| Emporia State University Performance Report AY 2020 | | | | | AY 2020 FTE: 4,934 Date: 6/30/2021 | |
|---|---|---|---|---|---|---|
| Contact Person: George Arasimowicz Phone: 620-341-5171 email: garasimo@emporia.edu | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students | 1 (Cohort KBOR data) | Fall 2012 Cohort: 438/601 = 72.9% Fall 2013 Cohort: 485/668 = 72.6% Fall 2014 Cohort: 530/732 = 72.4% Baseline: 72.6% Selected Top Three Peers 2014 Avg. **Baseline: 76.7%   Gap:  4.1%** | 524/675 = 77.6% Top 3 Peers 2020 Avg. = 76.3% Gap = -1.3 | ↑ | | |
| **2** Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students | 2 (KBOR data) | Fall 2009 Cohort: 275/660 = 41.7% Fall 2010 Cohort: 270/616 = 43.8% Fall 2011 Cohort: 256/575 = 44.5% **Baseline: 801/1,851 = 43.3%** | (Fall 2014 Cohort) 339/732 = 46.3% | ↑ | | |
| **3** Increase Scholarship Funds raised | 3 | FY 2013: $2,565,418 FY 2014: $2,883,190 FY 2015: $2,733,495 **Baseline: $2,727,368** | $3,113,656 | ↑ | | |
| **4** Increase enrollment for undergraduate traditional students ages 24 and younger | 1 | AY 2013: 3,203 AY 2014: 3,306 AY 2015: 3,355 **Baseline: 3,288** | 2,876 | ↓ | | |
| **5** Increase performance of students on institutional assessments: core mathematical skills | 2 | Analytical Reasoning Skills Mean Score AY 2015: (n=106)   2.6 AY 2016: (n=127)   3.0 AY 2017: (n=122)   2.9 **Baseline: 2.8** | 2.9 (n=102) | ↑ | | |
| **6** Increase student credit hours (SCH) completed through Distance Education | 1 | AY 2013: 33,834 AY 2014: 36,173 AY 2015: 38,558 **Baseline: 36,188** | 53,363 | ↑ | | |

**Indicator 1:  Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students**

*Description:*  Aligning with Foresight 2020 strategic goal one, ESU is committed to improving the first-to-second year retention rates of first-year, full-time students.  Our goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of peers Pittsburg State University and University of Nebraska at Kearney, and aspirant peer, South Dakota State University (76.7%).  We anticipate these retention rates stabilizing with incremental growth over time as improving student success is an institution-wide priority in *The Adaptive University* Strategic Plan, 2015-2025.

*Result:*  ESU continues to improve our record-setting retention rates.  Programs and initiatives that continue to contribute to this improvement include: The Academic Center for Excellence and Success (peer tutoring, embedded tutoring in select general education courses, success coaching, and academic workshops), a first-year students Peer Mentoring program, a First-Generation organization with a First-Gen Learning Community, intentional outreach communication with students (texting and social media), and increases in campus-wide professional advising.  ESU also engages the entire campus community in retention efforts. One vehicle is the Retention Action Team, a committee with campus-wide representation which engages in planning and implementing retention improvement strategies.

**Indicator 2:  Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students**

*Description:*  Aligning with Foresight 2020 strategic goal 1 - Increasing Higher Education Attainment, Emporia State University (ESU) is focused on improving the six-year graduation rates for incoming student cohorts of first-time, full-time, degree-seeking students. As per our strategic plan goal 3, ESU contributes to enhancing the competitive role of Kansas by enrolling, retaining, and graduating students ready for life and career.  A key performance indicator for ESU's strategic plan goal 3, is the tracking of six-year graduation rates for first-time, full-time degree-seeking cohorts.

*Result:*  The continuous annual improvement in our six-year graduation rate reflects our institution-wide emphasis on advising, academic support, using the degree-works software to assist students in academic planning and scheduling, reducing major programs of study to the minimal 120-hour credit limits, and the integration of student success support services throughout the educational experience.

**Indicator 3:  Increase Scholarship Funds raised**

*Description:*  Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success.  This indicator tracks success in increasing funding available for student scholarships.  The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year.  Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

*Result:* During the 2020 fiscal year, 57% of all non-deferred giving was restricted for student financial aid.  This represents the highest percentage of giving to student scholarships over the five-year reporting period.  We attribute this to Emporia State's marketing and advancement efforts which have shared stories of individual students' success and their gratitude for private scholarship support; and which have thanked donors for their role in maintaining ESU's low rate of student loan debt.  Recent national conversations around student loan debt may also have inspired some donors to direct their giving to student scholarships.

**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.  Over the past three years,

increasing ESU's enrollment numbers for traditional students has been a top priority.   In a resource-scarce environment, growing enrollment advances Emporia State University's mission and increases higher education attainment among Kansas citizens.

**Result:**  Like many institutions nationally, ESU is struggling with changing student demographics and society's perception and value of higher education.  Regardless, strategies that we are implementing to combat those challenges include:  increased partnerships (ex. Hispanic Development Fund and Hispanics of Today and Tomorrow), contracting a 3$^{rd}$ party marketing firm for large-scale marketing initiatives, implementation of a more dynamic admissions recruitment platform, more opportunities to visit campus (daily visit, Saturday Spotlight, Twilight Thursday, Black & Gold signature events) and collaborating with academic departments to engage with prospective students for their majors.

**Indicator 5:  Increase performance of students on institutional assessments: core mathematical skills**
**Description:**  Aligning with Foresight 2020 strategic goal two, Emporia State University uses the American Association of Colleges & Universities Quantitative Literacy Value Rubric to evaluate student works.  This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%).  On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored.

**Result:** The initial random sample from 17 sections of College Algebra resulted in 136 students selected, which was narrowed to 102 based on students' participation in all 4 exams used in the evaluation. The overall mean score was 2.9/4.0. The Representation and Application category scores were both 2.7/4.0. The Interpretation skills score was 3.3/4.0 and the Calculation score was 3.0/4.0. Our findings showed that the representation and application scores were highly correlated, so we are combining improvement strategies by linking converting words into algebraic expressions with applications skills matching the conversion exercises. This approach should lead to improvements in both categories. Interpretation skills was a key focus from this past year, and the adaptations to the worksheet appear to be productive. However, we did discontinue the use of the flipgrid application due to low impact and grading inefficiencies. The calculation score remained constant, and students appreciated the online gaming approach to integrating competition into the classroom learning experience. Next year we will focus on improving overall student scores in the Representation and Application categories.

**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.  ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

**Result:** The increase in student credit hours (SCH) can be attributed to a variety of initiatives to increase our online presence and to better serve Kansas citizens who are placebound and in need of distance education options. At the undergraduate level, we created a General Studies option and expanded our general education online options so students could fulfill all program requirements in that modality. At the graduate level, we followed three strategies to meet the needs of placebound Kansas students: 1) the creation of four 18-hour certificates to serve the needs of teachers who fell short of Higher Learning Commission (HLC) requirements for graduate level specialization to teach dual degree courses or community college level courses; 2) the creation of new professional programs to meet areas of shortage within the state, including an Elementary Education program that allows career changers to access a master's degree and licensure, a Nursing program with concentrations in administration and teaching targeted to nurses working in rural hospitals, and an Information Technology program to train cybersecurity workers throughout the state; 3) developed accelerated online programs (AOP) to allow teachers and business professionals more flexible course dates (7-week blocks with  6-starts per year) to align with their busy lives. Our masters' programs in Accountancy, Business Administration, Curriculum and Instruction, and Educational Administration are our fastest growing graduate programs.

# Fort Hays State University Performance Report AY 2020

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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates | 1 *KBOR data* | Fall 2012 Cohort: 621/949 = 65.4% <br> Fall 2013 Cohort: 659/981 = 67.2% <br> Fall 2014 Cohort: 669/975 = 68.6% <br> **Baseline: 1,949/2,905 = 67.1%** | 732/935 = **78.3%** | ↑ | | |
| **2** Increase number of degrees awarded | 1 *KBOR data* | AY 2013: 3,340 <br> AY 2014: 3,252 <br> AY 2015: 3,208 <br> **Baseline: 3,267** | 3,941 | ↑ | | |
| **3** Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers | 3 | AY 2013: 37/40 = 92.5% <br> AY 2014: 38/40 = 95.0% <br> AY 2015: 38/40 = 95.0% <br> **Baseline: 113/120 = 94.2%** | 37/40 (92.5%) | ↓ | | |
| **4** Increase number of students (age 25 and above) enrolled | 1 | AY 2013: 5,084 <br> AY 2014: 5,468 <br> AY 2015: 5,836 <br> **Baseline: 5,463** | 5,695 | ↑ | | |
| **5** Increase number of degrees awarded in STEM fields | 2 *KBOR data* | AY 2013: 451 <br> AY 2014: 447 <br> AY 2015: 443 <br> **Baseline: 447** | 648 | ↑ | | |
| **6** Increase Credit Hours completed through distance education | 1 | AY 2013: 129,686 <br> AY 2014: 135,172 <br> AY 2015: 144,900 <br> **Baseline: 136,586** | 186,451 | ↑ | | |

# Fort Hays State University Performance Report AY 2020

**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 a KBOR Foresight 2020 goal and because institutionally we have lagged behind peers on this metric.

*Result:* FHSU's performance on this indicator shows continuous improvement over the last several years and improvement over the baseline. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen in the first year. FHSU has taken substantive actions including the First-Year Experience Program, Living Learning Communities, and an Early Alert System (Starfish). These programs helped the first-year transition of Freshmen. FHSU will continue the strategies including, but not limited to: implementing co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), improving diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, using Predictive Analytics Reporting (PAR) - student-success intervention measurement tool, and utilizing the learning communities for the second year students.


**Indicator 2:   Increase number of degrees awarded**
*Description:*  This indicator is the number of degrees awarded during an academic year, including undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. Foresight 2020 has its focus on the concerted push to matriculate a larger number of 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 FHSU Online (formerly the Virtual College) continues to be a key strategic focus for the institution.

*Result:* The number of degrees awarded have improved over the baseline and increased significantly from the last year, setting a record number of degrees awarded.  FHSU continues to expand its focus on student retention and graduation. The University has also added process improvements for enrollment and program completion to better serve international students.


**Indicator 3:  Increase percent of online degree programs for which FHSU ranks higher by U. S. News World Report as compared to KBOR peers**
*Description:*  This indicator is the percent of degree programs for which FHSU ranks higher in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs) as compared to the approved KBOR peer list.

*Result:* Though AY20 was down compared to the baseline, it was still up from the previous year.  The indicator increased from 34/40 (85%) to 37/40 (92%) last year. FHSU finished 2nd among our peers in the online MBA, online Graduate Education, and online Bachelor's categories, and 1st in online Master's in Nursing this year.  FHSU was able to maintain higher rankings compared to our peers last year. FHSU reviews the methodology of U. S. News World Report rankings and looks for ways to improve our program delivery. FHSU offers several high-quality, low-cost Bachelor's degree programs that provide rich academic offerings in an online delivery mode specifically designed for adult learners. Also contributing to higher rankings than our peers is the comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military and transfer support services, and more.

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

_Description:_  This indicator is 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. This group 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.

_Result:_ The number of students (age 25 and above) enrolled was maintained above the baseline. FHSU has added several process improvements to better serve adult learners, including the expansion of our professional advising and the number of workforce-focused degree programs available online. We strategically add and expand high-demand programs.

**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 statewide 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.  Completing 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.

_Result:_ The number of degrees awarded in STEM fields increased by more than one hundred from the previous year and increased even greater over the baseline. FHSU will continue to implement the initiatives designed to increase the STEM degrees awarded. One such initiative is the Kansas Academy of Mathematics and Science (KAMS) program that serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science related areas. FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. The current Strategic Enrollment Plan has initiatives for growing enrollment in the Werth College of Science, Technology, and Mathematics.

**Indicator 6:  Increase Credit Hours completed through distance education**

_Description:_  This indicator is an FY count of the number of credit hours successfully completed through our Virtual College, now FHSU Online.  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 online environment.

_Result:_ FHSU continues to make significant advances in distance education with an increased number of online credit hours completed again last year. Increasing this indicator was possible through a comprehensive online course development process, which assures a high level of academic quality in the online environment.

| **Kansas State University Performance Report AY 2020** | | | **AY 2020 FTE: 18,939** <br> **Date: 7/9/2021** | | | |
|---|---|---|---|---|---|---|
| Contact Person: <br> Bin Ning <br><br> Phone: 785-532-3931 <br> email: bning@ksu.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase First to Second year Retention rates | 1 <br><br> *KBOR data* | Fall 2012 Cohort: 3,081/3,794 = 81.2% <br> Fall 2013 Cohort: 3,128/3,755 = 83.3% <br> Fall 2014 Cohort: 3,077/3,688 = 83.4% <br> **Baseline: 9,286/11,237 = 82.6%** | 2,753/3,161 <br><br> = 87.1% | ↑ | | |
| **2** Increase Number of Degrees and Certificates awarded | 1 <br><br> *KBOR data* | AY 2013 = 4,878 <br> AY 2014 = 5,111 <br> AY 2015 = 5,190 <br> **Baseline: 5,060** | 5,500 | ↑ | | |
| **3** Increase Rank for Total Research Expenditures | 3 | FY 2012: $154.9M, control rank = 71 <br> FY 2013: $163.5M, control rank = 71 <br> FY 2014: $169.9M, control rank = 70 <br> **Baseline: rank average = 70.7** | 71 | ↓ | | |
| **4** Increase Rank for Annual Giving | 3 | FY 2012: $66.9M, control rank = 61 <br> FY 2013: $75.4M, control rank = 56 <br> FY 2014: $108.1M, control rank = 37 <br> **Baseline: rank average = 51.3** | 54 | ↓ | | |
| **5** Increase number of students from underrepresented groups receiving degrees | 1 | AY 2013: 460 <br> AY 2014: 514 <br> AY 2015: 527 <br> **Baseline: 500** | 740 | ↑ | | |
| **6** Increase percent of degrees and certificates awarded in STEM fields | 2 <br><br> *KBOR data* | AY 2013 = 38.1% (1,857/4,878) <br> AY 2014 = 37.9% (1,935/5,111) <br> AY 2015 = 39.1% (2,027/5,190) <br> **Baseline: 38.3% (5,819/15,179)** | 2,667/5,500 <br><br> = 48.5% | ↑ | | |

# Kansas State University Performance Report AY 2020

**Indicator 1:  Increase First to Second year Retention rates**
***Description:***  This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents, and the retention rates are calculated by KBOR staff.  This is one of K-State's key metrics for the K-State 2025 strategic plan.

***Result:***  The first-to-second year retention rate for AY 2020 is the highest in university history.  Retention rates have been a focus of our K-State 2025 strategic plan.  We believe that the continued increase is due to a combination of the increased quality of our incoming freshman classes, and the increased resources devoted to assisting first-year students' success.

**Indicator 2:  Increase number of degrees and certificates awarded**
***Description:***  This indicator is a count of the number of degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and calculated by KBOR staff.

***Result:***   We continue to see the number of completions increase.  The data for AY 2020 reflect among the highest in school history. This is in part due to our commitment to advising students, as well as improving the efficiency of the paths to graduation for transfer students

**Indicator 3:  Increase Rank for total research expenditures**
***Description:***  This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the National Science Foundation. The final control rank is from the University of Massachusetts (UMass), Amherst Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan.  These rankings usually reflect a 2-3 year lag.

***Result:***  While we have increased in the dollar amount of research expenditures, we did not improve our ranking above the baseline.  Our ranking of 71 is practically equivalent to the baseline average of 70.7, but mathematically higher.  So while the ranking rose slightly above the baseline, the increase is not very significant.  We were ranked at #71 last year's report as well.  For this year (AY2020), specific financial information is no longer available from the external source at UMass.

**Indicator 4:  Increase Rank for annual giving**
***Description:***  This indicator is the rank for the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation.  Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data (dollars and control rank) are from the University of Massachusetts (UMass), Amherst Center for Measuring University Performance annual publication.

***Result:***  In recent years, our annual giving has been trending more toward endowed gifts than expendable gifts.  Since endowed gifts are not counted in this metric, it affects our ranking.  This is not the case for overall annual giving, only on the expendable funds.  We have made great strides in annual giving, as last year's report showed a ranking of #64.  For this year (AY2020), specific financial information is no longer available from the external source at UMass.

**Indicator 5:  Increase number of students from underrepresented groups receiving degrees**
*Description:*  This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees.

*Result:* As with indicators #1 and #2, our performance on this metric is the highest recorded in school history.  We have strong student organizations for underrepresented groups.  Our Black Student Union has been named the best in the Big XII 12 times in the past 15 years.  Academic support for underrepresented groups includes programs for First Generation students and the Academic Assistance Center.  Also, each college employs a diversity point person who works with students in that specific college, assisting with financial aid questions and other advising.

**Indicator 6:  Increase percent of degrees and certificates awarded in STEM fields**
*Description:*  This indicator is calculated using the total number of degrees and certificates awarded in STEM fields (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire academic year.  Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future.  The metric is derived by KBOR staff from data provided by K-State.

*Result:*  Student interest in STEM fields continues to grow.  We have also expanded the number of programs in STEM disciplines.  The Engineering initiative continues to assist enrollment growth in that college.

# Pittsburg State University Performance Report AY 2020

AY 2020 FTE: 6,138
Date: 6/28/2021

Contact Person: Howard W. Smith

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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase First to Second Year Retention Rates | 1 *KBOR data* | Fall 2012 Cohort: 800/1,076 = 74.3%<br>Fall 2013 Cohort: 816/1,128 = 72.3%<br>Fall 2014 Cohort: 777/1,043 = 74.5%<br>**Baseline: 2,393/3,247 = 73.7%** | 640/865<br>= 74.0% | ↑ | | |
| **2** Increase Success in Student Learning: General Education Math Index | 2 | AY 2013: 2.2186/3 = 74.0%<br>AY 2014: 2.2789/3 = 76.0%<br>AY 2015: 2.2349/3 = 74.5%<br>**Baseline: 6.7324/9 = 74.8%** | 69.1%<br>(2.0736/3) | ↓ | | |
| **3** Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers | 3 | AY 2013: (3+1+2+1)/4 = 1.8<br>AY 2014: (2+2+1+2)/4 = 1.8<br>AY 2015: (2+3+1+1)/4 = 1.8<br>**Baseline: 21/12 = 1.8** | 2.7<br>(3+3+2)/3 | ↓ | | |
| **4** Increase Credit Hours Completed through Distance Education | 1 | AY 2014: 18,493<br>AY 2015: 21,495<br>AY 2016: 22,234<br>**Baseline: 20,741** | 40,229 | ↑ | | |
| **5** Increase Number of Bachelor's Degrees Granted to Domestic Minorities | 1 | AY 2013: 113 (of 1,051)<br>AY 2014: 127 (of 1,136)<br>AY 2015: 153 (of 1,218)<br>**Baseline: 131** | 151<br>(of 1,004) | ↑ | | |
| **6** Increase Amount of Scholarship Funds Raised | 3 | AY 2013: $1,800,098<br>AY 2014: $2,232,575<br>AY 2015: $2,149,830<br>**Baseline: $2,060,834** | $6,189,950 | ↑ | | |

# Pittsburg State University Performance Report AY 2020

**Indicator 1: Increase First to Second Year Retention Rates**
***Description***: 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 and returned and were enrolled on the 20th day of the next fall semester. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to targeting freshmen success and first to second year retention rates.

***Result:*** Performance just above the baseline was achieved in AY20 through an emphasis on proactive initiatives to broadly address improving student success, as well as targeted efforts to identify students who are experiencing academic challenges, and then providing on-time direct assistance and referrals to identified students. A newly redesigned first term course, peer mentoring for first-year students, learning communities in multiple areas (Biology, Communication, Geography, the College of Business, and new for fall 2019 - the School of Construction), tutoring for challenging first-year courses, and academic skills workshops are examples of PSU's proactive approach. Use of a retention management system allows instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations in the first three to eight weeks of the term. Programs traditionally offered face-to-face, such as student success counseling, academic advising, tutoring and academic skills workshops, were shifted to online delivery due to the pandemic in spring 2020. Early enrollment dates for fall and summer 2020 were delayed and then extended to allow additional time for faculty advisors, as well as students, to prepare to meet electronically.

**Indicator 2: Increase Success in Student Learning: General Education Math Index**
***Description:*** This indicator tracks success in meeting our math general education objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics.* Because math tends to have a higher rate of withdrawal, fails, and incompletes compared to many other general education courses, this index is calculated as a percentage of the passing rate in general education math courses combined with the mean of PSU's general education math rubric score.

***Result:*** The Index continues to perform below the initial level. It is worth noting, however, that every year the passing rate has increased since PSU began using the Math Index. The Math department has adopted several practices intended to increase student retention and success in all gen ed Math classes, especially College Algebra. This is further evidenced by the focus on College Algebra in the university's Quality Initiative for the Higher Learning Commission (HLC).

**Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers**
***Description:*** To determine relative rank among five identified peer institutions, four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., Integrated Postsecondary Education Data System, National Science Foundation), and the institutions were ranked on each variable. An average rank is computed to both establish baseline and measure annual progress.

***Result:*** PSU showed a decline in overall ranking compared to peer institutions. A major contributing factor continues to be a change in reporting at the national level. PSU consistently ranked first in research and development expenditures over the duration of the performance agreement, but comparative data are no longer available. PSU's six-year graduation rate of first-time, full-time cohort, moved from a ranking of second to third, trading spots with one peer institution by a 1% difference. PSU continues to rank second in percentage of faculty with terminal degrees. This is below the baseline ranking in this area, resulting from a deliberate decision to hire more part-time faculty as a strategy to address continued financial pressures. For fall-to-fall retention rate of full-time first-time cohort, PSU continues to rank third compared to peer institutions. It is noted that PSU ranks in the top-half of all reported rankings of peer institutions, consistently ranking higher than the bottom half of the peer group.

**Indicator 4:  Increase Credit Hours Completed through Distance Education**
*Description:*  Growth in distance education opportunities for students is tracked using semester credit hours completed through online courses. 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.

*Result:* This indicator showed an increase from last year and is now approaching double the baseline number. The primary strategy for increasing number of distance education credits has been significant expansion of online programs, primarily graduate programs. In addition, there has been significant enrollment growth in the online graduate programs.  From AY19 to AY20, total graduate credit hour production increased by 20.7%.  PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY20, an additional 16 faculty completed QM training.

**Indicator 5:  Increase Number of Bachelor's Degrees Granted to Domestic Minorities**
*Description:*  This indicator tracks number of degrees awarded to domestic minority students, whether students started at PSU or transferred to us. Retention and completion initiatives center on collaborative efforts among the Academic Affairs and Student Life divisions.

*Result:*  Number of bachelor's degrees granted to domestic minorities was well above the established baseline, and the percentage of minority graduates as compared to the total number of graduates increased slightly from the previous year. Success initiatives continue to be centered on collaborative efforts among faculty advisors along with support from staff within the Office of Student Diversity and the Office of Student Success Programs, and from the Tilford Group on campus. These efforts include: support and tools to navigate a campus environment and become involved in student organizations; excellent academic advisement supported by annual advisor training campus-wide inclusive activities to support academic success, such as Diversity Brown Bags; mentoring activities from upperclassmen; and academic skills workshops.  In AY 2020, planning commenced for a campus-wide diversity climate study to begin in fall 2020 as part of PSU's long-term strategic diversity plan.

**Indicator 6:  Increase Amount of Scholarship Funds Raised**
*Description:*  This indicator tracks success in fundraising for student scholarships. The specific metric is cash gifts (i.e., planned gifts are not included) raised in the fiscal year which corresponds closely to the academic year.

*Result:*  Scholarship funds raised total $4.13 million over baseline.  The total does not include an additional amount of $55,000 documented in FY20 that are designated in planned gifts for scholarships to be realized in the future.  One goal of the Proven.Promise.PittState. Capital Campaign was to raise $10 million for scholarships through FY21; PSU is on target to surpass that goal.

# University of Kansas and University of Kansas Medical Center Performance Report AY 2020

KU AY 2020 FTE: 22,209
KUMC AY 2020 FTE: 2,904
Date: 7/13/2021

Contact Person:
Jean Redeker

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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase Number of Certificates and Degrees Awarded (KU/KUMC) | 1 *KBOR data* | AY 2013: 6,631 (=5,974 + 657)<br>AY 2014: 6,513 (=5,771 + 742)<br>AY 2015: 6,281 (=5,587 + 694)<br>**Baseline: 6,475** | 6,059 + 864<br>= 6,923 | ↑ | | |
| **2** Increase First to Second Year Retention Rates (KU) | 1 *KBOR data* | Fall 2012 Cohort: 2,989/3,736 = 80.0%<br>Fall 2013 Cohort: 3,191/3,964 = 80.5%<br>Fall 2014 Cohort: 3,237/4,043 = 80.1%<br>**Baseline: 9,417/11,743 = 80.2%** | 3,492/4,082<br>= 85.5% | ↑ | | |
| **3** Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC) | 3 | FY 2013: 9th<br>FY 2014: 9th<br>FY 2015: 9th<br>**Baseline: 9th** | 9th | ↔ | | |
| **4** Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC) | 2 *KBOR data* | AY 2013: 2,374/6,631 = 35.8%<br>AY 2014: 2,337/6,513 = 35.9%<br>AY 2015: 2,282/6,281= 36.3%<br>**Baseline: 6,993/19,425 = 36.0%** | 2,657/6,923<br>= 38.4% | ↑ | | |
| **5** Increase Philanthropic Student Support (KU/KUMC) | 2 | FY 2016: $33.6 mil<br>FY 2017: $33.6 mil<br>FY 2018: $36.4 mil<br>**Baseline: $34.5 mil** | $41.9 mil | ↑ | | |
| **6** Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC) | 2 | AY 2016: 438<br>AY 2017: 456<br>AY 2018: 488<br>**Baseline: 461** | 530 | ↑ | | |
| **7** Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC) | 1 | AY 2016: 3,410<br>AY 2017: 3,632<br>AY 2018: 3,704<br>**Baseline: 3,582** | 3,864 | ↑ | | |

# University of Kansas and University of Kansas Medical Center Performance Report AY 2020

**Indicator 1:  Increase Number of Certificates and Degrees Awarded** (KU/KUMC)
_**Description:**_  This indicator records the number of degrees and certificates conferred at all University campuses.  These campuses include KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

_**Result:**_  During AY 2020, the university awarded 6,923 degrees/certificates exceeding the baseline by 7 percent. Growth can be attributed to increased awards in STEM fields which is detailed in indicator 4 – in addition to growth in non-STEM areas. Growth in non-STEM areas include the advanced standing master of social work program which is designed for those with a bachelor of social work degree, growth in the master of science in education in special education via moving it to an online format, and the 2013 creation of the bachelor of science in exercise science and the bachelor of science in sport management.

