASS Pre-Algebra scores of ≤ 38 who are retained to the next academic year.

Description: One of the main obstacles to finishing a Certificate or AAS Degree is the completion of general education requirements, including English and/or Math. MATC uses COMPASS exams to place incoming students in the appropriate reading, writing and math courses. Students who have COMPASS writing scores lower than 70 must take Workplace Writing (COM-100) and students who have COMPASS Pre-Algebra scores ≤ 38 must take either Workplace Math (MAT-099) or Technical Mathematics I with Review (MAT-102). Students must pass COM-100 and/or MAT-099 with a “C” or better to be eligible to take a course that fulfills the general education requirement for the certificate option. Students who pass MAT-102 with a “C” or better meet the general education math requirement for a certificate.

Outcome/Results: For the reporting year, there was a decrease in the numbers of students who met the COMPASS score criteria to be placed in COM-100 and/or MAT-099 (i.e., 94 and 136, respectively). Of the 136 MAT-099 students, 33 graduated at the end of the academic year and 65 were retained to AY 2015-2016 (72.06% graduation/retention). Of the 94 COM-100 students, 33 graduated at the end of the academic year and 44 were retained to AY 2015-2016 (81.91% graduation/retention). Collectively, of the 230 students who met the COMPASS criteria for remediation before taking a course that fulfilled the requirements for graduation, 66 went on to graduate in the target year and 109 were retained to the next academic year. Overall, that is a 76.09% graduation/retention rate, which is 8.09% above the baseline.

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

Description: 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, and quantitative literacy, among others. The core skills are often viewed as having no real applicability in practice; however, they are regularly used in practice and 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. This indicator is in line with Foresight 2020 Goal 2.1

Outcome/Results: The average score of 78.2% for the target year is lower—by 0.1%— than the baseline of 78.3%; however, data from which the baseline was derived are not indicative of institution-wide performance. More specifically, and as was noted in the original text for this indicator, AYs 2010-2011 and 2011-2012 were years during which the rubrics were developed, pilot tested on three programs (Associate Degree Nursing, Practical Nursing, and Dental Hygiene), and scoring was calibrated. As such, only the average score from AY 2012-2013 (68.7%) reflects an institution-wide administration of the final instruments, and the average score of 78.2% for the target year is an increase of 9.5% over the initial administration. For AY 2014-2015, 753 students were enrolled in courses scheduled for assessment and 707 (93.89%) of those students participated. We anticipate that, with ongoing administrations of these instruments, the average score will continue to increase.

Indicator 6: Increase the number of traditional students enrolled in CTE courses/programs.

Description: Since 2010, upon receiving full accreditation from the Higher Learning Commission, MATC has pursued strategic growth initiatives, such as increasing capacities of some programs, initiating new programs, and expansion of general education course offerings. From a baseline of 431 traditional students in 2010, the initiatives yielded an increase in enrollment of traditional students by 20.42% (88) in 2012 and an additional 27.17% (141) in 2013. The pattern of strategic growth continues, so we expect to see continued gains in the enrollment of traditional students. This indicator is in line with Foresight 2020 Goal 1.1.

Outcome/Results: As predicted, the number of traditional students (18-24) for the target year (590) is 10.07% above the baseline; however, it is lower than the previous year. While many of these students are taking courses as prerequisites for one of the Allied Health programs (i.e., Practical Nursing, Dental Hygiene, or Medical Laboratory Technology) or are taking KRSN courses for transfer to another Kansas postsecondary institution, total enrollment for that age group is down.

North Central Kansas Technical College Performance Report AY 2015

Fall 2015 FTE: 649

Contact Person: Jennifer Brown

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Date: 8/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the first to second year retention rates of the college-ready cohort.	2009: 70.9% 139/196 2010: 69.8% 118/169 2011: 71.4% 122/171 Baseline: 70.7%	74.6% (129/173)	↑	75.0% (123/164)	↑		
2	Increase the graduation rate of the college-ready cohort.	2007: 70.8% 109/154 2008: 65.2% 118/181 2009: 65.3% 128/196 Baseline: 67.1%	65.5% (112/171)	↓	64.5% (109/169)	↓		
3	Increase the number of third party credentials awarded to students.	AY 2010: 453 AY 2011: 827 AY 2012: 482 Baseline: 587	538	↓	892	↑		
4	Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.	2010: 58.5% 24/41 2011: 74.6% 26/35 2012: 54.9% 39/71 Baseline: 62.7%	90% (38/42)	↑	93% (41/44)	↑		
5	Increase the number of adult learners (25+) enrolled.	AY 2011: 227 AY 2012: 253 AY 2013: 218 Baseline: 232	318	↑	358	↑		
6	Increase the number of credit hours completed via distance learning.	AY 2011: 596 AY 2012: 727 AY 2013: 836 Baseline: 720	989	↑	1,079	↑		

North Central Kansas Technical College Performance Report AY 2015

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

Description: NCK Tech offers both certificate and Associate of Applied Science (AAS) degrees. This indicator will target AAS degree seeking students.

