Emporia State University Performance Report AY 2021

AY 2021 FTE: 4,999
Date: 7/18/2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 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	↑	414/561 = 73.8% Top 3 Peers 2021 Avg. = 77.0% Gap = 3.2	↑		
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%	↑	(Fall 2015 Cohort) 365/731 = 49.9%	↑		
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	↑	$3,747,614	↑		
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	↓	2,633	↓		
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)	↑	3.1 (n=94)	↑		
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	↑	63,650	↑		

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: The students who are attending college right now are committed to their journey and find value in higher education. Though there have been unusual situations and current events, students are seeking out and finding the support resources that we have increasingly made available. Our elevation of support services, including counseling, embedded tutors, and advisor assistance, plus greater utilization of our Early Alert and Care team programs have allowed us to be more proactive to student needs. In addition, an increase in governmental assistance has been valuable for the retention of our students and the additional dollars were used to provide students' assistance not previously offered.

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: Annual improvement in our six-year graduation rate reflects institution-wide strategies dedicated to advising, academic support, enhanced scholarships, using the degree-works software to assist students in academic planning and scheduling, reducing major programs of study to 120-credit hours, 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. The Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Result: Emporia State University exceeded the baseline and achieved a year-over-year increase in non-deferred scholarship contributions by $633,958 (20.4%). This outperformance was due in part to the realization of several large, planned gifts benefiting scholarships, including four that were each greater than $100,000. We were also able to secure ten new scholarship gifts at or above the $50,000 level as a direct result of our development activity in support of the Together, Forward campaign. One key facet of the campaign is support for talent awards; that is, scholarships intended to help ESU recruit and retain talented artists, musicians, thespians, and student-athletes. We will continue to promote talent awards as a priority for private support as the campaign progresses.

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: ESU's greatest challenge right now is our decreasing enrollment trend for undergraduate students. Despite the declining number of traditional college-going students in the high school pipeline, the Admissions team has continued to utilize best recruiting practices and has explored new opportunities. ESU is partnering with the City of Emporia, Lyon County, and the ESU Foundation on strategic enrollment initiatives including elevating our E-Sports and Disc Golf student clubs, dedicating more resources to our Basic Needs initiative, and providing scholarships for new transfer students living on-campus in residence halls. We have just launched a Strategic Enrollment Management Plan that reviews and examines recruitment staff and engages the entire campus including academic departments and programs, marketing, administration and finance, and student affairs units which all have roles in our strategic recruitment efforts.

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 sixteen sections of College Algebra resulted in 109 students selected, which was reduced to ninety-four students as the sample size was based on students' participation in all four exams used in the evaluation. The overall mean score was 3.1/4.0. Students scored highest in the Representation and Interpretation Skills categories as both scores were 3.2/4.0. The Calculation score was 3.1/4.0 and the Application score was 3.0/4.0. Overall, these findings confirm that our strategies were beneficial in improving students' scores. Combining improvement strategies for both representation and application by converting words into algebraic expressions with applications skills matching the conversion exercises was successful. And, as hypothesized led to improvements in both categories. The calculation score remains constant, and students appreciated the integration of competition into the classroom learning experience. Next year we will focus on the application dimension and on improving overall student learning in all four areas.

Indicator 6: Increase student credit hours (SCH) completed through distance education
Description: Continuous growth in distance education provides vital educational opportunities for 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 place-bound 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 place-bound 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-credit 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 2021

AY 2021 FTE: 10,165
Date: 6/22/2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 *KBOR data*	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% **Baseline: 1,949/2,905 = 67.1%**	732/935 = **78.3%**	↑	640/878 = 72.9%	↑		
2 Increase number of degrees awarded	1 *KBOR data*	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 **Baseline: 3,267**	3,941	↑	4,286	↑		
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% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% **Baseline: 113/120 = 94.2%**	37/40 (92.5%)	↓	35/40 (87.5%)	↓		
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 **Baseline: 5,463**	5,935*	↑	5,695	↑		
5 Increase number of degrees awarded in STEM fields	2 *KBOR data*	AY 2013: 451 AY 2014: 447 AY 2015: 443 **Baseline: 447**	648	↑	753	↑		
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 **Baseline: 136,586**	136,451*	↑	137,783	↑		

*Reflects corrections made by institution on 6/22/2022.

Fort Hays State University Performance Report AY 2021

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 continues to well exceed the baseline. This success can be attributed to our ongoing focus on high-impact practices geared toward Freshmen in their first year at FHSU. Initiatives include the First-Year Experience Program, Learning Communities, and the Early Alert System. The University continues to implement co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), diagnostic assessments, policy audits, faculty training, and promoting Learning Communities for second-year students, as well. Our move to a centralized advising model will also assist us in continuing to surpass our baseline indicator.

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 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: Our performance on this indicator shows a trajectory of improvement, with the most recent figures indicating more than 1,000 degrees awarded above the baseline expectation with another record year of graduates. The University continues to focus on retention and graduation rates at all levels, with particular emphasis on efforts to better serve our international students both on campus and through our partnerships.

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: Our performance on this metric was below the baseline; however, FHSU remains committed to always improving our program delivery across modalities. The University offers a variety of high-quality, low-cost undergraduate and graduate degrees in an online format specifically designed for adult learners. The indicator this year decreased to 35/40 (87.5%). We finished 1st among our peers for our online graduate nursing program, 4th among our peers on the MBA, and 2nd for our online bachelor's and online graduate education categories this year. FHSU continues to review the methodology of these ranking systems and look for ways to improve our program delivery for higher ranking. Our programs provide rich academic offerings in an online delivery mode specifically designed for adult learners. FHSU provides comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military 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: While we are down from the previous year, 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 and are working on opportunities for students to complete their credentials more rapidly through short courses and other stackable credentials.

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. Completion of STEM programs is a challenge nationally, but FHSU closely monitors student achievement in these areas through personalized advising and partnerships with industry to facilitate rapid student placement upon graduation.

Result: Once again, FHSU exceeded the baseline by more than 300 additional degrees awarded in STEM fields. Through initiatives such as the Kansas Academy of Mathematics and Science (KAMS) program serving Kansas high school students, as well as new curriculum development in STEM programs, the University actively seeks to increase STEM degree awards. Nearly all of our STEM graduates participate in undergraduate research projects. Our current Strategic Enrollment Plan also includes components focused on growing enrollment within the Werth College of Science, Technology, and Mathematics.

Indicator 6: Increase Credit Hours completed through distance education
Description: This indicator is a FY count of the number of credit hours successfully completed through 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: The number of credit hours completed through distance education was maintained above the baseline. FHSU continues to make advances in online course development at both the undergraduate and graduate levels, and the University is committed to assuring a high level of academic quality across modalities. A comprehensive online course development and redevelopment process aids us in ensuring this high quality online education.

Kansas State University Performance Report AY 2021

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 *KBOR data*	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% **Baseline: 9,286/11,237 = 82.6%**	2,753/3,161 = 87.1%	↑	2,507/2,912 = 86.1%	↑		
2 Increase Number of Degrees and Certificates awarded	1 *KBOR data*	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 **Baseline: 5,060**	5,500	↑	5,228	↑		
3 Increase Rank for Total Research Expenditures	3	FY 2012: $154.9M, control rank = 71 FY 2013: $163.5M, control rank = 71 FY 2014: $169.9M, control rank = 70 **Baseline: rank average = 70.7**	71	↓	$201.9M 68	↑		
4 Increase Rank for Annual Giving	3	FY 2012: $66.9M, control rank = 61 FY 2013: $75.4M, control rank = 56 FY 2014: $108.1M, control rank = 37 **Baseline: rank average = 51.3**	54	↓	$105.2M 54	↓		
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 **Baseline: 500**	740	↑	723	↑		
6 Increase percent of degrees and certificates awarded in STEM fields	2 *KBOR data*	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) **Baseline: 38.3% (5,819/15,179)**	2,667/5,500 = 48.5%	↑	2,427/5,228 = 46.4%	↑		

Kansas State University Performance Report AY 2021

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: Retention rate dipped slightly but is still significantly higher than the baseline level. The rate is expected to rise again this coming fall as a result of institutional wide efforts to improve student experience and 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: It is slightly lower than last academic year as a result of undergraduate enrollment decline in recent years, but still higher than historical 3-year average. Our Strategic Enrollment Plan (SEM) has brought the university together to increase our enrollment and we have seen some positive signs such as increase in out-of-state students, online students, transfer students, and enrollment on the K-State Salina campus. More interdisciplinary programs have been launched which will help create synergies among colleges and pathways for degree completion.

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, 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: Our ranking of 68th place is higher than the baseline level and also moved K-State higher from last year's 71st place. Under an extremely competitive environment of winning research grants, it is laudable for the faculty and researchers at K-State to gain solid ground at the national level.

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, 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. Our three-year average annual giving of all types, including endowed gifts, reached an all-time high of $182M according to the most recent KSU Foundation Report (2021).

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: The number is slightly lower than last year but higher than historical average. Our university-wide emphases on improving diversity and inclusion, greater services to students from underrepresented minorities and first-generation students will continue to show positive outcomes.

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: The number remains steady at historically high level. More STEM programs will create greater opportunities to further increase the number of graduates from STEM fields.

Pittsburg State University Performance Report AY 2021

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 *KBOR data*	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% **Baseline: 2,393/3,247 = 73.7%**	640/865 = 74.0%	↑	596/790 = 75.4%	↑		
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013: 2.2186/3 = 74.0% AY 2014: 2.2789/3 = 76.0% AY 2015: 2.2349/3 = 74.5% **Baseline: 6.7324/9 = 74.8%**	69.1% (2.0736/3)	↓	71.7% (2.1507/3)	↓		
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 AY 2014: (2+2+1+2)/4 = 1.8 AY 2015: (2+3+1+1)/4 = 1.8 **Baseline: 21/12 = 1.8**	2.7 (3+3+2)/3	↓	3.0 (3+4+2)/3	↓		
4 Increase Credit Hours Completed through Distance Education	1	AY 2014: 18,493 AY 2015: 21,495 AY 2016: 22,234 **Baseline: 20,741**	40,229	↑	57,916	↑		
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013: 113 (of 1,051) AY 2014: 127 (of 1,136) AY 2015: 153 (of 1,218) **Baseline: 131**	151 (of 1,004)	↑	154 (of 942)	↑		
6 Increase Amount of Scholarship Funds Raised	3	AY 2013: $1,800,098 AY 2014: $2,232,575 AY 2015: $2,149,830 **Baseline: $2,060,834**	$6,189,950	↑	$8,325,772	↑		

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 above the baseline was achieved in AY 2021 through continued focus on proactive strategies that broadly address improving student success combined with targeted efforts that identify students experiencing academic difficulties and then providing on-time direct assistance and referrals to those students. The first term course launched in fall 2019 (Gorilla Gateway) was assessed, and the review resulted in several changes that were implemented in fall 2020. Learning communities in biology, communication, the College of Business, and School of Construction increased engagement with faculty and with students in the same or similar majors for these programs. Student Success Programs coordinated tutoring for challenging first-year courses, academic skills workshops, and peer mentoring for many students in the Gorilla Gateway class. The retention management system allowed instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations. An ongoing collaboration (Registrar, Student Success, Academic departments) to advise and enroll continuing students helps to address and overcome enrollment barriers.

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 for AY 2021 improved by approximately 2 ½ percentage points as compared to AY 2020; however, 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 general education Math classes, especially College Algebra. This is further evidenced by the focus on College Algebra in the university's Quality Initiative for 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. 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. PSU's six-year graduation rate of first-time, full-time cohort, moved from a ranking of third to fourth, trading spots with one peer institution by a 1% difference. (Beginning in AY 2019 national, comparative data regarding research expenditures were no longer available, eliminating the ability to use that measure. PSU consistently ranked first in research expenditures when that data were available during the earlier years of the performance agreement.)

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 a dramatic increase from last year and is now approaching triple the baseline number. Over the last several years, the primary strategy for increasing number of distance education credits has been significant expansion of online programs, primarily graduate programs. However, in AY 2021, there was a significant increase in the number of distance education courses offered due to the pandemic. To support instruction of the increased number of online courses, PSU offered numerous COVID response training sessions through the Center for Teaching, Learning and Technology in the summer leading up to fall 2020. Nearly 300 faculty participated in these sessions. PSU also continues to incorporate Quality Matters in training opportunities and had 18 faculty complete training in AY 2021.

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: We continue to see a small incremental shift upward on the number of bachelor's degrees granted to domestic minorities as compared to the total number of graduates given our efforts to provide a transformational education, despite our students facing trauma associated with COVID 19 along with the racial discrimination being experienced in our country. We attribute much of this success to our faculty and staff who have exercised a high level of empathy for students who struggled academically and emotionally. The Office of Student Diversity and Student Success Programs continued to provide intervention programming and strategies to assist students in meeting their educational goals. The Tilford Group implemented a "Tilford Read" focusing on selecting a book for the campus to read and discuss surrounding national issues that our students are facing. Additionally, we credit our success to academic advisors being present with students and helping them understand the degree plan and academic success workshops. Our campus climate survey was released, and the data will be used to drive our decision making and the next strategic plan which will begin being written in fall 2022.

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 $6.26 million over baseline. The total does not include an additional amount of $61,600 documented in FY 2021 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 FY 2021; the total raised was $31M.