**Indicator 2: Increase First to Second Year Retention Rates** (KU)
_**Description:**_  This indicator records the percent of first-time, full-time freshmen who are retained after one year on the KU-Lawrence and KU-Edwards campuses.

_**Result:**_  KU has significantly increased first-year retention and for AY 2020 the rate of 85.5% (Fall 2018 cohort retained for Fall 2019) is well above the baseline of 80.2%. KU's division of Academic Success expanded use of its student success technology, Jayhawk GPS, allowing academic advisors to perform outreach campaigns for students at various points in the year including campaigns focused on enrollment for the upcoming semester, outreach to students who have not engaged with advising during the semester, and students on academic probation. Students who had appointments through Jayhawk GPS had increased academic improvement as measured by GPA increases from spring to fall 2019 compared to general population for all undergraduate classifications.

The Undergraduate Advising Center launched the Exploratory Pathways program in 2018 to meet students at their point of interest in broad areas and to assist them in finding their academic path and explore the opportunities of the university without losing progression towards a timely graduation.  About 60% of students declared their major interest by the end of their first year. KU also found that 63% students who enrolled in 1-2 exploratory courses during their first semester indicated they had identified their major by second semester. First-Year and/or Exploratory course subjects were directly linked to declared major 58% of the time.

As part of the regular processes of continuous improvement, the institution also upgraded its student information system (SIS) to improve/enhance the student-user experience and implemented enhancements to financial aid software. These were designed to help facilitate student success by transforming the delivery of the student financial aid process to make financial aid easy, mobile and personalized by simplifying and streamlining the FAFSA verification process, creating greater cost transparency through the use of an enhanced net price calculator and delivering personalized digital award notifications to students.

**Indicator 3:  Improve Total Research and Development Expenditures Rankings among Public Institutions** (KU/KUMC)
_**Description:**_  This is our ranking of the amount of total research and development expenditures of all University campuses compared with our Regents approved peers based on the  National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development (HERD) survey.

 _**Result:**_  KU's total research and development expenditures ranking held steady for another year in an extremely competitive funding environment. We continue to work to highlight the important research done at KU and to enhance our national reputation. We are also increasing research development training, outreach and networking across our campuses to optimize KU's competitiveness for awards from a variety of sources; further developing areas of historic and emerging strength that align with federal research and development priorities; and continuing to diversify the sources from which we pursue and secure research funding to help mitigate future volatility in the federal funding landscape.

**Indicator 4: Increase the Percentage of Certificates and Degrees Awarded in STEM Fields** (KU/KUMC)

*Description:* This indicator records the percentage of students who earned degrees in science, technology, engineering, or mathematics fields on the KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

*Result:* For AY 2020, 38.4% of the 6,923 degrees and certificates awarded were in STEM fields. This exceeds the baseline by 2.4 percent. Part of this growth can be attributed to the Engineering Initiative. In AY 2020, KU's School of Engineering awarded 534 degrees as part of the Initiative – the highest number of awards of any year of the Initiative. The bachelor of science in nursing (BSN) is another area of growth when measured from the baseline. This growth can be attributed to offering the BSN degree at KUMC's Salina campus and also growth in the Community College Nursing Partnership – a partnership KUMC has with multiple community colleges. The program allows students to stay in their local community while simultaneously pursuing both the Associate Degree in Nursing (ADN) from the community college and BSN from KUMC. After completing the program, students are awarded both an ADN and a BSN, and are eligible to take the National Council Licensing Exam (NCLEX).

**Indicator 5: Increase Philanthropic Student Support** (KU/KUMC)

*Description:* This indicator is the amount the KU Endowment Association (KUEA) provides to the university for student scholarships, awards, and fellowships.

*Result:* In fiscal year 2020, KU Endowment provided $160.7 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $160.7 million, $41.9 million went to student support and scholarships. In addition, during FY 2020 donors established 79 new endowed permanent funds for student scholarship and support. Endowed funds deliver long-term investments to secure continuing success in supporting students.

**Indicator 6: Increase the Number of Graduates from Entry-Level Health Career Programs** (KUMC)

*Description:* The indicator measures the number of students who graduate from the University of Kansas Medical Center's entry-level full-time programs to health career practice fields which involve patient or client interactions. An entry-level health career program is one in which the student enters without the credentials or license to practice in the health care field and graduates with the competencies necessary to sit for a national licensure examination, which is a pre-requisite for obtaining a state (or multi-state) license to practice in the field. We are including the following entry-level pathways: bachelor of science in nursing (BSN), bachelor of science in respiratory care, dietetics internship (pathway to registered dietician), doctor of audiology, doctor of occupational therapy, doctor of physical therapy, doctor of nurse anesthesia practice, and the doctor of medicine (MD).

*Result:* The medical center graduated 530 students from entry-level health career programs during the 2019-20 academic year. This is 15% higher than our baseline. Of note, the School of Nursing's Community College Partnership Program has doubled its number of graduates in the last two years due to increased interest in the program and the addition of new community college partner institutions.

**Indicator 7: Increase the Number of Students Participating in Interprofessional Education Opportunities** (KU/KUMC)

*Description:* The indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care. Interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at the KU Medical Center, and the Schools of Pharmacy, Law, and Social Welfare at the KU Lawrence campus are included in the metric.

*Result:* There were 3,864 IPE participants in the 2019-20 academic year, exceeding the baseline by 8% despite the challenges and limitations brought on by COVID-19. While several programs were cancelled due to the pandemic, a brand-new simulation program of a geriatric patient was able to begin at the Zamierowski Institute for Experiential Learning, involving students in medicine, pharmacy, physical therapy, and occupational therapy.

| **Wichita State University Performance Report AY 2020** | | | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | | AY 2020 FTE: 11,898<br>Date: 7/7/2021 |
|---|---|---|---|---|---|---|---|
| Contact Person:<br>Kaye Monk-Morgan<br><br>Phone: 316-978-3010<br>email: kaye.monk@wichita.edu | **Foresight Goal** | **3 yr. History** | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Increase number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 2,999<br>AY 2014: 3,036<br>AY 2015: 2,975<br>**Baseline: 3,003** | 3,222 | ↑ | | | |
| **2** Increase the percent of STEM degrees conferred | 2<br><br>*KBOR data* | AY 2013: 991/2,999 = 33.0%<br>AY 2014: 1,057/3,036 = 34.8%<br>AY 2015: 1,144/2,975 = 38.5%<br>**Baseline: 3,192/9,010 = 35.4%** | 1,114/3,222<br>= 34.6% | ↓ | | | |
| **3** Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry | 3 | AY 2013: $25,306,000 ranking: 1<br>AY 2014: $28,797,000 ranking: 1<br>AY 2015: $29,146,000 ranking: 1<br>**Baseline: $27,750,000 ranking: 1** | $74,551,000<br>Ranking: 1 | ↑ | | | |
| **4** Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities | 1 | AY 2013: 269<br>AY 2014: 301<br>AY 2015: 302<br>**Baseline: 291** | 425 | ↑ | | | |
| **5** Increase the first to second year retention rate of first- time, full-time freshmen | 1<br><br>*KBOR data* | Fall 2012 Cohort: 954/1,280 = 74.5%<br>Fall 2013 Cohort: 909/1,218 = 74.6%<br>Fall 2014 Cohort: 996/1,384 = 72.0%<br>**Baseline: 2,859/3,882 = 73.6%** | 1,213/1,602<br>= 75.7% | ↑ | | | |
| **6** Increase the number of undergraduate certificates and degrees awarded to first-generation students | 1 | AY 2016: 825<br>AY 2017: 860<br>AY 2018: 890<br>**Baseline: 858** | 987 | ↑ | | | |

# Wichita State University Performance Report AY 2020

**Indicator 1:  Increase number of certificates and degrees awarded**
*Description:*  Wichita State uses a campus-wide, multi-pronged, collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.  This work is overseen and monitored by the Office of Student Success, which includes a student success coach assigned to each college.  Results will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

*Result:* **MET - The number of certificates and degrees totaled 219 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Committee continues to focus on retention strategies and support to encourage completion.

**Indicator 2:  Increase the percent of STEM degrees conferred**
*Description:*  Several initiatives are underway to increase the number of STEM discipline graduates.  WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding 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.  The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences.  This measure will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

*Result:* **NOT-MET - STEM degrees were a third of all earned degrees and 0.8% below the baseline.** Academic programs continue to foster integration into both the academic and social aspects of the college experience. Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and, in some cases, have been enhanced.  The new focus on digital transformation and the accompanying academic programs should help performance rebound.

**Indicator 3:  Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry**
*Description:*  Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with $105 million, a $48 million increase from 2018, including both industry and federally funded programs.  Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical Research & Development (R&D) with a total of $74 million (according to NSF'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. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

*Result:* **MET-** The ranking is delayed by one year, due to the National Science Foundation reporting structure, however, the latest data available indicates a **retention in WSU's previous first-place ranking**. WSU expended $74,551,000 in research and development this year, up from last year and $46,801,000 more in than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for National Institute for Aviation Research. The dean of the Graduate School and Associate Vice President for Research and Technology, continues work on enhancing the faculty productivity using new supports and expectations.

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

*Description:* WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to groups where under-represented minorities are represented such as AVID, TRIO, GEAR UP, 2) Host recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Offer bilingual services and oversight recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploy Admissions Office recruitment representatives to schools in highly diverse Kansas communities, 5) Provide academic, cultural, social and outreach services to cultivate and sustain an inclusive campus that strives for academic success, and 6) Provide scholarships, including full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar and a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students. Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

*Result:* **MET - WSU awarded 134 more certificates to URM's over the baseline of 291 this year**. Recruitment along the I-35 corridor continues to result in growth in the diversity of the student body. Outreach programs such as TRIO/ GEAR UP, the Fuse and a new partnership with Wichita Public Schools that supports high achieving Black and Hispanic male students continue to encourage students to attend college, preferably at Wichita State. Continued refinement of high impact practices, including applied learning efforts that are paid opportunities to earn-while-you-learn, and scholarships that focus on need are helping improve college affordability.

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

*Description:* Wichita State University has a strategic enrollment management plan and campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at supporting retention and graduation rates. Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student ($\geq$ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2020 the 2019 cohort will be measured and for AY 2021 the 2020 cohort.

*Result:* **MET- WSU's first to second year retention rate for this reporting cycle is two (2) percent higher than the baseline of 73.6% at 75.7%**. Success coaches in each of the academic colleges support retention initiatives and use actionable data to intentionally intervene with students for whom the university is at risk of losing. Improvements were made in connecting students to personal development, social activities, and needed resources. Efforts were employed to bring together academic and student life leaders to plan and implement programming.

**Indicator 6: Increase number of certificates and degrees awarded to First-Generation students**

*Description:* Wichita State University continues to experience an increase in the enrolled number of first-generation college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%). Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council was created to inform our work and the (FGCC) was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion. Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

*Result:* **MET - WSU awarded 129 more certificates/degrees to first-generation students over the baseline of 858.** This number continues to grow because of recruitment efforts to engage this population and university service expansion to support retention and graduation. Several offices and functional areas are coordinating efforts to create a campus culture of celebration, increase awareness of the needs, and elevate support services of first generation students.

# Washburn University Performance Report AY 2020

Contact Person:
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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of first time full-time freshmen at Washburn University | 1 *KBOR data* | Fall 2012 Cohort: 517/803 = 64.4%<br>Fall 2013 Cohort: 509/779 = 65.3%<br>Fall 2014 Cohort: 514/753 = 68.3%<br>**Baseline: 1,540/2,335 = 66.0%** | 498/715 = 69.7% | ↑ | | |
| **2** Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech | 1 *KBOR data* | AY 2013: 2,319<br>AY 2014: 2,583<br>AY 2015: 2,431<br>**Baseline: 2,444** | 2,391 | ↓ | | |
| **3** Increase the ranking among the state public universities as measured by the endowment per FTE student | 3 | 2012 Rank: 2<br>2013 Rank: 2<br>2014 Rank: 2<br>**Baseline: Rank 2** | 2 | ↔ | | |
| **4** Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually | 2 | FY 2013: 27,329/162,754 = 16.8%<br>FY 2014: 26,386/155,304 = 17.0%<br>FY 2015: 26,051/149,024 = 17.5%<br>**Baseline: 79,766/467,082 = 17.1%** | 31,451/138,593 = 22.7% | ↑ | | |
| **5** Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University | 1 | FY 2013: 2,152<br>FY 2014: 1,940<br>FY 2015: 1,722<br>**Baseline: 1,938** | 1,207 | ↓ | | |
| **6** Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech | 2 | AY 2013: 1,071<br>AY 2014: 1,909<br>AY 2015: 1,986<br>**Baseline: 1,655** | 1,399 | ↓ | | |
| **7** Increase the number of students completing a General Education Diploma (GED) at Washburn Tech | 1 | FY 2013: 46<br>FY 2014: 41<br>FY 2015: 40<br>**Baseline: 42** | 64 | ↑ | | |

# Washburn University Performance Report AY 2020

**Indicator 1:  Increase first to second year retention rates of first time full-time freshmen at Washburn University.**
*Description:*  Washburn University has implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

*Result:* Washburn's retention rate increased to 69.7% which is up slightly from 2019 and is well over the baseline of 65.9%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full- time freshmen. We have also become more adept using technology after implementing the EAB (Education Advisory Board) Student Success Collaborative software system which generates a data rich environment allowing us to focus our efforts on identified at-risk students.

**Indicator 2:   Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech**
*Description:*  Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR's strategic goal to increase higher education attainment among Kansas citizens. The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD (Kansas Postsecondary Data) file submission.

*Result:* Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,391 in AY20, down slightly from the three-year baseline average of 2,444.  This decrease is accounted for by the Tech campus, which experienced a decrease in the number of students completing their certificates in the Spring of 2020 due to the COVID-19 pandemic. Washburn University's degrees and certificates were up slightly (about 1%) from AY19.

**Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student**
*Description:*  The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO (National Association of College & University Business Officers)/Commonfund Endowment Study. Our goal is to continue to maintain or increase our ranking.

*Result:* Washburn University maintained its ranking of second in the state of Kansas. The list that follows indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions participating in the annual NACUBO/Commonfund Endowment Study. The values have been generally trending upward, while the ranking has remained relatively stable as we continue to raise funds each year. *FY20 $32,977 (48th), FY19 $32,930 (41st), FY18 $31,077 (Unknown), FY17 $31,131 (43rd), FY16 $28,356 (48th), FY15 $30,353 (44th).*

**Indicator 4:  Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually**
*Description:*  Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters.)

*Result:* Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY20 with 22.7% (31,451/138,593) online student credit hours awarded. Washburn increased the number of online course sections being offered as well as the number of new online programs offered.

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

_Description:_ Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.

_Result:_ Although we did not achieve our baseline goal of 1,938, enrollments of adult learners in undergraduate programs did increase slightly from AY19 in AY20, from 1,177 to 1,207. Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. An external firm has been hired to conduct market research, and leadership from all units on campus met with the research team in January 2020 to strategize regarding adult learners. Unfortunately, the COVID-19 crisis and subsequent planning took the focus off this project for several months, but we are returning to this planning presently.

**Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech**

_Description:_ Washburn Tech has worked closely with business/industry and KBOR to identify the relevant certifications in each of its programs. These certifications indicate to business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed. This indicator will measure the number of students who receive industry-recognized credentials, either during or at the completion of their program of study. The data are collected from students and from official websites where the results are published.

_Result:_ Unfortunately, there was a decrease in the number of attempts at and earning of credentials due to COVID-19 for AY20 at Washburn Tech. Instructors reported 1,399 industry credentials earned out of 1,594 attempted, for a pass rate of 87.8%.

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

_Description:_ Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency and assists adults in the completion of a secondary school education and the GED. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. Data is collected through the State of Kansas Adult Education database.

_Result:_ For AY20, 64 students completed their GED through Washburn Tech. While substantially above institution baseline (42), this number is down from AY19 due to building and testing location closure due to COVID-19.

| Allen Community College Performance Report AY 2020 | | | | | | |
|---|---|---|---|---|---|---|
| **AY 2020 FTE: 1,453** **Date: 5/20/2021** | | | | | | |

| Contact Person: **Deanna Carpenter** Phone: **620-901-6338** email: carpenter@allencc.edu | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen | 1 *KBOR data* | Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% **Baseline: 62/343 = 18.1%** | 162/299 = **54.2%** | ↑ | | |
| **2** Increase first to second year retention rates of college ready cohort | 1 *KBOR data* | Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% **Baseline: 151/277 = 54.5%** | 138/230 = **60.0%** | ↑ | | |
| **3** Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR | 2 *KBOR data* | AY 2012 Cohort: 371/556 = 66.7% AY 2013 Cohort: 370/537 = 68.9% AY 2014 Cohort: 274/406 = 67.5% **Baseline: 1,015/1,499 = 67.7%** | 320/482 = **66.4%** | ↓ | | |
| **4** Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better | 1 | AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% **Baseline: 728/1,404 = 51.9%** | 219/334= **65.6%** | ↑ | | |
| **5** Increase the Success Index Rate for student completion and retention | 2 *KBOR data* | AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 =51.5% AY 2012 Cohort: 680/1,202 = 56.6% **Baseline: 2,463/4,649 = 53.0%** | 264/426 = **62.0%** | ↑ | | |
| **6** Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better | 1 | AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% **Baseline: 2,044/2,639 = 77.5%** | 528/661 = **79.9%** | ↑ | | |

# Allen Community College Performance Report AY 2020

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

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

*Result:* When this indicator was selected in AY 2016, Allen implemented an Auto Grad evaluation process, during which we systematically evaluated transcripted courses for graduation requirements. This, combined with increased efforts in reverse transfer and improvement to our advising processes, has provided dramatic improvement to our graduation rate. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English. This practice resulted in significantly fewer students placed in developmental education and an increase in the college ready cohort. Additionally, in Fall 2019, due to a change in curriculum, Intermediate Algebra was moved to a college-level course, also increasing the number of college-ready students who graduated in AY 2020.

**Indicator 2: Increase first to second year retention rates of the college ready cohort**

*Description:* Using data supplied from KBOR, the first to second year retention rate will be reported. Allen has streamlined and strengthened its advising process with the addition of a full-time Director of Advising. As a result, we anticipate continued retention of our college ready cohort. This indicator is a KBOR indicator for increasing higher education attainment.

*Result:* As anticipated, the addition of a full-time Director of Advising and Enrollment, who works closely with academic advisors on both campuses to ensure consistent, quality advising has led to an increase in retention rate of Allen's college ready cohort. As training and development of advisors continues, we expect to see this continue to improve. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English. This practice resulted in significantly fewer students placed in developmental education and an increase in the college ready cohort.

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

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

*Result:* This metric has stayed relatively similar to the baseline data. In AY 2020, Allen fell below the baseline data by 1.3%. The College has concerns about continued use of this metric in the future in light of the unemployment rates caused by the COVID-19 pandemic.

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

*Description:* The Allen Information Technology Department will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes.  This will provide information to determine a success ratio for the course.  Intermediate Algebra is the biggest "gateway" (barrier to completion) developmental (non-college ready) course that we teach.  Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate degree – College Algebra. A recently instituted Mathematics Center, with a

full-time Coordinator, individualized tutoring, a new Pearson developed online course, providing NetTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

*Result:* Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen's math faculty and math tutoring center, including online tutoring services, have had a positive impact on student success. In AY 2020, to align with most Kansas community colleges, Allen changed its Intermediate Algebra course number to MAT103, moving this to a college-level course that counts as an elective for transfer associate degrees. The goal of removing the "gateway" (barrier to completion) for non-college ready students has proven successful.

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

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

*Result:* Allen has steadily increased its Success Rate Index since AY 2017 when it fell below the baseline and is now 9% higher than the baseline and 12.3% higher than AY 2017. Successful advising for completion at Allen and/or subsequent transfer to a university, as well as reverse transfer and the Auto Grad evaluation process have been key factors in this effort.

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

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

*Result:* Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen's English faculty and writing tutoring center, which includes online tutoring services, have proven to have a positive impact on student success. Allen English faculty review benchmarking data for English Composition I and are consistently above average among national and peer group comparisons.

| **Barton County Community College Performance Report AY 2020** | | | **AY 2020 FTE: 3,750** | | | |
|---|---|---|---|---|---|---|
| | | | **Date: 7/20/2021** | | | |
| Contact Person:<br>Elaine Simmons<br><br>Phone: 620-792-9214<br>email: simmonse@bartonccc.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase the number of Barton degrees and certificates awarded | 1<br><br>*KBOR data* | AY 2013: 1,032<br>AY 2014: 977<br>AY 2015: 830<br>**Baseline: 946** | **922** | ↓ | | |
| **2** Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses | 2 | AY 2016: 1,885/2,604 = 72.4%<br>AY 2017: 1,495/1,961 = 76.2%<br>AY 2018: 1,268/1,710 = 74.2%<br>**Baseline: 4,648/6,275 = 74.1%** | **1,643/2,032 = 80.9%** | ↑ | | |
| **3** Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials | 2 | AY 2013: 232/306 = 75.8%<br>AY 2014: 277/349 = 79.4%<br>AY 2015: 334/404 = 82.7%<br>**Baseline: 843/1,059 = 79.6%** | **230/273 = 84.2%** | ↑ | | |
| **4** Increase overall first-year academic achievement (GPA) for students in developmental courses | 1 | 2017=2.36 GPA (n = 1,794)<br>2018=2.22 GPA (n = 2,005)<br>2019=2.22 GPA (n == 2,171)<br>**Baseline: 2.27 GPA** | **2.74 GPA (n=2,042)** | ↑ | | |
| **5** Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort | 2<br><br>*KBOR data* | Fall 2010 Cohort: 92/387 = 23.8%<br>Fall 2011 Cohort: 108/377 = 28.6%<br>Fall 2012 Cohort: 179/516 = 34.7%<br>**Baseline: 379/1,280 = 29.6%** | **153/476 = 32.1%** | ↑ | | |
| **6** Increase the percentage of students performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education | 2 | AY 2013: 645/1,430 = 45.1%<br>AY 2014: 680/1,528 = 44.5%<br>AY 2015: 550/1,502 = 36.6%<br>**Baseline: 1,875/4,460 = 42.0%** | **222/621 = 35.7%** | ↓ | | |

# Barton County Community College Performance Report AY 2020

**Indicator 1: Increase the number of Barton degrees and certificates awarded**
*Description:* Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by "Number of degrees produced". Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR Strategic Plan.
*Result:* The pandemic delayed the plans of many higher-ed degree and certificate-seeking students. Campus closings and the move online in Spring 2020 contributed to degrees and certificates awarded staying below the baseline (922/946). However, our degrees and certificates awarded demonstrated continued upward growth over AY 17 (869), AY 18 (902) and AY 19 (914). A preliminary audit of AY 21 numbers shows an over 11% (1027) increase in degrees and certificates awarded versus AY 20 (922), continuing that growth for five consecutive years in addition to surpassing the baseline of 946.

**Indicator 2: Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses**
*Description:* Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected for percentage of successful responses.
*Result:* Barton exceeded baseline on this indicator. We credit our faculty for their continued effort and support in improving student learning in this area. The awareness, understanding and use of assessment has improved on all Barton campuses due to the launch of the Barton Assessment Institute, initiated in school year 2018-2019. To date, the institute has graduated 21 faculty and staff members. In addition, the College is supporting multiple assessment committees (classroom, course, program and co-curricular) to round out added awareness and participation.

**Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.**
*Description:* Foresight 2020, Goal #2: Improve Economic Alignment; as measured by "Performance of students on selected third-party technical program certificate/credential assessments". The College's Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The healthcare area will be targeted with credentials associated. The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam.
*Result:* We continue to strive for excellence and high pass rates for our students receiving third-party healthcare certification and licensure. Barton healthcare programs provide several different opportunities to assist students in their preparation for testing for certification and licensure, such as remediation, study halls/sessions, tutoring, review courses and individual study plans. The healthcare credentials that are tracked and monitored annually are: Nursing (Registered Nurse & Licensed Practical Nurse - National Council of State Boards of Nursing), Medical Lab Technician – (Medical Lab Technician -American Society for Clinical Pathology), Emergency Medical Services (Emergency Medical Technician, Advanced Emergency Medical Technician and Paramedic – National Registry), Dietary Manager (Certified Dietary Manager - Association of Nutrition & Foodservices Professionals), Pharmacy Technician (Pharmacy Technician Certification Board), Medical Assistant and Adult Healthcare (Certified Nurse Aide & Certified Medication Aide - Kansas Department for Aging and Disability Services).

**Indicator 4:  Increase overall first-year academic achievement (GPA) for students in developmental courses**

*Description:*   Foresight 2020, Goal #1; Increase Higher Education Attainment; Increase the academic achievement of at-risk developmental students.  To achieve this indicator, it will take coordination between instructors, advisors, student services and the Director of Student Academic Development. Interventions may include increased use of the tutoring lab, instructors and advisors emphasizing study skills and time management, and connecting the outcomes of the Student Success course to specific courses the students are taking.

*Result:*  Barton exceeded baseline on this indicator. Bi-weekly grade reporting sent to advisors to identify and provide outreach to students who may be at risk, and quick online conversion of Student Success activities during the pandemic helped increase and maintain the GPA almost half a grade point over the baseline (2.74 AY 20 vs. Baseline of 2.27).

**Indicator 5:  Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort**

*Description:*  Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students, Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton's standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

*Result:* Advisement improvement processes have included:

- Regular targeted communications with students who were expected to re-enroll for a subsequent term, but have not yet re-enrolled, informing students about the opportunity to re-enroll, contacts for degree planning assistance through their assigned advisor or general advisors, etc.
- Synching of Degree Works auditing program and Institutional Research reporting allow advisors to have aggregated information on advisees' degree progression.
- Piloting of efforts to reach out to non-returners following changes to/reduction in overall number of credits needed to complete associate degree resulting in new completers. Community College Survey of Student Engagement data was shared with faculty, administrators, and the new "Center for Excellence and Innovation." The increase in training and professional development opportunities was the #1 area of growth and satisfaction for faculty according to the National Initiative for Leadership and Institutional Effectiveness's Personal Assessment of the College Environment Survey for Community Colleges, also conducted in AY 20. The Center has partnered with the Institutional Research department to deliver future (Ruffalo-Noel Levitz) student satisfaction surveys and results to strengthen focus and professional development on that data.