Outcome/Results: NCK Tech continues to make modest gains in improving retention rates. Retention is on the forefront of college planning as we prepare for upcoming accreditation requirements and institutional improvement. NCK Tech has been accepted into the Higher Learning Commission's Persistence and Completion Academy. We are currently in the first year of a four-year commitment with the focus on developing a project to improve completion and persistence within the institution. The project is developed with guidance from an HLC mentor and scholar. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

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

Description: Students earning AAS degree and certificate seeking students (diploma seeking students) will be counted towards meeting this indicator.

Outcome/Results: NCK Tech did not make directional improvement on this indicator, missing by one percentage point from AY14. As mentioned in Indicator 1, NCK Tech was accepted into the Higher Learning Commission Persistence and Completion Academy with the goal of improving our retention and completion rate. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed to complete. Academically, the College is focused on developing early intervention strategies to connect struggling learners with support services and tutoring available through the Resource Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus.

Indicator 3: Increase the number of third party credentials awarded to students.

Description: The number of third-party industry credentials students enrolled at NCK Tech earn during their enrollment as reported in the follow-up collection. Credentials counted include: RN, LPN licensure, MACS, ICAR Welding, ASE/NATEF, CET, FCC, HVAC Excellence, AWS, NCCER, Kansas Journeyman's, EPA 608, OSHA10 and Certified Pharmacy Tech. This list is fluid as we continue to add additional certifications for our students.

Outcome/Results: NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from AY14 and from the established baseline. We believe the industry credentials and licensures NCK Tech graduates earn provide opportunities in the workforce. Credentialing and licensure exams also serve as assessment tools in many of our programs validating student learning. NCK Tech is in compliance with curriculum alignment, offering credentials as outlined. Students were offered more opportunities to take credential exams; several departments offer more than one credential to students including Diesel Technology, Welding Technology and Automotive Technology. NCK Tech, through advisory boards and industry partners, continues to find meaningful credentials to make our graduates competitive.

Indicator 4: Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.

Description: Students who enroll in a remedial course (Basic Algebra or Introduction to Composition) and then complete the college-ready course within the sequence will be included for this indicator.

Outcome/Results: NCK Tech made directional improvement in helping students enrolled in remedial courses to complete their sequential college-ready courses. For students in remedial writing, who then enrolled in the sequential college-level writing course, English Composition I, the pass rate was 100%. NCK Tech offers two remedial courses, one in Math (Basic Algebra) and one in Writing/Reading (Introduction to Composition). Students may be enrolled in remedial courses if needed to increase skills in mentioned areas. We keep the class sizes small in remedial courses to provide more individualized instruction. Students taking the face-to-face sequential course will also most likely have the same instructor in both the remedial and sequential course to maintain consistency. The small number of students enrolled in remedial courses at NCK Tech creates a volatility in our trend data. We have also noticed an increase in entrance test scores (ACT or ACT Compass) for incoming students, which is reducing the number of students needing remedial coursework. We've not determined why we are seeing higher entrance test scores or if this trend will continue.

Indicator 5: Increase the number of adult learners

Description: Adult learners, defined as students 25 and older upon enrollment, will be counted. Students enrolled as full-time in certificate and AAS programs and students enrolled in short-term programs will be included.

Outcome/Results: NCK Tech increased the number of adult learners marking improvement on this indicator. The College continues to have success enrolling this demographic in short-term programs such as Underground Technology, CNA (Certified Nursing Assistant), CDL (Commercial Driving License), and others. NCK Tech has also increased marketing efforts targeting adult learners through evening open house/enrollment nights. The College has also hosted a special open house for local displaced workers. The Dane Hansen Foundation has partnered with the College to provide grant funding focused on assisting adult learners earn a credential. The grant provides financial assistance for tuition, fees and living expenses to full-time adult students.

Indicator 6: Increase the number of credit hours completed via distance learning.

Description: Distance learning credit hours successfully completed by all students. Courses include technical, general education and short-term courses.

Outcome/Results: NCK Tech made directional improvement in increased the number of credit hours completed via distance learning. The College experienced an increase in online enrollment following the national trends as students consider a variety of enrollment choices to meet their educational needs. NCK Tech's online offerings include General Education courses and short-term courses such as CNA (Certified Nursing Assistant) and CDL (Commercial Driving License). The College partners with industry and workforce development to create specific course such as Introduction to the Oil-field developed with Berexco for oilfield employees. A policy change requiring only a course deposit and allowing financial aid (for those students meeting requirements) to cover online course expenses correlates to the increase in online enrollment. The College encourages faculty to continue to develop online offerings seeking more technical course offerings.