University of Kansas and University of Kansas Medical Center
Performance Report AY 2021

KU AY 2021 FTE: 21,403
KUMC AY 2021 FTE: 2,913
Date: 6/24/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**	6,059 + 864 = 6,923	↑	5,965 + 850 = 6,815	↑		
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**	3,492/4,082 = 85.5%	↑	3,160/3,738 = 84.5%	↑		
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**	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% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**	2,657/6,923 = 38.4%	↑	2,844/6,815 = 41.7%	↑		
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**	$41.9 mil	↑	$41.0 mil	↑		
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**	530	↑	573	↑		
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**	3,864	↑	4,035	↑		

University of Kansas and University of Kansas Medical Center Performance Report AY 2021

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 2021, the university awarded 6,815 degrees/certificates exceeding the baseline by 5.2 percent. Growth from the baseline 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 includes increased awards from the School of Business, the advanced standing master of social work program which is designed for those with a bachelor of social work degree, 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 84.5% of the Fall 2019 freshmen cohort returned for Fall 2020. KU assisted students to remain in school during the pandemic by revising academic and administrative policies and processes to respond to students' concerns and hardships brought about by the pandemic. These responses included 1) leveraging our KU Emergency Aid Network to quickly deliver federal CARES Act and institutional funding to students in need; 2) offering telemedicine and teletherapy appointments for students; 3) adjusting CR/NC grading option and withdrawal deadlines; 4) updating medical and compassionate withdrawal policies; 5) using targeted advising campaigns focused on connecting with students who still needed to enroll in courses; 6) implementing a course adaptation system where students who could not return to campus or who had to quarantine could request to have their course transformed to an online format to support their continued degree progression; 7) creating a laptop-lending program and the loaning of hotspots for students in need; 8) expanding the availability of WIFI hotspots on-campus including in newly-installed tents; and 9) investing in the Jayhawk Cloud platform that can connect up to 10,000 Jayhawks on a single team and allow up to 500,000 different teams with video, calls, chat, instant messaging, and live events for the academic as well as social needs.

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 increased for the fifth consecutive year, allowing us to sustain a steady ranking relative to peer institutions in the Association of American Universities. Importantly, that growth occurred across a range of funding sources, including the federal government, state/local government, and private industry/business. Through our Jayhawks Rising strategic plan, we are working to communicate the societal impacts of KU research and to enhance our national preeminence in five strategic research areas that align with major global challenges and represent opportunities to build upon KU's historic and emerging strengths.

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 2021, 41.7% of the 6,815 degrees and certificates awarded were in STEM fields. This is a significant increase over the baseline by 5.7 percent. For the Lawrence campus, part of this growth can be attributed to the Engineering Initiative. In AY 2021, KU's School of Engineering awarded 515 degrees as part of

the Initiative. For the Medical Center campuses, the growth can be attributed to increased awards in Physical Therapy program, the Biostatistics program, the MD program and the bachelor of science in nursing (BSN) program. This growth in the BSN can be attributed to offering the degree at KUMC's Salina campus and 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 FY 2021, KU Endowment provided $183.9 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $183.9 million, $41.0 million went to student support and scholarships. In addition, during FY 2021 donors established 89 new endowed permanent funds for student scholarship and support – a 13% increase in new endowed funds for student scholarship and support when compared to FY 2020. This is remarkable given the pandemic hampered travel for Endowment staff.

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 573 students from entry-level health career programs during the 2020-21 academic year. This is 24% higher than our baseline. Recent increases to class sizes in the physical therapy program and nurse anesthesia practice program were first realized this academic year in terms of number of graduates. The Community College Nursing Partnership program graduated 34% more students from the prior year.

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 4,035 IPE participations in the 2020-21 academic year, exceeding the baseline by 13%, despite several learning activities canceled due to COVID-19. Continuing IPE foundational courses and other opportunities maintained strong enrollment across the spectrum.

Wichita State University Performance Report AY 2021

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 *KBOR data* **Baseline: 3,003**	3,222	↑	3,435	↑		
2 Increase the percent of STEM degrees conferred	2	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% *KBOR data* **Baseline: 3,192/9,010 = 35.4%**	1,114/3,222 = 34.6%	↓	1,129/3,435 = 32.9%	↓		
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: $25,306,000 ranking: 1 AY 2014: $28,797,000 ranking: 1 AY 2015: $29,146,000 ranking: 1 **Baseline: $27,750,000 ranking: 1**	$74,551,000 Ranking: 1	↑	$74,329,000 Ranking: 1	↑		
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 **Baseline: 291**	425	↑	475	↑		
5 Increase the first to second year retention rate of first-time, full-time freshmen	1	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% *KBOR data* **Baseline: 2,859/3,882 = 73.6%**	1,213/1,602 = 75.7%	↑	1,075/1,496 = 71.9%	↓		
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 **Baseline: 858**	987	↑	1,091	↑		

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 432 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Management 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 just under one-third of all earned degrees and 2.5% below the baseline.** The number of STEM degrees awarded and the total number of UG degrees are higher than at baseline, having increased in both AY 2020 and AY 2021, but the *proportion* of STEM degrees has declined slightly due to non-STEM degrees increasing at a higher rate. All 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 increase the proportion of STEM degrees awarded.

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 latest data available indicate **retention of WSU's first-place ranking**. WSU expended $74,329,000 in research and development this year, $46,579,000 more than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for the National Institute for Aviation Research. The Vice Provost for Research and Dean of the Graduate School continues to work on enhancing faculty research 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 184 more certificates and degrees to URM students over the baseline of 291**. 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, Passage 2 Success, Passage Scholars, 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 and be successful in college. 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 access and 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: **NOT-MET - WSU's first to second year retention rate for this reporting cycle is 1.7% below the baseline of 73.6%**. The number of students retained and the total number of students reflect growth over baseline, but this cycle, compared to the last cycle, reflects the lower number of First-Time/Full Time freshman during the Covid year of enrollment. Success coaches in each of the academic colleges provide individualized support to students and academic advisors use data-driven software to intervene with at-risk students. WSU continues to focus on improvements in connecting students to academic support, campus connections, mental health and psycho-social supports, and financial resources. Academic and student life leaders continue to plan and implement programs that provide wholistic approaches to retention and success of students. These initiatives saw much success in the last reporting cycle and we expect to see retention rates increase again in the coming year.

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 233 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 involved in efforts to proactively meet the needs of first generation students and strengthen support services for first generation students. The newly formed First Generation Coordinating Council provides coordination of campus-wide efforts.

Washburn University Performance Report AY 2021

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of first-time full-time freshmen at Washburn University	1 / *KBOR data*	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% **Baseline: 1,540/2,335 = 66.0%**	498/715 = 69.7%	↑	415/625 = 66.4%	↑		
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 / *KBOR data*	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 **Baseline: 2,444**	2,391	↓	2,306	↓		
3 Increase the ranking among the state public universities as measured by the endowment per FTE student	3	2012 Rank: 2 2013 Rank: 2 2014 Rank: 2 **Baseline: Rank 2**	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% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% **Baseline: 79,766/467,082 = 17.1%**	31,451/138,593 = 22.7%	↑	36,489 /127,476 = 28.6%	↑		
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 **Baseline: 1,938**	1,207	↓	1,291	↓		
6 Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 **Baseline: 1,655**	1,399	↓	1,144	↓		
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 **Baseline: 42**	64	↑	32	↓		

Washburn University Performance Report AY 2021

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 University's retention rate was 66.4% for the 2020 cohort, which is down from 2019, but is still above our baseline of 65.9%. This exemplifies that, notwithstanding the challenges and uncertainty connected to the pandemic, the university has made progress in this area 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 file submission.

Result: Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,306 in AY21, down from the three-year baseline average of 2,444. Both campuses experienced decreases in degrees and certificates awarded since AY20, which we believe is attributable to the number of stop-outs due to the pandemic, as well as a strong labor market.

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 over the last several years, with a substantial increase this past year in both dollar amount and upward movement in rank among all public institutions participating in the study. _FY21 $43,322 (37th), 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 AY21 with 28.6% (36,489/127,476)

online student credit hours awarded. Over the longer term, Washburn has been increasing both the number of online course sections and online programs offered. The size of the increase in the percentage of online courses from AY20 to AY21 was at least partially due to the pandemic.

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 Washburn University did not achieve the baseline goal of 1,938, enrollments of adult learners in undergraduate programs did increase from AY20 in AY21, from 1,207 to 1,291. 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. More online, condensed, and hybrid courses are being offered, and more programming to appeal to this market is currently being developed.

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: In AY21, 1,144 industry credentials were earned out of 1,290 attempted, for a pass rate of 88.68%. This is the highest pass rate since AY18, however, there was a decrease of 255 credentials from the previous academic year. There are several reasons for the decrease from the baseline data: the CDL industry certificate program transitioned to non-credit AY20; WorkKeys is no longer assessed (since AY16); the OSHA 10 Certification was removed from six technical programs in AY21 to better align with industry and state board requirements; the Kansas Juvenile Corrections Complex (KJCC) has continuing impacts of COVID on educational services during the AY21 year, impacting students' ability to attain industry recognized credentials; and enrollments in general have not yet recovered from the pandemic.

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 AY21, 32 students completed their GED through Washburn Tech, which is below our baseline of 42. The decrease was due to the pandemic. We had no in person courses in Summer 2020, and in Fall 2020 and Spring 2021, the number of students was restricted by safety requirements.

Allen Community College Performance Report AY 2021

AY 2021 FTE: 1,397
Date: 7/21/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 SU21, FA21, SP 22)	
			Institution Result	Baseline Comparison	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%	↑	147/293 = 50.2%	↑		
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%	↑	190/311 = 61.1%	↑		
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	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%	↓	241/390 = 61.8%	↓		
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%	↑	172/282 = 61.0%	↑		
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%	↑	276/450 = 61.3%	↑		
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%	↑	546/683 = 79.9%	↑		

Allen Community College Performance Report AY 2021

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: In AY 2016, Allen implemented an Auto Grad evaluation process, during which transcripts were evaluated for graduation requirements. This, along with improvement to our advising processes and the practice of reverse transfer, has provided dramatic improvement to our graduation rate. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English, resulting in significantly fewer students placed in developmental education and an increase in the college ready cohort. Additionally, in Fall 2019, to better align with most Kansas community colleges, Allen moved Intermediate Algebra to a college-level course, also increasing the number of college-ready students. While there was a slight decline in graduates in AY2021 from the previous year, the fluctuation is relatively small.

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: 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 the retention rate of Allen's college ready cohort. Training and development of advisors continues to evolve and we expect to see retention rates continue to improve. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English. This practice has 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 been the most inconsistent for Allen. In AY 2021, Allen had the sharpest decline in results. The College believes that this decline is in direct result of the COVID-19 pandemic and continues to have concerns about the use of this metric in light of the unemployment rates caused by 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 NeTutor 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. Evaluation of students who enrolled in College Algebra for the past several years show that, with very few exceptions, Allen's post-secondary students who successfully complete Intermediate Algebra have a higher retention and success rate in College Algebra than post-secondary students who place directly into College Algebra.

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 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: 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 maintaining a Success Index Rate for student completion and retention that has stayed well above the baseline for the last three years.

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 as well.

Barton County Community College Performance Report AY 2021

AY 2021 FTE: 3,469
Date: 7/5/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of Barton degrees and certificates awarded	1 *KBOR data*	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 **Baseline: 946**	**922**	↓	938	↓		
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% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% **Baseline: 4,648/6,275 = 74.1%**	**1,643/2,032 = 80.9%**	↑	1,339/1,707 =78.4%	↑		
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% **Baseline: 843/1,059 = 79.6%**	**230/273 = 84.2%**	↑	251/292 = 86.0%	↑		
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n = 2,171) **Baseline: 2.27 GPA**	**2.74 GPA (n=2,042)**	↑	2.51 GPA (n= 2,012)	↑		
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 *KBOR data*	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% **Baseline: 379/1,280 = 29.6%**	**153/476 = 32.1%**	↑	168/478 = 35.1%	↑		
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% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% **Baseline: 1,875/4,460 = 42.0%**	**222/621 = 35.7%**	↓	258/666 =38.7%	↓		

Barton County Community College Performance Report AY 2021

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

<u>*Description:*</u> 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 2020 Strategic Plan.

<u>*Result:*</u> Barton's 938 degrees and certificates awarded demonstrated a fifth straight year of upward growth since AY2017: AY 17 (869), AY 18 (902), AY 19 (914), and AY 20 (922). Although we did not surpass the baseline of 946, the percentage of degrees and certificates per FTE has increased vs. the period (2013-2015) since the baseline was established. We are up from 22% (2,839/12,627) in the years that were used as the baseline (AYs 13, 14 and 15) to 27% (938/3,469) in AY 21. In fact, AY 21 was Barton's most efficient of the last 10 years in this degrees and certificates awarded by almost 2%. With dropping enrollment rates across the system, efficiency and retention take on even more importance.

Indicator 2: Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses

<u>*Description:*</u> 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 percentage of successful responses.

<u>*Result:*</u> Barton exceeded baseline on this indicator. Barton credits its faculty and staff 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 the school year 2018-2019. To date, the institute has graduated 31 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.

<u>*Description:*</u> 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.

<u>*Result:*</u> 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. We have improved our response to bi-weekly grade reports provided by Institutional Effectiveness with an emphasis on communication. Full time advisors in the Advisement Center and the department of Student Academic Development (as well as a few other advisors who have requested) receive a grade report for assigned cohorts. When a student is identified as struggling in a class, advisors and Student Academic Development follow up with that student and faculty, when appropriate, to provide specific recommendations to better assist students and their connection with resources. This process creates more awareness by the faculty of support efforts, thereby increasing referrals, and increased the access to support services such as tutoring and academic mentoring that impact the positive effects on student GPAs from the baseline data. (2.51 AY 21 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: Barton again surpassed the baseline for Indicator 5 with a graduation rate (35.1%) 5.5% higher than the baseline. The continued progress is due to improved advising processes using targeted student communication based on data of their enrollment status and degree progression. Our HLC Student Success Academy is a three-year project which began in 2019. The progress of the Student Success Academy has established a plan for a sustainable structure that more directly collects and analyzes student feedback and data. Barton has also used student data in the form of feedback from the CCSSE 2010 through 2020 and Ruffalo-Noel Levitz in 2021, and internal student surveys to create data-driven professional development for faculty training. The Executive Leadership Team utilized this data and feedback with the institution's recent review of the Mission Statement and incorporates it with ongoing strategic planning.