**Indicator 6:  Increase the percentage of students performing at the "Proficiency" level on a mandatory competency within written communication assessments of general education**

*Description:*  Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations; and as an 'Institution Specific' indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. The number of students who scored at the highest level, 'Proficient', is counted from courses across multiple sections, this is then divided by the total number of students in the respective courses.  The performance numbers for this indicator represent the number of students who received ratings of "proficient" to indicate successful completion of this indicator.

*Result:* Barton unfortunately fell below baseline on this indicator. Fortunately, we have already seen improvements in this area. First, comparing terms, while 32% scored proficient in FA19, 43% scored proficient in Spring 2020.  Comparing sequential courses, while 27% of students in English Composition I in Fall 2019 scored proficient, in the following term/course, 50% of students in English Composition II in Spring 2020 scored proficient.  In summary, although we fell below baseline on this indicator, we see positive movement.

# Butler Community College Performance Report AY 2020

AY 2020 FTE: 5,071
Date: 7/14/2021

Contact Person:
Tom Nevill

Phone: 316-322-3110
email: tnevill@butlercc.edu

| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Number of certificates and degrees awarded annually | 1 *KBOR Data* | AY 2013: 1,453<br>AY 2014: 1,492<br>AY 2015: 1,445<br>**Baseline: 1,463** | 1,446 | ↓ | | |
| **2** First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students) | 1 *KBOR Data* | Fall 2012 Cohort: 464/731 = 63.5%<br>Fall 2013 Cohort: 450/732= 61.5%<br>Fall 2014 Cohort: 530/852 = 62.2%<br>**Baseline: 1,444/2,315 = 62.4%** | 65.3%<br>(496/759) | ↑ | | |
| **3** Award of third party technical credentials | 2 | AY 2014: 973<br>AY 2015: 973<br>AY 2016: 1,091<br>**Baseline: 1,012** | 832 | ↓ | | |
| **4** Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term | 1 | AY 2014: 41/63 = 65.1% (spring only)<br>AY 2015: 77/114 = 67.5%<br>AY 2016: 137/227 = 60.4%<br>**Baseline: 255/404 = 63.1%** | 49.4%<br>(133/269) | ↑* | | |
| **5** Increase in number of STEM technical certificates and degrees | 2 | AY 2014: 323<br>AY 2015: 291<br>AY 2016: 292<br>**Baseline: 302** | 276 | ↓ | | |
| **6** Directional Improvement in College Algebra Pass Rates | 1 | AY 2014: 1,248/1,856 = 67.2%<br>AY 2015: 1,092/1,717 = 63.6%<br>AY 2016: 1,174/1,815 = 64.7%<br>**Baseline: 3,514/5,388 = 65.2%** | 75.6%<br>(1,764/2,334) | ↑ | | |
| | | *The comparison is being made to a different baseline mentioned in the Description on p. 3 of this report. | | | | |

**Indicator 1:  Number of certificates and degrees awarded annually**
*Description:*  Using the Kansas Higher Education Data System, Butler will report the number of certificates\degrees awarded each academic year. Our Student Success strategic priority is the center of our strategic plan, as reflected in the goal to ensure "Students Finish What They Start." Butler has started several initiatives aimed at improving effective teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on setting and achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.

*Result:*
Butler's AY 2020 output of degrees and certificates was 1,446 which is 99 % of the baseline of 1,463. We are proud to have achieved this in the context of the dual headwinds of declining enrollments and a public health pandemic that continues to have deleterious effects on the operations of higher education institutions and society at large.

**Indicator 2:   First to second year retention of college-ready cohort** (fall-to-fall retention of first-time, full-time, degree-seeking students)
*Description:*  This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. Butler has developed a more effective, strategic approach to enrollment management. We have the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Implemented retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.

*Result:*
Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from first to second semesters and to see them eventually matriculate with the credentials they need. Continuous investment in strategic positioning, hands on advising, reformatted developmental-to-college math sequencing, and Business Intelligence availability at the departmental and advising levels in contributing to our success in this endeavor

**Indicator 3:  Award of third party technical credentials**
*Description:*  Program faculty facilitate necessary testing and implement a systematic process to track credential attainment.  Butler tracks credentials awarded to students in multiple discipline areas including Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Automotive Technology (NATEF certificates) Welding (American Society of Welding), Networking Technology (CompTIA A+, Microsoft, TestOut, and other industry credentials), and Culinary Arts (Serve Safe certificate).

*Result:*
Unfortunately, in AY 2020 Butler fell short of its ambitious baseline. In addition to the stagnant enrollment numbers that have an organic impact on any raw number outcomes, the public health emergency had a direct effect on this indicator as several testing/credentialing services canceled assessments in the Spring of 2020 and did not reschedule; for example we had no credentials from our Auto Tech program–instead of the approximately 100 that are awarded to our students each year–as a result of cancelled assessments. We look forward to working with stakeholders to address this issue going forward.

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

**Description:** ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. ALP decreases the attrition between the two courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw at the end of the term. The success rate is then compared to a historical pre-ALP baseline success rate of 39% for the same level of students.

**Result:**

Butler is proud of its continuing achievement in utilizing innovative methodologies to help learners navigate foundational English composition and thus position them for future success.

**Indicator 5: Increase in the number of STEM technical certificates and degrees**
**Description:** Butler will help students develop applied STEM skills which prepare them to obtain employment in occupations critical in the south-central Kansas economy. This indicator focuses on several core job clusters including Engineering, Information Technology and Healthcare. The college established early college academies for high school students interested in Engineering, Healthcare, Information Technology, and Welding. The programs included in this indicator are Cyber Security, Database Administration, Engineering Technology, Software Development, Interactive Design & 3D, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NUR or any codes that may replace these in the program inventory.)

**Result:**

We barely missed the baseline again, coming closer than 91 % in meeting it. This was largely due to the continuing trend of stagnant enrollment and the additional effects of the public health emergency that directly affected learning and teaching during Spring of 2020. Nonetheless we are proud of our continuing and successful efforts at preparing STEM ready graduates for the workforce. With an even greater focus on aligning outcomes of such programs with industry. It is important to note that during the AY 2020, an additional 82 Associate of Science (A.S.) degrees were also awarded by Butler with concentrations in closely related fields like Physics, Pre-Medicine, Pre-Healthcare, Agriculture, Mathematics, Biological Sciences, Chemistry, and Pre-Veterinary, signifying the institution's robust commitment to narrow the STEM skills gap in the state.

**Indicator 6: Directional Improvement in College Algebra Pass Rates**
**Description:** Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Students who don't pass College Algebra often leave school in their first year. Butler has initiated a redesign of its math curriculum. The project divided four courses (lowest developmental course through College Algebra) into one-credit modules. These modules allow students to develop the skills they need to pass College Algebra. The intent of the new curriculum is to lessen the time students need to complete developmental content while improving the successful completion of College Algebra. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of C or better (the numerator) by the number of students who receive an A, B, C, D, F grade or withdraw from the course at the end of the term (the denominator).

**Result:**

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

| **Cloud County Community College Performance Report AY 2020** | | | AY 2020 FTE: 1,199<br>Date: 7/15/2021 | | | |
|---|---|---|---|---|---|---|
| Contact Person:<br>Kimberly Zant<br><br>Phone: 785-243-1435, ext. 248<br>email: Kimberly.zant@cloud.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of "college ready" cohort | 1<br><br>*KBOR data* | Fall 2012 Cohort: 78/140 =55.7%<br>Fall 2013 Cohort: 82/164 =50.0%<br>Fall 2014 Cohort: 110/191 =57.6%<br>**Baseline: 270/495 = 54.5%** | 103/185 =<br>55.7% | ↑ | | |
| **2** Increase number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 302<br>AY 2014: 936<br>AY 2015: 596<br>**Baseline: 611** | 467 | ↓ | | |
| **3** Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX) | 2 | AY 2013: 357<br>AY 2014: 324<br>AY 2015: 406<br>**Baseline: 362** | 173 | ↓ | | |
| **4** Increase first to second year retention rates of "non-college ready" cohort | 1 | Fall 2012 Cohort: 66/153 = 43.1%<br>Fall 2013 Cohort: 61/148 = 41.2%<br>Fall 2014 Cohort: 89/191 = 46.6%<br>**Baseline: 216/492 = 43.9%** | 100/222 =<br>45.0% | ↑ | | |
| **5** Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt | 2 | AY 2013: 657/1,552=42.3%<br>AY 2014: 574/1,383=41.5%<br>AY 2015: 551/1,335=41.3%<br>**Baseline: 1,782/4,270= 41.7%** | 848/1058 =<br>80.2% | ↑ | | |
| **6** Increase the number of successful completers in allied health and nursing Continuing Education Unit courses | 1 | AY 2013: 225<br>AY 2014: 206<br>AY 2015: 248<br>**Baseline: 226** | 98 | ↓ | | |

# Cloud County Community College Performance Report AY 2020

**Indicator 1: Increase first to second year retention rates of "college ready" cohort**
_Description:_  CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students.  "College ready" students are defined as those students who were not enrolled in any developmental courses in their initial term.  Most of CCCC's developmental courses are offered in the areas of communications and math.  Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester.  Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

_Result:_ CCCC reports retaining 103/185, 55.7%, of the "college ready" cohort from the first year to the second year, which is an increase over the baseline of 54.5%.  With the pivot to online learning due to the global pandemic, CCCC found students were not as prepared to move from a 100% face-to-face learning environment to a 100% online learning environment and CCCC's retention rates reflected a slight decrease in the "college ready" cohort from last year's rates.  We believe the implementation of the retention platform called Dropout Detective in FY 19-20 as an additional tool to enhance communication between instructors, advisors, and the retention specialists concerning student success positively impacted retention rates.

**Indicator 2: Increase number of certificates and degrees awarded**
_Description:_  Students continue to have a wide range of educational goals that include earning certificates and degrees.  CCCC is focused on increasing the number of students earning certificates and degrees. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

_Result:_ CCCC's total number of certificates and degrees awarded of 467 was below the baseline of 611. CCCC's ability to increase the number of certificates and degrees awarded did not meet the baseline measurement due to the unforeseen circumstance of the global pandemic. With the pivot to online learning, CCCC found students were not prepared to move from a 100% face-to-face learning environment to a 100% online learning environment.  This unforeseen circumstance negatively impacted completion numbers of both certificates and degrees. In Spring of 2021, we developed a new Pharmacy Technician certificate that will help increase the college's certificate completions.

**Indicator 3:  Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)**
_Description:_ With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce.  Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by Certified Nursing Assistant (CNA) and Certified Medical Assistant (CMA) students, students receiving a Commercial Driver's License (CDL), and those who pass National Council Licensure Examination (NCLEX) exams.

_Result:_ The reported amount of third party credentials is 173 , which is below the baseline of 362.  COVID negatively impacted key factors influencing attainment of third part credentials: (1) CCCC's ability to offer CNA and CMA due to the lack of access to clinical sites (2) CCCC's pass rates of the NCLEX exam  due to the lack of clinical sites which provide students the ability to prepare for the exam (3) CCCC's ability to identify and hire instructors to offer CNA, CMA and CDL courses. These unforeseen circumstances negatively impacted CCCC's ability to meet the baseline measurement. In the Spring 2021 the college merged the Allied Health and Nursing programs to provide additional resources to the Allied Health program which should result in an increase in offerings of the CNA program once COVID is no longer an issue. Effective Fall 2021, a full-time CDL faculty member will be in place which will allow expansion of the CDL program offerings.

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

*Description:* CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "Non-college ready" students are those who have enrolled in at least one developmental course during their initial term of enrollment. CCCC annually identifies more than 50% of its incoming students as needing at least one developmental course, most often in the areas of communications or math. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of "non-college ready" students and work to increase the retention rates.

*Result:* The college reports retaining 100/222=45.0% of the "non-college ready" cohort from the first to second year. The 45.0% is above the baseline of 43.9%; however, COVID negatively impacted the college's retention of the "non-college ready" cohort. CCCC found students were not as prepared to move from a 100% face-to-face learning environment to a 100% online learning environment and CCCC's retention rates reflected a slight decrease in the "non-college ready" cohort from last year's rates. CCCC has retention specialists and the online platform called Dropout Detective for instructors to provide alerts for students at risk.

**Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt**

*Description:* Students face a number of hurdles in their attempts to attain a degree or certificate. One of these hurdles is "gateway courses." The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student's perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

*Result:* CCCC reports that 848/1058, 80.2%, success rates of students passing gateway courses (English Composition I and College Algebra) on the first attempt met the baseline measurement. The rate is above the baseline of 41.7%. English Composition I results were 425/544=78.1% and College Algebra results were 423/514=82.3%.

**Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit courses**

*Description:* In north central Kansas, there is a significant need for credit and non-credit online allied health and nursing continuing education unit (CEU) opportunities because people are balancing financial and family commitments, working, and are often place bound with no ability to travel long distances to take college courses and maintain licensing requirements. CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for these populations. CCCC will track the successful completion of its Allied Health CEU courses through a review of institutional course data. Successful completion is achieved when the student receives a letter grade of "A," "B," "C;" or "P" for "pass." These completion numbers will be used as a measure of progress toward the target.

*Result:* The college reports 98 completers in allied health and nursing CEU courses which is below the baseline of 226. COVID negatively impacted CCCC's ability to offer CEU courses. COVID also negatively impacted CCCC's ability to hire part-time CEU instructors to teach the courses. These unforeseen circumstances negatively impacted CCCC's ability to meet the baseline measurement. The college is requesting permission to change this indicator due to the lack of a full-time CEU instructor and the lack of demand for the face-to-face offerings in the college's service area.

# Coffeyville Community College Performance Report AY 2020

**AY 2020 FTE: 1,199**
**Date: 8/2/2021**

Contact Person:
Aron Potter

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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase the percentage of first to second-year retention rates for college-ready students | 1 *KBOR data* | Fall 2012 Cohort: 165/248 = 66.5%<br>Fall 2013 Cohort: 169/276 = 61.2%<br>Fall 2014 Cohort: 130/221 = 58.8%<br>**Baseline: 464/745 = 62.3%** | 137/245 = 55.9% | ↓ | | |
| **2** Increase the number of certificates and degrees awarded | 1 *KBOR data* | AY 2013: 499<br>AY 2014: 560<br>AY 2015: 524<br>**Baseline: 528** | 402 | ↓ | | |
| **3** Increase the number of students successfully completing industry recognized third party credentials | 2 | AY 2012: 288<br>AY 2013: 605<br>AY 2014: 686<br>**Baseline: 526** | 590 | ↑ | | |
| **4** Increase the credit hours awarded through Credit for Prior Learning | 1 | AY 2014: 56<br>AY 2015: 17<br>AY 2016: 16<br>**Baseline: 30** | 8 | ↓ | | |
| **5** Increase the three-year completion rate of minority students graduating with an associate degree or certificate | 1 | AY 2010: 53/185 = 28.6%<br>AY 2011: 78/245 = 31.8%<br>AY 2012: 81/204 = 39.7%<br>**Baseline: 212/634 = 33.4%** | 105/279 = 37.6% | ↑ | | |
| **6** Increase Success Rates of Students in Developmental Courses | 1 | AY 2013: 212/316 = 67.1%<br>AY 2014: 200/273 = 73.3%<br>AY 2015: 222/309 = 71.8%<br>**Baseline: 634/898 = 70.6%** | 288/377 = 76.4% | ↑ | | |

# Coffeyville Community College Performance Report AY 2020

**Indicator 1: Increase the percentage of first to second-year retention rates for college-ready students**
_Description:_ Percentage of first to second-year retention of college-ready students will be calculated based on first-time, full-time, degree-seeking students who are enrolled on the 20th day for two consecutive fall terms and are not enrolled in any developmental courses in the first term.  Developmental courses are defined as credit-bearing courses that do not count toward credit hours necessary for graduation.  Students are required to enroll in developmental courses if they do not meet specified admission and placement requirements for college-level courses.  CCC chose first to second-year retention, as it is the key to improvement in student success for most first-year students

_Result:_ The percentage of first to second-year college-ready students fell below the baseline. The most recent cohort of the three-year history is 2014 that created the 3-year baseline. The most recent 3-year cohort history (2016 – 2018): 2016 & 2018 cohorts were 55.6% and 54.2%, the current cohort percentage of retained college-ready students exceeded two of the three most recent years, except for the 2017 cohort. The current retention of college-ready students is 55.9%, exceeding the prior year's percentage of 54.2%.

**Indicator 2: Increase the number of certificates and degrees awarded**
_Description:_ The number of certificates and degrees awarded as indicated in the Kansas Higher Education Data System will be used to determine indicator two. Increasing the number of students who have a certificate or degree is critical in supporting the Foresight 2020 goal of increasing higher education attainment among Kansas citizens. This indicator also aligns with CCC's strategic goal of ensuring students receiving degrees and certificates attain employment in a wide variety of industries.

_Result:_ The number of certificates and degrees fell below the baseline in AY 2020. However, the institution's unduplicated headcount was the lowest in three years (3-year average 2395 to 2273).  The institution had 37 students who ultimately withdrew from the institution, of which 21 were general education students. During the spring semester of 2020, the Career and Technical Education Programs could not finish multiple courses or were canceled due to the Pandemic. This interruption to the typical semester impacted the student's ability to complete a course and complete their certificates or degrees on time.  Career and Technical Education Programs could not provide short-term certificate courses during the second half of the spring semester. The Health Professions have the second-highest percentage of credentials by a program. This content area fell from 41% in AY 2018 to 32% in AY 2019 and 30% in AY 2020.  The programs that are in the medical profession were impacted the most as students were not allowed to enter into health care facilities. CCC had averaged 23 students who would earn one or more certificate / degree from 2017 to 2019 but in AY 2020, CCC only had 12 students.

**Indicator 3:  Increase the number of students successfully completing industry recognized third party credentials**
_Description:_  Data will be collected from the Kansas Higher Education Data System to determine the number of industry-recognized third-party credentials. The third-party credentials CCC students receive include; American Society of Mechanical Engineers, Auto Service Excellence, National Center for Construction Education & Research Certification, Microsoft Office Word 2007, Microsoft Office PowerPoint 2007, Occupational Safety & Health Administration (OSHA) 10-hour certification, Occupational Safety & Health Administration (OSHA) 30-hour certification, American Welding Society, EPA Section 608 approved certification, Certified Dietary Manager, American Medical Technologist Examination, Registered Nurse (National Council Licensure Examination), Licensed Practical Nurse (Kansas State Board of Nursing Examination), Emergency Medical Technician – Intermediate National Registry Exam/Kansas Skills Examination, Certified Nurse Aid, Certified Medical Aid, and Home Health Aide. CCC chose the indicator to increase the number of students attaining recognized third-party credentials, as it will enable more students of all ages the opportunity to build careers with family-sustaining, middle-class incomes.

*Result:* CCC exceeded the baseline of 526 to 590 students in AY 2020, completing third-party credentials.

**Indicator 4:  Increase the number of credit hours awarded through Credits for Prior Learning**
*Description:* Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently, the institution accepts Credit for Prior Learning for Military, Fire Science, and Advanced Placement. We chose this indicator to improve the time to graduation rates for students who are seeking a degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from enrolling in post-secondary education and not completing the degree or certification requirements.

*Result:* The total number of credit hours awarded through credit for prior learning fell below the baseline. The AY 2020 report is the first time Coffeyville Community College (CCC) had not exceeded or met the baseline average in three years.  The previous three years exceeded the baseline by the following: 34 (2017), 31 (2018) & 47 (2019).

**Indicator 5:  Increase the three-year completion rate of minority students graduating with an associate degree or certificate**
*Description:* Data reported and published in the Federal Government Integrated Postsecondary Education Data System (IPEDS) report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine increases in minority student completion rates, we will compare the number of minority students enrolled full time to the number of minority students who graduate or earn a certificate in 3 years. Our college and community have a very diverse population. Therefore, it is critical we improve graduation rates so all students are afforded the same opportunities to acquire a transferable associate degree and/or a marketable skill and recognized credential.

*Result:* CCC saw an increase in the completion rates of minority students in AY2020 from a three-year baseline of 33.4% to 37.6%. By exceeding the baseline, the institution has surpassed the baseline for the third year in a row.

**Indicator 6:  Increase Success Rates of Students in Developmental Courses**

*Description:* Data will be collected from the institutional database on students enrolled in developmental courses on the 20th day.  Data will also be collected on students receiving a grade of C or better at course completion.  The percentage of success will be determined by the number of students who successfully complete with a C or better compared to the number of students who complete a developmental course. Our institutional strategic plan emphasizes the importance of successful developmental education.  As the number of students requiring remedial education has increased, the challenge to have all students prepared for college-level courses has become greater.

*Result:* Students required to enroll in developmental coursework continue to perform above the baseline of 70.8% to 76.4%in AY 2020. This is the fourth academic year that CCC has exceeded the baseline percentage.

| Colby Community College Performance Report AY 2020 | | | | | | AY 2020 FTE: 1,021 Date: 7/9/2021 | |
|---|---|---|---|---|---|---|---|
| Contact Person: Dr. Tiffany Evans<br><br>Phone: 785-460-5403<br>email: tiffany.evans@colbycc.edu | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Increase the number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 315<br>AY 2014: 332<br>AY 2015: 324<br>**Baseline: 324** | 381 | ↑ | | | |
| **2** Increase the first to second year retention rates of college ready cohort | 1<br><br>*KBOR data* | Fall 2012 Cohort: 97/163 = 59.5%<br>Fall 2013 Cohort: 107/177 = 60.5%<br>Fall 2014 Cohort: 57/109 = 52.3%<br>**Baseline: 261/449 = 58.1%** | 85/143 = 59.4% | ↑ | | | |
| **3** Increase the percentage of students employed or transferred | 2<br><br>*KBOR data* | AY 2012: 188/330 = 57.0%<br>AY 2013: 149/280 = 53.2%<br>AY 2014: 152/287 = 53.0%<br>**Baseline: 489/897 = 54.5%** | 160/321 = 49.8% | ↓ | | | |
| **4** Increase the percentage of students who successfully complete Beginning Algebra (MA076) with a C or better | 1 | AY 2013: 95/144 = 66.0%<br>AY 2014: 94/134 = 70.1%<br>AY 2015: 92/140 = 65.7%<br>**Baseline: 281/418 = 67.2%** | 85/101 = 84.2% | ↑ | | | |
| **5** Increase the financial literacy of students | 2 | AY 2013: 386<br>AY 2014: 359<br>AY 2015: 345<br>**Baseline: 363** | 445 | ↑ | | | |
| **6** Increase the Student Success Index | 1<br><br>*KBOR data* | AY 2010: 363/544 = 66.7%<br>AY 2011: 331/493 = 67.1%<br>AY 2012: 231/407 = 56.8%<br>**Baseline: 925/1,444 = 64.1%** | 300/526 = 57.0% | ↓ | | | |

# Colby Community College Performance Report AY 2020

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

*Description:* Data will be collected by Colby Community College (CCC) and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator. Increasing the number of degree completers relates directly to institutional success and furthering our goal to provide quality students for either transfer or job placement. CCC faces significant challenges to accomplish this goal due to decreased student population in the service area. Our efforts will include plans to improve retention and graduation rates for students as well as providing unique opportunities through distance education.

*Result:* **Increased.** With intention, CCC strives to bring excellence to every action within every enrollment, persistence, retention, and completion activity. Through an emerging initiative, students are more closely monitored, in regard to their academic progress, their transfer goals, and their career goals. Further, because students' progress is more closely monitored, faculty and staff are able to interject both cognitive and non-cognitive supports. In so doing, students are better positioned to understanding the correct sequence of courses they are supposed to take to complete their studies in a positive and time-efficient fashion, while gaining support through supplemental instruction, intrusive advising, tutoring, library support, career exploration and advising, and through special no-cost programming regarding financial literacy, and proper study and organizational techniques. All of these strategies result in most students having a positive image of themselves and of the College, because these students tend to be more academically successful and engaged with the programming and services of the College.

**Indicator 2: Increase the first to second year retention rates of college ready cohort**

*Description:* Improving retention rates increases enrollment and ties directly to graduation and completion goals. Improving retention rates benefits the institution, the student, the community, and state universities by increasing the number of graduates available for the workforce or transfer. Strategies to increase student retention include offering a student success seminar for incoming freshmen, orientation week activities, utilizing an Early-Alert System, offering student support programs, hosting an Advisor Connection Day, following program-focused retention plans, and employing a dedicated retention specialist. Data will be collected by CCC and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

*Result:* **Increased.** With an eye toward eventual full implementation of the Guided Pathways model, the College has taken small (but impactful) steps to begin boosting student enrollment, retention, and persistence rates, which naturally lead to higher completion, transfer, and job placement rates. These steps have included clarifying enrollment pathways, sequencing, and academic support services. The credit-bearing FYE Seminar (First Year Experience—Student Success Seminar) provides students with ample opportunities to become knowledgeable about, and active with, the College community, and expounds on appropriate goal setting and goal achievement. Orientations, special programming, and formal and informal student support networks, helped to ensure that students would know about available support services, and where, and when, to find them, and had the personal confidence to seek them out. Further, personal confidence was enhanced through avenues including athletics, clubs, and service learning opportunities, where students were able to push themselves in new and different directions, experience new people and ideas, and see themselves as successful transfer students or as sought-after members of the workforce. Together, these interventions, programs, and services, coalesced to have CCC students make strides in the persistence and retention.

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

*Description:* CCC students employed in Kansas or transferred to a Kansas public institution will provide Kansas communities with a stronger workforce. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator. The traditional academic programs at CCC have a strong reputation for transfer students. Likewise, our vocational programs prepare the students for jobs in the marketplace. Our efforts will focus to improve industry recognized certifications and cooperative efforts with industry to secure job placement for students. One potential challenge to this indicator is the proximity to Colorado and Nebraska which may draw some of the students to employment in the respective states.