Northwest Kansas Technical College Performance Report AY 2015

Fall 2015 FTE: 529

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Date: 7/15/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase first to second year retention rates of the college-ready cohort	2009-2010: 86.7% (111/128) 2010-2011: 69.5% (105/151) 2011-2012: 72.1% (98/136) Baseline: 76.1%	59.3% (89/150)	↓	70.3% 111/158	↓		
2	Increase the number of students who achieve a third party credential	2009-2010: 214 2010-2011: 374 2011-2012: 413 Baseline: 334	574	↑	596	↑		
3	Increase the total number of certificates and degrees awarded	2009-2010: 221 2010-2011: 203 2011-2012: 208 Baseline: 211	274	↑	254	↑		
4	Increase the percentage of students who test into developmental math and earn a certificate or AAS degree	2009-2010: 80% (48/60) 2010-2011: 69% (22/32) 2011-2012: 62% (26/42) Baseline: 70%	73.9% (17/23)	↑	33/47 70.2%	↑		
5	Increase the number of students employed in their field of study within one year of graduation	2009-2010: 71 2010-2011: 90 2011-2012: 93 Baseline: 85	85	↔	86	↑		
6	Increase the three year graduation rate of all students	2009-2010: 76.9% (110/143) 2010-2011: 74.4% (93/125) 2011-2012: 83.6% (107/128) Baseline: 78.3%	58.4% (125/214)	↓	57.7% 138/239	↓		

Northwest Kansas Technical College Performance Report AY 2015

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 both the college ready and non-college ready cohort.

Outcome/Results: Northwest Tech works to retain as many students as possible. Identifying root causes of students who do not return is imperative to the college in order to develop a plan of action that can assist in retention of students. Of the cohort group not returning, a main factor that has been identified is students transferring on to another educational institution or accepting employment into the field of study that they were majoring in.

Historically, the college has not had students on a transfer track. Therefore, the established baseline reflects a higher percentage of students being retained from the first to second year. In order to help students be successful in completing their educational objectives, Northwest Tech continues to develop articulation agreements which will help reduce credit hour loss and assist in student's success.

Greater support services including; counseling, advising and other interventions have been implemented to assist with retention. Data indicates that with the new process that have been implemented the retention rate has improved from the previous year.

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

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

Outcome/Results: The ability to gain third party credentials allows students to demonstrate additional competencies to employers. The numbers indicated in the report, may reflect a student duplication because of the ability of a student to receive additional certifications within their program of study. i.e. ASE certifications may include: Electronics, brakes, hydraulics and transmissions.

The college faculty work closely with program advisory boards made up of individuals from business and industry to identify credentials that are valuable in the workforce. Fork Lift Certification and Scissor Lift Certification are now available to students. These certificates are in direct line with the student's respective career field.

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

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

Outcome/Results: Although the college exceeded the baseline for this indicator, a reveal of data shows a direct correlation with the program alignment that KBOR has established has reduced the number of certificates offered. The college curriculum meets the alignment requirements but program courses are often spread out over a two-year period. If a student leaves the college to continue education elsewhere or enters the workforce between the first and second year, they may not be eligible for the first year certificate which was once available through the programs. The college programs primarily affected by the alignment process are Collision Repair and Diesel Technology.

Indicator 4: Increase the number of students who test into developmental math and earn a certificate or degree

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

Outcome/Results: The college strives to meet the demands of the students and to develop opportunities for the students to succeed in their career choice. The math curriculum has been revised using an on-line web based module that will allow students to have access to different modules when it is convenient for the student to access. In addition, the math lab has extended hours to assist students who needs additional instruction or a tutor.

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

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

Outcome/Results: Northwest Tech has an excellent history of placement of students in their chosen career field. In addition, the college has experienced an increase in students desiring to continue their education. Students participation in the institutions Follow-up Surveys continues to decline. To help ensure more accurate data is collected, the college is utilizing program faculty to assist in the collection of data. Students are often more responsive to program instructors and may be more willing to participate in the survey.

Of the students responding to the college survey, 51% of the students were employed in their chosen field of study and 34% were continuing their education. The college continues to experience excellent placement and transfer results.

Indicator 6: Increase the three-year graduation rate for all students

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

Outcome/Results: Student transfer rates have increased substantially in the last few years, thus effecting the established baseline for the indicator. Students leaving their program of study to enter the workforce has also increased. The college continues to implement retention strategies and also continues to develop articulation agreements so that students can transfer without credit hour loss.

Salina Area Technical College Performance Report AY 2015

Fall 2015 FTE: 351

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Date: 8/10/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)		
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	
1	Increase number of degrees and certificates awarded.	1	2010: 440 2011: 402 2012: 573 Baseline: 472	435	↓	330	↓		
2	Improve retention of first-time, full-time college ready freshmen.	1	2010: 70.7% (94/133) 2011: 66.2% (100/151) 2012: 75.4% (86/114) Baseline: 71%	74.1% (106/143)	↑	81.1% (73/90)	↑		
3	Increase percent of students employed in Kansas one calendar year after graduation or transferred.	2	2010: 75.7% (317/419) 2011: 73.0% (284/389) 2012: 74.6% (411/551) Baseline: 74.5% (1012/1359)	77.3% (418/541)	↑	80.3% (339/422)	↑		
4	Increase percentage of students passing industry credential WorkKeys.	2	2010: 78.0% (106/136) 2011: 83.0% (103/123) 2012: 88.6% (140/158) Baseline: 83%	94% (135/143)	↑	93.7% (134/143)	↑		
5	Improve students' achievement in National Occupational Competency Testing Institute test (written and performance).	2	2010: 69.5% 2011: 68.2% 2012: 67.6% Baseline: 68%	40.8%	↑	83.4%	↑		
6	Increase number of traditional age students (19 years old and below) enrolled in CTE courses/programs.	1	2010: 250 2011: 222 2012: 206 Baseline: 226	298	↑	312	↑		

Salina Area Technical College Performance Report AY 2015

Indicator 1: Increase number of degrees and certificates awarded.