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, but there have already been improvements when compared to the AY 2020 data. Additionally, when comparing sequential courses an increase can be seen. Although 34% of students in English Composition I in Fall 2020 scored proficient, in Spring 2021, 46% of students in English Composition II scored proficient. Although Barton fell below baseline on this indicator, positive movement is clear.

Butler Community College Performance Report AY 2021

AY 2021 FTE: 4,799
Date: 6/29/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Number of certificates and degrees awarded annually	1 *KBOR Data*	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 **Baseline: 1,463**	1,446	↓	1,408	↓		
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% Fall 2013 Cohort: 450/732 = 61.5% Fall 2014 Cohort: 530/852 = 62.2% **Baseline: 1,444/2,315 = 62.4%**	496/759 = 65.3%	↑	517/846 = 61.1%	↓		
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 **Baseline: 1,012**	832	↓	943	↓		
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) AY 2015: 77/114 = 67.5% AY 2016: 137/227 = 60.4% **Baseline: 255/404 = 63.1%**	133/269 = 49.4%	↑*	90/172 = 52.3%	↑*		
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 **Baseline: 302**	276	↓	327	↑		
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% **Baseline: 3,514/5,388 = 65.2%**	1,764/2,334 = 75.6%	↑	1,296/1,889 = 68.6%	↑		

*The comparison is being made to a different baseline (39%) mentioned in the Description on p. 3 of this report.

Butler Community College Performance Report AY 2021

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 2021 output of degrees and certificates was 1,408 which is 96 % 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 its effort as part of its Guided Pathways approach, to increase the retention of students from first to second year, and to see them eventually matriculate with the credentials they need. While our performance in AY 2021 was at 98% of the already optimistic baseline, we fell slightly short given the overwhelming influence of a public health crisis during the period in review.

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:
While Butler fell slightly short of its very ambitious baseline, it came within 93% of meeting it and, furthermore, improved over its previous year's performance. In addition to the stagnant enrollment numbers that have an organic impact on any raw number outcomes, the continuing influence of a public health crisis affected the ability of some learners to sit for credentialing exams.

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 standalone 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:
Butler is proud of its continuing achievement in providing high quality STEM related post-secondary education to a diverse set of learners in our region and thus positioning them to contribute to economic growth of our great 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 2021

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of "college ready" cohort	1 *KBOR data*	Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% **Baseline: 270/495 = 54.5%**	99/163 = 60.7%*	↑	70/116 = 60.3%	↑		
2 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 302 AY 2014: 936 AY 2015: 596 **Baseline: 611**	467	↓	447	↓		
3 Increase number of third party credentials attained*	2	AY 2018: 237 AY 2019: 218 AY 2020: 180 **Baseline: 212**			162	↓		
4 Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% **Baseline: 216/492 = 43.9%**	100/222 = 45.0%	↑	62/125= 49.6%	↑		
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% AY 2014:574/1,383=41.5% AY 2015: 551/1,335=41.3% **Baseline: 1,782/4,270= 41.7%**	848/1058 = 80.2%	↑	735/1,106= 66.5%	↑		
6 Increase the Student Success Index**	1 *KBOR data*	AY 2010: 284/621 = 45.7% AY 2011: 311/646 = 48.1% AY 2012: 382/741 = 51.6% **Baseline: 977/2,008 = 48.7%**			385/596 = 64.6%	↑		

*Reflects data corrections made by institution 9/9/2022.
**New indicator approved 9/21/21.

Cloud County Performance Report AY 2021

Indicator 1: Increase first to second year retention rates of "college ready" cohort
Description: Cloud County Community College (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 70/116 (60.3%) of the "college ready" cohort from the first year to the second year, which is an increase over the baseline of 54.5% and over last year's results (55.7%). The college employs a retention and engagement specialist to assist in early intervention of students that are at risk. CCCC implemented the retention platform called Dropout Detective an as additional tool to enhance communications between instructors, advisors and the retention and engagement specialist concerning student success. Several training sessions on Dropout Detective transpired for instructors and advisors to help ensure full participation of the tool.

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: The total number of certificates and degrees, 447, is below the baseline of 611; however, AY14 had an extremely high number (936) that has proven to be an outlier that is skewing the data. This is the result of the previous Vice President for Academic Affairs going through and hand auditing certificates and/or degrees that were missed in prior years. This year's results were slightly down from last year's results (467). CCCC believes several factors impacted the results to include: COVID; the change in the status of the Business CIP code (52.0201) from being considered a technical program CIP; and the loss of the college soccer team.

Indicator 3: Increase number of third party credentials attained
Description: With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, Cloud County Community College (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 students who receive their Certified Nurse Aide (CNA) and Certified Medication Aide (CMA), Home Health Aide (HHA), students receiving a Commercial Driver License (CDL), those who pass the National Council Licensure Exam (NCLEX), Emergency Medical Technician (EMT) certification, as well as those passing the Occupational Safety and Health Administration 10 and 30 (OSHA 10 and OSHA 30) certification, National American Board of Certified Energy Practitioner (NABCEP) exam, American Composites Manufacturing Association (ACMA) certification and the Federal Aviation Administration Part 107 Drone Pilot exam. Additionally, CCCC would like to include students receiving their American Welding Society (AWS) certification, those passing the Pharmacy Technician Certification Board Exam (CPhT), the Kansas Department of Agriculture (KDA) credential, and the Child Development Association (CDA) National credential beginning in Spring 2022.

Result: The reported amount of third party credentials is 162, which is below the baseline measurement of 212. CCCC saw a decline in third party credentials of CNA and NCLEX due to the impacts of COVID and the inability to secure clinical sites. In January 2021, the college merged the Allied Health program with the Nursing Department to provide the program more support. The Allied Health Program created the set-up of a Lab/Clinical Classroom Setting and CNA and CMA class clinical sessions were held per KDADS Regulation/Standards on campus. With the creation of the Lab/Clinical Classroom Setting, the college was able to

enhance their experiential learning opportunities; however, the total number of credentials earned was still low. The college added Welding and Pharmacy Technician programs and reoffered Home Health Aide in 2021-2022 which should positively impact the indicator in the future.

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: CCCC's retention rate of "Non-college ready" cohort met the baseline measurement. The college reports retaining 62/125 of the "non-college ready" cohort from the first to second year. This percentage of 49.6% is above the baseline of 43.9%. The trend is positive. CCCC has several measures in place to assist "non-college ready" students. One example is the CM 101 English Composition I course is accompanied by a workshop. Any student who tests below the requirement to enroll directly into CM 101 English Composition I is placed into the supplemental workshop. The workshop portion of the course provides supplemental instruction to help students perform at the expected level to succeed in the college level course. Another factor in retaining "non-college ready" students are retention tools such as the retention and engagement specialist and the online Dropout Detective platform that instructors use to provide alerts on students who are identified as being at risk. Any student identified as being at risk is provided extra support from the retention and engagement specialist, advisors and/or instructors.

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"s success rates of students passing gateway courses (CM 101 English Composition I, MA 111 College Algebra) on the first attempt met the baseline measurement. CCCC reports that 735/1,106 students pass gateway courses on the first attempt. This equates to 66.5%, which is above the baseline of 41.7%. This success can be attributed to realigning outcomes from Intermediate Algebra to College Algebra as well as the addition of the Composition Workshop that supplements CM 101 English Composition I for students that test just below the level required to go directly into CM 101: English Composition I.

Indicator 6: Increase the Student Success Index
Description: The Student Success Index, as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates after the end of year three of each cohort enrolling at Cloud County Community College (CCCC). The Student Success Index includes the following in defining success: all students who were retained or completed a degree, certificate or stand-alone program (occupational programs) or who 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. CCCC believes this indicator allows for improved accuracy in the measure of performance in CCCC's efforts to increase student success.

Result: CCCC's student success index was 385/596=64.6% which is above the baseline measurement of 48.7%. The Student Success Index (SSI) measures success rates after the end of year three of each cohort enrolling at CCCC. The measurement reflects our comprehensive approach to measuring student success. The metric better demonstrates Cloud's students' successes.

Coffeyville Community College Performance Report AY 2021

AY 2021 FTE: 1,135
Date: 7/5/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percentage of first to second-year retention rates for college-ready students	1 *KBOR data*	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% **Baseline: 464/745 = 62.3%**	137/245 = 55.9%	↓	133/208 = 63.9%	↑		
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 499 AY 2014: 560 AY 2015: 524 **Baseline: 528**	402	↓	348	↓		
3 Increase the number of students successfully completing industry recognized third party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 **Baseline: 526**	590	↑	547	↑		
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 **Baseline: 30**	8	↓	23	↓		
5 Increase the three-year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% **Baseline: 212/634 = 33.4%**	105/279 = 37.6%	↑	99/287= 34.5%	↑		
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% **Baseline: 634/898 = 70.6%**	288/377 = 76.4%	↑	268/315= 85.1	↑		

Coffeyville Community College Performance Report AY 2021

Indicator 1:   Increase the percentage of first to second-year retention rates for college-ready students
Description: The 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 credit-bearing courses that do not count toward the 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 retained exceeded the baseline. The three-year history baseline was created from Fall 2012, 13 & 14 cohorts. The current retention of college-ready students is 63.9%, exceeding the baseline percentage of 62.3%.

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 of 528. Indicator 2 continues to be impacted due to the Pandemic in mid-March 2020. The 2021 completers are linked to the effects spring 2020 had on students returning to the institution. The full-time equivalencies (FTE) reduced for the second year in a row (AY2020 – 1,286; AY2021 – 1,135) after experiencing the highest FTE (2019 – 1,427) in over five years. The Career and Technical Education Programs (CTE) did see an insignificant increase (+6) in certifications awarded. The CTE programs continue to try and regain pre-pandemic numbers. The medical programs continued to have the most significant impact on the uncertainties of the medical and health professions regarding students entering into facilities on part-time bases.

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 547 students in AY 2021 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 both 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 of 30. The AY 2021 report showed a significant increase from the previous year of eight to twenty-three.

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 the completion rates of minority students in AY2021 exceed the baseline of 33.4% to 34.5%. By exceeding the baseline, the institution has surpassed the baseline for the fourth 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 70.6% to 85.1% in AY 2021. CCC continues to exceed the baseline percentage of students being successful in developmental courses.

Colby Community College Performance Report AY 2021

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 315 AY 2014: 332 AY 2015: 324 **Baseline: 324**	381	↑	322	↓		
2 Increase the first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% **Baseline: 261/449 = 58.1%**	85/143 = 59.4%	↑	97/143 = 67.8%	↑		
3 Increase the percentage of students employed or transferred	2 *KBOR data*	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% **Baseline: 489/897 = 54.5%**	160/321 = 49.8%	↓	166/326 = 50.9%	↓		
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% **Baseline: 281/418 = 67.2%**	85/101 = 84.2%	↑	69/116= 59.5	↓		
5 Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 **Baseline: 363**	445	↑	415	↑		
6 Increase the Student Success Index	1 *KBOR data*	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% **Baseline: 925/1,444 = 64.1%**	300/526 = 57.0%	↓	264/463 = 57.0%	↓		

Indicator 1: Increase the number of certificates and degrees awarded
Description: 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. 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. Colby Community College 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: Colby Community College (CCC) has been working toward fully implementing the Guided Pathways model, (which will occur in fall semester 2023), the College has been taking steps to enhance retention, persistence, and completion. In so doing, students are better positioned to understand the correct sequence and timing 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.

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 Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Result: In preparation for the full implementation of the Guided Pathways model, CCC has taken important steps to boost student retention and persistence rates. These steps included clarifying enrollment pathways, sequencing, and academic support services. The credit-bearing FYE Seminar (First Year Experience—Student Success Seminar) provides students with opportunities to become knowledgeable about the College community, and teaches appropriate goal setting and goal achievement techniques. Orientations and special programming helped ensure that students would know about available support services and had the confidence to seek them out. 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: Colby Community College 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 Colby Community College 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: Tragically, 2020 marked the beginning of a global pandemic, thereby disrupting the entire world. Educational delivery was abruptly stopped and then shifted to totally online, and then largely online. Some students became ill, lost their sources of employment and/or financial stability, and became caretakers for family and friends. Although COVID is now better controlled, its lasting effects still negatively impact health, the delivery of education, and the financial vitality of many students. CCC continues to work with students to ensure retention, persistence, 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 continues to normalize.

Indicator 4: Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better

Description: Colby Community College 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 Colby Community College Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA077 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. 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: CCC posits that the decrease of successful students in MA077 is largely attributed to the disruption caused by the COVID crisis. The total number of students enrolled was: 116. The total number earning a C or higher was: 69. The number of students who earned a D or F was: 28. The number that withdrew was: 19. Although the percentage of students passing this course decreased, CCC views this as temporary setback, and fully expects the percentage of students succeeding to increase, as life continues to normalize, and as more and more academic support services are launched and used.

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 (FL) is the ability to understand and use money skills within the global society including banking, credit, planning, and management of finances. Improving FL will prepare our students to be fiscally responsible in all aspects of life. CCC defines FL for students as successfully completing one or more courses containing financial concepts. CCC will track the students who successfully complete the FL portion of the seminar course or successfully complete the following FL 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 FL.