*Result:* **Decreased.** Tragically, early 2020 saw the beginning of a global pandemic, crippling the world with an unknown illness, and people everywhere shuttered in place. Educational delivery was abruptly stopped and then shifted to online only, thereby causing a significant disruption for many students. Some students became ill, lost their sources of employment and/or financial stability, and became caretakers for family and friends. COVID-19 impacted all aspects of life. Although COVID-19 is somewhat controlled, its lasting effects still negatively impact the health of the public, the delivery of education, and the financial vitality of many students. As a resilient and forward-looking educational institution, CCC is committed to continue offering quality and affordable education, leading to transfer and/or employment. CCC continues to work with students to ensure persistence, retention, completion, transfer (if desired), and ultimately employment in a high wage and high demand career. Although the percentage of students employed or transferred had decreased, CCC views this as temporary setback and fully

expects the percentage of students employed or transferred to increase as life returns to a more normalized state. CCC is strategically implementing pedagogical and support mechanisms to help ensure the health and safety of students, while keeping them on the pathway to completion, transfer, and employment.

**Indicator 4: Increase the percentage of students who successfully complete Beginning Algebra (MA076) with a C or better**

*Description:* CCC is focused on preparing non-college ready students to be successful in college-level courses. Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and retention rates. The CCC Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA076 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes (numerator, students enrolled in MA076 sets the denominator). This will provide information to determine a success ratio for the course. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

*Result:* **Increased.** CCC has implemented strategic interventions to help students in MA076 earn a C or better. Instructors offer voluntary supplemental instruction sessions, and students may also receive assistance through peer tutoring and online, through the ThinkingStorm platform. By participating in the supplemental instruction sessions, students receive extra instruction, more classroom time with their instructors, additional supplemental instruction materials, and have the opportunity to receive additional one-on-one and small group tutoring to complete assignments and prepare for exams.

**Indicator 5: Increase the financial literacy of students**

*Description:* There are existing courses that students may enroll in to help with this problem offered each semester (1 or 2 each semester), but many students do not have program requirements for financial literacy. Financial literacy is the ability to understand and use money skills within the global society including banking, credit, planning, and management of finances. Improving financial literacy will better prepare our students to be fiscally responsible. We define financial literacy for students as successfully completing one or more courses containing financial concepts. To be included on this indicator, we will track the students who successfully complete the financial literacy portion of the seminar course or successfully complete the following financial literacy courses: Personal Finance, Introduction to Business, Business Finance. Duplicate completers in these courses will be counted once. Students completing either of these three courses along with the student success financial portion of the seminar will be counted twice. To calculate completion values, the course grades of A, B, C, D, or P (pass) will suffice for courses in financial literacy.

*Result:* **Increased.** CCC weaves financial literacy concepts through many credit bearing business courses, through First Year Experience, Financial Aid workshops, and specialized periodically offered workshops. CCC is committed to preparing students not only for transfer and the contemporary workplace, but to be successful in life. Being financially literate is a foundational life skill, and Colby Community College plans to further expand financial literacy programming options to reach an even greater number of students. A free of charge self-paced online non-credit course is being developed, and plans to have additional financial literacy programming opportunities have been solidified for the next academic year.

**Indicator 6: Increase the Student Success Index**

*Description:* Colby Community College is continuing its commitment to improving the student's educational experience and uses the Student Success Index as an evaluation tool. Index scores provided include degree-seeking students of any status after three years. The Student Success Index is a comprehensive evaluation tool that incorporates several success indicators. Improving the index score will lead to better retention, enrollment and completion rates. Colby Community College monitors student retention and persistence rates internally before the student success index is officially released, giving the College the opportunity to make institutional changes to address declining rates.

*Result:* **Decreased.** CCC posits that the drop in their Student Satisfaction Index (SSI) scores was directly tied to the instructional delivery changes that were necessary during the COVID outbreak. Courses were first slightly delayed, and then put entirely online. As demonstrated through a vast body of educational research, not all courses are good candidates for online instruction, and students tend to be less satisfied with totally online courses. Not all students have access to the appropriate technology to be successful in online learning, nor do many students have developed, the motivation and discipline to be successful online learners. Coupled together, these factors likely led to the dip in the College's SSI. CCC is committed to raising student perceptions about their educational journeys at CCC, through data driven and data informed decision making, and by consistently offering the highest quality educational experience. CCC is also committed to providing high impact academic support services, and improving student online learning experiences through the provision of instructional design support for faculty, and the purchase of technological enhancements to improve student learning and engagement in the virtual classroom.

# Cowley Community College Performance Report AY 2020

Contact Person:
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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of college-ready cohort | 1 <br> *KBOR data* | Fall 2012 Cohort: 278/449 = 61.9% <br> Fall 2013 Cohort: 204/348 = 58.6% <br> Fall 2014 Cohort: 175/275 = 63.6% <br> **Baseline: 657/1,072 = 61.3%** | 233/349 = 66.8% | ↑ | | |
| **2** Increase the completers success rate in the gateway courses of English Composition I and College Algebra | 1 | Fall 2015 Cohort: 846/1,182 = 71.6% <br> Fall 2016 Cohort: 823/1,042 = 79.0% <br> Fall 2017 Cohort: 941/1,126 = 83.6% <br> **Baseline: 2,610/3,350 = 77.9%** | 540/650 = 83.1% | ↑ | | |
| **3** Increase the percentage of students who completed, became employed or transferred | 2 <br> *KBOR data* | AY 2012 Cohort: 555/915 = 60.7% <br> AY 2013 Cohort: 505/881 = 57.3% <br> AY 2014 Cohort: 534/871 = 61.3% <br> **Baseline: 1,594/2,667 = 59.8%** | 377/684 = 55.1% | ↓ | | |
| **4** Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College | 1 | Fall 2010 Cohort: 506/829 = 61.0% <br> Fall 2011 Cohort: 508/778 = 65.3% <br> Fall 2012 Cohort: 450/786 = 57.3% <br> **Baseline: 1,464/2,393 = 61.2%** | 249/376 = 66.2% | ↑ | | |
| **5** Increase the persistence rates (fall to fall) for students in developmental courses | 1 | Fall 2012 Cohort: 249/462 = 53.9% <br> Fall 2013 Cohort: 190/364 = 52.2% <br> Fall 2014 Cohort: 137/259 = 52.9% <br> **Baseline: 576/1,085 = 53.1%** | 88/156 = 56.4% | ↑ | | |
| **6** Increase overall first-year academic achievement (GPA) for students in developmental courses | 1 | AY 2012: 2.162 <br> AY 2013: 2.201 <br> AY 2014: 2.327 <br> **\*Baseline: 2.214** | 2.201 | ↓ | | |
| *\*Baseline was corrected 5/27/2021.* | | | | | | |

# Cowley Community College Performance Report AY 2020

**Indicator 1: Increase first to second year retention rates of college-ready cohort**
**_Description:_**  In order to improve first to second year retention, we must first improve semester to semester retention. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. Additionally, new data dashboards are being developed and a retention team established to identify needs in this area.

**_Result:_**
_Cowley College met this indicator with a 66.8% for AY2020 compared to the baseline of 61.3%.  Cowley College has been developing data dashboards to better separate student populations and address student needs.  Another factor that might have contributed to the success of this indicator is the clear transfer pathways that guide students to reenrollment and to transfer.  The enrollment advisors have also been more proactive in contacting returning students to get them enrolled for the following year._

**Indicator 2:   Increase the completers success rate in the gateway courses of English Composition I and College Algebra**
**_Description:_**  The College will use the data from the National Community College Benchmark Project (NCCBP) for the completers success rate of English Composition 1 and College Algebra. Using the numerator as the number of students that received a C or better and the denominator as the number of students that completed the course (ABC/ABCDF), the College will establish a baseline using information from Fall 2015, Fall 2016, and Fall 2017. Using the completer success rate of the two courses, Cowley will combine the numerator and denominator of the two and compare them to the three-year baseline established. Although the numbers might appear to be high, they are only around the 50th percentile according to NCCBP benchmarks. Fall 2018 data will be used for the AY2020 Performance Report and Fall 2019 data will be used for the AY2021 Performance Report, in accordance with the benchmark project reporting that has Fall 2018 data being reported in AY2020 and Fall 2019 data being reported in AY2021.

**_Result:_**
_Cowley College met this indicator with 540 successfully completing the gateway courses for AY2020 out of 650 students in the cohort, for an 83.1% success rate when compared with the three-year baseline of 77.9%. Cowley College has adopted a corequisite English Composition I curriculum and a College Algebra with Review math sequence, leading to success in this indicator.  This indicator was chosen as a way to continue to monitor student success in gateway courses, and even though the College met the goal, it was noticed in the data that the online sections of the corequisite English are not performing as well as the in-person sections.  This will be a focus in the coming year._

**Indicator 3:  Increase the percentage of students who completed, became employed, or transferred**
**_Description:_**  The College has a mission to educate students seeking a degree and planning to transfer to another institution as well as students seeking vocational training and headed into the workforce. Cowley will work to strengthen relationships between transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We are placing additional value on advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce. We will use the state data on completion, transfer and employment as provided by KBOR.

**_Result:_**
_Cowley College did not meet this indicator, achieving a 55.1% in AY2020 compared to the 59.8% baseline.  One factor that could be affecting this indicator is that Cowley College is in a county that borders Oklahoma.  Approximately 7% of Cowley students are from Oklahoma and if they return to work in Oklahoma or transfer to an Oklahoma school, they would not be in the success indicator, compared to 5.4% of Oklahoma students when the baseline was established. Cowley_

*has recently opened a Workforce and Career Center on campus to help guide students in career exploration and in job placement. Students using these services are being tracked with employment data with the goal of better job placement success of Cowley completers.*

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

<u>*Description:*</u>  This goal blends the intentions of *Foresight 2020* with the awareness that many students come to college with the goal of completing a four-year degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a narrower focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

<u>*Result:*</u>
*Cowley College met this indicator with 66.2% of the students in the cohort for AY2020 completing or transferring within three years compared to the baseline of 61.2%.  Some of the factors contributing to the success in this area include increasing the stackable credentials, clear program pathways to guide completion, and more intrusive advising to prompt students to complete degrees and certificates.*

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

<u>*Description:*</u>  As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Using a cohort of first-time full-time students enrolled in developmental courses, we will use the number enrolling in the subsequent fall as the numerator and the total number enrolled in the previous fall as the denominator for calculating percentage.

<u>*Result:*</u>
*Cowley College met this indicator with 56.4% of the developmental cohort in AY2020 being retained from fall to tall, compared to the baseline of 53.1%.  Even though this indicator was met, the College has identified this a focus for the coming year.  A new data dashboard with predictive analytics has been developed to help identify students that may be falling behind.  Intrusive advising will be used in working with these identified students with the focus of remediation and completion.*

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

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

<u>*Result:*</u>
*Cowley College did not meet this indicator, having a developmental student GPA of 2.201 GPA in AY2020 compared to the Baseline of 2.214 GPA.  This is an indicator that Cowley has met consistently over the past three years. It is possible that the impact of COVID and transitioning all classes to a virtual setting during the spring of 2020 had a negative impact on the developmental students and also their success in developmental courses.  This indicator is related to indicator 5, where we did see a decline in online developmental course success.*

| **Dodge City Community College Performance Report AY 2020** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Contact Person:<br>Jane Holwerda<br><br>Phone: 620-227-9359<br>email: jholwerda@dc3.edu | **Foresight Goal** | **3 yr. History** | \multicolumn{2}{}{**Reporting AY 2020 (SU19, FA19, SP20)**} | | \multicolumn{2}{}{**Reporting AY 2021 (SU20, FA20, SP21)**} | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Improve Student Success Index rate | 1<br><br>*KBOR data* | AY 2010 Cohort: 277/574 = 48.3%<br>AY 2011 Cohort: 326/694 = 47.0%<br>AY 2012 Cohort: 302/680 = 44.4%<br>**Baseline: 905/1,948 = 46.5%** | 389/719 =<br><br>54.1% | ↑ | | | |
| **2** Increase the number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 383<br>AY 2014: 432<br>AY 2015: 426<br>**Baseline: 1,241/3 = 414** | 371 | ↓ | | | |
| 3 Increase third-party technical credentials earned by Allied Health and Nursing students | 2 | AY 2016: 158<br>AY 2017: 147<br>AY 2018: 146<br>**Baseline: 451/3 = 150** | 158 | ↑ | | | |
| **4** Increase Adult Basic Education (ABE) educational gains for ESL students | 1 | AY 2013: 198/319 = 62.1%<br>AY 2014: 182/334 = 54.5%<br>AY 2015: 185/368 = 50.3%<br>**Baseline: 565/1,021 = 55.3%** | 106/221=<br><br>48.0% | ↓ | | | |
| **5** Increase percentage of successful completers of Developmental English | 2 | AY 2016: 48/69 = 70.0%<br>AY 2017: 41/72 = 56.9%<br>AY 2018: 107/138 = 77.5%<br>**Baseline: 196/279 = 70.3%** | 136/161=<br><br>84.5% | ↑ | | | |
| 6 Increase the percentage of completers in STEM Gateway courses in Biology (BIO111, BIO211) Chemistry (CHEM111), and Math (MATH106). | 1 | AY 2016: 344/462 = 74.5%<br>AY2017: 302/419 = 72.1%<br>AY2018: 413/601 = 68.7%<br>**Baseline: 1,059/1,482 = 71.5%** | 341/437=<br><br>78.0% | ↑ | | | |

AY 2020 FTE: 1,061
Date: 7/8/2021

# Dodge City Community College Performance Report AY 2020

**Indicator 1:  Improve Student Success Index rate**
*Description:*  According to KBOR's 2019 Community College Data Book, the Student Success Index "provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates." Therefore, this indicator enables holistic assessment of our institutional efficacy in realizing the first goal of Foresight 2020 for community and technical colleges: "to increase higher education attainment."
*Result:*  For AY2020, DCCC's Student Success Index rate, at 54.1%, surpasses baseline by 7.6 percentage points. Our AY2020 rate shows increases in the number of completed and retained students and increases to the size of cohort.  Dodge City Community College is proud to contribute to increasing higher education attainment.

**Indicator 2:  Increase the number of certificates and degrees awarded**
*Description:*  This indicator also addresses goal 1 of *Foresight 2020*, "increase higher education attainment." It also addresses our college's goal to 'Recruit, Retain, Educate, and Graduate.' Over the past years, the number of associate degrees and certificates awarded has remained fairly consistent. To increase certificate and degree awards, we will continue to make gains in effective advising and to promote articulation agreements and partnerships with 4-yr institutions. This indicator is continued from the 2017-19 Performance Agreement.
*Result:* For AY2020, DCCC fell short of baseline for number of certificates and degrees awarded. However, we do show an increase of twenty (20) certificates and degrees awarded in AY2020 (371) over AY2019 (351). This growth is commendable given the Spring 2020 pandemic. Dodge City Community College aspires to additional gains by continuing its positive redirections in processes, personnel and facilities under the leadership of our current VP of Workforce Development since Fall of 2019 and our current VP of Student Affairs since early Fall 2020. Specifically, we continue to assess existing programs and add high demand programs, strengthen processes and personnel, especially those in CTE, enrollment, and instruction, and enhance facilities in technical education programs. We anticipate continued future gains in awarding associates, certificates and SAPP in workforce.

**Indicator 3:  Increase third-party technical credentials earned by  Allied Health and Nursing students**
*Description:*  This indicator addresses the second goal of Foresight 2020: "meeting the needs of the Kansas economy." Obtaining a credential, such as a license or certification issued by the state or professional organization, is required for employment in various workforce areas such as healthcare. Such credentials also assure higher rates of pay. Our commitment to assessing this indicator should help to further strengthen ties between the college, employers and other stakeholders who recognize the urgent need for qualified healthcare providers in our region.  Our baseline is derived from data collected from KDHE (CNA/CMA certifications) and from KSBN (RN licenses).

*Result:* For AY2020, Dodge City Community College shows gains over baseline. Combined, CNA/CMA certifications and RN licenses awarded for AY2020 total 158 as compared to the baseline of 150. With the leadership and faculty of our Nursing/Allied Health program, a new nursing facility, and growth in CTE CNA offerings, we anticipate continued successful performance for this indicator.

**Indicator 4:   Increase Adult Basic Education (ABE) educational gains for ESL students**
*Description:*  The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Dodge City Community College and the Adult Learning Center (ALC) use the state mandated TABE exam to assess reading and listening skills for the six levels of ESL instruction as prescribed by the State of Kansas. Students are administered both for pre-and post-assessment. Students are considered completers when their post-assessment scores indicate readiness to move to the next level of ESL instruction; because students can move through multiple levels of ESL throughout a year, they may be considered completers multiple

(or duplicate) times. For our measure, the numerator is the total number who post-assessed with a score to move to a higher level of ESL instruction within the year. The denominator is the total (duplicated) number of students enrolled in any of six course levels at the ALC.

*Result:* After two years of gains, for AY2020, Dodge City Community College did not attain baseline for this indicator. Additionally, the total number of students participating in AY2020 ABE/ESL was lower than in prior years, likely due to pandemic concerns of this vulnerable demographic. DCCC's new ALC Director is reviewing instructional materials/technologies, staffing, and access so that moving forward, improvements in performance for this indicator will manifest.

**Indicator 5:   Increase the percentage of successful completers of Developmental English**
*Description:*   This institution-specific indicator addresses the skills of a set of students who, by KBOR- established Accuplacer and/or standardized test scores and a consideration of other factors such as high school transcripts, demonstrate deficiencies in writing and reading competencies. After a bleak AY2017 completion rate, in AY2018 we show a 77.5% successful completion of students in this cohort. Our goal is to continue to build on that success.  We define successful completers as those earning a grade of C or better in this course. Our numerator is the number earning a C or better; our denominator is the number completing the course. To improve our performance with this indicator and thus improving requisite academic skills for this student cohort addresses the first goal of Foresight 2020: "increase higher education attainment."

*Result:* Dodge City Community College continues to make gains in performance for this indicator. For AY2020, we note increases to the total number of students completing (our denominator) and the number of students earning a C or better (our numerator). Overall, we have surpassed our baseline (70.3%) by 14.2 percentage points with a performance of 84.5% We attribute our success for this indicator to improved placement and tutoring services, additional delivery modalities, and effective instructional practices of our faculty.

**Indicator 6:  Increase the percentage of completers in STEM Gateway courses in Biology, Chemistry, and Math**
*Description:*  This institution-specific indicator focuses on the first goal of Foresight 2020, "increase higher education attainment." By assessing  the percentage of students who successfully complete STEM gateway courses—introductory courses in  chemistry, biology and math—we can assess our success in preparing students for transfer to programs of study in high demand high wage careers in science, technology, engineering, and math.  Our baseline is derived by totaling the number of successful completers in College Chemistry, Introductory Biology (Plant/Animal, Cell/Genetic), and College Algebra. A successful completer has earned a C or higher in the course.

*Result:* For AY2020, Dodge City Community College shows 78% of successful completers in STEM Gateway courses in Biology, Chemistry, and Math. This outcome marks significant improvement over baseline (71.5%) of 6.5 percentage points. We attribute our success to our highly qualified STEM faculty and their instructional practices. We plan to build on this success by retaining our faculty and enhancing tutoring/instructional support and transfer pathways to support students' higher education attainment in high wage STEM careers.

| Fort Scott Community College Performance Report AY 2020 | | | AY 2020 FTE: 1,276 Date: 7/14/2021 | | | |
|---|---|---|---|---|---|---|
| Contact Person: Adam Borth<br><br>Phone: 620-223-2700, ext. 3400<br>email: adamb@fortscott.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase the percent of first to second year retention rates of college ready cohort | 1<br><br>*KBOR data* | Fall 2012 Cohort: 92/158 = 58.2%<br>Fall 2013 Cohort: 110/204 =53.9%<br>Fall 2014 Cohort: 86/182 = 47.3%<br>**Baseline: 288/544 = 52.9%** | 92/172 =<br><br>53.5% | ↑ | | |
| **2** Increase the three-year graduation rates of college ready cohort | 1<br><br>*KBOR data* | Fall 2010 Cohort: 96/252 = 38.1%<br>Fall 2011 Cohort: 62/177 = 35.0%<br>Fall 2012 Cohort: 58/162 = 35.8%<br>**Baseline: 216/591 = 36.5%** | 73/158 =<br><br>46.2% | ↑ | | |
| **3** Increase the percent of students earning job-ready certifications | 2 | AY 2013: 532/851 = 62.5%<br>AY 2014: 522/890 = 58.7%<br>AY 2015: 442/678 = 65.0%<br>**Baseline: 1,496/2,419 = 61.8%** | 519/774<br><br>67.1% | ↑ | | |
| **4** Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing | 1 | AY 2013: 77/115 = 67.0%<br>AY 2014: 86/108 = 79.6%<br>AY 2015: 60/82 = 73.2%<br>**Baseline: 223/305 = 73.1%** | 89/110 =<br><br>80.9% | ↑ | | |
| **5** Increase the success rate of students completing online course(s) with a grade of "C" or better'' | 1 | AY 2013: 562/723 = 77.7%<br>AY 2014: 551/706 = 78.0%<br>AY 2015: 602/772 = 78.0%<br>**Baseline: 1,715/2,201 = 77.9%** | 835/1,018 =<br><br>82.0% | ↑ | | |
| **6** Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year | 1 | AY 2014: 223/324 = 68.8%<br>AY 2015: 247/329 = 75.1%<br>AY 2016: 267/365 = 73.2%<br>**Baseline: 737/1,018 = 72.4%** | 203/211 =<br><br>96.2% | ↑ | | |

## Fort Scott Community College Performance Report AY 2020

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

*Description:*  We continue to work at increasing the retention rates and have promoted the importance of degree completion in the College Orientation course and encourage students to enroll early for the next semester.  We are utilizing an Early Alert system coupled with a new position created in 2018, Director of Advising/Retention to maintain continuous contact with students. This data represents all first-time, full-time students who then enroll in the following semester.

*Result:* FSCC exceeded the baseline and retention remains a core focus of the institution. Advisors typically utilize intrusive advising, by contacting students via text message and email whenever an instructor has a concern. The Early Alert system is used by instructors to identify students needing additional support. The students are then contacted by an institutional advisor who assists in finding the extra support needed for the student. Many students continue to take advantage of the free tutoring in the Student Success Center, once the student is aware of that option. Many times, it is through the Early Alert system and subsequent contact that the student becomes aware of this resource.

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

*Description:*  Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS.  The graduation rates look at first-time, full-time, degree-seeking, college-ready students who complete their degree at our institution within three years. We believe that the percentage of students completing a degree within three years can be improved with a combination of advising, retention, Early Alert systems, and communicating to students the advantages of degree completion. We have focused on a student centered schedule, including more online options to ensure students can obtain all classes needed for a degree within a two year period.

*Result:* FSCC exceeded the baseline and has significantly increased graduation rates of the college ready cohort. Much of the explanation utilized in indicator 1 is applicable to this indicator as well. A focus on retention and intrusive advising are highly responsible for continually increasing the graduation rate of the college-ready cohort. Enrollment was high during the time the baseline was established, and a decrease in the denominator may have also assisted with a higher graduation rate. The college has also strengthened the course schedule to become more student-centered, with advising/student services and academic affairs working closely together to ensure student success is the top priority.

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

*Description:*   Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. This data was obtained through the KHEDS report (basic counts), we used the follow up information from this report. Within this data set the numerator represents all students earning industry recognized credentials while the denominator represents all students seeking industry recognized credentials.  All programs with credentials available are included in the data set. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average.

*Result:* FSCC continued to exceed the baseline for the percentage of students earning a job-ready certification. 519 students were successful in earning an industry recognized credential, out of 774 total students seeking a job-ready certification. FSCC continues to be very proud of the education we provide to the career and

technical education sector in southeast Kansas. Many students seek and earn third party credentials from CNA to an OSHA certification, along with other technical credentials, allowing FSCC to keep a strong relationship with business and industry, advisory boards, and school districts across the service area.

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

**_Description:_**  This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a "C" or better; the denominator represents all non-college ready students completing English 101 with a letter grade. Students withdrawing from English 101 courses are excluded from the denominator. Data is collected through our administrative database system (POISE). We will measure the success by the percent of students completing the course with a "C" or better.

**_Result:_** FSCC once again exceeded the baseline with this indicator. The Accelerated Learning Program (ALP), which students take English 101 and an English Enrichment course as corequisites is fully implemented. This has created more opportunities for students to complete English 101, which increased the denominator significantly. FSCC continues to have a high level of success with this model, as over 80% of the students are successfully completing English 101 after being identified as non-college ready.

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

**_Description:_**  The percentage of students completing the course with a "C" or better was determined by dividing the number of students with a "C" or better by the total of students enrolled in online courses.  The numerator represents students completing an online course with a "C" or better (enrollment as of the last day of class) and the denominator represents all students enrolled in online courses on the final day of class. Online enrollment continues to grow at FSCC, and this remains a major focus.

**_Result:_** FSCC once again saw an increase in the number of students completing online courses, the number surpassed 1,000 for the first time, and has increased each of the past four years. Many of the faculty members have become well versed in the online teaching modality, which has led to increased student success. The college librarian offers technical assistance for all students utilizing the Learning Management System, and has played a vital role in removing roadblocks for students to complete online courses.

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

**_Description:_** The data represents students who successfully completed English 101 and 102 with a "C" or better divided by all part time and full time students completing English 101 and 102 within the same academic year.  Students dropping or withdrawing from the course are not considered in the numerator or denominator.

**_Result:_** FSCC exceeded the baseline for students successfully completing English 101 and 102 within the same academic year. 203 out of 211 students successfully completed. Some of this success can be correlated to expediting the students through the corequisite English 101 course, so the content remains fresh. The academic affairs office has worked with advising to ensure a schedule is sequenced appropriately for English 101 and English 102 from fall to spring. Many of the developmental courses students took before required a multiple semester sequence, subjecting them to English 101 in the spring and English 102 during the fall in a different academic year. Students are advised to do both courses in the same academic year, with the same instructor for continuity, if possible.