Description: Salina Area Technical College's goal is to have more students earn their Associate of Applied Science (AAS) degrees and complete program certificates. Historically, some students have not completed their general education requirements in order to graduate with a degree. In addition, some students do not complete their degrees or certificates because they have been able to find jobs in their chosen field with only completing a portion of their program.

Outcome/Results: For AY15, we did not meet our baseline of 472; our institutional performance was 330. The top priority in the College Strategic Plan for FY16-FY18 is increasing enrollment. SATC is in the process of expanding options for students in FY16 in Business Administrative Technology, Truck Driving, and concurrent enrollment; a welding and dental assistant expansion is planned for FY17. Strategies are in place to create new marketing, advertising, and publication strategies as well in FY16. The SATC advisor continues to educate students before enrollment about the importance of completing their degree or certificate.

Indicator 2: Improve retention of first-time, full-time college ready freshmen (percentage of students retained – Fall data) (KHEDS data).

Description: Salina Area Technical College's goal is to improve retention for first-time, full-time freshman. SATC's advisor meets with incoming students and the early alert system has become increasingly effective. This is the second year of having incoming students attend an orientation. All of these initiatives are aimed at increasing retention and increasing completion rates.

Outcome/Results: For AY 2015, we exceeded our baseline of 71%; our institution performance was 81.1% (73/90). Our approach to improving retention has been a priority for the college. Our recruiter meets all potential students and our advisor continues to inform students of the benefits of seeking an Associates of Applied Science degree. Program shadowing is encouraged to help potential students better understand the field they are interested in entering.

Indicator 3: Increase percent of students employed in Kansas one calendar year after graduation (KBOR/KDOL data) or transferred.

Description: Every program at SATC has its own industry based advisory board that guides the program instructors as to the best skills to have for employment. In addition, student services follow up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the advisory boards, gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring.

Outcome/Results: Salina Area Technical College has continued to send graduate satisfaction surveys to both students and employers. Feedback has been good and responses have been shared with advisory boards for possible program improvement. Students that enter the job market experience many employers looking for employees. A majority of our students stay in the state of Kansas. For AY 2015, the College exceeded the baseline of 74.5%; our institutional performance was 80.3% (339/422).

Indicator 4: Increase percentage of students passing industry credential WorkKeys.

Description: SATC's goal is to increase the number of students achieving industry recommended levels of WorkKeys certificates. ACT WorkKeys measures the overall general knowledge of the student. It measures comprehension of locating information and basic math which is needed in most jobs. It helps the employer assess the ability of the student before hiring them. The Learning Resources Specialist will test all students using the Kansas WorkKeys Reading for Information, Locating Information, and Applied Mathematics. Scores will be compared to the industry recommended level for each program to determine students who have achieved or exceeded the industry recommendation.

Outcome/Results: ACT WorkKeys measures the overall general knowledge of the student and helps the employer assess the ability of the student before hiring them. Community needs are being met with qualified students entering the workforce with the knowledge they require. For AY 2015, the College exceeded the baseline of 83%; our institutional performance was 93.7% (134/143).

Indicator 5: Improve students' achievement in the National Occupational Competency Testing Institute (NOCTI) test (written and performance).

Description: NOCTI (National Occupational Competency Testing Institute) delivers a series of assessments for students studying career and technical programs in high schools and technical colleges. The assessments are based on a job and task analysis process and incorporate input from subject matter experts from business and industry. It not only tests theory but also performance. The measurement of foundational skills that demonstrate conceptual and procedural knowledge can be difficult to measure but are imperative to the success of students graduating with a technical degree. Underlying job-specific technical knowledge, skills and foundational skills are relevant to all jobs in any setting. These foundational skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on.

Outcome/Results: NOCTI (National Occupational Competency Testing Institute) is used for programs that do not have KBOR mandated 3rd party certifications. For AY 2015, the College exceeded the baseline of 68%; our institutional performance was 83.4%.

Indicator 6: Increase number of traditional age students (19 years old and below) enrolled.

Description: Salina Area Technical College counted and reported on the number of students 19 years of age and younger who enrolled during AY 2014.

Outcome/Results: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. Flexible scheduling opportunities are being made available as we continue to build relationships with local area high schools in order to expose students to high demand industries. Our efforts include presentations to both middle and high school students, campus visits, and informational nights. For AY 2015, the College exceeded the baseline of 226; our institutional performance was 312.