Result: CCC weaves financial literacy concepts through credit bearing business courses, through First Year Experience, Financial Aid workshops, and specialized 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 CCC plans to further expand financial literacy programming options to reach an even greater number of students. A total of 415 unique students took a credit bearing financial literacy course. Sixty-five students took BU176, BU178, or BU253 (earning an A, B, or C grade). Three-hundred and fifty students took the Student Success Seminar/FYE course (earning an A, B, or C grade).

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. CCC 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: CCC posits that the lowered SSI scores were tied to the instructional delivery changes that were necessary during the COVID outbreak, to the fear and anxiety associated with Covid, and the perceived lack of socialization and engagement between students and faculty, and between students. 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 have many students developed the motivation and discipline to be successful online learners. CCC is committed to raising student perceptions about their educational journeys at CCC by providing high impact academic support services, improving student online learning experiences, and through technological enhancements to improve student learning and engagement in the virtual classroom, to match the face-to-face classroom.

Cowley Community College Performance Report AY 2021

AY 2021 FTE: 1,895
Date: 6/24/2022

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

*Reflects corrections made by the institution on 6/24/2022.
**Baseline was corrected 5/27/21.

Cowley Community College Performance Report AY 2021

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 65.2% for AY2021 compared to the baseline of 61.3%. The College has been focused on providing clear transfer pathways that guide students to re-enrollment and to transfer. Academic advisors were equipped with new data dashboards during AY 2021 to quickly identify at-risk students to drive a more intrusive advising model. In conjunction, the College has been providing advisor training during the first of each semester to address issues that advisors might be having with student enrollment. Finally, the College's 2022-2025 strategic plan includes goals and targets to decrease stop out for specific student subgroups.

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 84.9% of the cohort successfully completing the gateway courses for AY2021 compared to the baseline of 77.9%. Cowley currently uses a corequisite (ALP) approach in English Composition I and an accelerated math pathway for College Algebra. In addition, a writing lab was established three years ago that has been very successful in helping students succeed in English Composition I. Cowley College plans to expand the writing lab concept to other subject areas for AY22 through the development of a new student success center called the Tiger Learning Center. The College is also reviewing the challenges of the accelerated model in the online modality.

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 59.1% in AY2021 compared to the 59.8% baseline. Although we did not achieve the benchmark, we have made significant progress on this indicator over the previous year. A factor that is still affecting this indicator is Cowley College is located 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. The College also has an online Non-Destructive Testing program and milling program that trains workers internationally. Cowley College continues to guide students in career exploration and job placement through the Workforce and Career Center on campus. 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
Description: This goal blends the intentions of *Foresight 2020* with the awareness that many students come to college with the goal of completing a four-year degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a narrower focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

Result: Cowley College met this indicator with a 68.5% in AY2021 compared to the baseline of 61.2%. A major factor in the success of this indicator is the focus on stackable credentials and better tracking of certificate completers in the student management system.   The College is working with advisors to stress the importance of coding the students correctly in the enrollment process so that the appropriate credentials can be awarded.

Indicator 5: Increase the persistence rates (fall to fall) for students in developmental courses
Description: As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Using a cohort of first-time full-time students enrolled in developmental courses, we will use the number enrolling in the subsequent fall as the numerator and the total number enrolled in the previous fall as the denominator for calculating percentage.

Result: Cowley College met this indicator with 55.1% of the developmental cohort in AY2021 being retained from fall to fall, compared to the baseline of 53.1%. Even though this indicator was met, the College has noted the decline over the past year. The new Tiger Learning Center and student success center processes will be developed over the upcoming year, along with new data dashboards with predictive analytics to help identify students who may be falling behind, with the focus on remediation and completion.

Indicator 6: Increase overall first-year academic achievement for students in developmental courses
Description: Improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The overall first year grade point average (GPA) will be recorded for all first-time full-time students enrolled in developmental courses and compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Result: Cowley College met this indicator with a developmental student GPA of 2.434 compared to the baseline of 2.214 GPA. A factor in the success of this indicator was the use of the writing center and other academic support initiatives. The College will expand this service to cover more subject areas with professional and peer tutoring, tracking the success of the initiative over the upcoming two years.

Dodge City Community College Performance Report AY 2021

AY 2021 FTE: 1,107
Date: 7/5/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Improve Student Success Index rate	1 *KBOR data*	AY 2010 Cohort: 277/574 = 48.3% AY 2011 Cohort: 326/694 = 47.0% AY 2012 Cohort: 302/680 = 44.4% **Baseline: 905/1,948 = 46.5%**	389/719 = 54.1%	↑	313/591 = 53.0%	↑		
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 383 AY 2014: 432 AY 2015: 426 **Baseline: 1241/3 = 414**	371	↓	316	↓		
3 Increase third-party technical credentials earned by Allied Health and Nursing students	2	AY 2016: 158 AY 2017: 147 AY 2018: 146 **Baseline: 451/3 = 150**	158	↑	143	↓		
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	AY 2013: 198/319 = 62.1% AY 2014: 182/334 = 54.5% AY 2015: 185/368 = 50.3% **Baseline: 565/1,021 = 55.3%**	106/221= 48.0%	↓	72/124 58.1%	↑		
5 Increase percentage of successful completers of Developmental English	2	AY 2016: 48/69 = 70.0% AY 2017: 41/72 = 56.9% AY 2018: 107/138 = 77.5% **Baseline: 196/279 = 70.3%**	136/161= 84.5%	↑	104/137 75.9%	↑		
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% AY2017: 302/419 = 72.1% AY2018: 413/601 = 68.7% **Baseline: 1,059/1,482 = 71.5%**	341/437= 78.0%	↑	325/426 76.3%	↑		

Dodge City Community College Performance Report AY 2021

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 AY2021, DCCC's Student Success Index rate shows slight drops to number of completed and retained students and to size of cohort. However, at 53%, our rate continues to surpass baseline, for AY2012, by 6.5 percentage points. Dodge City Community 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 AY2021, DCCC fell short of baseline for number of certificates and degrees awarded. As Dodge City Community College consistently assesses processes and personnel in key areas touching completion in order to respond strategically, the college has added additional staff, training, and automation of processes relevant to advising, degree audit, transcripting and data reporting. The college continues to add high demand programs and to progress in developing articulation agreements and partnerships with 4-year institutions.

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 AY2021, DCCC fell moderately short of baseline for a number of third party technical credentials earned by Allied Health and Nursing students. Various factors have contributed to this decline. These factors include COVID protocol which reduced the number of available clinical facilities and/or decreased the number of students permitted to participate in clinical settings in-person. Additionally, the college's Allied Health/Nursing program notes an increase in the number of students facing challenges to completion. The college's response is to assess implementation of curricular changes to the nursing program to enhance student mastery of clinical judgement and critical thinking skills, work to provide instructional/tutoring support specific to Allied Health/Nursing program, and improve staff and clinical faculty retention. The Allied Health/Nursing program at Dodge City Community College maintains positive relationships with our industry partners and the program continues to note high demand for services and classes.

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: For AY2021, DCCC notes an increase of 2.8 points to baseline and a 10.1% increase over AY2020. These improvements are attributed to the success of the current leadership of the college's Adult Learning Center in use of instructional materials/technologies, changes to staffing, and enhanced access. DCCC is proud to contribute to the increase of higher education attainment for English language learners.

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 shows gains in performance for this indicator for the second consecutive year. For AY 2021, the college shows a rate of 75.9% for 5.6 point increase from our baseline of 70.3%. We attribute our success on this indicator to tutoring, additional delivery modalities, and effective instructional practices of our faculty. We acknowledge our advising and enrollment staff for the decrease in the total number of students participating in Developmental English.

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: Dodge City Community College shows gains in performance for this indicator for the second consecutive year. For AY2021, the college shows a rate of 76.3% for a 4.8 point increase from our baseline of 71.5%. We attribute our success to our highly qualified STEM faculty and their instructional practices. The college plans to build on this success by retaining highly qualified STEM faculty, enhancing tutoring/instructional support, and developing additional transfer pathways to support students' higher education attainment in high wage STEM careers.

Fort Scott Community College Performance Report AY 2021

AY 2021 FTE: 1,151
Date: 8/2/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percent of first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 = 53.9% Fall 2014 Cohort: 86/182 = 47.3% **Baseline: 288/544 = 52.9%**	92/172 = 53.5%	↑	97/161 = 60.2%	↑		
2 Increase the three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% **Baseline: 216/591 = 36.5%**	73/158 = 46.2%	↑	59/157 = 37.6%	↑		
3 Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% **Baseline: 1,496/2,419 = 61.8%**	519/774 67.1%	↑	371/590 62.9%	↑		
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% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% **Baseline: 223/305 = 73.1%**	89/110 = 80.9%	↑	97/113= 85.8%	↑		
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% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% **Baseline: 1,715/2,201 = 77.9%**	835/1018 = 82.0%	↑	902/1,057= 85.3%	↑		
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% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% **Baseline: 737/1,018 = 72.4%**	203/211 = 96.2%	↑	206/221= 93.2%	↑		

Indicator 1:   Increase the percent of first-to-second year retention rates of the college-ready cohort
<u>*Description:*</u> 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.

<u>*Result:*</u> FSCC exceeded the baseline for the fifth consecutive year. Retention utilizing intrusive advising, by contacting students via text message and email whenever an instructor has a concern has remained a top priority. The Early Alert system is used by instructors to identify students needing additional support, which notifies institutional advisors to contact the student. Free tutoring in the Student Success Center is an additional support service that also helps increase success and retention.

Indicator 2:   Increase the three-year graduation rates of the college-ready cohort
<u>*Description:*</u> 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.

<u>*Result:*</u> FSCC exceeded the baseline for graduation rates, however, the overall percentage was lower than the previous year. The college attributes the higher graduation rate to multiple factors. As mentioned in indicator 1, intrusive advising and focusing on retention have been key factors. A student-centric course schedule can also be attributed to maintaining a three-year graduation rate above the baseline.

Indicator 3:   Increase the percent of students earning job-ready certifications
<u>*Description:*</u>   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.

<u>*Result:*</u> FSCC continues to experience a high percentage of students earning job ready certifications. 371 students were successful in earning an industry credential out of the 590 students seeking certifications. FSCC is proud of the high-quality technical education offered in Southeast Kansas to allow students to upskill and improve themselves for the demands of the workforce. The number of students seeking job-ready certifications decreased during the previous AY, possibly due to the impacts of the pandemic. FSCC maintains strong partnerships with business and industry in the area and is working to increase the number of students seeking industry recognized credentials by working with local school districts and advisory boards.

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 exceeded the baseline with this indicator for the fifth consecutive year. While the success of students is worth noting, particularly intriguing is the increase in the number of students being provided the opportunity to complete English 101 after being identified as non-college ready. Due to changes in the developmental education curriculum in English, specifically, implementing the Accelerated Learning Program (ALP) (in which students take English 101 and an English Enrichment course as corequisites) and utilizing more accurate placement metrics, students are having more opportunities to complete the college level course. Because this has created more opportunities for students to complete English 101, the denominator AND numerator continue to increase significantly from just two years ago. In AY2019, only 83 students were included in the non-college ready denominator; compared to 113 this year. This year, 97 of the 113 students were successful in completing, which demonstrates success in both access and completion of this indicator.

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: As mentioned in indicator 4, FSCC continues to see improvement in the denominator (more students) and the numerator (success rate) for this indicator. Nearly every instructor at FSCC has taught online courses, and online students are afforded the same resources and services as traditional ground-based students. The support from library services with troubleshooting issues has removed hurdles for students who are struggling with technology, allowing more 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: The number of students completing both English 101 and 102 in the same year was once again higher than the baseline. FSCC advising focuses on students being able to have continuity from one semester to the next, trying to keep the same instructor and type of schedule. The changes discussed in indicator 4 have positively impacted the success in both English 101 and 102. This year, 206 students out of the 221 who completed English 101 and 102 in the same year were successful. While FSCC knows not all those students were considered non-college ready, students who may have been unsuccessful with developmental education in the past, are able to maintain higher motivation and success level through both English 101 and 102 classes.

Garden City Community College Performance Report AY 2021

AY 2021 FTE: 1,441
Date: 8/1/2022

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

Garden City Community College Performance Report AY 2021

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: 59 credit hours were completed by veteran students in AY 2021, a continued decrease from AY 2020. This is an expected decline based on the suspension of a partnership with the Kansas National Guard.

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

Result: 584 degrees and certificates were awarded in AY 2021. This number represents a slight decrease (6.7%) from AY 2020, but remains above the baseline.

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment
Description:
In 2014-15, GCCC began using an internal tool to assess student skills, including written communication skills. This tool used a 4-point Likert scale with 12 total points possible on the rubric. It is this scale that the college's benchmark and previous reporting is based. Beginning in AY 2019, however, GCCC adopted the VALUES Rubrics for assessing student learning, which use a 21.25-point scale. Beginning in Fall 2020 and based on faculty feedback, the college's Student Learning Assessment Team customized the rubric, resulting in a total point scale of 20. Because GCCC's baseline scores and previous performance agreement reporting is based on a 12-point scale, we have used a simple conversion to equate the results for AY 2021 to the 12-point scale.

Result: On the 20-point scale the written communication score for AY 2021 was 16.84, which equates to 10.1 out of 12. This is both above the baseline and an increase from AY 2020 indicating the college's initiatives to strengthen written communication at the major level are having the intended positive effect.

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: 90.2% of students met this indicator. Beginning Fall 2020, the English department launched a co-requisite reform of developmental education. The remedial course (ENGL-091) was largely phased out in favor of a 1-credit ENGL 098 support course enrolled simultaneously with ENGL 101. This indicator counts success when students either completed ENGL 091 and then ENGL 101 with a "C" or better OR enrolled in the ENGL 098+ENGL 101 and passed both courses with a "C" or better. This is a significant increase year over year and expected based on scholarly literature related to co-requisite reform.