# Garden City Community College Performance Report AY 2020

Contact Person:
Ryan Ruda

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email: ryan.ruda@gcccks.edu

| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase satisfactory completion of credit hours for veteran students | 1 | AY 2014: 489<br>AY 2015: 377<br>AY 2016: 85<br>**Baseline: 317** | 218 | ↓ | | |
| **2** Increase Number of certificates and degrees awarded | 1<br>*KBOR data* | AY 2013: 488<br>AY 2014: 515<br>AY 2015: 504<br>**Baseline: 502** | 626 | ↑ | | |
| **3** Increase the written communication skills of students as evidenced by institutional assessment. | 2 | AY 2014: 0<br>AY 2015: 8.78<br>AY 2016: 8.84<br>**Baseline: 8.81** | 9.50 | ↑ | | |
| **4** Increase Percent of students who complete English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year | 1 | AY 2013: 57/101 = 56.4%<br>AY 2014: 108/166 = 65.1%<br>AY 2015: 112/173 = 64.7%<br>**Baseline: 277/440 = 63.0%** | 108/168 = 64.3% | ↑ | | |
| **5** Increase satisfactory completion of credit hours in hybrid, distance and online courses | 1 | AY 2013: 8,540<br>AY 2014: 12,419<br>AY 2015: 18,485<br>**Baseline: 13,148** | 18,553 | ↑ | | |
| **6** Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort | 1<br>*KBOR data* | Fall 2010 Cohort: 76/152 = 50.0%<br>Fall 2011 Cohort: 96/232 = 41.4%<br>Fall 2012 Cohort: 101/289 = 34.9%<br>**Baseline: 273/673 = 40.6%** | 71/192 = 37.0% | ↓ | | |

<p align="center">**Garden City Community College Performance Report AY 2020**</p>

**Indicator 1:  Increase satisfactory completion of credit hours for veteran students**
*Description:*  GCCC will increase successful course/term completion by veteran students. This indicator will be measured by increasing the successful completion of credit hours for veterans at GCCC.

*Result:* 218 credit hours were successfully completed by veteran students in AY 2020. This result is lower than the baseline, but higher than AY 2016, one of the baseline years.

**Indicator 2:   Increase number of certificates and degrees awarded**
*Description:*  Garden City Community College is committed to retention and successful completion for our students.  This indicator will be measured by the number of certificates and degrees awarded for the academic year.

*Result:* 626 degrees and certificates were awarded in AY 2020. This number is 24% above the baseline and represents a 2% increase over AY 2019.

**Indicator 3:  Increase the written communication skills of students as evidenced by institutional assessment**
*Description:*   For 2014-2015, GCCC used an internal tool to assess written communication. This tool used a 4-point Likert scale with 12 total points possible. It is this scale that the College's performance agreement benchmarks and previous data reporting is based. Beginning in AY 2019, GCCC adopted VALUES Rubrics, which use a 21.25-point scale. VALUES Rubrics are nationally normed, allowing GCCC to benchmark scores with institutions around the nation, providing more robust conversations around continuous improvement.

*Result:* Assessment of written communication skills indicated an AY 2020 score of 9.5. This number is higher than the baseline and also represents an increase from AY 2019.

**Indicator 4:  Increase percent of students who complete English 091 with a "C" or better and successfully complete college-level English 101 with a "C" or better within 1 year**
*Description:*   Garden City Community College will increase the percent of non-college ready students successfully completing college-level English classes. This indicator will be measured by the percentage of students completing the developmental level English class who successfully complete the first college level English class within the next year.

*Result:* 64.3% of students who completed developmental English 091 with a "C" or better successfully completed college-level English 101 with a "C" or better within one year. This number is higher than the baseline and in line with reporting from previous years, indicating substantial and stable success rates for students starting in a developmental pathway.

**Indicator 5:  Increase satisfactory completion of credit hours in hybrid, distance and online courses**
*Description:*  GCCC will increase the number of students completing credit hours through distance education modality with a grade of "C" or better.  This indicator will be measured by increasing the successful completion of student credit hours through hybrid and distance education.

*Result:*

18,553 credit hours in hybrid, online, and distance courses were successfully completed for AY 2020. This number is above the baseline and in line with reporting from previous years.

**Indicator 6:  Increase 3-year graduation rate for first-time, full-time, undergraduate, degree-seeking, college ready student cohort**
*Description:*  Garden City Community College will increase the percent of students who graduate in 150% (3 years) of time.   This indicator will be measured by an increase in the percentage of the full-time, first-time-in-college, degree-seeking fall cohort (as reported to the Integrated Post-Secondary Education Data System) testing into college level courses that complete within 3 years of initial enrollment.

*Result:* 37% three-year graduation rate for AY 2020. This number is lower than the baseline. We understand this decrease to be an aberration in the data resulting from a brief change in how the college classified developmental courses, resulting in an abnormally large college-ready cohort. This classification change was temporary, and we expect the data will more accurately reflect the success of our college ready cohort in future reporting years.

| **Highland Community College Performance Report AY 2020** | | | | | AY 2020 FTE: 1,699 Date: 7/29/2021 | | |
|---|---|---|---|---|---|---|---|
| Contact Person: Erin Shaw (Sharon Kibbe after July 1) Phone: 785-442-6012 email: eshaw@highlandcc.edu skibbe@highlandcc.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Increase the number of degrees and certificates awarded | 1<br><br>*KBOR data* | AY 2013: 653<br>AY 2014: 650<br>AY 2015: 613<br>**Baseline: 639** | 609 | ↓ | | | |
| **2** Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion | 2<br><br>*KBOR data* | AY 2012: 325/554 = 58.7%<br>AY 2013: 334/601 = 55.6%<br>AY 2014: 365/616 = 59.3%<br>**Baseline: 1,024/1,771 = 57.8%** | 383/683 = 56.1% | ↓ | | | |
| **3** Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR). | 2 | AY 2014: 42<br>AY 2015: 34<br>AY 2016: 38<br>**Baseline: 38** | 5 | ↓ | | | |
| **4** Increase the percentage of students passing Fundamentals of Math. | 1 | AY 2014: 93/149 = 62.4%<br>AY 2015: 95/156 = 60.9%<br>AY 2016: 94/151 = 62.3%<br>**Baseline: 282/456 = 61.8%** | 63.3% (62/98) | ↑ | | | |
| **5** Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers. | 2 | AY 2013: 18/20 = 90.0%<br>AY 2014: 20/20 = 100.0%<br>AY 2015: 14/20 = 70.0%<br>**Baseline: 52/60 = 86.7%** | 75% (18/24) | ↓ | | | |
| **6** Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Shared Performance Expectation "Act Responsibly" in the last semester of their programs. | 2 | AY 2014: 65<br>AY 2015: 75<br>AY 2016: 86<br>**Baseline: 75** | 79 | ↑ | | | |

**Indicator 1:  Increase the number of degrees and certificates awarded**
*Description:*  Highland Community College (HCC) will continue strengthening academic advising as well as academic success and retention efforts. In addition to the strategies implemented to increase Associate of Arts (AA) and Associate of Science degrees (AS), including the reverse transfer initiative, Highland will encourage technical students to complete the Associate of Applied Science (AAS) pathway which combines required technical program courses with general education courses aligned with workplace skills.  Indicator 1 measures total number of degrees and certificates awarded per academic year.

*Result:* 609 degrees and certificates were awarded during AY 2020, 30 awarded degrees/certificates below the baseline. Further, we awarded 29 fewer Associate Degrees and 84 fewer Short-Term Certificates than the prior year (though certificates increased by 27 compared to the last year). The decreases in Associate Degrees and Short-Term Certificates were both impacted by the COVID-19 pandemic. We tried our best to maintain academic continuity during the second half of Spring 2020. However, all of our Highland campus students were sent home in mid-March and there were students who ceased all communication with instructors and advisors. Our instruction was shifted to remote delivery for the rest of the semester with the exception of a couple weeks of hands-on technical instruction for select programs in mid-May. At the same time, our Short-Term Certificates were drastically affected. We had to cancel 7 sections of Certified Nurse Aide (CNA) and one section of Certified Medication Aide (CMA) scheduled from mid-March through the end of May due to the loss of our clinical sites. We also had 33 students whose CNA, CMA, or Emergency Medical Technology (EMT) tests were impacted by COVID.

**Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion**
*Description:*  Highland Community College will continue to cultivate strong business and industry partnerships to connect our graduates with Kansas employers. Highland will also continue the small but steady growth in program completers due to the incentive funding provided by Excel in CTE and the opening of our Western Center in Baileyville.  Indicator 2 measures the percentage of program completers who are employed in Kansas in a related occupation one year after graduation.

*Result:* 56.1% (383/683) of HCC graduates were employed or transferred in Kansas one year after completion. This number increased over last year and was only a little below the baseline of 57.8%. While HCC has increased the number of Kansans attending the Highland campus, there are still many out of state students who return home or transfer out of state after graduation. Our Athletics Department has been more focused on recruiting Kansas athletes so we expect this percentage to go up as we grow our enrollment of in-state students. Due to HCC's service area touching both the Missouri and Nebraska state lines, we will continue to lose some graduates to jobs and universities across the border. We hope the addition of Early Childhood (ECH) as a daytime program at our Technical Center in Atchison and our Western Center in Baileyville will also prepare more Kansans to go straight to work in this field.

**Indicator 3:  Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR)**
*Description:*  By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Tech Center staff at the Atchison Technical Center will inform students about the value of obtaining this documentation and encourage them to take the Kansas Certificate of Work Readiness (KCWR). Indicator 3 measures the number of technical program students at the Atchison Technical Center earning the Kansas Certificate of Work Readiness (KCWR).

*Result:* Five students earned a Kansas Certificate of Work Readiness (KCWR), which is significantly below our baseline of 38 and even worse when compared with the 93 students who earned the KCWR in AY19. This indicator's decline was entirely due to COVID-19 complications. Each year, the Atchison Technical Center staff tests all of the graduates after Spring Break. In Spring 2020, students left for Spring Break and halfway through that week higher education in Kansas changed immensely. Spring Break was extended by an additional week to give instructors an extra week to adapt their classes to a virtual format. All of our

locations were closed, our high schools were closed, and our staff were working remotely. The only students who completed the necessary tests had taken their tests prior to Spring Break because they were preparing to do On the Job Training (OJT) after Spring Break. Please note, we were able to test students as usual in Spring 2021 and consider this to be a one-time COVID-related drop.

**Indicator 4:  Increase the percentage of students passing Fundamentals of Math**
*Description:*  Fundamentals of Math is a foundation course for students at Highland Community College with very low skill level in Math.  Developmental math faculty have adopted a continuous improvement strategy in addressing the needs of these students.  Instructors will continue to implement computer-based learning systems, active learning techniques, and other hybrid learning strategies suggested by National Association of Developmental Education (NADE).  Indicator 4 measures the percentage of students who earn a grade of "CR" for passing MAT 090 on their first attempt.

*Result:* 63.3% (62/98) of students passed Fundamentals of Mathematics on their first attempt in AY2020. This number does not include the 5 students who withdrew/were withdrawn from the course and thus earned no grade. Students on repeated attempts of the course were also not included. Our full-time Math faculty member is still serving as the Math Specialist for our Student Support Services Program and we believe strong tutoring participation contributed to student success in this class.

**Indicator 5:  Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers**
*Description:*  This indicator addresses an area of critical need for the Kansas economy. Note: The Kansas State Board of Nursing (KSBN) requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain in the 90% range each year; however, the HCC nursing program has adopted this goal. In response to a lower first-time pass-rate in 2015, nursing faculty now require all students to take and pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN) Practice Test prior to registering for the credential examination.  Indicator 5 measures the percentage of the Licensed Practical Nurse to Registered Nurse (LPN-RN) Bridge Program cohort who pass the National Council Licensure Exam (NCLEX) on their first attempt.

*Result:* For AY2020, we improved our first attempt pass rate to 75% when compared to the prior year. However, we are still down from our baseline of 86.7%. Of the six students who failed the test the first time, all of them passed on the second attempt. Due to this low pass rate, we will continue to be monitored by the Kansas State Board of Nursing (KSBN) and our accreditor, Accreditation Commission for Education in Nursing (ACEN). The COVID pandemic contributed to changes in the program presentation due to the school shut down order, including the students' inability to use all practice exams due to proctoring limitations, interruptions to Virtual Review, and testing delays. Insufficient adjunct onboarding, misalignment of teaching styles to one of these tester's learning styles, and a Learning Management Systems change mid-program were also cited as contributing factors to the failing test scores of those students.

**Indicator 6:  Increase the number of Tech Center students obtaining a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs**
*Description:*  This is an institution-specific quality measure, relating to employment readiness. Responsible workplace behavior, a desirable soft-skill trait, will be assessed by instructors using a rubric with research-based competencies related to workplace success. Instructors will assess program completers on regular attendance, time on task, effective teamwork, and use and care of instructional equipment.  Indicator 6 measures the number of Atchison Technical Center students who earn a "3" or higher on all rubric items in the last semester of their program.

*Result:* As part of our accountability programming, we asked faculty to assess all of their students in the fall semester using this rubric. This helped faculty identify any areas of concern. Based on this data, faculty were able to add more lessons related to responsible workplace behavior as needed. In the spring semester, only the Atchison Technical Center graduates in the last semester of their programs were assessed; 79 students earned a 3 or higher on all rubric items.

# Hutchinson Community College Performance Report AY 2020

**AY 2020 FTE: 3,434**
**Date: 8/2/2021**

Contact Person:
Cindy Hoss

Phone: 620-665-3508
email: hossc@hutchcc.edu

| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort | 1 *KBOR data* | Fall 2012 Cohort: 213/382 = 55.8%<br>Fall 2013 Cohort: 240/404 = 59.4%<br>Fall 2014 Cohort: 216/353 = 61.2%<br>**Baseline: 669/1,139 = 58.7%** | 414/603 = 68.7% | ↑ | | |
| **2** Increase three-year graduation rate of college-ready cohort | 1 *KBOR data* | Fall 2010 Cohort: 97/337 = 28.8%<br>Fall 2011 Cohort: 89/363 = 24.5%<br>Fall 2012 Cohort: 131/384 = 34.1%<br>**Baseline: 317/1,084 = 29.2%** | 280/588 = 47.6% | ↑ | | |
| **3** Increase number of certificates and degrees awarded | 1 *KBOR data* | AY 2013: 947<br>AY 2014: 1,758<br>AY 2015: 1,691<br>**Baseline: 1,465** | 1,662 | ↑ | | |
| **4** Increase enrollee success rate in developmental math | 1 | AY 2013: 371/502 = 73.9%<br>AY 2014: 347/426 = 81.5%<br>AY 2015: 321/428 = 75.0%<br>**Baseline: 1,039/1,356 = 76.6%** | 164/208 = 78.8% | ↑ | | |
| **5** Increase percent of Career Technical Education concentrators who are program completers | 2 | AY 2013: 517/633 = 81.7%<br>AY 2014: 533/648 = 82.3%<br>AY2015: 503/615 = 81.8%<br>**Baseline: 1,553/1,896 = 81.9%** | 475/600 = 79.2% | ↓ | | |
| **6** Increase the number of students successfully completing the second level or above of a stackable credential program | 2 | AY 2013: 157<br>AY 2014: 136<br>AY 2015: 163<br>**Baseline: 152** | 121 | ↓ | | |

<div align="center">**Hutchinson Community College Performance Report AY 2020**</div>

**Indicator 1:  Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort**
*Description:*  First to second year retention of college-ready cohort is defined as "first-time, full-time, degree-seeking students who enroll at the same institution for two consecutive Fall terms and were not enrolled in any developmental courses in the initial term."  This will be the same data submitted to KBOR in the KHEDS system.

*Result:* The AY2020 retention rate for first-time full-time college ready students enrolled for two consecutive fall terms is 10% higher (68.7%) than the baseline (58.7%). HutchCC continued to offer on-ground opportunities (including our partnerships classes with secondary institutions) throughout the pandemic and we maintained our annual enrollment goals. HutchCC has fulfilled this outcome.

**Indicator 2:   Increase three-year graduation rate of college-ready cohort**
*Description:*  Three-year graduation rate of college-ready cohort is defined as "the number of students who graduate within three years who enroll as first-time, full-time, degree-seeking students and were not enrolled in any developmental courses in their initial term." This will be the same data submitted to KBOR in the KHEDS system.

*Result:* The AY2020 graduation rate is consistently higher by 18.4% (last year was 18.5%) which continues to exceed this indicator (47.6%) when compared to the baseline (29.2%). Our overall college goals are toward helping students be persistent in classes, remain retained at HutchCC for the completion of their goals, and/or succeed at completing a certificate/degree. We call this acronym PERC—persistence, enrollment, retention, and completion which are embedded concepts in all our student success goals. HutchCC has fulfilled this goal.

**Indicator 3:  Increase number of certificates and degrees awarded**
*Description:*  The number of certificates and degrees awarded is defined as "the total number of certificates and degrees issued by HutchCC during the reporting period;" as clarification, multiple certificates or degrees issued to the same student will count multiple times. The data used for the number of certificates and degrees awarded will be the same data submitted to KBOR in the KHEDS system.

*Result:* The AY2020 indicator (total 1,662) continues to remain above the baseline with 197 certificate and degree awardees beyond the baseline of 1,465. HutchCC continues to celebrate student carry-forward accomplishments (toward both new employment/job enhancement and/or transfer) after certificate and degree completions. HutchCC has fulfilled this outcome.

**Indicator 4:  Increase enrollee success rate in developmental math**
*Description:*    Enrollee success rate for each developmental math course is defined as "the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, F, or P);" the success rate (%) is the percentage obtained when the total number of successful completers is divided by the total number of completers.

*Result:* The AY2020 indicator at 78.8% is up 2.2% over the baseline of 76.6% which had previously included developmental reading, writing, and math. Now the indicator is only focused on developmental math. HutchCC hired several new instructors who have emphasized attendance with students to assist with completion of assignments/courses. HutchCC has fulfilled this outcome.

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

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

_Result:_ The AY 2020 (79.2%) indicator is 2.7% below the baseline of 81.9%. One of the biggest differences occurred in our Practical Nursing (PN) program where we had 60 certificate recipients in AY2019 and the number dropped to 46 certificate recipients in AY2020. HutchCC does seem to be receiving fewer qualified applications for this program; however, HutchCC did advertise CTE programs heavily this past spring in hopes of increasing enrollments, CTE concentrators, and program completers. HutchCC did not fulfill this outcome.

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

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

_Result:_ The AY2020 indicator (total 121 students) is less than the baseline of 152 students. The CNA classes were not able to enroll students in Spring 2020 because of COVID concerns as well as lack of access to clinical sites. Our HutchCC strategy was to heavily advertise CTE programs (both fall 2020 and spring 2021) in hopes to increase enrollments, CTE concentrators, and program completers. HutchCC did not fulfill this outcome.

# Independence Community College Performance Report AY 2020

AY 2020 FTE: 672
Date: 7/20/2021

Contact Person:
Taylor Crawshaw

Phone: 620-332-5457
email: tcrawshaw@indycc.edu

| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of college ready cohort | 1 *KBOR data* | Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% **Baseline: 131/338 = 38.8%** | 38/95 = 40.0% | ↑ | | |
| **2** Increase number of certificates and degrees awarded to ICC students | 1 *KBOR data* | AY 2013: 314 AY 2014: 272 AY 2015: 214 **Baseline: 267** | 166 | ↓ | | |
| **3** Increase the retention rate of students who participate in our Student Support Services program | 1 | *AY 2010: 88/194 = 45.4% AY 2011: 100/189 = 52.9% AY 2012: 106/195 = 54.4% **Baseline: 294/578 = 50.9%** | 96/150 = 64.0% | ↑ | | |
| **4** Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program | 2 | AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% **Baseline: 347/678 = 51.2%** | 33/95 = 34.7% | ↓ | | |
| **5** Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course | 1 | AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% **Baseline: 64/83 = 77.1%** | 9/13 = 69.2% | ↓ | | |
| **6** Improve percentage of students who successfully complete (A, B, or C) online courses | 1 | AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% **Baseline: 1,099/1,615 = 68.0%** | 1,221/1,736 = 70.3% | ↑ | | |
| | | *Labeling was corrected on baseline years 7/15/2021. | | | | |

# Independence Community College Performance Report AY 2020

**Indicator 1:   Increase first to second year retention rates of college ready cohort**
*Description:*  Improving our Fall to Fall retention rate is key, as the baseline shows only 38.7% retention of ICC's college ready cohort. ICC's Director of Enrollment and Retention Management and our Academic Navigators work to improve this figure and encourage students not only to return but to graduate with a degree or certificate.

*Result:* At a retention rate of 40.0%, this indicator is up 1.2% from the baseline – an impressive increase considering the unprecedented global challenges students faced during the academic year.

**Indicator 2:   Increase number of certificates and degrees awarded to ICC students**
*Description:*  ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us.  Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step.  Focused training for current faculty and staff who advise in our new Student Information System (SIS) will help ICC increase our emphasis on the benefits of completing a program of study.

*Result:* With 166 degrees and certificates awarded, this indicator is down 101 degrees/certificates from the baseline. This decrease reflects the challenges students faced as courses were forced online during a final semester – Spring 2020.

**Indicator 3:  Increase the retention rate of students who participate in our Student Support Services (SSS) program**
*Description:* The denominator is the total membership in SSS for that academic year.  The numerator is the number of those SSS members who returned for the next fall semester.  Their part-time or full-time status was not taken into account because the grant does not specify enrollment load.  For clarification, for 2010— the denominator (194) is the total membership for SSS for the 2009-2010 school year.  The numerator (88), is the number who returned the next fall (Fall 2010).

*Result:* Retention rate of students who participate in our Student Support Services program was 64.0%, an increase from last year and significantly above the baseline indicator.

**Indicator 4:  Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program**
*Description:*   The denominator is the total number of students in the Follow-Up File provided by the college from KBOR.  These students represent all graduates of ICC's career and technical education certificates and Associate of Applied Science (AAS) programs.  The numerator is the number of students who are working in their related field, and/or continuing their education.

*Result:* ICC's baseline for this indicator is 51%. The indicator for AY20 is 34.7% indicating a decrease in the percentage of students employed in a related field within one year of successfully completing any program. ICC has implemented improved communication strategies with ICC Navigators and students including use of artificial intelligence powered texting to regularly communicate with graduates. In AY2020, COVID-19 also impacted general employment rates.

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

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

| _Fall of_ | A<br>#  Enrolled in Comp Prep | B<br># Successful in Comp Prep | C<br>% Loss from Column A | D<br># of Column B students enrolled in Comp I by end of next AY | E<br>% Loss from Column A | F<br># Successful in Comp I | G<br>Success Rate (Column F/Column D) |
|---|---|---|---|---|---|---|---|
| _2013_ | 75 | 57 | 24% | 42 | 44% | 33 | 79% |
| _2014_ | 40 | 17 | 57% | 12 | 70% | 9 | 75% |
| _2015_ | 33 | 26 | 21% | 19 | 42% | 16 | 84% |
| _2016_ | 28 | 15 | 46% | 11 | 61% | 8 | 73% |
| _2017_ | 12 | 12 | 0% | 5 | 58% | 4 | 80% |
| _2018_ | 32 | 25 | 74% | 14 | 56% | 13 | 93% |
| _2019_ | 29 | 19 | 66% | 13 | 55% | 9 | 69% |

_Result:_ This indicator shows a decrease from the baseline of 77% to 69.2% in completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course. This decrease in indicative of the challenges faced by students during the COVID-19 pandemic and its disproportionate impact on students traditionally enrolled in developmental courses. Students in developmental tracks typically face external challenges at a higher rate than non-developmental students. While we anticipate these students were prepared for English Composition I academically, they could not be prepared for the financial and technological challenges they faced during the pandemic. As a result, a decrease in this indicator occurred.

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

_Description:_  The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

_Result:_ The percentage of students successfully completing online courses was 70.3%. This is above the baseline indicator and continues a trend of overall success in this area.

| **Johnson County Community College Performance Report AY 2020** | | | AY 2020 FTE: 10,500<br>Date: 6/30/2021 | | | |
|---|---|---|---|---|---|---|
| Contact Person:<br>Michael McCloud<br><br>Phone: 913-469-8500 ext. 2527<br>email: mccloud@jccc.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase Student Success: Success rate after three years reported for each cohort | 1<br><br>*KBOR data* | AY 2010: 2,058/4,130 = 49.8%<br>AY 2011: 2,098/4,275 = 49.1%<br>AY 2012: 2,015/4,136 = 48.7%<br>**Baseline: 6,171 /12,541 = 49.2%** | 2,880/5,112 = 56.3% | ↑ | | |
| **2** Increase the Number of Certificates and Degrees Awarded | 1<br><br>*KBOR data* | AY 2013: 2,685<br>AY 2014: 2,934<br>AY 2015: 3,286<br>**Baseline: 2,968** | 3,006 | ↑ | | |
| **3** Increase the Percent of graduates employed or transferred in Kansas one year after graduation | 2<br><br>*KBOR data* | AY 2012: 1,195/2,371 = 50.4%<br>AY 2013: 1,235/2,335 = 52.9%<br>AY 2014: 1,322/2,548 = 51.9%<br>**Baseline: 3,752/7,254 = 51.7%** | 1,508/2,742 = 55.0% | ↑ | | |
| **4** Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population | 1 | Fall 2012 Cohort: 606/1,195 = 50.7%<br>Fall 2013 Cohort: 617/1,128 = 54.7%<br>Fall 2014 Cohort: 667/1,192 = 56.0%<br>**Baseline: 1,890/3,515 = 53.8%** | 590/1,113 = 53.0% | ↓ | | |
| **5** Increase First to second year retention rates of first-time, full-time college ready student population | 1<br><br>*KBOR data* | Fall 2012 Cohort: 304/523 = 58.1%<br>Fall 2013 Cohort: 411/620 = 66.3%<br>Fall 2014 Cohort: 443/663 = 66.8%<br>**Baseline: 1,158/1,806 = 64.1%** | 506/798 = 63.4% | ↓ | | |
| **6** Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students | 1 | Fall 2010 Cohort: 674/1,622 = 41.6%<br>Fall 2011 Cohort: 618/1,467 = 42.1%<br>Fall 2012 Cohort: 547/1,374 = 39.8%<br>**Baseline: 1,839/4,463 = 41.2%** | 738/1,524 = 48.4% | ↑ | | |

# Johnson County Community College Performance Report AY 2020

**Indicator 1: Increase Student Success: Success rate after three years reported for each cohort**
*Description:* The Student Success Index as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year three of each cohort enrolling at Johnson County Community College (JCCC). The Student Success Index includes the following in defining success - all students who were retained or completed a degree or certificate at JCCC, or who completed or were retained at a Kansas or other out of state higher education institution. The success rate is calculated at the end of year three of each cohort and an overall success rate is reported.