Wichita Area Technical College Performance Report AY 2015

Fall 2015 FTE: 2,192

Contact Person: Pam Doyle

Phone and email: 316-677-9537; pdoyle@wac.edu

Date: 8/12/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase number of certificates/degrees award earned.	2010-830 2011-846 2012-805 Baseline: 827	1,085	↑	1,153	↑		
2	Lower the ratio of award seeking students to credentials conferred.	2011-2.18 (1848/846) 2012-2.46 (1984/805) 2013-2.53 (2199/869) Baseline: 2.39	1.98 (2152/1085)	↓ (decrease is a positive result)	2.11	↓ (decrease is a positive result)		
3	Increase number of third party technical credentials earned.	2010-233 2011-342 2012-624 Baseline: 400	857	↑	880	↑		
4	Increase percent of students with a "C" or higher in Intermediate Algebra or higher after successfully completing EBS (Dev.Ed.) Math course.	2011-65% (28/45) 2012-75% (59/79) 2013-75% (90/120) Baseline: 72%	73% (135/183)	↑	62% (86/139)	↓		
5	Increase number of Hispanic/Latino students enrolled in post-secondary education.	2011-298 2012-311 2013-432 Baseline: 347	548	↑	577	↑		
6	Increase percent of high school students successfully completing courses.	2011-75% (9/12) 2012-89.5% (77/86) 2013-90.4% (601/663) Baseline: 85%	89.7% (1456/1624)	↑	91.8%- 1988/2166	↑		

Wichita Area Technical College Performance Report AY 2015

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. 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.

Outcome/Results: Wichita Area Technical College (WATC) was able to increase the number of awards earned in 2015 to 1,153. Award breakdowns were 95 Associate of Applied Science (AAS) degrees, 574 Technical Certificates (TC), and 484 Certificate of Completions (COC). Two categories had an increase over the previous year (2014-99-AAS, 524-TC, 462-COC). Growth in TC and COC awards can be attributed to college-wide efforts to improve completion in technical programs and continue to build pathways for high schools students via WATC's partnerships with local school districts through SB155. There was a minimal decrease in AAS degrees.

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 2.39 to 1 means that for every 2.39 students, only one award is given.

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. The Higher Learning Commission uses a very similar measurement to gauge the health of two-year colleges and the National Center for 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. This measure is a tool for measuring the efficiency and effectiveness of academics and student services in helping students enter and complete technical programs of study.

Outcome/Results: The ratio of award-seeking students to awards rose to 2.11 during AY2015. This means that one award was given for every 2.11 students which was increase in ratio over the previous year, but a decrease from the baseline. Changes in 2016 includes improved processess of advising students, assisting those students through their academic program, and coaching them to completion. This included implementing a new advising process designed to focus on all aspects of student preparedness making sure students enter the program with all of their financial aspects behind them, prepared to learn on the first day. Specific retention efforts were also implemented in the two largest programs: Aviation Maintenance and Practical Nurse. The college also worked on streamlining course offering times and sequences to shorten a student time to completion.

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: 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. 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 assessment, 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.

Outcome/Results: WATC has made efforts to offer at least one industry-recognized credential in academic programs. The increase in the number of students receiving credentials to a high of 880 in 2015 demonstrates the college's commitment to helping students get jobs and filling the needs of employers. The 880 students represent 27 different academic programs and in total, students earned 38 different industry credentials.

Indicator 4: Percent of students with a "C" or higher in Intermediate Algebra or higher after successfully completing Essential Basic Skills (Dev.Ed.) Math course.

Description: WATC will increase the percent of students who earn a grade of "C" or higher in Intermediate Algebra or higher math courses after successfully completing an Essential Basic Skills (EBS) Math course.

Rationale: Many local Industry leaders indicate that after technical skills, mathematics is the skill most needed to be successful in the workplace. Furthermore, all associate degrees at WATC require students to successfully complete at least Intermediate Algebra; however, many students are not prepared for College Algebra. These students require developmental math courses to improve their skill level to be able to successfully complete College Algebra.

Outcome/Results: Students who successfully completed Intermediate Algebra, College Algebra, or Elementary Statistics after successfully taking Developmental Education math courses at WATC was 86 out of 138 or 62%. The 2015 decrease over baseline also coincides with decreases in overall math enrollment. Realizing a deficiency in developmental Math, WATC committed resources to additional tutoring and self-paced instruction to assist students in improving math skills to be successful as they progress through the math curriculum. WATC's PACER model (Personalized Accelerated College Education Readiness) is a mastery based model wherein students' progress at their own pace as they master competencies. Students begin with PACER I and move into PACER II after successful completion of the PACER I modules. If students do not complete all PACER I modules within a semester, they enroll in PACER I again the next semester and continue from where they left off. Conversely, students may work through all modules and complete PACER I, PACER II, and PACER III in one semester if their skills and perseverance allow. The goal of the PACER model is to improve mastery of concepts and to allow students to accelerate through the sequence based on their individual learning pace.

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.

Outcome/Results: This indicator has been on WATC's strategic plan and performance agreement for the past few years. Each year the college has seen an increase, including this year increasing to 577 students. WATC focused on recruiting more Hispanic/Latino students in 2015 through targeted recruiting and marketing efforts. Specific examples in 2015 included specifically inviting the population to WATC events and hosting Los Lobos radio station live on-campus.

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.

Outcome/Results: WATC has fully invested in partnering with local high schools to enroll students in SB155 and concurrent courses to high school students. This is demonstrated by the increase in total high school students enrolled over the past four years (12 students in 2011 to 2166 in 2015). In addition to the increased enrollment, WATC has worked with high school and college faculty and staff to provide instructional support to students. The success of these processes is shown through the increase of students successfully completion courses to 91.8% over the 89.7% in 2014.