Indicator 5: Increase satisfactory completion of credit hours in hybrid, distance and online courses
<u>*Description:*</u> 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.

<u>*Result:*</u> 17,154 credit hours in hybrid and online courses were successfully completed for AY 2021. This number is 30% above the baseline.

Indicator 6: Increase 3-year graduation rate for first-time, full-time, undergraduate, degree-seeking, college ready student cohort
<u>*Description:*</u> 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.

<u>*Result:*</u> 50% three-year graduation rate for AY 2021. This is a significant increase over AY 2020 reporting, but we understand the AY 2020 data was artificially deflated as a result of a brief change in how the college classified developmental courses, which resulted in an abnormally large college-ready cohort. This classification change was temporary, and we understand this year's result of 50% to be a more accurate reflection of the success of our college ready cohort in future reporting years.

Highland Community College Performance Report AY 2021

AY 2021 FTE: 1,581
Date: 5/31/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 *KBOR data*	AY 2013: 653 AY 2014: 650 AY 2015: 613 **Baseline: 639**	609	↓	617	↓		
2 Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion	2 *KBOR data*	AY 2012: 325/554 = 58.7% AY 2013: 334/601 = 55.6% AY 2014: 365/616 = 59.3% **Baseline: 1,024/1,771 = 57.8%**	383/683 = 56.1%	↓	351/598 = 58.7%	↑		
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014: 42 AY 2015: 34 AY 2016: 38 **Baseline: 38**	5	↓	78	↑		
4 Increase the percentage of students passing Fundamentals of Math	1	AY 2014: 93/149 = 62.4% AY 2015: 95/156 = 60.9% AY 2016: 94/151 = 62.3% **Baseline: 282/456 = 61.8%**	63.3% (62/98)	↑	60.0% (21/35)	↓		
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% AY 2014: 20/20 = 100.0% AY 2015: 14/20 = 70.0% **Baseline: 52/60 = 86.7%**	75% (18/24)	↓	90.0% (18/20)	↑		
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 AY 2015: 75 AY 2016: 86 **Baseline: 75**	79	↑	75	↔		

Highland Community College Performance Report AY 2021

Indicator 1: Increase the number of degrees and certificates awarded

Description: Highland will continue strengthening academic advising as well as academic success and retention efforts. In addition to the strategies implemented to increase Associate of Arts and Associate of Science degrees, 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: 617 degrees and certificates were awarded during AY 2021, 22 awarded degrees/certificates below the baseline. However, the number of degrees and certificates awarded increased by 8 over AY 2020. We used Summer 2020 to implement COVID-19 protocols throughout our institution. This included rearrangement of physical space to maintain social distancing, organization of in-person courses to accommodate hybrid delivery, and training faculty on advanced uses of our newly implemented learning management system. Enrollment trended down in Fall 2020 as students showed concern for what the semester and year might bring with the pandemic continuing to present new challenges. Additionally, our short-term certificates (Certified Nurse Aide, Certified Medication Aide, Emergency Medical Technology) continued to be impacted due to the pandemic given the restrictions for outside entities to enter and provide services within clinical settings as well as testing impacts and/or delays due to COVID-19.

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

Description: Highland 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: 58.7% (351/598) of HCC graduates were employed or transferred in Kansas one year after completion. This number increased by 2.6% over last year and is above the baseline of 57.8%. While HCC experienced a decline in overall enrollment during FY21, the institution increased the percentage of graduates employed in Kansas one year after completion. HCC still has 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, our Western Center in Baileyville, and our Wamego Center as well as our Computer Support Specialist (CSS) program at our Wamego Center will also prepare more Kansans to go straight to work in these fields.

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 KCWR. Indicator 3 measures the number of technical program students at the Atchison Technical Center earning the Kansas Certificate of Work Readiness (KCWR).

Result: Seventy-eight students earned a Kansas Certificate of Work Readiness (KCWR), which is above our baseline of 38. This is also significantly above the indicator performance in AY 2020 (5) which was due entirely due to COVID-19 complications.

Indicator 4: Increase the percentage of students passing Fundamentals of Math
Description: Fundamentals of Math is a foundation course for students at Highland 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: 60% (21/35) students passed Fundamentals of Mathematics on their first attempt in AY 2021. This is below the benchmark of 61.8% and below the AY 2020 indicator of 63.3% (62/98). Note the change in the number of students enrolled in AY 2021 (35) as compared to AY 2020 (98). The enrollment change during this time was due to the institution's attempt to reduce barriers for students to the Mathematics gateway course (College Algebra). Our prerequisites for Intermediate and College Algebra courses were shifted to multiple measures rather than static placement tests at the end of AY 2020. This qualified more students to place in Intermediate or College Algebra courses thus reducing enrollment in Fundamentals of Mathematics. This also resulted in the students enrolling in Fundamentals of Mathematics having lower overall multiple measure scores indicating their potential lack of preparation for this course and need for significantly increased support from tutoring and support services. Our full-time Math faculty member continues to serve as the Math Specialist for our Student Support Services Program. We have facilitated additional training for our Mathematics tutors to provide support. Additionally, we revised the prerequisite requirements for students in Intermediate and College Algebra to better align with outcomes of multiple measures and continue to advise students in correct placement to support success in Mathematics classes.

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 AY 2021, we improved our first attempt pass rate to 90% when compared to the prior year. This places us above our baseline of 86.7%. We recently completed a full review by the Kansas State Board of Nursing (KSBN) in Spring 2022. We were removed from monitoring after this visit. We also maintain accreditation in good standing with the Accreditation Commission for Education in Nursing (ACEN).

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, the Atchison Technical Center graduates in the last semester of their programs were assessed. We met our baseline of 75 students earning a 3 or higher on all rubric items.

Hutchinson Community College Performance Report AY 2021

Contact Person:
Cindy Hoss

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% **Baseline: 669/1,139 = 58.7%**	414/603 = 68.7%	↑	413/631 = 65.5%	↑		
2 Increase three-year graduation rate of college-ready cohort	1 *KBOR data*	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% **Baseline: 317/1,084 = 29.2%**	280/588 = 47.6%	↑	261/557 = 46.9%	↑		
3 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 **Baseline: 1,465**	1,662	↑	1,502	↑		
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% **Baseline: 1,039/1,356 = 76.6%**	164/208 = 78.8%	↑	119/154 77.3%	↑		
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY2015: 503/615 = 81.8% **Baseline: 1,553/1,896 = 81.9%**	475/600 = 79.2%	↓	490/619 79.2%	↓		
6 Increase the number of students successfully completing the second level or above of a stackable credential program	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 **Baseline: 152**	121	↓	126	↓		

<h1 style="text-align:center">Hutchinson Community College Performance Report AY 2021</h1>

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 AY 2021 retention rate for those enrolled for two consecutive fall terms is again higher than the baseline. HutchCC continues to successfully retain former concurrent students, many of whom started their degree completion goals with HutchCC. Our Enrollment Management team also monitors enrollment of first-time students and offers assistance to those who have not enrolled for future terms. The AY 2021 retention rate for those enrolled for two consecutive fall terms is again higher than the baseline. 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 AY 2021 graduation rate is steadily higher than the baseline, and this is an amazing result of student persistence given the healthcare turmoil of the last few years. HutchCC has fulfilled this outcome.

Indicator 3: Increase number of certificates and degrees awarded
Description: The number of certificates and degrees awarded is defined as "the total number of certificates and degrees issued by 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 AY2021 indicator (total 1,502) continues to remain above the baseline with 37 certificate and degree awardees beyond the baseline of 1,465. HutchCC has been improving our processes and awarding certificates as soon as they are earned along the way to degree completion. 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 AY2021 indicator is slightly above the baseline. There were 119 successful completers with grades of A, B, and C as compared to the 154 total completers which then includes D and F awards. Accelerated eight-week sections of the course are offered, with student attendance four days per week; the more frequent engagement with math adds to success. Further, two specific faculty members are dedicated to teaching only developmental math. Additional math resources are provided in our Learning Zone LMS. 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 2021 indicator is 2.7% below the baseline. This percentage resulted from a loss of 619 students who were no longer enrolled in technical programs, and we find that the nationwide pandemic affected our enrollments, our students' persistence, and our overall completions numbers. Although HutchCC has not fulfilled this outcome, we stalwartly served the technical students who attended on-ground classes and continued their education during this period of turmoil.

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: Since 2018, HutchCC has been down over 100 students annually taking the Certified Nurse Aide (CNA) course and that provides the basis for the Certified Medication Aide (CMA) or Home Health certifications. Then beginning in 2019 (during the nationwide sweeping COVID outbreak) the state of Kansas did not authorize course offerings in order to prevent further outbreaks in healthcare facilities, nursing homes, and educational institutions. These restrictions continued into 2021-2022. Nonetheless, HutchCC did see stackable activity from certificate to degree completion (27%) in two program areas; Emergency Medical Technician (EMT) to Paramedic (30%) and Geriatric Aide—CNA certificate to Licensed Practical Nurse (LPN) (18%); however, these continuations do not alone fully support the previous baseline indicator. HutchCC has not fulfilled this outcome.

Independence Community College Performance Report AY 2021

AY 2021 FTE: 615
Date: 7/18/2022

Contact Person:
Taylor Crawshaw

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *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%	↑	49/88 = 55.7%	↑		
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	↓	204	↓		
3 Increase the retention rate of students who participate in our Student Support Services program	1	AY 2009: 88/194 = 45.4% AY 2010: 100/189 = 52.9% AY 2011: 106/195 = 54.4% **Baseline: 294/578 = 50.9%**	96/150 = 64.0%	↑	82/119 = 68.9%	↑		
4 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% **Baseline: 347/678 = 51.2%**	33/95 = 34.7%	↓	80/127 = 63.0%	↑		
5 Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% **Baseline: 64/83 = 77.1%**	9/13 = 69.2%	↓	7/9 = 77.8%	↑		
6 Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% **Baseline: 1,099/1,615 = 68.0%**	1,221/1,736 = 70.3%	↑	1,284/1,909 = 67.3%	↓		

Independence Community College Performance Report AY 2021

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 55.7%, this indicator is up 16.9% above the baseline. Independence Community College has improved the retention of the college ready cohort from the baseline as well as made improvement from the previous 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 will help ICC increase our emphasis on the benefits of completing a program of study.

Result: While this indicator remains down by 63 students from the overall baseline of 267, Independence Community College has seen an increase in the number of degrees and certificates awarded from the previous reporting year and recognizes this as a gain. Current measures in place to assist continual improvement of this measure include: faculty advising initiatives, success coach monitoring and intervention, reverse transfer initiatives, and military friendly processes.

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

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

Result: Retention rate of students who participate in our Student Support Services program was 68.9%, 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 51.2%. ICC's rate of students employed in a related field and/or continuing their education within one year of successfully completing any program for AY 2021 is at 63.0% - 11% over the baseline. Improved communication strategies with students and graduates and the overall employment rate health have assisted with the increase in this indicator.

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

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

Result: This indicator shows an increase above the baseline. ICC continues to assess and monitor student need for and success in developmental English coursework through regular course assessment and annual and comprehensive program review.

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

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

Result: This indicator shows a decrease from the baseline of less than 1%. ICC continues to monitor student success in online courses and works towards continuous improvement through online course curriculum and pedagogy development.

Johnson County Community College Performance Report AY 2021

AY 2021 FTE: 9,820
Date: 8/29/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Student Success: Success rate after three years reported for each cohort	1 *KBOR data*	AY 2010: 2,058/4,130 = 49.8% AY 2011: 2,098/4,275 = 49.1% AY 2012: 2,015/4,136 = 48.7% **Baseline: 6,171 /12,541 = 49.2%**	2,880/5,112 = 56.3%	↑	2,810/5,088 = 55.2%	↑		
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 **Baseline: 2,968**	3,006	↑	2,679	↓		
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 *KBOR data*	AY 2012: 1,195/2,371 = 50.4% AY 2013: 1,235/2,335 = 52.9% AY 2014: 1,322/2,548 = 51.9% **Baseline: 3,752/7,254 = 51.7%**	1,508/2,742 = 55.0%	↑	1,364/2,529 = 53.9%	↑		
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% **Baseline: 1,890/3,515 = 53.8%**	730/1,276 = 57.2%*	↓	590/1,113 = 53.0%	↓		
5 Increase First to second year retention rates of first-time, full-time college ready student population	1 *KBOR data*	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% **Baseline: 1,158/1,806 = 64.1%**	506/798 = 63.4%	↓	575/922 = 62.4%	↓		
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% **Baseline: 1,839/4,463 = 41.2%**	738/1,524 = 48.4%	↑	653/1,479 = 44.2%	↑		

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

Johnson County Community College Performance Report AY 2021

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 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 is also leveraging its student data through the use of predictive analytics to identify toxic course combinations to provide better advising and help students access tutoring and other services sooner. A pilot of this initiative will go live in Fall 2022 with a more robust roll-out scheduled in Spring 2023. The College has also been involved in a project 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 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 fell below the baseline largely due to obstacles associated with COVID-19. The awards within Healthcare, Public Safety & Wellness were greatly impacted due to the decreased availability of face-to-face opportunities. As the College resumes pre-COVID operations this is expected to improve.