*Result:* Student success is an institutional priority and JCCC has implemented a student success model that will provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College continues to work with AccuCampus, a student engagement tool, to help track student participation with campus activities and offices. Data collected from the tool feeds analytics to help provide students with an "Informed Choice" model to make personalized suggestions to individual students to improve the likelihood of success. Better connection with students along their journey has helped to increase outcomes. The College has also been involved in a project with co-sponsored by KU-Edwards Campus, to better facilitate transfer of students within the state system as supported by the Board of Regents. The project strengthens the partnership between JCCC and KU-Edwards improving the transfer options for students.

**Indicator 2: Increase the Number of Certificates & Degrees Awarded**
*Description:* The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours. The socioeconomic benefits of degree and certificate attainment are clear: the awards are a precondition to entering the nation's workforce. Efforts to increase degree/certificate attainment align with an overall effort to increase student success.

*Result:* Indicator 2 shows positive outcome compared to the baseline. In an effort to clear the academic path to many of the credentials we offer, JCCC has worked to streamline course offerings over the past three academic years to avoid duplications of skills and outcomes that might lead to extended time to degree. Additional efforts to support student completions include progress with reverse transfer and auto-graduation. Efforts to increase student success – course completion and retention positively impact the number of awards.

**Indicator 3: Increase the Percent of Graduates Employed or Transferred in Kansas one year after graduation**
*Description:* Percent of students employed or transferred is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation. It is the JCCC career and technical education goal to provide students with the critical skills needed for employment in the local and regional economy. The increased percentage of students employed in the marketplace provides JCCC with a key indicator of program-level success. Pursuing additional higher education opportunities equally increases the success of our graduates and transfer students in today's economy.

*Result:* Indicator 3 remained above the baseline. The Career Development Center continues to increase its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools. Additionally, physical and virtual career fairs are offered throughout the year, working to place students with area employers. This Indicator also benefits from the aforementioned partnership with KU-Edwards campus and will hopefully benefit from a change in board policy, allowing for more broad use of these strategies in transfer to institutions across the state.

**Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population**
*Description:* First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated

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

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

**Indicator 5: Increase First to second year retention rates of first-time, full-time college ready student population**
*Description:* First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term. Retention rates of college ready students align with JCCC's KPI Persistence and Strategic Goal of increasing student success. It is the college's goal to increase the number of students that return in the subsequent semester. Persisting students are more likely to obtain a degree or certificate.

*Result:* Indicator 5 is down slightly when compared to the baseline. As mentioned within indicator 4, Covid-19 impacted overall enrollment including students returning in the fall semester. Non-degree seeking student retention was impacted at a higher rate than our degree-seeking students. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Wait-listing was introduced in 2018, providing assistance to scheduling. As mentioned in Indicator 1, Student Success and Engagement along with Academic Affairs divisions continues to focus on improving the overall student experience with focus on the development of JCCC Pathways for students. JCCC pathways encourages the institution to be more intentional in our efforts to support student success.

**Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students**
*Description:* Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students. The rate includes students who entered in the fall term as a first-time full-time degree seeking student and of those who graduated from JCCC or transferred to another institution within 150% time of their expected degree or certificate completion time. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse.

*Result:* Indicator increased from the baseline. JCCC is optimistic that the work being done through the new Strategic Plan and Key Performance Indicators will continue to have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 2, 4 and 5, and include efforts to increase JCCC's overall graduation rates. Additionally, the increase in articulated courses across Kansas institutions has assisted with a more seamless transfer for students.

| **Kansas City Kansas Community College Performance Report AY 2020** | | | | | | AY 2020 FTE: 3,587<br>Date: 7/15/2021 | |
|---|---|---|---|---|---|---|---|
| Contact Person:<br>Mr. Jerry Pope<br><br>Phone: 913-288-7100<br>email: jpope@kckcc.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Increase the First to Second Year Retention Rate of First-time Full-time College Ready students | 1<br><br>*KBOR data* | Fall 2012 Cohort: 154/327 = 47.1%<br>Fall 2013 Cohort: 167/302 = 55.3%<br>Fall 2014 Cohort: 161/307 = 52.4%<br>**Baseline: 482/936 = 51.5%** | 246/407 = 60.4% | ↑ | | | |
| **2** Increase the Number of Certificates and Degrees Awarded | 1<br><br>*KBOR data* | AY 2013: 1,270<br>AY 2014: 1,217<br>AY 2015: 1,324<br>**Baseline: 1,270** | 1,135 | ↓ | | | |
| **3** Increase the Percent of Students Employed or Transferred | 2<br><br>*KBOR data* | AY 2012: 725/1,365 = 53.1%<br>AY 2013: 694/1,257 = 55.2%<br>AY 2014: 677/1,201 = 56.4%<br>**Baseline: 2,096/3,823 = 54.8%** | 764/1,272 = 60.1% | ↑ | | | |
| **4** Increase the success rate in non-dev courses enrolled by students who were successful in dev courses | 1 | AY 2013: 1,534/2,337 = 65.6%<br>AY 2014: 1,544/2,314 = 66.7%<br>AY 2015: 1,301/1,888 = 68.9%<br>**Baseline: 4,379/6,539 = 67.0%** | 896/1,370 = 65.4% | ↓ | | | |
| **5** Increase the Number of Hispanic Students Enrolled at KCKCC | 1 | AY 2013: 1,295<br>AY 2014: 1,310<br>AY 2015: 1,440<br>**Baseline: 1,348** | 2,095 | ↑ | | | |
| **6** Increase Fall to Spring Retention of Non-College Ready Students | 1 | AY 2013: 833/1,223 = 68.1%<br>AY 2014: 717/1,052 = 68.2%<br>AY 2015: 666/960 = 69.4%<br>**Baseline: 2,216/3,235 = 68.5%** | (191/291) = 65.6% | ↓ | | | |

# Kansas City Kansas Community College Performance Report AY 2020

**Indicator 1:  Increase First to Second Year Retention of First-time, Full-time College Ready Students**
_Description_:  The First to Second Year Retention Rate measures the percentage of the college-ready cohort as reported by KHEDS, and is defined as the first-time, full-time, degree-seeking students who enrolled at KCKCC for two consecutive fall terms and tested into credit-bearing classes during the initial term of enrollment.

_**Result:**_ This is an increase of almost 10% over the baseline from 51.5% to 60.4%. Strategies we have implemented recently include the utilization of a mobile booking application for students to meet with advisors; email campaigns to encourage students to get advised and registered for the next semester; extending options to enroll with an advisor by phone, email, or face-to-face; more consistent assignment of students to advisors; and increased activity for our veterans through Military and Veteran Students Services staff.

**Indicator 2:  Increase the Number of Certificates and Degrees Awarded**
_Description_:  The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these.  The number of awards does not include programs with fewer than 16 credit hours.

_**Result:**_ This is a decline from the baseline of 1,270 to 1,135. Unfortunately, we have not been able to increase the number of certificates and degrees awarded. It should be noted that enrollment has steadily declined since reaching a post-recession high near the beginning of the baseline years. While the absolute number of certificates and degrees awarded has declined, the number of degrees awarded compared to FTE enrollment as a ratio has increased. For example, the average number of credentials for the baseline years was 1,270 and divided by the average FTE for those same years, 4,350, you get 29.2. The current year is 1,135 credentials for 3,587 FTEs, or 31.6. We are instituting more effective advising processes to help increase this number.

**Indicator 3: Increase the Percentage of Students Employed or Transferred**
_Description_:  The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC.

_**Result:**_ We are especially proud of this increase from 54.8% to 60.1%. Intentional items include the hiring of an admissions coordinator to conduct outreach in the local community and establish relationships with businesses to create possible internships/employment opportunities; more targeted career fairs such as the Boutique Hiring Fair where employers interview students at the campus; establishing a Transfer Club for students; improving the college's transfer website so it can be a primary resource for students; publicizing employment opportunities for students through email, TV display, and bulletin boards; college transfer fairs; and the Military and Veteran Student Services staff reaching out to transfer schools and connecting veterans to employers. It should also be noted that prior to April 2020, the unemployment rate in Wyandotte County was at 3.8%, so in general, there were numerous local job opportunities for KCKCC graduates.

**Indicator 4:  Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses**
_**Description:**_  The denominator is the total number of class enrollments or number of grades in the non-developmental classes by the students who successfully completed in MATH0099, READ0092, and ENGL0099 with a grade of C or better. The numerator is the number of grades that are C or better in the non-developmental courses enrolled by the students who completed developmental courses successfully.  The non-developmental courses are MATH-0104, ENGL-

0101, ENGL-0102, PSYC-0101, SPCH-0151, MATH-0105, SOSC-0107, BIOL-0141, PHIL-0206. These are the top nine most frequently taken courses by the students after completing developmental courses.

*Result:* We are disappointed this indicator has decreased from 67% to 65.4%. We have instituted multiple measures in both developmental math and reading/writing placement and have worked to create a corequisite model in developmental writing. This year, the college is pursuing a Title III Strengthening Institutions grant with some objectives around increasing this indicator. If awarded the grant, the college will hire a tutor coordinator to help recruit, manage, and train student tutors for developmental education support. We will also hire consultants from the Accelerated Learning Program from Baltimore County to help the college create a robust corequisite model that will work for KCKCC.

**Indicator 5:  Increase the Number of Hispanic Students Enrolled at KCKCC**
*Description:*  This indicator represents the total number of unduplicated Hispanic students enrolled in an academic year, including both first-time and returning students.  It is related to the strategic goal in KBOR's Foresight 20/20, "Increasing Higher Education Attainment Among Kansans."

*Result:* We are very proud of this dramatic increase from 1,348 to 2,095 at the same time enrollment is declining overall. Intentional acts include the following; (1) providing a Spanish-Speaking college operation for all general questions via phone and chat; (2) each department in Enrollment Management has at least one fluent Spanish-speaking employee; (3) all recruiting and financial aid materials are being converted to Spanish; (4) partnering with the Hispanic Development Fund to host an advising and registration day for Bishop Ward High School, which has a high enrollment of Hispanic students; (5) bilingual staff in the Financial Aid Office assist Spanish-speaking students and parents; and (6) the Registrar's office assisting Hispanic students in completing HB 2145 forms to ensure they are receiving Kansas in-state tuition if qualified, and assisting students with obtaining their SSN or TIN number in the system for 1098T forms.

**Indicator 6:  Increase Fall to Spring Retention of Non-College Ready Students**
*Description:*  Non-college ready students are defined as those testing into one or more developmental classes, regardless of enrollment in said classes; retention is the re-enrollment of students from fall to the consecutive spring semester.

*Result:* We are disappointed this indicator has decreased from 68.5% to 65.6%. Action steps we have taken recently include the following; (1) more intentional advising; (2) increase and streamline the process surrounding and the effectiveness of our early alert system for students in academic jeopardy; (3) applying for a Title III grant as described above; (4) dedicating an employee in the Financial Aid office to work exclusively with monitoring and reaching out to students on financial aid warnings; (5) development of multiple measures to make sure students are appropriately placed in developmental education courses; and (6) the Registrar's office working with students to correct issues that may cause delay in enrollment such as updating a student's full legal name, correcting date of birth, and requesting high school transcripts.

## Labette Community College Performance Report AY 2020

Contact Person:
Jason Sharp

Phone: 620-820-1255
email: jasons@labette.edu

| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase the first to second year retention rates of first- time, full-time college-ready freshmen | 1 *KBOR Data* | Fall 2012 Cohort: 74/131 = 56.5% <br> Fall 2013 Cohort: 67/107 = 62.6% <br> Fall 2014 Cohort: 71/105 = 67.6% <br> **Baseline: 212/343 = 61.8%** | 61/110 = 55.5% | ↓ | | |
| **2** Increase the number of certificates and degrees awarded | 1 *KBOR Data* | AY 2013: 425 <br> AY 2014: 435 <br> AY 2015: 391 <br> **Baseline: 417** | 375 | ↓ | | |
| **3** Increase the percentage of students successfully completing English Composition I | 1 | AY 2014: 302/431 = 70.1% <br> AY 2015: 311/435 = 71.5% <br> AY 2016: 315/439 = 71.8% <br> **Baseline: 928/1,305 = 71.1%** | 330/432 = 76.4% | ↑ | | |
| **4** Increase retention rate of academically unprepared students who participate in our Student Support Services program | 1 | AY 2013: 110/178 = 61.8% <br> AY 2014: 79/126 = 62.7% <br> AY 2015: 132/204 = 64.7% <br> **Baseline: 321/508 = 63.2%** | 129/157 = 82.2% | ↑ | | |
| **5** Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program | 2 | AY 2013: 81/88 = 92.0% <br> AY 2014: 92/104 = 88.5% <br> AY 2015: 76/88 = 86.4% <br> **Baseline: 249/280 = 88.9%** | 68/76 = 89.5% | ↑ | | |
| **6** Increase three-year graduation rates of college ready cohort | 1 *KBOR Data* | Fall 2010 Cohort: 24/105 = 22.9% <br> Fall 2011 Cohort: 30/127 = 23.6% <br> Fall 2012 Cohort: 39/131 = 29.8% <br> **Baseline: 93/363 = 25.6%** | 45/96 = 46.9% | ↑ | | |

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

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

*Result:* We did not show directional improvement for this indicator. LCC's Early Alert Program was fully implemented (AY19), with faculty being able to notify the Vice President of Student Affairs and other staff to address academic concerns early in the semester. We will continue to promote early alert with faculty in an effort to identify those at-risk students early in the semester. We feel the program is successful in allowing us to identify and accommodate students. There were 61 notifications sent in fall and 34 in spring. Additionally, our Student Affair's Office created a strategic enrollment management committee (AY21) that will be focusing on strengthening the retention of students based on data received from the Early Alert Program and other areas.

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

*Description:* This indicator was selected to ensure that we keep our focus on increasing the number of completers. Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

*Result:* We did not show directional improvement for this indicator. Although the number is below our baseline, the number of certificates and degrees awarded only slightly decreased from the previous year (AY19) but remained higher than AY17 and AY18. Further, the ratio of degrees and certificates awarded remains consistent with consideration to Full Time Equivalent (FTE) at the college each year. One trend standing out that we are monitoring, also cited in *The Condition of Education 2020* (National Center for Education Statistics, p.120), is that of recent high school completers, 44% immediately enroll in 4-year institutions and 26% immediately enroll in 2-year level institutions. Additionally, a decline in the number of students (size of class) in 5-8th grade compared to the number of students (size of class) in high school and over all county/city population in our areas are declining. Labette will continue to seek out strategies for students to become completers at the institution while looking at enrollment equivalencies.

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

*Description:* We chose this indicator because it allows us to focus on LCC student improvement in writing. Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

*Result:* Directional improvement from the baseline was demonstrated. English faculty and administration continued to collaborate on different strategies to increase student success in English Comp I courses. The Accelerated Learning Program (ALP) was first established in Fall of 2018 with a pilot and now has been fully developed and offered. ALP is having a positive effect as the students successfully completing percentage has increased for AY20 compared to prior years. The developmental course is taken simultaneously, as a co-requisite, with the English Comp I. Starting Fall 2021, LCC is piloting an English Comp I with review course. This should eliminate scheduling conflicts and co-requisite concerns that we experienced with the ALP process. ALP is also being offered during this English Comp I with Review pilot. LCC mentors our concurrent English instructors to have a consistent process for all students in English courses. Students did more of their writing in the computer labs during class time so instructors could guide and inform students during the writing process instead of instructors just critiquing the products of student writing.

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

*Description:* The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades

in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.

_Result:_ Directional improvement from the baseline was demonstrated. Through the application of intensive, intrusive advising services, Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. The Student Support Services work diligently with students to prepare and provide interventions for academic success. They continue to stay abreast regarding trends, changes, and other factors that will improve student success.

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

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

_Result:_ Directional improvement from the baseline was demonstrated. LCC Health Career Programs continue to fill workforce needs and many students continue their education in the field. This is demonstrated by great collaboration and support of health care & educational providers in our area. Our programs work with advisory committees that provide additional support to our students both in the classroom and upon graduation.

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

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

_Result:_ Directional improvement from the baseline was demonstrated. The Retention Committee is developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, as mentioned in Indicator 1 our Student Affair's Office developed a strategic enrollment committee and is working towards completing an enrollment management plan which will help increase three-year graduation rates for the college ready cohort.

| **Neosho County Community College Performance Report AY 2020** | | | **AY 2020 FTE: 1,161**<br>**Date: 6/2/2021** | | | |
|---|---|---|---|---|---|---|
| Contact Person:<br>Sarah Robb | | | **Reporting AY 2020<br>(SU19, FA19, SP20)** | | **Reporting AY 2021<br>(SU20, FA20, SP21)** | |
| Phone: 620-432-0302<br>email:  Sarah_Robb@neosho.edu | **Foresight Goal** | **3 yr. History** | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Three-year graduation rates of college ready cohort | 1<br><br>*KBOR data* | Fall 2010 Cohort: 53/178 = 29.8%<br>Fall 2011 Cohort: 19/104 = 18.3%<br>Fall 2012 Cohort: 67/192 = 34.9%<br>**Baseline: 139/474 = 29.3%** | 77/202 =<br>38.1% | ↑ | | |
| **2** Increase student performance on assessment of student learning for analytical thinking | 2 | AY 2013: 317/404 = 78.5%<br>AY 2014: 279/347 = 80.4%<br>AY 2015: 287/368 = 78.0%<br>**Baseline: 883/1,119 = 78.9%** | 286/362 =<br>79.0% | ↑ | | |
| **3** Increase pass rate of third-party credentials and WorkKeys (if applicable) | 2 | AY 2013: 619/642 = 96.4%<br>AY 2014: 554/573 = 96.7%<br>AY 2015: 361/384 = 94.0%<br>**Baseline: 1,534/1,599 = 95.9%** | 1,052/1,071 =<br>98.2% | ↑ | | |
| **4** Strengthen student performance in developmental writing | 1 | AY 2013: 112/156 = 71.8%<br>AY 2014: 119/147 = 81.0%<br>AY 2015: 103/131 = 78.6%<br>**Baseline: 334/434 = 77.0%** | 95/116 =<br>81.9% | ↑ | | |
| **5** Strengthen student performance in college level English after completing developmental writing | 1 | AY 2013: 71/112 = 63.4%<br>AY 2014: 53/88 = 60.2%<br>AY 2015: 113/139 = 81.3%<br>**Baseline: 237/339 = 69.9%** | 76/96 =<br>79.2% | ↑ | | |
| **6** Increase student success with system wide transfer core outcomes through assessment of student learning process | 1 | AY 2013: 1,629/21 = 77.6%<br>AY 2014: 1,628/21 = 77.5%<br>AY 2015: 1,657/21 = 78.9%<br>**Baseline: 4,914/63 = 78.0%** | 1,732/21 =<br>82.5% | ↑ | | |

# Neosho County Community College Performance Report AY 2020

**Indicator 1:   Three-year graduation rates of college ready cohort**
*Description:*   NCCC will increase the three-year graduation rate of college-ready students using cohort data compared to the 3-year baseline.  This indicator includes cohorts of students who enrolled as first-time, full-time, degree-seeking students who were not enrolled in any developmental courses in the initial year.  NCCC strives to provide excellent advising and guidance for students to work toward completion, therefore a focus on increasing this rate will challenge us to ensure appropriate completion pathways are made clear to our students.

*Result:* The AY 2020 data demonstrates that NCCC exceeded the goal established for this baseline.  In the last two years, the Director of The Learning Center at NCCC has established weekly or biweekly update emails sent to all advisors that include relevant information such as changes in class schedules, opportunities for trainings, and deadline reminders for graduates.  This simple activity has positively affected our success in this goal.

**Indicator 2:  Increase student performance on assessment of student learning for analytical thinking**
*Description:*   NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. In AY 2013, 38 course outcomes were used to assess analytical thinking, and due to changes in outcomes due to the Kansas Core Outcome processes, in AY 2014 and 2015, 39 course outcomes were used.  An average of 5,642 (duplicated) students were enrolled in these courses throughout this time period, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor reported assessment score. Outcome data from all sections of each course per academic year are used. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports.  NCCC will strive to sustain and increase student performance with analytical thinking.

*Result:* During the previous three years, NCCC had failed to meet the baseline established for this goal, so we are so proud to be able to provide this data that results in an arrow pointing up!  The baseline was exceeded for AY 2020.  Last year, we reported the addition of two new positions at the college to increase instructional and assessment support.  These two new staff members have been integral in guiding faculty members toward mechanisms to improve student success related to analytical thinking.

**Indicator 3:    Increase pass rate of third-party credentials and WorkKeys (if applicable)**
*Description:*   NCCC will increase the pass rate of students in 10 CTE programs of study which require third party technical credentials, or in achieving at least the bronze level of the WorkKeys Career Readiness Assessment for programs without required external credential. The programs involved include Surgical Technology, Occupational Therapy Assistant (OTA), Certified Nurse Aide, Medication Aide, HVAC, Welding, Health Information Technology, Healthcare Coding, Medical Assistant, and Phlebotomy.  The baseline data has been developed from the pass rate of CTE program reports for AY 13, AY 14 and AY 15. In this case, the numerator is the number of tests passed and the denominator is the total reported number of tests taken.

*Result:* NCCC has performed above the baseline for this goal for AY 2020.  There has been some faculty turnover is some of these CTE programs; however, the staff in Workforce Development maintain a commitment to ensure these opportunities are provided to students.  There is a strong, coordinated effort in this area to encourage the completion of third-party credentials and to appropriately document the results.

**Indicator 4:    Strengthen student performance in developmental writing**
*Description:*   NCCC will increase student academic success in developmental writing. With fluctuating enrollment trends, a continuation of this indicator is necessary to build a data set more appropriate to analyze and respond to the results.  Successful completion of the Pre-Composition (ENGL 100) course must be emphasized.  NCCC will seek to increase student success from baseline data of the pre-composition historical data (AY 13-15).  The percentage reported is based on the number of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

*Result:* The baseline for this goal was surpassed in AY 2020. NCCC has worked hard to update and implement an appropriate placement policy to ensure that the right students are placed into this course.  Pre-Composition at NCCC is taught both in full semester, sixteen-week sections and in half semester, eight-week sections.  In the latter option, students transition to college level English in the second eight weeks.  Our strong, consistent faculty member teaching these courses over the last several years has now retired, so moving forward we are dedicated to ensure that our new faculty member is just as committed to student success.


**Indicator 5:  Strengthen student performance in college level English after completing developmental writing**
*Description:*   NCCC will increase student academic success in Composition I after students have successfully completed development writing. As mentioned with Indicator 4, due to fluctuating enrollment trends, a continuation of this indicator is necessary to analyze and respond to the results.  Continued analysis will help to determine causation and support continued improvement in this pathway.  This data is based on students earning a C grade or higher in Composition I (ENGL 101) after successfully completing Pre-Composition (ENGL 100).  The percentage reported is based on the number of successful Pre-Comp completers who achieved a grade of A, B, or C in Composition I (numerator) out of the total number of successful Pre-Comp completers enrolled in Composition I (denominator).

*Result:* We are pleased to report another goal exceeding the baseline associated with developmental education at NCCC.  The appropriate placement policy and the strong foundation that students receive in Pre-Composition sets them up for success in this college level coursework.


**Indicator 6:    Increase student success with system wide transfer core outcomes through assessment of student learning process**
*Description:*   NCCC will increase the student success rate of assessed student learning related to the Kansas transfer core outcomes. The courses used for this indicator are not the only courses offered at NCCC that are part of the seamless transfer system, however these were among the first courses involved.  To remain consistent, we propose to continue the use of these 17 lecture and 4 lab courses.  An average of 3,910 (duplicated) NCCC students were enrolled in these courses per academic year and their performance on the core outcomes are assessed per academic term by their instructors as part of the institutional assessment process. To obtain the percentage reported, the numerator is the total of all of the average scores for all of the 21 courses, and the denominator is the total number of courses involved.

*Result:* The baseline for this goal was exceeded for AY 2020, again suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions.  The course learning outcomes represent the core of our educational process.  The faculty members at NCCC are committed to documenting continuous improvement associated with each of these learning outcomes.

| Pratt Community College Performance Report AY 2020 | | | | AY 2020 FTE: 867 Date: 6/22/2021 | | | |
|---|---|---|---|---|---|---|---|
| Contact Person: Monette DePew | | | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | | |
| Phone: 620-450-2175 email: monetted@prattcc.edu | Foresight Goal | 3 yr. History | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| 1. Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort | 1 *KBOR data* | Fall 2010 Cohort: 112/291 = 38.5% Fall 2011 Cohort: 89/243 = 36.6% Fall 2012 Cohort: 60/231 = 26.0% **Baseline: 261/765 = 34.1%** | 110/287 = 38.3% | ↑ | | | |
| 2. Increase percentage of students employed or transferred | 2 *KBOR data* | AY 2012 Cohort: 321/481 = 66.7% AY 2013 Cohort: 288/528 = 54.5% AY 2014 Cohort: 263/436 = 60.3% **Baseline: 872/1,445 = 60.3%** | 192/313 = 61.3% | ↑ | | | |
| 3. Increase the wages of students hired | 2 *KBOR data* | AY 2012: $32,087 AY 2013: $31,281 AY 2014: $34,131 **Baseline: $32,500** | $31,719 | ↓ | | | |
| 4. Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math) | 1 | Fall 2012 Cohort: 106/141 = 75.2% Fall 2013 Cohort: 110/139 = 79.1% Fall 2014 Cohort: 142/181 = 78.5% **Baseline:358/461 = 77.7%** | 93/115 80.9% | ↑ | | | |
| 5. Increase completer success rate in developmental math, reading, and writing courses | 1 | Fall 2016: 223/286 = 78.0% Fall 2017: 213/257 = 82.9% Fall 2018: 160/214 = 74.8% **Baseline: 596/757 = 78.7%** | 118/182 64.8% | ↓ | | | |
| 6. Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better | 1 | AY 2017: 46/56 = 82.1% AY 2018: 45/58 = 77.6% AY 2019: 47/59 = 79.7% **Baseline: 138/173 = 79.8%** | 23/46 50.0% | ↓ | | | |

**Indicator 1: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort**
*Description:*  The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree.

*Result:* Pratt Community College (PCC) experienced an increase in the three-year graduation rate for first time, full-time degree seeking cohort.  This increase was impacted by a higher number of our student athletes and liberal arts majors graduating.  Additionally, some of the measures outlined below in Indicator 2 very likely contributed to the increase in the three-year graduation rate.