Barton Community College Performance Report AY 2015

Fall 2015 FTE: 4,291

Contact Person: Charles Perkins

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Date: 7/22/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the number of Barton degrees and certificates awarded	2010 = 556 2011 = 636 2012 = 799 [Baseline: 664]	977	↑	830	↑		
2	Increase the percentage of successful student technical & numerical literacy responses for assessment of general education	2010 = 800/1010 (79%) 2011 = 738/1020 (72%) 2012 = 960/1239 (77%) [Baseline: 76%]	1298/1566 (82.9%)	↑	1188/1398 (85%)	↑		
3	Enhance student receipt of third-party technical program certification and licensure credentials	2010 = 429/506 (85%) 2011 = 244/307 (79%) 2012 = 171/230 (74%) [Baseline: 79%]	277/349 (79.4%)	↑	334/404 82.6%	↑		
4	Increase fall-to-spring retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math)	2010 = 16/41 (39%) 2011 = 38/58 (66%) 2012 = 32/73 (44%) [Baseline: 50%]	27/48 (56.3%)	↑	23/53 43%	↓		
5	Increase the number of Adult Basic Education (ABE) participants	2010 = 154 2011 = 157 2012 = 199 [Baseline: 170]	167	↓	176	↑		
6	Increase the percentage of student performing at the "Proficiency" level on written communication assessments of general education	2010 = 325/876 (37%) 2011 = 321/923 (35%) 2012 = 389/1004 (39%) [Baseline: 37%]	680/1528 (44.5%)	↑	550/1502 37%	↔		

Barton Community College Performance Report AY 2015

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

Description: Barton made a focused effort utilizing both data from Institutional Research and a concerted effort by advisors, faculty and staff to move more students towards completion. The data used was both departmental performance reports and advising reports. By using a two-prong method of coupling faculty and advisors together, Barton hopes to continue this trend. In the future Barton is reviewing online retention efforts to determine areas of improvement.

Outcome/Results: Barton shows an increase above baseline from 664 to 830.

Indicator 2: Increase the percentage of successful student technical & numerical literacy responses for assessment of general education.

Description: The Board of Trustees END's (END statements are part of Barton's governance guiding the college as to what the desired state of the college should be) statement relating to Essential Skills requires the assessment of general education outcomes. Questions are identified within a course final exam, which assess specific competencies of a course. The student's correct answers (1298 correct responses out of 1566 total responses) are tabulated to show how well students perform on these questions. This type of specific questioning is measured using five courses for which two competencies were selected measuring the general education outcome relating to technical and numerical literacy. Faculty utilizes the tabulated and itemized results to identify areas of weakness within their courses such as, when most students fail a question about binomial's, the faculty can focus on explaining the concept more completely in future courses. Competency specific discussions also take place among departments allowing faculty to compare results and best practices for a given area to learn from each other's experiences. In this case, for a given class, two of the questions from the final were pooled together with the other four courses giving us the overall percentage of correct answers.

Outcome/Results: Barton shows an increase above baseline from 76% to 84.9%. 1188 is the number of correct responses out of a total of 1398 responses.

Indicator 3: Enhance student receipt of third-party technical program certification and licensure credentials.

Description: For this report, Barton focused on Healthcare programs. Healthcare programs rely heavily on data obtained from test results. All Healthcare test questions are analyzed to determine, almost in real time, the areas students are lacking in understanding. The faculty can emphasize needed concepts starting the class period following the tests. Currently all programs that lead to a certification and licensure credential are making a conscious effort to focus on Certification/Licensure pass rates and also student retention and completion.

Outcome/Results: We believe these factors will continue to increase this indicator and Barton shows an increase above baseline from 79% to 82.6%. 334 Healthcare students received the certification of the 404 who attempted.

Indicator 4: Increase fall-to-spring retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).

Description: Barton's developmental education area has gone through both a physical and instructional review/change/upgrade. These efforts are meeting the needs of developmental students moving them forward through the processes and preparing them for college level work. These courses move the students into college level courses with both the confidence and knowledge necessary to succeed. As noted below the rate of success is improving. Over the course of one year, 48 low performing students were reported in what Barton refers to as Developmental Education or Essential Skills courses.

Outcome/Results: Barton was not able to increase above baseline and reports a drop from 50% to 43%.

Barton experienced an unusual number of students at the Barton County Campus who did not return to Barton in Spring 2015. The Developmental Team will work on adjusting/improving the strategies designed to achieve this performance indicator.

Indicator 5: Increase the number of Adult Basic Education (ABE) participants.

Description:

During a time when Adult Education enrollment is down statewide, we have stepped up recruiting efforts at all of our sites as well as for our AO-K programs. We are hopeful that the expansion of our on-campus Healthcare Pathway and the addition of an on-campus Welding pathway will help us to increase enrollment in the coming academic year. Barton has also begun developing a distance learning option to provide access to students who might have conflicts with our traditional course schedule.

Outcome/Results: The number of Adult Basic Education participants increased above baseline 170 to 176.

Indicator 6: Increase the percentage of student performing at the “Proficiency” level on written communication assessments of gen ed.