Additionally, the College has three initiatives under way to directly impact this indicator.
- Academic Planning Tool implementation: This web-based platform contains a highly interactive user interface to empower students and staff to track a student's academic progress and effectively plan towards program completion and or 4-year transfer. It is a one-stop interactive visual platform where students, advisors, faculty, and administrators can collaborate on comprehensive program planning through initial enrollment, registration, milestones, transfer, and graduation.
- Pathways Strategy development: A JCCC team will be attending the Pathways Institute to develop and implement a Pathways strategy at JCCC. This strategy would help students choose a program, develop an academic plan early on, and have a clear roadmap of the courses needed to complete a credential that allows for transfer or entry into the work force. Students will also receive resources and guidance to support their journey.
- Undecided Student focus: Success Coaches are now focusing on undecided students, working to fully resource students to move them from undecided to a clear program of study.

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

Result: Indicator 3 remained above the baseline. The Career Development Center continues to increase its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools. Additionally, physical and virtual career fairs are offered throughout the year, working to place students with area employers. 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 persistent from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result: Indicator is down slightly when compared to the baseline. Due to obstacles associated with COVID enrollment at the college for fall 2020 was down overall. Students were hesitant to enroll as the nation worked to get beyond COVID-19 and courses transitioned to online delivery. 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 Guided 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, 2 and 4.

As mentioned in Indicator 1 and 2, 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. The three new initiatives listed in Indicator 2 are expected to increase retention and success of students at the College.

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 2021						AY 2021 FTE: 3,002 Date: 7/11/2022		
Contact Person: Jerry Pope Phone: 913-288-7100 email: jpope@kckcc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the First to Second Year Retention Rate of First-time Full-time College Ready students	1 *KBOR data*	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% **Baseline: 482/936 = 51.5%**	246/407 = 60.4%	↑	227/343 = 66.2%	↑		
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 **Baseline: 1,270**	1,135	↓	1,081	↓		
3 Increase the Percent of Students Employed or Transferred	2 *KBOR data*	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% **Baseline: 2,096/3,823 = 54.8%**	764/1,272 = 60.1%	↑	644/1,122 = 57.4%	↑		
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% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% **Baseline: 4,379/6,539 = 67.0%**	896/1,370 = 65.4%	↓	660/974 = 67.8%	↑		
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 **Baseline: 1,348**	2,095	↑	1,690	↑		
6 Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% **Baseline: 2,216/3,235 = 68.5%**	(191/291) = 65.6%	↓	(37/60) = 61.7%	↓		

Kansas City Kansas Community College Performance Report AY 2021

Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students
<u>*Description*</u>: 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.

<u>*Result:*</u> This is an increase of almost 15% over the baseline (51.5% to 66.2%) and almost 6% from AY 2020 (60.4%). The increase in retention rate suggests that strategies which were implemented in previous years prepared KCKCC to support student degree progression during the impacts of COVID-19. Additional strategies that have been implemented this year include expanding the food pantry, hiring an additional mental health counselor, adopting a student planner to help students plan future semester courses, and offering remote/virtual advising sessions to provide more access to students.

Indicator 2: Increase the Number of Certificates and Degrees Awarded
<u>*Description*</u>: 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 sixteen credit hours.

<u>*Result:*</u> This is a decline from the baseline of 1,270 to 1,081. As reported last year, while the absolute number of certificates and degrees awarded has declined, the number of degrees awarded compared to FTE enrollment as a ratio has continued to increase. 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 1,081 credentials for 3,002 FTEs, or 36.0, which is a substantial increase from AY 2020's ratio of 31.6. The college believes it is doing better in getting students to degree/certificate completion but that this is masked by the continued downward trend in enrollment, most recently related to COVID-19, and is consistent with trends across higher education.

Indicator 3: Increase the Percentage of Students Employed or Transferred
<u>*Description*</u>: 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.

<u>*Result:*</u> The reported 57.4% is an increase from the baseline 54.8%. The college believes this increase is the result of various strategies, including the intentional creation of internship/employment opportunities, more targeted career fairs, student transfer clubs, college transfer fairs, etc. Recently, the college implemented a career services portal to promote career-connected learning and post-graduation employment. Unfortunately, in AY 2021 the college was unable to offer these events in large face-to-face formats due to the pandemic. As the pandemic has waned, we are once again offering these outreach opportunities face-to-face and are hopeful the trend will continue to be positive in future years.

Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses
<u>*Description:*</u> 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: This is a slight increase over the baseline years from 67.0% to 67.8%. We have implemented several strategies in an effort to increase the student success rate. For example, the Student Success Team meets with all students who have earned less than 12 credits at KCKCC before self-enrollment is permitted. Advisors work diligently counseling students on academic planning, including course load and employment load comparisons, to ensure students are enrolling in the appropriate amount of credit hours for academic mastery and success. The academic divisions have also implemented pilot co-requisite developmental education models to better prepare students for college level courses after completion of developmental education. The Student Success Team works closely with coordinators of these pilot programs to advise and enroll students into appropriate developmental education coursework based on students' abilities, interests, and goals. Instructors of these programs also work closely with the Student Success Team to ensure advising can appropriately intervene with resources and support for students participating in the pilot programs.

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: The reported 1,690 Hispanic students is an increase over the baseline 1,348. The college is very proud that the percentage of Hispanic students enrolled has increased from 10.4% in AY 2013 to 21.7% in AY 2021, and we expect the upward trend to continue in subsequent years. Intentional acts the college has taken to increase this number include the following; (1) a Spanish-Speaking college operator 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 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 assisting 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 Social Security Number or Tax Identification Numbers number in the system for 1098T forms, which provides the total dollar amount paid by the student for what is referred to as qualified tuition and related expenses in a single tax year.

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: The reported 61.7% is below the baseline 68.5%. The college continues to take active steps to increase the Fall to Spring retention rate of non-college ready students. Examples of intentional actions to address this indicator include adding a TRIO FAFSA counselor to assist students with completing their FAFSA in one-on-one work sessions to ensure students do not have an additional barrier to success. As mentioned in the discussion of Indicator 4 above, the academic divisions have also implemented pilot co-requisite developmental education models to better prepare students for college level courses after completion of developmental education. The Student Success Team works closely with coordinators of these pilot programs to advise and enroll students into appropriate developmental education coursework based on students' abilities, interests, and goals. Instructors of these programs also collaborate with the team to ensure advising can appropriately intervene with resources and support for students participating in the pilot programs.

Labette Community College Performance Report AY 2021

AY 2021 FTE: 928
Date: 7/19/2022

Contact Person:
Jason Sharp

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email: jasons@labette.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first-time, full-time college-ready freshmen	1 *KBOR Data*	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% **Baseline: 212/343 = 61.8%**	61/110 = 55.5%	↓	65/113 = 57.5%	↓		
2 Increase the number of certificates and degrees awarded	1 *KBOR Data*	AY 2013: 425 AY 2014: 435 AY 2015: 391 **Baseline: 417**	375	↓	319	↓		
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% **Baseline: 928/1,305 = 71.1%**	330/432 = 76.4%	↑	299/406 73.6%	↑		
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013: 110/178 = 61.8% AY 2014: 79/126 = 62.7% AY 2015: 132/204 = 64.7% **Baseline: 321/508 = 63.2%**	129/157 = 82.2%	↑	118/155 76.1%	↑		
5 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013: 81/88 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% **Baseline: 249/280 = 88.9%**	68/76 = 89.5%	↑	52/53 98.1%	↑		
6 Increase three-year graduation rates of college ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% **Baseline: 93/363 = 25.6%**	45/96 = 46.9%	↑	37/110 = 33.6%	↑		

Labette Community College Performance Report AY 2021

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen
Description: We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "… providing a supportive environment for success…." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Result: We did not show directional improvement for this indicator. Labette implemented an Early Alert Program in AY19 which has shown to be consistent and successful to address academic concerns early in a semester. AY21 resulted in 96 notifications to the Vice President of Student Affairs and other student support service staff. Labette's strategic enrollment management committee started developing further and now contains four subcommittees; recruiting, onboarding, retention and completion. The retention committee made many recommendations and the one that we are starting to see as impactful is running D's and F' twice a semester (mid semester). Once those grades are pulled, notifications are sent to the advisors of those students so they can work on academic improvement goals in a timely manner. Additionally, Labette is moving the entire college to an intrusive advising model with an advising center. This will start July 2022 and the goal of this shift is to work more intrusively with students from start to finish to retain and move toward degree or certificate completions.

Indicator 2: Increase the number of certificates and degrees awarded
Description: This indicator was selected to ensure that we keep our focus on increasing the number of completers.   Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

Result: We did not show directional improvement for this indicator. This area has fluctuated both in decline and growth. We had an extremely high baseline using AY13 – 15 (417) data. AY17 results in this category were 338 which increased year to year until AY19 with 391. The college then started to shift downwards to 375 in AY20 and 319 in AY21. The college feels there are a few contributing factors to the decline: National Pandemic (COVID-19) and drop of enrollment. For AY20 the country experienced a pandemic (COVID-19) that closed commercial operations and movement in mid-march. Institutions and individuals (students) had additional burdens placed on them during this time frame. That burden extended into AY21 as the nation and states still had varying restrictions imposed upon travel, operations, gatherings, masks, etc. The American Rescue Plan offered by the Biden Administration tried to provide pandemic relief funding for individuals as well as businesses in a variety of forms but students had to make hard personal decisions regarding the cost of, or closure of, daycares, jobs, personal finances, education, etc. There is a direct correlation between the number of students enrolled and the number of students who graduate. KBOR's Building a Future Report 2022 annual report cited on page 12, "The percentage of high school graduates entering college immediately after graduation in 2020 was 44.8%, down 9.3 percentage points in five years." Further citing, "The college going rate for those entering college two or more years after high school graduation was also down, indicating more students are not deferring their postsecondary education, but foregoing it entirely." This was also cited in the 2021 annual report. Thus, highlighting this is a statewide trend not specific to any Kansas college alone. Although, LCC was on an upward trend year to year until the pandemic. We will continue to evaluate ways to increase the number of certificates and degrees awarded and find ways to demonstrate the value of having postsecondary credentials.

Indicator 3: Increase the percentage of students successfully completing English Composition I
Description: We chose this indicator because it allows us to focus on LCC student improvement in writing. Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Result: Directional improvement from the baseline was demonstrated. For the last several years, Labette has made transitions in its offering of developmental English coursework. The college continues to offer developmental coursework but has moved to phase out the Accelerated Learning Program due to scheduling

and progression conflicts. The English Comp I with Review course saw increased enrollment and offerings over the last couple of semesters as it assists students with scheduling and allows them to track towards degree completion quicker. The English Comp I with Review classes are offered in computer labs where students spend time writing and the instructors are able to guide them through the writing process.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program
Description: The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.

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

Indicator 5: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program
Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant (PTA), Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, Obstetrics room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits, and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

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

Indicator 6: Increase three-year graduation rates of college ready cohort
Description: We chose this indicator to keep our focus on increasing retention, resulting in increased graduation rates. The Financial Aid Department continues to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

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

Neosho County Community College Performance Report AY 2021							AY 2021 FTE: 1,030 Date: 7/18/2022	
Contact Person: Sarah Robb Phone: 620-432-0302 email: Sarah_Robb@neosho.edu	Foresight Goal	3 yr. History	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**		**Reporting AY 2022 (SU21, FA21, SP22)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% **Baseline: 139/474 = 29.3%**	77/202 = 38.1%	↑	87/207 = 42.0%	↑		
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% **Baseline: 883/1,119 = 78.9%**	286/362 = 79.0%	↑	263/333 79.0%	↑		
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% **Baseline: 1,534/1,599 = 95.9%**	1052/1071 = 98.2%	↑	1,009/1,025 98.4%	↑		
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% **Baseline: 334/434 = 77.0%**	95/116 = 81.9%	↑	89/113 78.8%	↑		
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% **Baseline: 237/339 = 69.9%**	76/96 = 79.2%	↑	56/91 61.5%	↓		
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% **Baseline: 4,914/63 = 78.0%**	1732/21 = 82.5%	↑	1,749/21 83.3%	↑		

Neosho County Community College Performance Report AY 2021

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 2021 data demonstrates that NCCC exceeded the goal established for this baseline. Updated processes and communication standards from the advising department on campus and a newly established advisor training professional development module have made a positive impact on graduation rates.

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

Result: Last year was the first time in three years in which NCCC attained an improvement on this goal. This year, while we did not improve any further, we did maintain this score through another academic year. I certainly hope in the years to come we will see further improvement in our student's assessment scores related to analytical thinking. We have now an established support staff to help faculty members in their efforts in the classroom.

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 2021. The faculty and staff in Workforce Development at NCCC maintain a commitment to ensure these opportunities are provided to students. There is a strong, coordinated effort in this area to not only encourage the completion of third-party credentials, but also to effectively document the results.

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

of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

Result: Although we did not maintain the high score reported in AY2020, NCCC is able to indicate that we did improve from the established baseline for this goal in AY 2021. The difficulties our students endured during the pandemic are showing up in these results along with indicator 5. The very swift movement to online and virtual learning has impacted the success of our students during this time.

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: Unfortunately NCCC must report a significant decline with indicator 5. Much of this decline is likely related to the COVID pandemic as mentioned with indicator 4. Not only were students faced with multiple hardships during this time, the faculty members in these courses had to pivot very quickly into different and new learning environments. In addition, our entire population had to deal with the variety of stresses and potential loss of life due to the pandemic. I hope that we will see an increase in success in the next year's report.