**Indicator 2: Increase percentage of students employed or transferred**
*Description:*  Using data provided by KBOR, this represents the percent of PCC students employed in Kansas or transferred to another Kansas public system institution within one year of completion from PCC.

*Result:* Pratt Community College experienced gains in both those who seek employment and those who seek transfer to university programs.  The gains made in employment and transfer are indicative of a college-wide effort to sustain more effective communication with our students, faculty, university and employer contacts, student success team, faculty, and staff advisors.

**Indicator 3:  Increase the wages of students hired**
*Description:*    These data are provided by KBOR.  The wage of students includes the number of graduates who remain in Kansas to work.  Their average wage is calculated using annualized fourth quarter wages of the calendar year.

*Result:* Overall wages decreased slightly compared to the baseline; however, this decrease is not significant and has little impact on the student's ability to earn a living wage.   This slight reduction in real wages may be due in part to students accepting employment outside the state of Kansas. Also impacting this decrease is that baseline data covers AY2012- AY2014 while our currently reported data is AY2019.  During AY2012-AY2014, Pratt Community College nursing enrollment averaged 140 Associate in Science Degree, Nursing (ADN) graduates.  PCC graduated 24 ADN graduates in AY2019.  This large volume decrease of graduates in a high wage program contributed to the overall wage decrease.  That said, Electrical Power Technology graduates have increased some during the same time frame, which has likely helped stabilize the average.

**Indicator 4:  Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)**
*Description:* These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term. Pratt CC emphasizes student academic support through our Student Success Center.  Instructional support is made available to students in developmental courses, and it is Pratt CC's intent to increase the retention rate of students who are enrolled in developmental courses during their fall semester.

*Result:* Overall fall to spring retention rates for students enrolled in developmental course work showed a modest increase.  Transfer students comprise the majority of this cohort.  Liberal Arts majors posted a higher retention rate than the prior year, which contributed to an increase.  PCC has made a concentrated effort to provide students with various instructor and class time options in order to meet student scheduling needs.  In addition, some developmental classes offer a

concentrated, short-term option.  We believe in some situations, that a shorter, more intense course option will build instructor/student rapport more quickly and will help students move through developmental courses more quickly while still gaining the skills and knowledge necessary for success in college-level courses.  This option will be reviewed annually to determine its level of success and to determine if this approach should be expanded.

**Indicator 5:  Increase developmental course completer success rates**
*Description:*  These data are self-reported.  Completer success rate for developmental courses (English, Math, and Reading) is defined as the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, or F).  The completer success rate is the percentage obtained when the total number of successful completers is divided by the total number of completers.

*Result:* Pratt Community College has experienced a decrease in the success rate of students enrolled in developmental reading, writing, and math.  The decreases in success for math have been more substantial with on campus Beginning Algebra being the main factor driving the data.  In spite of the various formats of developmental education courses mentioned in Indicator 4, increasing student success in developmental classes, especially math, remains a challenge.  Professional development opportunities for developmental instructors are being identified in order to build additional teaching strategies.  Mentoring of instructors new to teaching developmental education is being intensified.  Faculty will also be asked to be more intrusive in advising students to utilize the tutoring center, academic and/or personal counselors, financial aid, and other services for assistance.  Students sometimes lose their academic focus due to situations outside of the classroom.  One goal to increase student success is to decrease student stressors and distractions whenever possible.

**Indicator 6:  Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better**
*Description:*
These data are self-reported.  The data represent Pratt campus students who successfully complete both ENG 176 and ENG 177 in one academic year.  That number is divided by the number of students attempting both courses within that same time frame.  Success is measured by a grade of A, B, or C.
*Result:*  In AY2020, of the students who completed both Composition I and Composition II in one academic year, 24% earned a D or an F in Composition II as compared to only 8% in AY2019.  Given that AY2020 ended with a transition to pandemic protocols and an abrupt end to face-to- face learning and after discussion with instructors, it is believed that the transition to a virtual learning format contributed to the indicator's downward movement.  At the time of the transition, most Composition II instructors had not yet discussed or assigned the research component of the course.  Typically, even when face-to-face, many students find the research assignment more challenging than the other assignments.  In AY2020, students in the virtual learning environment found the research assignment an even larger challenge in spite of instructors' efforts to be available outside of class time (Zoom, Teams, email attempts, etc.) for additional assistance.

| Seward County Community College Performance Report AY 2020 | | | | | AY 2020 FTE: 1,171<br>Date: 8/2/2021 | | |
|---|---|---|---|---|---|---|---|
| Contact Person:<br>Luke Dowell<br><br>Phone: 620-417-1012<br>email: joe.mccann@sccc.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Increase the number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 450<br>AY 2014: 488<br>AY 2015: 484<br>**Baseline: 474** | 519 | ↑ | | | |
| **2** Increase success rates of students in College Algebra | 2 | Fall 2013: 166/220 = 75.5%<br>Fall 2014: 189/232 = 81.5%<br>Fall 2015: 170/215 = 79.1%<br>**Baseline: 525/667 = 78.7%** | 177/252 = 70.2% | ↓ | | | |
| **3** Increase the three-year graduation rate of the college ready cohort | 1<br><br>*KBOR data* | Fall 2010 Cohort: 75/149 = 50.3%<br>Fall 2011 Cohort: 101/204 = 49.5%<br>Fall 2012 Cohort: 97/196 = 49.5%<br>**Baseline: 273/549 = 49.7%** | 50/140 = 35.7% | ↓ | | | |
| **4** Increase the success rate of developmental writing students in English Composition I | 1 | Fall 2012 Cohort: 23/35 = 65.7%<br>Fall 2013 Cohort: 24/36 = 66.7%<br>Fall 2014 Cohort: 39/59 = 66.1%<br>**Baseline: 86/130 = 66.2%** | 28/43 = 65.1% | ↓ | | | |
| **5** Increase the first to second year retention rate for college ready cohort | 1<br><br>*KBOR data* | Fall 2012 Cohort: 122/191 = 63.9%<br>Fall 2013 Cohort: 102/159 = 64.2%<br>Fall 2014 Cohort: 115/196 = 58.7%<br>**Baseline: 339/546 = 62.1%** | 104/171 = 60.8% | ↓ | | | |
| **6** Increase the percentage of first-time, full-time students completing 24 credit hours in their first year | 1 | Fall 2012 Cohort: 144/360 = 40.0%<br>Fall 2013 Cohort: 213/310 = 68.7%<br>Fall 2014 Cohort: 238/349 = 68.2%<br>**Baseline: 595/1,019 = 58.4%** | 226/356 = 63.5% | ↑ | | | |

**Indicator 1:  Increase the number of certificates and degrees awarded**
_Description:_  The data for this indicator is provided by the Kansas Higher Education Data System.

_Result:_ AY2020 awarded 519 awards or 45 more awards than baseline, and 6 more than AY2019.

**Indicator 2:   Increase the success rate of students in College Algebra**
_Description:_  This indicator uses data from the National Community College Benchmark Project.  It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. The denominator represents all students taking college algebra in the fall semester, while the numerator represents students successfully completing the course with a grade of A, B, or C.

_Result:_ Fall 2019 College Algebra success was 70.2%, down 8.5 percentage points from baseline results. The college has had difficulty staffing the math tutoring center with qualified on campus math tutors. In addition, our online tutoring services, offered in our Learning Management System (LMS) courses, are underused. By fall 2021 we will have the tutoring center reopened, along with full-time staffing in the center. SCCC will also promote online tutoring services to increase use. In addition, qualified concurrent math instructors have declined due to credential requirements. High school concurrent students who take college algebra during high school hours (concurrently) attend five days a week, which provides more contact time than in a traditional college algebra course. As many high school students now take courses at the college in a traditional college setting (3 seat hours per week for a semester), we have witnessed a steady decline in high school student success, with only some minor anomalies that impact year-to-year results. SCCC is working to improve the corequisite "PLUS" course, which is offered to students who place one level below college algebra. This corequisite course provides additional learning resources to assist students in successful completion of college algebra and provides additional seat time that clearly benefits students.

**Indicator 3:  Increase the three-year graduation rate of the college ready cohort**
_Description:_ The data for this indicator is provided by the Kansas Higher Education Data System.
1. All first-time, full-time degree or certificate seeking students entering the fall semester.
2. Full-time is defined as 12 or more credit hours for the fall semester.
3. College ready is defined as students not requiring any developmental education courses.

_Result:_ Fall 2017, first-time, full-time degree or certificate seeking students who had no developmental courses had a graduation rate of 35.7%, which was 14 percentage points below the baseline, five students did not complete until after AY2020 reporting cutoff date. Several students were not awarded a degree though it appears they should have been awarded. Some students stopped out entirely, and no further contact occurred. Research indicates a need for SCCC to review declared majors for these cohorts at the student record level to better monitor retention and graduation. SCCC's Enrollment Management Committee will draft a plan doing so in fall 2021.

**Indicator 4:  Increase the success rate of developmental writing students in English Composition I**
_Description:_  This indicator uses data from SCCC's student information system (SIS Banner).  It allows us to compare success rates between developmental students in our new pilot program (English Composition I PLUS), other developmental students, and college ready students.  This indicator focuses on student success in their first college level writing course after or DURING completion of a developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year of successfully completing developmental writing. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

*Result:* English Comp I success rates for fall 2019 new freshmen was 65.1%, a decline of 1 percentage point below baseline. The largest impact on performance for AY2020 was due to higher-than-normal English Comp I withdraw rates in spring 2020. These withdraws were due to COVID-19. SCCC offers a prerequisite developmental level for English Comp I, and since fall 2018, a corequisite developmental course. The baseline was not met due to prerequisite developmental students who dropped English Comp I in spring 2020. Students who took the corequisite course with English Comp I in spring 2020 did not withdraw at all.

**Indicator 5:  Increase the first to second year retention rate for college ready cohort**
*Description:*  This indicator uses retention data from KHEDS and focuses on the first year to second year retention rate of the college ready cohort of students. The denominator represents all degree or certificate seeking students not requiring developmental education for the program of enrollment (e.g. students enrolled in Welding Technology certificate program) or placing into college-level courses (e.g. transfer track student). The numerator indicates students retained from fall to fall.

*Result:* First to second year retention rates for college ready students declined by 1.3 percentage points from the baseline. The data reflects students who enrolled in fall 2018 as first-time, full-time college ready students, and completed or returned in fall 2019. Seward's Retention Committee discovered our declines in fall-to-fall retention rates were due primarily to two issues: financial concerns and communication. Over the last two years, Seward has improved some financial aid inefficiencies and expanded our communication strategies to address these two concerns. SCCC enrollment management's student pathways enhancements include: a web page for student exploration of majors and career; TRIO, student success, and admissions staff training on majors and careers; and facilitation of Industrial Technology student self-enrollment and student tracking of their progress on their individual pathway to program completion. Some activities are in various pilot stages, while others were fully implemented in fall 2020.

**Indicator 6:  Increase the percentage of first-time, full-time students completing 24 credit hours in their first year of college**
*Description:*  This indicator focuses on increasing the percentage of full-time entering freshman completing 24 or more credit hours in their first year of college. The data used to calculate this indicator are provided by KHEDS.
1) All first-time, full-time degree or certificate seeking students entering in the fall semester.
2) Full-time is defined as 12 or more credit hours for the fall semester.
3) Credit hour accumulation in first year is the number of full-time students who earned 24 credit hours in the fall, spring, and summer terms combined.
4) The indicator is calculated by taking the total from (3) and dividing by the total from (1).

*Result:* Percentage of Fall 2019 full-time students completing 24 credit hours in their first year increased 5.1 percentage points over baseline. English composition, reading intensive course, and math placement have been enhanced for the '20-'21 enrolment cycle by establishing high school course grade standards in addition to Accuplacer and ACT placement standards.  This is meant to start students off in courses that decrease their time to certificate or degree completion by increasing completion of program and general education courses that count towards goal completion.

# Flint Hills Technical College Performance Report AY 2020

Contact Person:
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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of college ready cohort | 1<br><br>*KBOR data* | Fall 2012 Cohort: 77/125 = 61.6%<br>Fall 2013 Cohort: 113/143 = 79.0%<br>Fall 2014 Cohort: 65/91 = 71.4%<br>**Baseline: 255/359 = 71.0%** | 86/121 =<br><br>71.1% | ↑ | | |
| **2** Increase the number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 446<br>AY 2014: 557<br>AY 2015: 460<br>**Baseline: 488** | 403 | ↓ | | |
| **3** Increase the wages of students hired | 2<br><br>*KBOR data* | AY 2012: $26,128<br>AY 2013: $25,006<br>AY 2014: $29,370<br>**Baseline: $26,835** | $39,070 | ↑ | | |
| **4** Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree | 1 | AY 2016: 23/38 = 60.5%<br>AY 2017: 25/45 = 55.6%<br>AY 2018: 23/40 = 57.5%<br>**Baseline: 71/123 = 57.7%** | 25/37 =<br><br>67.6% | ↑ | | |
| **5** Increase the number of high school students completing a course with a grade of C or better | 2 | AY 2013: 225<br>AY 2014: 272<br>AY 2015: 343<br>**Baseline: 280** | 1313 | ↑ | | |
| **6** Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree | 1 | AY 2013: 133/204 = 65.2%<br>AY 2014: 152/221 = 68.8%<br>AY 2015: 148/244 = 60.7%<br>**Baseline: 433/669 = 64.7%** | 172/240 =<br><br>71.7% | ↑ | | |

# Flint Hills Technical College Performance Report AY 2020

**Indicator 1: Increase first to second year retention rates of college ready cohort**
*Description:* Retention is critical to the success of students and the programs of study at FHTC. FHTC faculty and staff have implemented several strategies including an early intervention plan for faculty to assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and an orientation course covering a variety of methods for college success. The Academic Advisor/Counselor assists students with degree planning, career and personal counseling.

*Result:* **Maintained the baseline**
Flint Hills Technical College is continuing to improve advising and resources for students in an effort to retain students from 1st to 2nd year and semester to semester. A new advising module will be added soon to the enrollment management system. This module will provide faculty real-time access for grades, attendance and communication with students. Students will be able to quickly access their degree plans, grades, attendance and easily communicate with faculty.

**Indicator 2: Increase the number of certificates and degrees awarded**
*Description:* Although high school enrollment, especially students enrolling for dual credit has increased, FHTC has had a decline in post-secondary enrollment over the past three years. This is in large part due to the low unemployment rate and the fact that many adults are employed and are not in need of training or re-training. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded.

*Result:* **Decrease from the baseline**
Although FHTC has remained flat or had a slight increase in enrollment over the last several years, the College is still challenged with increasing post-secondary enrollment. High school enrollment, especially students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased. Conversely, post-secondary enrollment of certificate or degree seeking students has declined. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement the orientation and early intervention strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded. FHTC continues to recruit at workforce centers across the state and utilize social media and other forms of advertisement to increase post-secondary enrollment.

**Indicator 3: Increase the wages of students hired**
*Description:* Many FHTC graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. Some FHTC graduates, especially in power plant technology, industrial engineering technology, welding technology and dental hygiene, can earn $40,000 - $60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit. FHTC faculty meet regularly with their program advisory committees comprised of business and industry representatives in the program field of study, which helps the employers stay connected with the College and creates opportunities for internships and referral of graduates.

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

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

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

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

**Indicator 5:  Increase the number of high school students completing a course with a grade of C or better**
_Description:_  FHTC offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The College continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit. FHTC has also increased the opportunity for students to take hybrid and online courses at their high schools and earn either technical education program credit or general education credit. Continuing to increase offerings at the high schools is challenging as FHTC ensures compliance with the Higher Learning Commission faculty credential requirement.

_Result:_ **Increase from the baseline**
The Excel in CTE funding, along with the addition of FHTC scholarships for high school students pursuing a technical certificate or AAS degree, has increased enrollment in technical education courses at the College. FHTC will continue to work closely with school districts to maintain and increase articulation agreements.

**Indicator 6:  Increase the number of Hispanic students who complete a short-term certificate, technical certificate or AAS degree**
_Description:_  The Hispanic population at FHTC has continued to increase throughout the last several years. In many cases, Hispanic students are coming to FHTC with a GED and/or some level of a language barrier, are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. The number of Hispanic students completing a certificate, technical certificate or AAS degree each academic year were counted and divided by the total number of Hispanic students enrolled during each academic year in a certificate, technical certificate or AAS course or program. The total number completing was divided by the total number of Hispanic students over the three years to determine an average and baseline.

_Result:_ **Increase from the baseline**
In addition to completion of technical certificates and AAS degrees in the college's 19 programs of study Hispanic students are also receiving certifications in Certified Medication Aide, Home Health Aide, Certified Nurse Aide, OSHA, and First Aid/CPR. The college attributes this success to bilingual staff in Student Services and advising along with the strong relationship with the Adult Education Center. The college has also added a Hispanic American Leadership Organization (HALO) which meets monthly, promotes Hispanic cultural awareness and emphasizes service and empowerment of students.

## Manhattan Area Technical College Performance Report AY 2020

Contact Person:
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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase the number of certificates and degrees awarded | 1 *KBOR data* | AY 2013: 400 AY 2014: 365 AY 2015: 396 **Baseline: 387** | 345 | ↓ | | |
| **2** Upon completion of their programs, increase the percent of students employed or transferred | 2 *KBOR data* | AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% **Baseline: 787/1,162 = 67.7%** | 210/314 = 66.9% | ↓ | | |
| **3** Upon completion of their programs, increase the number of industry credentials earned by students | 2 | AY 2013: 302 AY 2014: 341 AY 2015: 405 **Baseline: 349** | 656 | ↑ | | |
| **4** Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course | 1 | AY2016:  27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% **Baseline: 128/186 = 68.8%** | 33/39 = 84.6% | ↑ | | |
| **5** Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs | 2 | AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% **Baseline: 77.2%** | 77.4% (n=525) | ↑ | | |
| **6** Increase the percent of students who complete their certificate or degree within two years or are retained at MATC | 1 | AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64% | AY 2016 57.9 + 9.8 = 67.7% | ↑ | | |

# Manhattan Area Technical College Performance Report AY 2020

**Indicator 1: Increase the number of certificates and degrees awarded**
*Description:*  In order to increase completion rates, MATC has implemented a variety of initiatives that should result in more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded.  First, as will be expanded on under Indicator 4, modifications have been made to improve pass rates of English and Math courses that fulfill the general education requirements.  Second, we have a computer program (Starfish) that serves as an early alert system for at-risk students. This allows for proactive responses that facilitate early interventions before the problem(s) escalate to a point that irreparable damage has been done and the student drops out of school.  Finally, information gained from the administration of a Student Satisfaction/College Community Survey provides data about the facets of the College that students feel are most important.

*Result:* As a result of the pandemic that affected the world in 2019 and continues today, our completion rates for students in AY2020 were below the target baseline. While the college has made strides in academic resources to assist in retention of students towards completion of a certificate or degree, the unfortunate nature of the pandemic affected many in meeting their educational goals.

**Indicator 2:  Upon completion of their programs, increase percent students employed or transferred**
*Description:*  Consistent with Foresight 2020 Goal 2 and MATC's slogan of "Providing HIRE Education," MATC wants students to be successful after completion of their desired certificate/degree.  We have engaged in several initiatives to facilitate employment after graduating including: Program Advisory Committees, Occupational Work Experiences (OWE), clinical rotations or internships, and hosting an institution-wide job fair in conjunction with KansasWorks.  Initiatives to facilitate student transfers include developing articulation agreements in addition to the statewide agreements facilitated by KBOR and participation in the National Student Clearinghouse (NSC).

*Result:* While we are just below our baseline, we saw a flux in students being able to obtain and/or maintain employment during the pandemic. With so many companies laying individuals off, even trained students struggled to find a job. Additionally, MATC is continuously reviewing our process in how we can more effectively obtain follow-up data that greatly affects us meeting this benchmark.

**Indicator 3:  Upon completion of their programs, increase the number of industry credentials earned by students**
*Description:*  Possession of an industry credential greatly enhances the likelihood that graduates will be hired for a job related to their program of study.  Currently, a significant majority of programs 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.

*Result:* With the increased number of students that can take welding going to 50, the addition of EMT, and identifying additional certifications that students can earn in current and potential programs, along with continued improved processes of capturing credentials earned by students, the college has seen a considerable increase in available credentials earned by students from last year's reporting of 368 to 656 this year. With the college's team based approach of bringing pertinent individuals together to form our Data Team to review processes and identify means of effectiveness in capturing this information and the potential increased enrollment amongst programs the college's goal to increase credential earned is on track.

**Indicator 4:  Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course**

*Description:*  Completion of general education requirements, including Math and/or English, is one of the main obstacles for students to finish their Certificate or AAS Degree.  Students who test into developmental English (ACT Reading < 18, ACCUPLACER Sentence Skills < 69, or ACCUPLACER NG Writing < 255) must enroll in a 1-credit hour companion course Composition Workshop (COM-101) when they register for Technical Writing (COM-110) or English Composition (COM-105).  Students who test into developmental math (ACT< 16, ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71, ACCUPLACER NG Arithmetic < 72) must take a math course with an additional review or recitation.

*Result:* With the current structure of students who test into developmental Math having to attend scheduled recitation while they take college level math and those who test into developmental English being enrolled in a companion writing course concurrently with college level composition, and additionally with the tutoring and online resources through the college's Teaching and Learning Center, student success in those courses has exceeded our baseline by over 15%. With this notable success we have expanded this structure into students struggling in science courses and into the adult education program also available on campus.


**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.  The MATC Assessment Committee developed core abilities rubrics for oral communication, written communication, critical thinking/problem solving, and quantitative literacy.  These assessments are administered systematically across the institution and the data are individually and collectively analyzed to assess these general education objectives.

*Result:* While we met our baseline, AY2020 was the second year of completing the new assessment process measuring MATC Core Abilities and completion of the full cycle of measuring all four core abilities. Our goal is to improve upon this process and our current results as we continue to obtain measurable data with hopes of the Assessment Committee being able to implement professional development opportunities for faculty towards improving the teaching effectiveness of these core workplace skills.


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

*Description:*  Since receiving full accreditation from the Higher Learning Commissions in 2010, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings.  The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention and this is reflected in other indicators.  Other measures have been undertaken to ensure students complete their degree in the stated time frame, including the use of increased support structures such as peer tutoring, additional content review, and recitation in place of remedial course placement.  All of these initiatives combined should lead to an increase in students who complete their certificate or degree within two years or are retained at MATC.

*Result:* While the college exceeded the baseline of students completing their certificate or degree within two years or were retained, the goal of the institution is to continue to work with area high schools to provide career pathways that allow students to start college courses in high school and potentially earn a certificate while in high school and/or continue after high school towards completion and potentially earn an Associates of Applied Science degree. Additionally, while the pandemic probably slowed student progress towards completion, the additional technological capabilities that the institution implemented during that time with Zoom and Canvas has allowed for flexibility for students to overcome barriers and continue their studies. It is the goal of MATC to increase the percentage of students each year towards earning a certificate and/or AAS.

## North Central Kansas Technical College Performance Report AY 2020

AY 2020 FTE: 633
Date: 7/29/2021

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| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase the first to second year retention rates of the college-ready cohort | 1 *KBOR Data* | Fall 2012 Cohort: 120/169 = 71.0%<br>Fall 2013 Cohort: 129/173 = 74.6%<br>Fall 2014 Cohort: 123/164 = 75.0%<br>**Baseline: 372/506 = 73.5%** | 76/101 = 75.2% | ↑ | | |
| **2** Increase the graduation rate of the college-ready cohort | 1 *KBOR Data* | Fall 2010 Cohort: 107/169 = 63.3%<br>Fall 2011 Cohort: 112/171 = 65.5%<br>Fall 2012 Cohort: 109/169 = 64.5%<br>**Baseline: 328/509 = 64.4%** | 96/137 = 70.1% | ↑ | | |
| **3** Increase the number of third party credentials awarded to students | 2 | AY 2013: 480<br>AY 2014: 538<br>AY 2015: 892<br>**Baseline: 637** | 814 | ↑ | | |
| **4** Increase the completion rate for the college-level course for students enrolled in remedial courses | 1 | AY 2013: 40/48 = 83.3%<br>AY 2014: 38/42 = 90.5%<br>AY 2015: 41/44 = 93.2%<br>**Baseline: 119/134 = 88.8%** | 86.7%<br>(65/75) | ↓ | | |
| **5** Increase the number of adult learners (25+) enrolled | 1 | AY 2013: 218<br>AY 2014: 318<br>AY 2015: 358<br>**Baseline: 298** | 253 | ↓ | | |
| **6** Increase the number of credit hours completed via distance learning | 1 | AY 2013: 836<br>AY 2014: 989<br>AY 2015: 1,079<br>**Baseline: 968** | 1,279 | ↑ | | |

**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. NCK Tech will use data gathered through the KHEDS collection to track retention.

*Result:* NCK Tech made directional improvement in first to second year retention from the baseline. Retention continues to be a focus for the College. NCK Tech's early alert system (SOS) was implemented in fall 2017 and continues to be in operation. Faculty and staff can issue an alert for any at-risk student, triggering an intervention response. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. Student persistence and completion are woven throughout NCK Tech's strategic plan, ASPIRE 2022, including objectives to increase retention and increase completion. 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. Students enrolling in many of our certificate programs have the option of earning stackable credentials. NCK Tech will use data gathered through the KHEDS collection to track graduation.

*Result:* NCK Tech made directional improvement on this indicator from the baseline and the previous academic year. NCK Tech continues to focus on improving the graduation rate, including specific objectives within the strategic plan. To improve graduation rates, NCK Tech continues to assist students to complete by intervening early in students' academic careers and connecting them with campus resources, utilizing the campus Student Success Center and institutional advisors. NCK Tech practices proactive advising; advisors check-in with students at pre-determined checkpoints throughout each semester. To note, week six each semester is an advising checkpoint. Data shows this a critical time in student persistence. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Success Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech's student success course, Tech Connect, is a requirement for all incoming students. This course serves to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at the institution.