Description: This indicator initially comes from our Board of Trustees END mandate to assess our general education outcomes. Included within these is written communication, another essential skill our graduates need to be successful. In this case, English Composition I and II, were selected to assess our students’ writing using a rubric with a scale of Proficient, Competent, and Emerging where Proficient is the highest rating. The data looked at is the number of students able to score at the highest level “Proficient” when utilizing all external resources at their disposal. Barton wanted students to excel in both writing and research skills. The percentage below refers to moving from less than “Proficient” to “Proficient” across multiple sections. Based on these results, faculty can adjust how this topic is covered and then when the assessment is used again in the following section of the course, the effectiveness of the adjustment can be improved upon.

Outcome/Results: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers processed. Barton results are flat compared to baseline of 37%. 550 represents the number of students performing at the proficiency level. 1502 represents the total number of student in the courses being assessed.

Highland Community College Performance Report AY 2015

Fall 2015 FTE: 2,093

Contact Person: Peggy Forsberg

Phone and email: 785-442-6125; pforsberg@highlandcc.edu

Date: 8/18/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the number of HCC degrees and/or certificates awarded.	2010 760 2011 619 2012 602 Baseline: 660	650	↓	613	↓		
2	Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion.	2010 409/723 56.7% 2011 314/577 54.4% 2012 325/554 58.7% Baseline: 1048/1854 56.5%	334/601 55.6%	↓	388/616 63%	↑		
3	Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2011 21 2012 32 2013 26 Baseline: 26.3	42	↑	34	↑		
4	Increase the percentage of students passing Fundamentals of Math (our lowest level developmental class level).	2009 60/122 49% 2010 67/126 53% 2013 46/84 55% Baseline: 173/332 52%	93/149 56%	↑	95/156 60.9	↑		
5	Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2010 NA/New Program 2011: 79% (15/19) 2012: 88.8% (16/18) Baseline: 83.8% (31/37)	20/20 100%	↑	14/20 70%	↓		
6	Increase the number of Tech Center students obtaining satisfactory ratings in HCC's Common Learning Outcome, responsibility, upon completion of their programs. (This is an institutional specific quality measure, relating to but not directly measuring employment.)	2010 42/208 20% 2011 57/248 23 % 2012 52/230 19% Baseline: 151/686 22%	57/232 24%	↑	61/234 26%	↑		

Highland Community College Performance Report AY 2015

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

Description: represents the total number of Highland CC students who completed all requirements for a technical certificate or associates degree during AY 2015.

Outcome/Results: 613 Data received from KBOR staff; decrease over baseline

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

Description: 388 represents the number of HCC graduates who were employed in their program field or transferred to a Kansas public college) out of 616 total graduates. After a drop due to fewer graduates in the Certified Nurse Aide Certificate program, the college experienced an increase in program completers as a result of growing enrollments in diesel technology (including a new Diesel I cohort at the HCC-Western Center), Medical Office Assistant programs at both HCC-Tech Center and HCC-Western Center, and Welding.

Outcome/Results: 388/616 63% Data received from KBOR staff: Increase over baseline

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

Description: Represents the number of students at the HCC-Tech Center, Atchison, KS who earned a satisfactory score on the KCWR examination. This decrease from AY14, but increase from the baseline, resulted from a transition within one technical programs whose students tested and passed more external credentialing exams rather than taking the KCWR exam. This change was encouraged by business and industry advisory committee members.

Outcome/Results: 34 Students who earned KCWR Certificates in AY15: Increase above baseline

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

Description: One hundred fifty-six represents the total number of students who placed into MAT 090 Fundamentals of Math, while 95 represents the number of students who completed the course with a passing grade during their first attempt. These 95 students met the pre-requisite for MAT 100 Beginning Algebra or MAT 102 Technical Mathematics after successfully completing MAT 090. HCC continues to monitor slow but steady increases in the success rate for Fundamentals of Math after implementing a hybrid lecture/computer-assisted learning program for students who require basic mathematics skills.

Outcome/Results: 95/156 60.9% 95 students who passed Math 090 on 1st attempt/136 who enrolled:
Increase over baseline

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

Description: Represents the number of students who, upon completing the PN to RN bridge program in AY 2015, passed the NCLEX certification examination on the first attempt. In response to this lower 1st time pass rate, HCC nursing faculty instituted a policy which requires all nursing students to take and pass the NCLEX Live Review prior to taking the certification exam.

Outcome/Results: 14/20 70% 14 of 20 students in the PN to RN bridge program passed the NCLEX:
Decrease over baseline.

Indicator 6: Increase the number of Tech Center students obtaining satisfactory ratings in HCC's Common Learning Outcome, responsibility, upon completion of their programs.

Description: Sixty-one represents the number of technical program students who demonstrated measurable outcomes based on the Highland Shared Performance Expectations (previously Common Learning Outcomes) while engaged in classroom, clinical, laboratory, and shop activities, out of 234 program students. HCC Shared Performance Expectations include Teamwork, Respecting Others, Critical Thinking, Effective Communication, and Task Competence. Although this result shows an increase over the previous baseline in the area of workplace-ready behaviors (Act Responsibly, Work Effectively in Teams), the HCC Assessment Team will work with the Career Technical Faculty to refine methods of measurement for Critical Thinking, Effective Communication, and Respecting Others.