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 2021, 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 2021			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
Contact Person: Monette DePew Phone: 620-450-2175 email: monetted@prattcc.edu	**Foresight Goal**	**3 yr. History**	Institution Result	Baseline Comparison	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%	↑	102/254 = 40.2%	↑		
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%	↑	152/286 = 53.1%	↓		
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	↓	$38,787	↑		
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%	↑	72/93= 77.4%	↓		
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%	↓	113/187= 60.4%	↓		
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%	↓	14/24= 58.3%	↓		

AY 2021 FTE: 851
Date: 7/26/2022

Pratt Community College Performance Report AY 2021

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:
With a baseline of 34.1%, this indicator is up over both the baseline and the prior year's results. Contributing to an increase over the prior year is an increase in the graduation rate for technical program student majors. Technical program student majors had a graduation rate of 64% compared to 51% the prior year.

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 a decrease in those employed in Kansas or transferred to another Kansas public system institution within one year of completion. The majority of this cohort would have completed near the start of the pandemic in Spring 2020.

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:
Electrical Power Technology and Nursing students have, historically, been the programs that contribute to high wages. In AY 2021 reporting based on AY 2020 students, both the EPT and Nursing programs produced higher average wages (source: K-TIP report). In addition, the EPT program had more declared majors and more completers compared to the prior year.

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:
Information is based on the Fall 2020 cohort. Transfer-bound students comprise 90% of this cohort with the majority being Liberal Arts majors. The Liberal Arts sub-cohort posted a lower retention rate than the previous year. Historically, and currently, the vast majority of students not retained in this cohort are academic

majors—not technical program students. This year's rate is only slightly less than our baseline of 77.7%. If we had 73/93 (one more student in numerator), the rate would have been 78.4%. One additional student retained would have put us above the baseline of 77.7%. The current 77.4% is based on the Fall 2020 cohort and encompasses a time period during the pandemic which began Spring 2020.

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:
Information is based on Fall 2020 cohort. PCC saw an overall decrease in completer success rates for the Fall 2020 term. Developmental math courses saw an increase in the completer success rate primarily due to positive rates in our on campus Basic Applied Math. Developmental reading and writing courses both saw fairly significant decreases in completer success rates for Fall 2020. A driving factor for the decrease in developmental writing was the lack of student success in Basic Writing. Reading courses saw a decrease in completer success rates as well. Since AY 2021, we have increased professional development opportunities for instructors to improve teaching strategies; in addition, our new instructors worked more closely with experienced instructors to provide additional instructor support. Additional professional development opportunities for and mentoring of instructors will continue.

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:
AY 2020-2021 numbers are improved over AY 2019-2020, but they have not returned to the baseline year averages. We continue to work with instructors to provide mentoring and professional development opportunities; we will continue to work with students to provide additional sources of assistance. For example, beginning with the Spring 2021 semester, online tutoring was made available to students at no cost to them. Contributing factors: In AY 2021, 10/24 (42%) cohort students withdrew from Spring Pratt Campus Comp II. However, all of remaining students were successful. In short, students exiting the course is the primary factor for a low enrollee success rate; it is not students receiving a D/F grade.
Note: *The headcount (denominator) for the indicator is trending down.

Seward County Community College Performance Report AY 2021

AY 2021 FTE: 971
Date: 8/24/2022

Contact Person:
Luke Dowell

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email: luke.dowell@sccc.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 450 AY 2014: 488 AY 2015: 484 **Baseline: 474**	519	↑	409	↓		
2 Increase success rate of students in College Algebra	2	Fall 2013: 166/220 = 75.5% Fall 2014: 189/232 = 81.5% Fall 2015: 170/215 = 79.1% **Baseline: 525/667 =78.7%**	177/252 = 70.2%	↓	142/234 = 60.7%	↓		
3 Increase the three-year graduation rate of the college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 75/149 = 50.3% Fall 2011 Cohort: 101/204 = 49.5% Fall 2012 Cohort: 97/196 = 49.5% **Baseline: 273/549 = 49.7%**	50/140 = 35.7%	↓	75/154 = 48.7%	↓		
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 2012 Cohort: 23/35 = 65.7% Fall 2013 Cohort: 24/36 = 66.7% Fall 2014 Cohort: 39/59 = 66.1% **Baseline: 86/130 = 66.2%**	28/43 = 65.1%	↓	43/54 = 79.6%	↑		
5 Increase the first to second year retention rate for college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 122/191 = 63.9% Fall 2013 Cohort: 102/159 = 64.2% Fall 2014 Cohort: 115/196 = 58.7% **Baseline: 339/546 = 62.1%**	104/171 = 60.8%	↓	94/152 = 61.8%	↓		
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% Fall 2013 Cohort: 213/310 = 68.7% Fall 2014 Cohort: 238/349 = 68.2% **Baseline: 595/1,019 = 58.4%**	226/356 = 63.5%	↑	151/248 = 60.9%	↑		

<h1 style="text-align:center">Seward County Community College Performance Report AY 2021</h1>

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: In AY2021 Seward awarded 409 degrees or certificates. This is a decline of 65 awards from baseline and a decline of 110 awards from AY2020. The primary declines are in certified nurse aide (CNA) program and truck driving, where throttled classroom size and clinical availability DUE TO COVID limited participation. Associate degree transfer programs declined by 18 awards compared to AY2020; however, the most impactful decline was in the stand-alone program sector, where awards decreased by 78 awards. The stand-alone programs encompass CNA and Truck Driving; CNA awards declined by 58 awards. Truck Driving decline was smaller, but still down by 14 compared to AY2020. While transfer degree program students had more online options during the pandemic, technical degree and certificate seeking students had fewer options.

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: Of the 234 students who took college algebra in fall 2020, 142 students completed the course successfully; 142/234, or 60.7%, is a decline of 9.5 percentage points compared to AY2020 and 18 percentage points below the baseline of 78.7%. There has been a persistent decline in college algebra success over the last four years, but not at the level that occurred in fall 2020. In 2020, high school subject level GPA was implemented for placement in response to COVID to allow students to place in college courses without placement testing. However, these subject level GPA grades were from spring 2020, at the height of the pandemic, and grade inflation may have impacted college algebra placement. Seward is studying high school subject level GPA for placement but there is not enough data to determine any impact. Continued reduction of available concurrent high school eligible instructors is also a factor. Due to fewer high school eligible math instructors and restricted seating in classrooms in fall 2020, the college developed hybrid classes to accommodate these high school students from a distance, which may have played a part in the decline. Although Seward County Community College believes college algebra placement methods and remote learning impacted student success, we do not have substantive data to support these beliefs. Our results are close to the AY2021 median baseline of 63.9%, according to the National Community College Benchmark project. Although performance was down for Seward, it may be a national trend.

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: Of the 154 college-ready cohort, 75 completed their program within 150% of normal time, or a rate of 48.7%. This is a rebound from AY2020 report of 13 percentage points and is only 1 percentage point below the baseline of 49.7%. Due to COVID, our retention rates were impacted, and some students who did not return after the pandemic were not able to complete within the 150% graduation window, which impacted our AY2020 results. However, efforts to reach out to these students during AY2021 helped many students who could still complete within 150% of time to return in AY2021 and complete at least one level of their program.

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: Of the 54 students who took developmental writing and completed with an A, B, or C and took English Comp I, 43 were successful in English Comp I, or 79.6%. Seward anticipated this improvement due to implementing a corequisite English Comp I PLUS course in the last four years. Steady and significant improvements were evident even in AY2020 at the height of the pandemic. Though those who took the PLUS class in fall 2020 did not perform as well as they did in spring 2021, it was still at a rate of 75%, which is well above the baseline of 66.2%. If fall 2020 had been a normal fall semester, the results may have been even better. This program helps Seward students achieve on-time graduation and participate in corequisite remediation, ***which are metrics and promising practices of KBOR's Building a Future Strategic plan for affordability and Success.***

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: Of the 152 college-ready cohort who entered in fall 2019, 94 (61.8%) returned or completed by fall 2020. Although results fell .4 percentage points below the baseline, it was a one percentage point rebound from the AY2020 result of 60.8%. Enrollment Management (EMC) believes the uncertainty of students returning in fall 2020 had a significant impact on retention for all students, but employing communication initiatives (wellness checks, etc.) during the year helped boost the results to a better-than-expected outcome. The college has also developed additional exit points for students in technical programs, so that if they need to leave earlier than expected, they can still obtain a credential or certification that will assist in employment. Seward continues to strengthen those early exit pathways and believes it will help improve retention and student success.

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 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 it by the total from (1).

Result: Of the 248 first time entering students in fall 2020, 151 (60.9%) earned at least 24 credit hours before fall 2021. Seward exceeded the baseline of 58.4% by 2.5 percentage points. With rebounds experienced in fall 2021, Seward anticipates meeting or exceeding these results in AY2022.

Flint Hills Technical College Performance Report AY 2021

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AY 2021 FTE: 562
Date: 8/4/2022

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% **Baseline: 255/359 = 71.0%**	86/121 = 71.1%	↑	57/79 = 72.2%	↑		
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 446 AY 2014: 557 AY 2015: 460 **Baseline: 488**	403	↓	334	↓		
3 Increase the wages of students hired	2 *KBOR data*	AY 2012: $26,128 AY 2013: $25,006 AY 2014: $29,370 **Baseline: $26,835**	$39,070	↑	$36,757	↑		
4 Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% **Baseline: 71/123 = 57.7%**	25/37 = 67.6%	↑	35/45 = 77.8%	↑		
5 Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 **Baseline: 280**	1313	↑	991	↑		
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% **Baseline: 433/669 = 64.7%**	172/240 = 71.7%	↑	202/270 = 74.8%	↑		

Flint Hills Technical College Performance Report AY 2021

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

Result: **Increase from 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 has been added 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 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 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. 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 and continue to upgrade equipment and software to ensure that curriculum matches business and industry standards.

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

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

Result: **Increase from the baseline**

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

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

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

Result: **Increase from the baseline**

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

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

Description: The Hispanic population at FHTC has continued to increase throughout the last several years. In many cases, Hispanic students are coming to FHTC with a GED and/or some level of a language barrier, are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. The number of Hispanic students completing a certificate, technical certificate or AAS degree each academic year were counted and divided by the total number of Hispanic students enrolled during each academic year. The total number completing was divided by the total number of Hispanic students over the three years to determine an average and baseline. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Result: **Increase from the baseline**

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

Manhattan Area Technical College Performance Report AY 2021

AY 2021 FTE: 473
Date: 10/5/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 400 AY 2014: 365 AY 2015: 396 **Baseline: 387**	345	↓	368*	↓		
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%	↓	207/288 = 71.9%	↑		
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	↑	612	↑		
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%	↑	30/33 = 90.9%	↑		
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)	↑	69.6% (n=473)	↓		
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%	↑	AY 2017 56.0 + 8.4 = 64.4%	↑		

*Fourteen certificates that had not been counted in the AY 2021 Collection were added to the original total.

<center>**Manhattan Area Technical College Performance Report AY 2021**</center>

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, additional information 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 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: While MATC is below the baseline, the college reported an increase in completers from the prior year despite the continuing effects of the COVID-19 pandemic. Pandemic-related effects have accelerated a demographic trend in declining enrollment rates as well as interrupted students' completion of their education journey. These factors have combined to affect student success. Additionally, MATC has continuously reviewed programs and finances to ensure institutional financial stability and good stewardship of the resources provided to the institution which has resulted in some program closures. While enrollment has been relatively steady due to the increase in concurrent students, these program closures have reduced the number of students majoring in technical programs and thus eligible to be conferred certificates and degrees. MATC has diligently conferred with state, regional, and community partners to create programs in needed workforce areas as identified by the Perkins Regional Needs Assessment. As these programs are developed and continue to grow, MATC anticipates increasing the number of certificates and degrees awarded.

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: MATC's continued effort of fostering industry partnerships is reflected in the increased percentage of students obtaining employment upon completion of their program. While we encourage students to continue their higher education, our mission in training a workforce is our focus.

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: For AY2021, MATC was above the baseline by over 75%. While it dropped from AY2020 due to losing a credential opportunity in a program, we continue to identify and increase availability of credentials across technical programs.

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 per placement guidelines 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 preplacement guidelines must participate in required recitation.

Result: While we don't have developmental English or Math courses, the supportive approaches implemented by the college have continually shown to be effective not only for completion of English and Math course requirements, but programs of study, as is evident in the increased pass rate.

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: As the next step in our assessment plan, in AY2021 the college piloted assessing core ability assessment within dual credit sections, specifically CNA. Quantitative literacy was assessed in fall 2020 and written communication in spring 2021. Due to the increased number of students being assessed, COVID disrupting the student learning environment resulting in decreased success statewide by high school students, and no minimum reading level limit for students to take CNA, this lowered the assessed core ability average, resulting in not meeting the baseline. However, institutionally, core ability assessment continued to be above what we consider mastery level (3.0) on a 5-point scale.

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: MATC is slightly above the baseline, maintaining the percent of students who complete their certificate or degree within two years or are retained at the institution. This is despite the COVID-19 pandemic and a strong job market which provided opportunities for many students to be hired directly into the workforce with no and/or partial training. Since 2017, MATC has increased communications and partnerships with industry to educate them on the benefits of students obtaining a certificate/degree, and to support potential employees towards completion of their education. In reviewing more recent KHEStats data, this approach has increased our success rate to exceed the baseline.