**Indicator 3: Increase the number of third-party credentials awarded to students**
*Description:* The number of third-party industry credentials students enrolled at NCK Tech earn during their enrollment as reported in the follow-up collection. Credentials counted include: Registered Nurse and Licensed Practical Nurse Exams, Mobile Air Conditioning Society (MACS) certification, Inter-Industry Conference on Auto Collision Repair (ICAR) Welding, Automotive Service Excellence (ASE), HVAC Industry Competency Exam (ICE), American Welding Society (AWS), National Center for Construction Education & Research (NCCER), Kansas Journeyman's, Environmental Protection Agency (EPA) 608, OSHA10 and Certified Pharmacy Tech. This is list is fluid as we continue to add additional certifications for our students. NCK Tech will use internal data of credentials awarded as reported in the Follow-up survey.

*Result:* NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from the established baseline. We believe the industry credentials and licensures NCK Tech graduates earn provide opportunities in the workforce. Credentialing and licensure exams also serve as program-level assessment tools in many of our programs by validating student learning. NCK Tech is in compliance with curriculum alignment, offering credentials as outlined. Students are offered more opportunities to take credential exams, as several departments offer more than one credential to students (including Diesel Technology, Welding Technology and Automotive Technology as example). 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 college-level course for students enrolled in remedial courses**
_**Description:**_   Students are placed in developmental courses based on incoming test scores using the ACCUPLACER or ACT. Students who enroll in a remedial course (co and pre-requisite) and complete the college-ready course within the sequence will be included for this indicator. Co-requisite remedial options are available for English Composition I, Intermediate Algebra, and Essential Math.

_**Result:**_  NCK Tech did not make directional improvement from the baseline percentage in students enrolled in remedial courses who completed their sequential college-ready courses, missing the baseline by one percentage point. NCK Tech implemented a co-requisite model for remedial courses in AY2019. Students enroll in the College-level course during the same semester they enroll in a remedial section. Students are provided additional supports and extended time via the remedial section to increase persistence and completion of the college-ready course. Remedial sections are offered for Essential Math, Intermediate Algebra and English Composition I. The small number of students enrolled in remediation creates volatility in trend data. Despite not making the benchmark, 87% of students are successful in completing the college-ready course. Students tend to be more successful in English (95%) than math (75%). NCK Tech will continue to use the co-requisite model for remediation.

**Indicator 5:  Increase the number of adult learners (25+) enrolled**
_**Description:**_  Adult learners are defined as student 25 and older upon enrollment will be counted. Students enrolled as full-time in certificate and AAS programs and students enrolled in short-term programs will be included. Data is collected internally through NCK Tech's student records system from data reported on KHEDS.

_**Result:**_  NCK Tech did not make direction improvement in the number of adult learners (25+) enrolled in AY2020. The number of adult learners was 253 students, down from 308 the previous year. The College has had success in attracting adult learners to short-term programs such as Commercial Driving License (CDL), Certified Nursing Assistant (CNA), and others. Enrollment in these programs was impacted by COVID-19 and the pivot to online in spring 2020. The CDL program was completely shut down from the drive training portion from March to June. Likewise, enrollment in CNA/CMA (Certified Medical Assistant) courses was halted as clinical opportunities were not available for students to complete the course. To increase enrollment from this demographic, NCK Tech has expanded the CDL courses to the Hays campus, added a summer CMA course, and continues to teach summer sections for CNA. The College continues the partnership with The Dane Hansen Foundation to provide grant funding focused on assisting adult learners earn a credential for tuition, fees and living expenses to full-time adult students.

**Indicator 6:  Increase the number of credits completed via distance learning**
_**Description:**_  Credit hours completed by all groups of students through distance learning. Courses include technical, general education and short-term courses. Data collected internally through NCK Tech's student records system.

_**Result:**_  NCK Tech continued to make directional improvement on this indicator, improving from the baseline and the previous academic year. The College experienced an increase in online enrollment following the national trends as students consider a variety of enrollment choices to meet their educational needs. NCK Tech's online offerings include General Education courses and short-term courses such as CNA (Certified Nursing Assistant) and CDL (Commercial Driving License). Growth in online is stemming from high school students enrolling in online courses. More high schools in the region are using online courses for areas in which they are unable to recruit credentialed instructors. NCK Tech has also experienced growth in this area by students earning the required pre-requisites for Nursing. The College encourages faculty to continue to develop online offerings, seeking more technical course offerings.

# Northwest Kansas Technical College Performance Report AY 2020

AY 2020 FTE: 639
Date: 7/12/2021

Contact Person:
Ben Schears

Phone: 785-890-1501
email: ben.schears@nwktc.edu

| | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of the college-ready cohort | 1 *KBOR data* | Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% **Baseline: 307/462 = 66.5%** | 109/171 = 63.7% | ↓ | | |
| **2** Increase the number of students who achieve a third-party credential | 2 | AY 2013: 247 AY 2014: 416 AY 2015: 574 **Baseline: 412** | 50 | ↓ | | |
| **3** Increase the total number of certificates and degrees awarded | 1 *KBOR data* | AY 2013: 243 AY 2014: 274 AY 2015: 254 **Baseline: 257** | 328 | ↑ | | |
| **4** Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree | 1 | AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% **Baseline: 56/108 = 51.9%** | 60/110 54.5% | ↑ | | |
| **5** Increase the number of students employed or transferred in their field of study within one year of graduation | 2 *KBOR data* | AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% **Baseline: 248/706 = 35.1%** | 84/251 = 33.5% | ↓ | | |
| **6** Increase the number of minority students who complete a certificate, technical certificate or AAS degree | 1 | AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% **Baseline: 247/771 = 32.0%** | 110/328 33.5% | ↑ | | |

**Indicator 1: Increase first to second year retention rates of the college-ready cohort**
*Description:* With the continued focus on growing enrollment, the college is experiencing a slight decrease in retention rates, although they remain high within comparison groups. Faculty and staff from all areas of the college reviewed the reasons for students not completing and are implementing strategies to improve retention. The college is revising the Student Success Seminar course and aims to increase the first to second year retention rates of the college ready and non-college ready populations.

*Result:* During AY20 we experienced an increase in overall recruitment, however our percentage retained for this outcome metric remained relatively consistent with the prior year (AY19). As we analyzed institutional data we have been able to learn that our first-generation minority students are withdrawing at a rate markedly higher than Caucasian students. We have been planning and pursuing funding to provide additional academic services, attendance monitoring, expanded tutoring, early-alert interventions, and additional data analytics to provide stronger support supports for all students, but particularly those who are at a higher risk of dropping, failing or withdrawing from classes.

**Indicator 2: Increase the number of students who achieve third party credentials**
*Description:* In addition to achieving a certificate or degree, third party credentials validate student learning and increase student marketability for employment opportunities. Northwest Tech aims to increase the number of students who achieve third party credentials through increasing overall success rates on existing examinations as well as offering additional opportunities to achieve third party credentials within programs through partnerships like those present with the National Coalition of Certification Centers.

*Result:* During a normal academic year, the majority of our students complete third-party credential tests and certifications at the end of the spring semester. Unfortunately, due to the COVID-19 pandemic, the vast majority of our students were unable to complete testing and certification due to the college closing campus and finishing the semester online in mid-March and third-party credential partners inability to provide testing. We anticipate numbers will increase dramatically in FY21 as we were able to scale up testing.

**Indicator 3: Increase the total number of certificates and degrees awarded**
*Description:* Northwest Tech is committed to improving the graduation rates of students as well as continuing to grow the number of students served by the college. The goal to increase the number of certificates and degrees awarded measures the success of both initiatives. Northwest Tech plans to implement strategies for enrollment growth, retention, and completion as outlined in the institutional strategic plan to achieve this goal.

*Result:* The number of certificates and degrees awarded has risen from the baseline and held relatively steady. We have experienced improved graduation rates due to the cohort model of education we employ at the college. Students in the cohort model move through the entire curriculum, including general education courses, as one cohesive class.

**Indicator 4: Of the students who test into developmental math, increase the percent who earn a certificate or degree**
*Description:* Northwest Tech aims to increase the percent of students who complete the college level math course required for graduation after testing into developmental math based upon their reported Accuplacer, ACT, or SAT test scores. The College will continue to implement proven acceleration models to move students through developmental math, reduce the number of developmental math courses required, as well as implement course placement through multiple measures. These strategies have a proven track record of increasing the likelihood of degree and certificate attainment.

**Result:** Over the past two academic years (AY19 and AY20), we have fully implemented accelerated mathematics across our technical and algebra math pathways. This has led to improved outcomes, fewer obstacles for our students, and an increase in the speed in which students obtain a credential. We continue to evaluate the accelerated math pathways each semester for improvements and insights.

**Indicator 5: Increase the number of students employed in their field of study within one year of graduation**
**Description:** Increasing the employment rate within one year of graduation will have a positive impact on the regional economy and better serve business and industry partners. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation as well as developing new relationships with industry partners. Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates.

**Result:**
Northwest Tech is regionally located near both Nebraska and Colorado. In addition to efforts in Kansas, we have significant recruiting measures undertaken in these two states. We have expanded recruitment further into Kansas during the past four academic years, and we are actively strengthening relationships with area school districts and employers. While we have seen an increase in students from area schools attending Northwest Tech, would still contend that KBOR is not seeing a full employment picture for colleges who operate along the border with other states. Colorado and Nebraska businesses are aggressively recruiting technical graduates where salaries exceed those offered by Kansas companies. Colorado and Nebraska employment data are not included in the data set collected for this measure and, depending on the year and employment market fluctuations, this can adversely impact our data point. This will likely continue, and border colleges will continue to be impacted, until Kansas employers substantively compete in the market or until labor data from additional surrounding states is incorporated.

**Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree**
**Description:** Northwest Tech aims to increase the graduation rate for minority students, including both the college ready and non-college ready cohorts. As the diversity of Northwest Tech continues to grow, it is important to develop strategies to insure student success in obtaining their educational goals. Minority students often encounter a wide variety of barriers, and the College is implementing student success strategies to increase the number of completers including early intervention and additional academic monitoring within target programs.

**Result:** Northwest Tech has actively recruited to expand the overall diversity of our student body. The implementation and growth of our athletic programs over the past ten years has had a significant impact on increasing diversity. This has resulted in a campus population that is far more diverse than the geographic region in which we operate. As the diversity within our student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates and degrees.

| **Salina Area Technical College Performance Report AY 2020** | | | | | | **AY 2020 FTE: 478** Date: 7/6/2021 | |
|---|---|---|---|---|---|---|---|
| Contact Person: Denise Hoeffner | | | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | | |
| Phone: 785-309-3110 email: denise.hoeffner@salinatech.edu | **Foresight Goal** | **3 yr. History** | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison | |
| **1** Increase the three-year graduation rates of college ready cohort | 1 | AY 2013: 83/136 = 61.0% AY 2014: 91/148 = 61.5% AY 2015: 84/129 = 65.1% **Baseline: 258/413 = 62.5%** | 57/84 = 67.9% | ↑ | | | |
| **2** Increase percent of students employed or transferred in Kansas one calendar year after graduation | 2 _KBOR Data_ | AY 2012: 410/552 = 74.3% AY 2013: 418/541 = 77.3% AY 2014: 346/422 = 82.0% **Baseline: 1,174/1,515 = 77.5%** | 303/408 = 74.3% | ↓ | | | |
| **3** Increase the wages of students hired | 2 | 2013: $27,516 2014: $19,930 2015: $21,912 **Baseline: $23,119** | $25,594 | ↑ | | | |
| **4** Increase the number of college-level credit hours completed by concurrently-enrolled students | 1 | AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 **Baseline: 1,803** | 5,735 | ↑ | | | |
| **5** Increase the number of students completing programs in high demand occupations in Kansas | 2 | AY 2013: 64 AY 2014: 73 AY 2015: 67 **Baseline: 68** | 334 | ↑ | | | |
| **6** Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year | 1 | AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% **Baseline: 166/225 = 73.8%** | 54/76 = 71.1% | ↓ | | | |

# Salina Area Technical College Performance Report AY 2020

**Indicator 1: Increase the three-year graduation rates of college ready cohort**
*Description:* The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them after enrollment. We have implemented an Early Alert system and continue to communicate the importance and advantage of AAS degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. To determine the baseline for this indicator, three years' worth of Overall Graduation Rates were taken from the college's IPEDS Grad Rates Within 150% Survey.

*Result:* These data were provided by KBOR. KBOR used the Overall Graduation Rate within 150% of normal time as submitted on the 2018-19 IPEDS Graduation Rate Survey, which was based on our Fall 2015 entering cohort of full-time, first-time, degree/certificate-seeking students. Our graduation rate was 67.9%, which is above our baseline of 62.5%, so we met the goal of this indicator. One of the strategies we use to maintain a high three-year graduation rate is our Early Alert system which our faculty use to notify designated staff members of students who are struggling academically, missing too many classes, etc. A designated staff member then reaches out to the student to help pinpoint the problem, provide possible solutions, and connect them with on-campus and community resources. Another strategy is that the Enrollment Specialist (advisor) reaches out to students with any midterm or final grades below a "C". Additionally, when a student withdraws from the college, the advisor presents the student with options for completing the Technical Certificate or degree.

**Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation**
*Description:* Every SATC program has its own industry-based advisory board that guides the program instructors as to the best employment skills for the graduates. The valued opinions of the advisory board members give college faculty and instructional staff the information they need to ensure students are learning the necessary skills to find and keep employment in Kansas. SATC also works with the area KansasWorks office to develop and promote mini job fairs in the community and at the college each spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. To determine the baseline for this indicator, three years' worth of historical data were taken from KBOR and Kansas Department of Labor (KDOL).

*Result:* KBOR provided the data for this indicator. Of our 408 completers, a year after graduation, 303 (74.3%) of them were either employed in Kansas or had transferred to another Kansas institution. This is down slightly from our baseline of 77.5%. Thus, we did not meet this indicator. However, it is important to note that Salina Tech was the top performer among its peers for all three years measured on the AY19 Performance Reports. As compared with the other nine two-year Kansas public institutions who measured this indicator during AY17 – AY19, Salina Tech was about 20% higher than the average each year. In fact, Salina Tech scored 9 – 11% higher than the second-place institution for each of these three years. So, while we may not have scored better than our own baseline, we have set the bar very high and we believe we have met "sustained excellence" for this indicator. SATC's faculty work closely with the Learning Resource Center to assist students in developing resumes, cover letters, and applying for jobs. Faculty work with their advisory council members and area employers to help students find positions after graduation, and many times, internships during the program. Area employers post job openings for graduates on our website at https://www.salinatech.edu/student-job-opportunities/. The college hosts a Job Fair and Mock Interview Day every March. If a student plans to transfer to another Kansas educational institution after SATC, the advisor guides him/her on how to send a transcript, review course transfers, and contact the other institution.

**Indicator 3: Increase the wages of students hired**
*Description:* Many Salina Tech graduates have the potential to earn a higher wage after completing a 9-month or 2-year program than the average 4-year graduate. SATC recruits students into high-wage, high-demand occupations like Commercial Truck Driving, Nursing (Practical Nursing and Associate Degree Nursing), HVAC (Heating, Ventilation, and Air Conditioning), Computer Aided Drafting, Emergency Medical Technician, and Electrician. These high-demand occupations offer many employment opportunities across Kansas. The student wages were provided by the KDOL and were included in the KBOR K-TIP Report.

***Result:*** These data were provided by KBOR. Our students' wages were $25,594, up from our baseline wages of $23,119, so we met the goal for this indicator. We are proud of our graduates' wages. We continue to offer programs in high-demand, high-wage occupations. In this way, we help to meet the community needs for graduates in these areas while also providing our graduates with a great prospect of finding employment at or before graduation. We expect our students' wages to continue to increase due to our new programs such as Practical Nursing and Associate Degree Nursing (which lead to LPN and RN credentials respectively).

**Indicator 4: Increase the number of college-level credit hours completed by concurrently-enrolled students**
***Description:*** Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has invested significant time and effort partnering with local and area high schools to expose students to career and technical education. We continue to develop and implement new partnerships and agreements. For this indicator, three years of historical data were taken from KHEDS Academic Year Collection files. These data represent college-level credit hours successfully completed (with grades of A, B, C, or P) by concurrently-enrolled students.

***Result:*** In AY20, our concurrently-enrolled students successfully completed 5,735 college credit hours, far surpassing our baseline of 1,803 credit hours. We are delighted with our success! Through our marketing/recruitment strategies, high school partnerships, and offering a special tuition rate for high school students taking general education classes, we consistently see growth in this area. An ever-increasing number of first-time undergraduates are enrolling in their college of choice with many college credits, industry credentials, Technical Certificates, and sometimes even AAS degrees already completed!

**Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas**
***Description:*** The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry-based advisory board that guides the program instructors regarding the best employment skills for graduates. SATC has collaborated with the area Kansas Works office to hold mock interviews on campus each spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. Each year, we identify the high-demand programs for this indicator by using the most recent annual data compiled by the Kansas Department of Labor. The link to the KDOL high demand occupations is: https://klic.dol.ks.gov/gsipub/index.asp?docid=403. From this list of high-demand occupations, we exclude those occupations which require an award beyond an associate degree. Once we identify the high-demand occupations which are represented by our college's programs, we pull the number of completions by our students in our KHEDS Completions file. Each completer is only counted once, regardless how many awards he/she completed in the AY.

***Result:*** The most recent KDOL list of high-demand occupations shows that all our programs except Certified Medication Aide, Associate Degree Nursing ("Registered Nurses"), Technical Studies, and Auto Collision Repair meet the definition of high-demand occupations. NOTE: The KDOL list states that Registered Nurses need a bachelor's degree to be considered in high demand. Therefore, we excluded our Associate Degree Nursing graduates.

**Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete and/or are retained for the next AY**
***Description:*** We identified our non-college-ready group based on math placement scores that would place students into Tech Math with Review or below. Our goal is to increase the percentage of degree/certificate-seeking, non-college-ready students who complete a program and/or are retained for the next academic year.

***Result:*** Of the 76 degree/certificate-seeking, non-college ready students who were enrolled during 2018-19, 54 of them (71.1%) completed their programs or returned in 2019-20. This is down slightly from our baseline of 73.8%, so we did not meet this goal. Salina Tech's Early Alert program helps students whose faculty have reported them as struggling academically. Students can take advantage of services on and off campus. Services provided include organizational and time management, counseling services, quiet study and testing spaces, and tutoring. Salina Adult Education teachers teach alongside SATC faculty in post-secondary general education courses like Technical Math, which is required in many of our programs. Students with low placement scores are encouraged to seek assistance from SAEC's skill building classes in math, reading, and writing prior to starting courses at SATC.

| Wichita State University Campus of Applied Sciences and Technology<br>Performance Report AY 2020 | | | AY 2020 FTE: 3,306<br>Date: 7/20/2021 | | |
|---|---|---|---|---|---|

| Contact Person:<br>Scott Lucas<br><br>Phone: 316-677-9535<br>email: slucas@wsutech.edu | Foresight Goal | 3 yr. History | Reporting AY 2020 (SU19, FA19, SP20) | | Reporting AY 2021 (SU20, FA20, SP21) | |
|---|---|---|---|---|---|---|
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase number of certificates and degrees awarded | 1<br><br>*KBOR data* | AY 2013: 869<br>AY 2014: 1,085<br>AY 2015: 1,153<br>**Baseline: 1,036** | 1,789 | ↑ | | |
| **2** Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas | 2 | AY 2016: 146<br>AY 2017: 192<br>AY 2018: 305<br>**Baseline: 214** | 343 | ↑ | | |
| **3** Increase number of third party technical credentials earned | 2 | AY 2013: 827<br>AY 2014: 857<br>AY 2015: 880<br>**Baseline: 855** | 1,098 | ↑ | | |
| **4** Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher | 1 | AY 2013: 646/1,004 = 64.3%<br>AY 2014: 731/1,130 = 64.7%<br>AY 2015: 340/612 = 55.6%<br>**Baseline: 1,717/2,746 = 62.5%** | 68.3%<br><br>(218/319) | ↑ | | |
| **5** Increase number of Hispanic/Latino students enrolled in post-secondary education | 1 | AY 2013: 432<br>AY 2014: 548<br>AY 2015: 577<br>**Baseline: 519** | 1,518 | ↑ | | |
| **6** Increase percent of high school students successfully completing courses | 1 | AY 2013: 601/663 = 90.6%<br>AY 2014: 1,456/1,624 = 89.7%<br>AY 2015: 1,988/2,166 = 91.8%<br>**Baseline: 4,045/4,453 = 90.8%** | 94.7%<br><br>(3,620/3,821) | ↑ | | |

<p style="text-align:center"><strong>Wichita State University Campus of Applied Sciences and Technology<br>Performance Report AY 2020</strong></p>

**Indicator 1:  Increase number of certificates and degrees awarded**
*<u>Description:</u>*  WSU Tech will increase the number of students earning a certificate or an associate degree award.  WSU Tech 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.

*<u>Result:</u>*  In AY 2020, WSU Tech continued to experience growth in enrollment due to strategic planning efforts. This goal of growth in enrollment is ultimately to get more students to the finish line of graduation. The total number of certificates/degrees awarded in AY 2020 was 1,789, 753 over a baseline of 1,036. In AY 2020, resources were put in place to assist students in completing their program and entering the job market. Although AY 2020 marked the decline of employment in aviation manufacturing employment due to the Boeing 737 Max production slowdown and ultimate halt, there were still employment opportunities in fall 2019. The impact of these programs resonates in overall Technical Certificate (CERTA for 16-29 hours, CERTB for 30-44 hours, and CERTC for 45-59 hours) graduates of 825 with 299 of 338 CERTA completers coming from aviation manufacturing programs. There were 487 CERTB or CERTC completers with increases over the prior year in Surgical Technology and Aviation Powerplant. AAS graduates increased over AY 2019 numbers to 213 from 185 including first-time Veterinary Nursing completions. Short-term program completers (programs under 16 hours), primarily in health care, accounted for 751 awards.

**Indicator 2:  Increase the number of graduates in programs identified as high wage, high demand occupations in Kansas**
*<u>Description:</u>*  In 2018, the Kansas Department of Commerce (KDOC) published their latest High Wage-High Demand. Utilizing this report, specific program areas were identified that crosswalk or specifically-relate to the occupations named in the KDOC report for Region 4-South central Kansas. The indicator will seek to increase the number of graduates in programs identified in this report. This includes all certificate and degree levels in the following programs: Aerospace Manufacturing, Industrial Machine Mechanics, Administrative Office Technology, Maintenance and Reliability, Police Science, Aviation Maintenance Technology, and HVAC.

*<u>Result:</u>* The total number of graduates from programs identified as high wage, high demand occupations was 129 over baseline, with 343 total graduates in AY 2020. Of the 343, 313 were from Aviation programs, Aviation Manufacturing graduates accounted for 160 and Aviation Maintenance graduates for 153. The 30 graduates from the other programs were slightly lower than previous years. For AY 2020 and implemented in AY 2021, WSU Tech continued to look at retention and completion efforts based on the slight decline or no growth in these programs. Both HVAC and Industrial Machine Mechanics schedules were redesigned to better fit with working students' schedules. Efforts to increase Administrative Office Technology options also increased with the addition of a new Technical Certificate award level.

**Indicator 3:  Increase Number of third-party technical credentials**
*<u>Description:</u>*  WSU Tech will increase the number of students successfully earning one or more third-party technical credentials.

*<u>Result:</u>* WSU Tech along with several third-party entities awarded 1,098 individual students technical credentials in AY 2020, an increase of 243 over the baseline. Health care licenses and certifications were the majority. Manufacturing and Aviation had the second most including OSHA, FAA Airframe and Power Plant, NIMS (Machining), and AWS (Welding). Applied Technologies saw an increase with the addition of opportunities in Automotive and Construction. In total, 1,582 KBOR-approved credentials were earned in AY 2020. WSU Tech students continue to earn third-party industry, verified credentials via the National Coalition of Certification Centers (NC3). For the fourth year in a row, WSU Tech was awarded the Dennis Iudice award for awarding the second most NC3 credentials in the world. In calendar year 2020 (Jan 1-Dec 30, 2020), WSU Tech students earned 3,104 credentials via NC3, and of those, only 54 are KBOR-approved credentials. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned over 4,600 credentials.

**Indicator 4:  Increase Percent of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher**
*Description:*  WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.

*Result:*  In AY 2020, 218 students out of 319 (68.3%) successfully completed a Reading, English, or Math developmental education course with a grade of C or higher.  This is an increase over the baseline and over the previous year's figure. More advanced developmental Math courses did not have significant change but one course still had below baseline percentages. The most significant change in math was the impact of the adjusted math developmental education, utilizing the NROC EdReady Math program to assist with Math Fundamentals. It has been successful in updating and assisting short-term program students with successfully meeting the math test out requirements and preparing them in career programs. WSU Tech continues to plan and redesign math developmental education with changes to more advanced Math that was paused due to the pandemic for AY 2020. English-related developmental courses remained relatively unchanged with regards to success rates.

**Indicator 5:  Increase Number of Hispanic/Latino students enrolled in post-secondary education**
*Description:*  WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech.

*Result:* The total number of Hispanic/Latino students hit an all-time high in AY 2020 with 1,518 total enrolled students. This is almost a 1,000 student increase over baseline. According to KHEStats, the five-year change for WSU Tech Hispanic/Latino students is 162.7% and the one-year growth over 2019 was 7.1%. This demographic now accounts for 18% of the total student population. In 2015, that percentage was a little over 10%. For 2020 both adult and dual-credit student populations saw increases in Hispanic/Latino students. Aviation and Manufacturing programs along with Practical Nurse were areas of growth for adults. Aviation pathway, Carpentry, Welding, and short-term Health saw increases for high school students. WSU Tech continues to leverage community partners such as Goodwill NexStep and has expanded partnerships with USD 259 and other local schools to provide opportunities for Hispanic/Latino students.

**Indicator 6:  Increase Percent of high school students successfully completing courses**
*Description:*  WSU Tech will increase the percent of high school students successfully completing courses.

*Result:* A higher percentage of high school students successfully completed their courses in AY 2020 than the three-year average baseline. 3,620 of the 3,821 (94.7%)  high school students who attended WSU Tech for college credit passed their courses. Not only did the percent of students being successful increase, the total number of high school students increased in AY 2020. This not only included continued focus and growth in Excel in CTE, but expansion and partnerships with Concurrent Enrollment partners in General Education courses. WSU Tech works with over 35 area high schools. In AY 2020, before and amid the shutdown, WSU Tech continued to build relationships and offer support to high school concurrent enrollment instructors as well as continued to provide advising and assistance to high school students enrolled in classes on WSU Tech's campus. Adjustments were made to instructional areas, enrollments, and grading opportunities.