Outcome/Results: 61/234 26% Students who scored “3” on SPE measures related to workplace:
Increase over baseline

Labette Community College Performance Report AY 2015

Fall 2015 FTE: 1,027

Contact Person: Joe Burke

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

Date: 7/26/2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase the first to second year retention rates of first-time, full-time college-ready freshmen	2009 80/185 43.2% 2010 53/104 51% 2011 79/125 63.2% Baseline 2112/414 51.2%	65/106 61.3%	↑	70/105 66.7%	↑		
2	Increase the number of certificates and degrees awarded	2010 = 207 2011 = 470 2012 = 454 Baseline = 377	435	↑	391	↑		
3	Increase the % of students scoring at or above the national mean who take the Collegiate Assessment of Academic Proficiency (CAAP) Writing Exams	2010 158/329 = 48% 2011 167/292 = 57% 2012 172/316 = 54% Baseline 497/937 = 53%	90/204 44%	↓	109/249 43%	↓		
4	Increase retention rate of academically unprepared students who participate in our Student Support Services program	2006 67/106 = 63% 2010 58/94 = 62% 2011 53/89 = 60% Baseline 178/289 = 61.5%	79/126 62.7%	↑	132/204 64.7%	↑		
5	Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2010 79/83 95.2% 2011 74/82 90.2% 2012 88/101 87.1% Baseline 241/266 90.6%	92/104 88.5%	↓	76/88 86%	↓		
6	Increase three-year graduation rates of college ready cohort.	2007 13/95 13.7% 2008 13/95 13.7% 2009 36/188 19.1% Baseline 80/442 18.1%	30/127 23.6%	↑	39/131 29.8%	↑		

Labette Community College Performance Report AY 2015

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

Description: We chose this indicator to meet the portion of our mission statement regarding "... providing a supportive environment for success...."

Outcome/Results: Directional improvement from the baseline was again demonstrated. 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

Description: We chose this indicator to meet the portion of our mission statement regarding "... success in a changing world...."

Outcome/Results: Directional improvement from the baseline was again demonstrated. To ensure that we keep our focus on this indicator, we will have our advisors increase efforts to ensure those eligible to complete certificates do so as they pursue their AAS degree. 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 completion, which should encourage 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

Description: For the past 11 years, LCC has been testing its students using the CAAP test for Writing, Math, and Science Reasoning for a comparison analysis of our students with other students nationally. Our students have met LCC's targeted standard of ½ of a standard deviation of the national mean in all 3 areas for all 11 years, oftentimes exceeding the national mean. For additional clarity of how our students are performing, we decided to do a trend analysis (year to year) of the Writing CAAP test as part of our performance agreement.

Outcome/Results: We did not show directional improvement from the baseline for this indicator. To improve future performance, we plan to increase the knowledge of our English Composition instructors regarding the concepts of Usage/Mechanics and Rhetorical Skills that are included in the CAAP Writing Skills test through analysis of previous CAAP tests and through discussions of the findings among the full-time and adjunct instructors at in-service breakout sessions and throughout the year. These skills will then be incorporated into the English Composition curriculum which should result in improved scores. It is important to note that although our trend analysis did not show directional improvement, our students still performed well enough on the CAAP Writing Skills test to be within ½ of a standard deviation when compared to the national mean.

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

Description: Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. SSS provides intensive academic advising and support to its qualified participants in order to increase their persistence, graduation, and transfer rates from Labette Community College.

Outcome/Results: Directional improvement from the baseline was again demonstrated. We plan to continue to show improvement by continuing interventions by our full-time academic advisors tailored for each individual participant's academic needs and goals. These interventions may include peer or professional tutoring, supplemental instruction, or other appropriate interventions.

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

Description: We chose this indicator for three reasons: to track our three new Health Career Programs developed with the help of our Title III grant, to track the great reputation of our three long standing Health Career programs, and to track any changes that the opening of our new Health Science building might bring.

Outcome/Results: We did not show directional improvement for this indicator. One of the contributing factors identified is that our new Physical Therapist Assistant program is struggling with licensure pass rates. Since passing the licensure exam is a requirement to work as a PTA, employment rates are showing a similar slump. PTA is one of our larger health science programs, so this is having a noticeable impact on the overall Health Career Program employment rate. To improve future performance, we are making improvements with the instructional delivery of the PTA program that should improve licensure rates and therefore employment rates.

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

Description: We chose this indicator to reflect all three components of our mission statement "Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world." Students who are supported in their learning endeavors should graduate and find success after leaving LCC, and these graduation rates should continue to grow if the college is consistent in its efforts and reflect the needs of the student.

Outcome/Results: Directional improvement from the baseline was again demonstrated. To do this again next year, we will continue to take advantage of our new advising center's location to the Admissions and Financial Aid departments so students can be advised and enrolled in one location. Our Financial Aid professionals will continue to work with advisors and others at the college to ensure accurate information is provided to students. Weekly student progress reports in the Red Zone Learning System will provide students with timely feedback to encourage retention in each course. We will also continue to work with Kansas universities to increase completion rates through reverse transfers.