North Central Kansas Technical College Performance Report AY 2021

AY 2021 FTE: 579
Date: 6/30/2022

Contact Person: Jennifer Brown

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of the college-ready cohort	1 *KBOR Data*	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% **Baseline: 372/506 = 73.5%**	76/101 = 75.2%	↑	92/133 = 69.2%	↓		
2 Increase the graduation rate of the college-ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% **Baseline: 328/509 = 64.4%**	96/137 = 70.1%	↑	73/103 = 70.9%	↑		
3 Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 **Baseline: 637**	814	↑	888	↑		
4 Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% **Baseline: 119/134 = 88.8%**	86.7% (65/75)	↓	91.3% 21/23	↑		
5 Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 **Baseline: 298**	253	↓	250	↓		
6 Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 **Baseline: 968**	1,279	↑	1,874	↑		

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 did not make directional improvement in first to second year retention from the baseline. Retention continues to be a focus for the College. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. 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. The College has increased support in tutoring, both face-to-face and online options using Tutor.com. 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. 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 made directional improvement from the baseline percentage in students enrolled in remedial courses who completed their sequential college-ready courses. 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. This year, the number of remedial students was significantly smaller. This is due to lower enrollment for academic year 2021, increase in the number of students transferring concurrent credit, and utilizing multiple measures. The College is still working through implementing multiple measures for placement in co-requisite remediation. 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 AY2021. The number of adult learners was 250 students, consistent with 253 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 for the fall of 2020. 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. In response to demand for short-term programs, the College has added a Certificate A for Pharmacy Technician, reducing the time to complete and entry to the workforce. 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 2021

AY 2021 FTE: 527
Date: 6/27/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of 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%	↓	62/78 = 79.5%	↑		
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	↓	313	↓		
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	↑	393	↑		
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%	↑	57/67 85.1%	↑		
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%	↓	68/239 = 28.5%	↓		
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%	↑	137/393 34.9%	↑		

Northwest Kansas Technical College Performance Report AY 2021

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: Northwest Tech returned to classes in Fall 2020 fully face-to-face, with appropriate COVID protocols in place, a decision which was received well by our students. It was our observation that a return to near-normalcy in course delivery created an environment where students returned to campus, engaged, and worked towards degree completion.

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: Northwest Tech experienced a significant increase in third-party credentials earned by our students during AY21. This is attributed to a return in AY21 to standard testing procedures and timelines that were negatively impacted by COVID in AY20. With the return to face-to-face instruction, more students were able to complete third-party credentials. While we dramatically exceeded the AY20 benchmark, we still fell short of the baseline due to an overall reduction in enrollment during AY21. With enrollment increasing as the pandemic becomes less of a factor, we anticipate seeing this indicator increase above the baseline in future years.

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. With a highly structured advising system, students have a clear indication of what courses they will take over the entirety of their time at Northwest Tech.

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: The dramatic improvement in this indicator is a direct reflection of recent efforts to leverage multiple-measures course placement, as well as math acceleration in our technical and algebra math pathways. During AY21, Northwest Tech removed the developmental courses *Fundamentals of Math* and *Pre-Algebra* from our math pathways, and incorporated review sections for developmental students who still needed additional support. We also incorporated multiple-measures course placement, utilizing data from high school transcripts, to place a higher percentage of students into degree-ready gateway math courses. This allowed us to reduce the number of students taking developmental courses, reduce barriers, and increase the percentage of students reaching degree completion. These efforts laid the groundwork for changes in AY22 and AY23 to remove developmental courses in their entirety from the Northwest Tech curriculum, and alternatively provide additional tutoring and instructional support during the semester the students are taking their accelerated math courses.

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 five 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, we 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 with salaries exceeding 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 several 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 2021

AY 2021 FTE: 447
Date: 7/1/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the Student Success Index*	1 *KBOR Data*	AY 2010: 331/422 = 78.4% AY 2011: 312/386 = 80.8% AY 2012 170/225 = 75.6% **Baseline: 813/1,033 = 78.7%**			232/291 = 79.7%	↑		
2 Increase percent of students employed 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%	↓	296/397 = 74.6%	↓		
3 Increase the wages of students hired	2	2013: $27,516 2014: $19,930 2015: $21,912 **Baseline: $23,119**	$25,594	↑	$28,974	↑		
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	↑	6,342	↑		
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	↑	289	↑		
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%	↓	53/75 = 70.7%	↓		

*New Indicator approved 9/21/21.

Salina Area Technical College Performance Report AY 2021

Indicator 1: Increase the Student Success Index

Description: Salina Tech has consistently been at the top of the charts on the Student Success Index for colleges. The lofty status is challenging to maintain or increase, but attainable by working to achieve higher retention and graduation rates for the students entering college. By working toward improvements in those categories in addition to transfer articulations, the college hopes to improve the rate even higher. The baseline for this indicator is based on the Student Success Index after 3 years, as provided by KBOR, from entry years of 2010, 2011, and 2012: 78.7%.

Result: These data were provided by KBOR. Please note: KBOR determined the college's baseline including all student types, degree-seeking, and both full-time and part-time students. KBOR used the total success rate of this group of students; however, they used slightly different code from that which is used in KHEStats. The total student success rate for all degree-seeking students, as measured by KBOR, was 79.7%, which is higher than our baseline. In fact, per the current KHEStats Student Success Index data, Salina Tech is #1 in this category when compared with all the technical colleges in Kansas. Therefore, we met our goal of increasing our Student Success Index. We are proud of our students' success and plan to continue using our Early Alert program to have faculty identify students who are at risk of not successfully completing their courses and/or programs.

Indicator 2: Increase percent of students employed 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: These data were provided by KBOR. For the year measured, 74.6% of our students were employed in Kansas one calendar year after graduating from Salina Tech. This is slightly lower than our baseline of 77.5%, so we did not meet this goal. We continue to focus on offering programs in occupations that are in high demand in Kansas. Our faculty work closely with local business and industry partners to help place our graduates in careers in their field of study. However, the pandemic affected things such as the local and statewide economy and job availability, among other things. For example, in 2020-21, we were unable to hold our annual career fair for students due to COVID concerns. Thankfully, we were able to restart our annual career fair in 2021-22, so we hope, for future graduating classes, this will positively impact the percentage of our students who are employed in Kansas one calendar year after graduation.

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. For the year measured, Salina Tech's students were earning an average of $28,974 annually, which is substantially higher than our baseline of $23,119. So, we clearly surpassed our goal of increasing the wages of our students. Offering programs which lead to occupations in high demand in Kansas, as well as having a very involved group of faculty members who help place our students in jobs even before they graduate, contributes to our students' success in this area.

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: During the 2020-21 academic year, concurrently-enrolled high school students completed a total of 6,342 college-level credit hours through Salina Tech. This includes high school students taking college-level classes on the high school campus as well as classes taught on Salina Tech's college campus. The courses taken on the high school campus were taught by high school faculty and Salina Tech faculty. So, both Concurrent Enrollment Partnerships and various types of dual enrollment were included in these figures. We continue to grow in this area, which helps high school students get a head start on earning college credits, and often even Technical Certificates or degrees, before they have graduated from high school. Our baseline was 1,803 college-level credit hours earned each year, so we met our goal of increasing the number of college-level credit hours earned by concurrently-enrolled students. In fact, we even exceeded the prior year's total of 5,735 college-level credit hours completed by concurrent students.

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, which can be found here. 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 of the number of awards the student completed during the AY.

Result: During AY21, 289 individual (unduplicated) students completed one or more programs which are in a high demand occupation per the most recent labor market information on the Kansas Department of Labor website. This number is much higher than our baseline of just 68 completers in high demand occupations. Therefore, we met this goal. We will continue to grow in this area. For example, we have a three-year agreement with our local school district to increase the number of CEP courses we offer.

Indicator 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
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: Looking at the non-college-ready degree/certificate-seeking students who were enrolled during the 2020-21 academic year, we found that 70.7% of them either completed their program that year or returned for the 2021-22 year. While 70.7% is a commendable retention rate, it is lower than our baseline percentage of 73.8%. Therefore, we did not meet our goal. We continue to offer several types of academic support to all of our students. For example, beginning in 2019-20, we share resources with our students through our LMS, such as: resources on county and mental health other community resources, navigating our LMS, time management, and study skills. Also, our Learning Resources Coordinator offers Zoom and in-person visits with faculty, students, and entire classes to remind them of available resources such as those listed above as well as free tutoring that the college pays for via tutor.com, academic library resources, etcetera.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2021

AY 2021 FTE: 2,996
Date: 7/19/2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 **Baseline: 1,036**	1,789	↑	1,424	↑		
2 Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 **Baseline: 214**	343	↑	192	↓		
3 Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 **Baseline: 855**	1,098	↑	918	↑		
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% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% **Baseline: 1,717/2,746 = 62.5%**	68.3% (218/319)	↑	82.1% (517/630)	↑		
5 Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 **Baseline: 519**	1,518	↑	1,438	↑		
6 Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% **Baseline: 4,045/4,453 = 90.8%**	94.7% (3,620/3,821)	↑	96.7% (4,723/4,882)	↑		

<h1 style="text-align:center">Wichita State University Campus of Applied Sciences and Technology
Performance Report AY 2021</h1>

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. The strategy includes improving communications and processes between faculty and student services to assist students in program and course selection and provide a goal-oriented model for completion, individually prescribed for students. Two of the major areas of concern for program completion include completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce. Data will be collected through identifying graduates and then reporting this information in the KBOR KSPSD data system.

<u>*Result:*</u> WSU Tech emphasized students completing certificates and degrees and entering the workforce or transferring to a four-year university. AY 21 saw an increase of completers to 1,424, 388 over the baseline. Of these completers, 221 earned an Associate of Applied Science degree. Manufacturing programs saw the largest increase of AAS completers going from 33 in AY 20 to 61 in AY 21. 598 technical certificates were earned in AY 21. This was an overall decrease from AY 20 by 227 awards and was primarily in short-term aviation programs impacted by production slow-downs and layoffs caused by the COVID pandemic. Increases in technical certificates were seen in Welding, Design, and IT Programs. 431 certificate of completions were earned in short-term health programs.

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 number of graduates in high wage, high demand occupations decreased below the baseline in AY 21 to 192, 22 graduates below the baseline. Several factors contributed to the decline in graduates in these occupational areas. The first is WSU Tech's decision to not offer courses in summer 2020. This decision was due to the shutdown in spring 2020 and the need to extend the spring semester well into June. Faculty needed time to regroup and better prepare to provide courses in the new, hybrid or online format or in a safely-distanced laboratory environment. The summer was used to make these plans and move forward in fall 2020. This disrupted students' pathways to completion. A number of the identified programs were also impacted by industry shutdowns and layoffs caused by the pandemic---specifically the aviation manufacturing industry. Aerospace Manufacturing had a decline of 143 completers from AY 20 and Aviation Maintenance Technology had a decline of 71 completers from the previous year. On a positive note, Industrial Maintenance and Climate and Energy had increases.

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. The credential or industry standard assessment tests the student's ability to be successful in their chosen field by assessing technical knowledge and skills specific to their program. In addition, end of program testing allows WSU Tech to verify that the curriculum aligns with national/industry standards. By increasing the number of students who successfully earn or complete an end of program credential, certification, or licensure, WSU Tech increases the number of students who have the skills to be successful in work and validates WSU Tech students have the technical and foundational skills in their chosen field. Data will be collected through contacting students, faculty, and third-party providers to capture pass/fail information on technical credentials. This information is reported for students through the KBOR KSPSD data system.

Result: WSU Tech along with several third-party entities awarded 918 individual students technical credentials in AY 21, an increase of 63 over the baseline. Health care and Aviation had decreases in CNA, HHA, OSHA, FAA Airframe and Power Plant, due to lower enrollment caused by the pandemic. Covid also caused disruptions in testing and in certain programs and dual-credit high school courses, limiting availability of some credentials. There were increases in NIMS (Machining), AWS (Welding) and Applied Technologies saw an increase with credentials in Climate and Energy and IT.

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. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program. Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of "A," "B," or "C" will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

Result: In AY 2021, the definition of developmental education was clarified for KHEDS reporting to include courses with any developmental content: traditional prerequisite, corequisite, corequisite combination, and modular developmental courses. WSU Tech reported 630 developmental Math and English enrollments being completed for a grade. 517 of these were successfully completed (82.1%). This is a significant improvement over the baseline (62.5%) and prior year values (68.3%). MTH 101, Intermediate Algebra, had a success rate of nearly 90% and had an increase of 145 enrollments from AY 20 to AY 21. All individual developmental courses exceeded the baseline success rate. Nearly all, apart from MTH 020, Math Fundamentals, had an increase in the success percentage for AY 21. 110 students were awarded credit by exam in AY 21 for Math Fundamentals. WSU Tech also had a lot of success with adding MTH 050, Beginning Algebra with Review, for AY 2021. Nearly 200 students completed this course with an overall success rate of 72.4%.

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. Overall, WSU Tech 's ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County; however, the one ethnic group underrepresented at WSU Tech compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WSU Tech will address this goal with targeted marketing and recruiting efforts for this specific demographic group. This includes actively participating in Hispanic/Latino community events and creating WSU Tech literature in Spanish. Data will be collected through self-identification by students on admissions and other WSU Tech forms.

Result: The total number of Hispanic/Latino students was 1,438, an increase of 919 over baseline, the overall percentage of Hispanic/Latino students increased to 19% from 18.1%. More students enrolled in Applied Technology (programs such as IT, Climate and Energy, Construction, and Automotive), increasing from 70 to 95 Hispanic/Latino students. Other programs such as Dental Assistant, Welding, and Surgical Technology also had more Hispanic/Latino students enroll.

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. WSU Tech believes that simply counting enrollments is not enough to measure accomplishment. High school students must be successful in the courses they take while enrolled at the college. All students will be tracked and monitored in the student information system based on their high school status and course grade information. The percentage is total number of high school students successfully completing a course divided by total number of high school students receiving a grade. Successfully completing courses is defined as receiving no grades of "F".

Result: High school students successfully completing courses increased to 96.7% over the baseline of 90.8%. Even during the pandemic, WSU Tech continued focus on supporting Excel in CTE and dual-credit partners who provided general education courses. WSU Tech focused on building relationships and support to high school concurrent enrollment instructors and provided advising and assistance to high school students enrolled in classes on WSU Tech's campus.