

Emporia State University Performance Report AY 2019							AY 2019 FTE: 4,891	
Contact Person: David Cordle		Phone and email: dcordle@emporia.edu; 620-341-5171					Date: 8/6/2020	
Emporia State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. 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	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%	73.2% (485/663) Gap = 3.5%	↑	74.8% (452/604) Gap = 1.9%	↑	76.7% (503/656) Gap = 0.0%	↑
2. Performance of students on institutional assessments - core workplace skills: communication	2	*Writing Skills Mean Score AY 2015 = 2.78 (n=115) AY 2016 = 2.81 (n=107) Baseline: 2.80	2.80	↔	2.52	↓	2.45	↓
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = \$2,565,418 FY2014 = \$2,883,190 FY2015 = \$2,733,495 Baseline: \$2,727,368	\$3,616,623	↑	\$3,065,774	↑	\$2,557,223	↓
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288	*3,249	↓	*3,178	↓	3,152	↓
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	**Analytical Reasoning Skills Mean Score AY2015 = 2.6 (n=106) AY2016 = 3.0 (n=127) Baseline: 2.8	2.9 (n=122)	↑	2.8 (n=141)	↔	3.0 (n=121)	↑
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188	39,268	↑	42,516	↑	42,988	↑
*Data corrected by institution 5/11/2020. **Updated metrics and baselines Spring 2017								

Emporia State University Performance Report AY 2019

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, Emporia State University is committed to improving the first-to-second year retention rates of the first-time, full-time, degree-seeking cohorts. ESU's goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of top peers (76.7%). Comparison peers are Pittsburg State University, University of Nebraska at Kearney, and South Dakota State (aspirant peer).

Outcome/Results: Increasing the first-to-second year retention rate for this specific cohort is a priority for our institution, and informs our student success strategies including High Impact Practices, The Honors College, and Diversity, Equity, and Inclusion efforts. We have raised this retention rate by 1.9% from fall 2017 to fall 2018, and we have accomplished our goal of closing the gap between our baseline rate and that of our top three peer/aspirant peer institutions (Pittsburg State University, University of Nebraska at Kearney, and South Dakota State). Over the three-year reporting cycle (2017-2019), ESU has raised this retention rate 4.1 percentage points above the baseline, and the fall 2018 cohort retention rate (76.7%) is the highest on record.

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

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses a programmatic portfolio assessment as a direct measure of student learning for written communication skills (EG102; Composition II). The assessment measures student learning using the following rubric criteria: C1: context and purpose, C2: focus and development, C3: organization and structure, C4: sources and evidence, G5: genre and disciplinary conventions, C6: syntax and mechanics, and C7: revision and composing processes. This programmatic portfolio assessment is conducted annually, uses a random (20%/~109) sample of all students completing EG102, and is scored multiple times by composition faculty.

Outcome/Results: The AY 2019 written communication skills mean rubric score ($M=2.45$) was -0.35 below the 2.8 baseline. There were decreases in all of the criteria with the exception of Criterion 7, Revision & Composing Processes where an increase of 0.13 was recognized. Criterion 7 was one of the focused improvement areas from the AY 2018 assessment strategies, and the mean score improved as intended. In academic year 2019, Criterion 2, Focus and Development (-0.13) and Criterion 4, Sources and Evidence (-0.15) were the two criterion with the largest mean score decreases. Pedagogical focuses for the upcoming academic year include improving student's citation practices and meaningful integration of sources. Class time will be spent practicing combining what the sources say with students' own ideas, analysis, and writing. Both of these strategies are covered in Criterion 4, Sources and Evidence. For Criterion 2, Focus and Development, faculty will spend additional time on the revision process and its purpose, while placing an increased emphasis on accountability for students completing meaningful revisions to their drafts.

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. Not all of the dollars captured in this metric correspond directly to scholarships awarded in a given year, since some gifts will go to endowment.

Outcome/Results: While FY19 was a record-breaking year in terms of overall fundraising activity, the portion attributable to non-deferred gifts for scholarships was down. Donors were more supportive of deferred (planned) gifts (\$7.0 M) and gifts to non-scholarship purposes (\$6.86 M) including \$3.16 M to capital projects such as the Kossover Family Tennis Complex, Schallenkamp Residence Hall, Breidenthal University House, and Prophet Aquatic Research and Outreach Center. In alignment with ESU's revised strategic plan, scholarships will continue to be a top fundraising priority; however, meeting the \$2.7 M baseline goal may be a challenge in FY21 and beyond. The City of Emporia and the Lyon County Commission, who were annually providing \$125,000 and \$250,000 respectively, are looking to partner with ESU differently going forward.

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

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

Outcome/Results: In the past year, we have modified our academic program offerings and their modalities to grow this population. Overall, the fall 2018 enrollment for the 24 and younger student population (n=3,152) was down by -4.1% (n=136) from the baseline (n=3,288). Improvement strategies include individually focused and/or segmented recruiting in trying to personalize each contact. For example, focused recruitment of the 20-24 year old age group. We've added a general studies degree and incentivized development of online general education courses to enhance access. We have been approved to offer negotiated degree completion rates for continuing education degree-seeking students. We will employ strategies to meet students at community locales and expand recruitment using virtual collaboration tools. We are also focusing on cultural norms and marketing to specific sub-populations in alignment with the KBOR strategic plan.

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

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the AAC&U 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. Since 2014, ESU has employed this assessment practice to evaluate student proficiency in solving mathematical problems encountered in many postsecondary curricula.

Outcome/Results: The results for this year's assessment of 15 sections (n=121 students) of college algebra served to evaluate application, calculation, interpretation, and representation skills as described in the Quantitative Literacy VALUE Rubric. Overall, the mean score ($M=3.0$) for the four content areas was improved over the two-year baseline of 2.8. This average was the result of a score of 3.0/4.0 on Application skills, 3.0/4.0 on Representation skills, 3.1/4.0 on Calculation skills, and 2.9/4.0 on Interpretation skills. In the Application skills area, we will continue the changes made last year, as our instructors liked the new streamlined labs and the new blend of math with vocabulary. Our post-semester discussion will weigh the impact of these more user-friendly collaborative-type activities. To improve Representation skills, we will employ pre-semester reminders to emphasize inclusion in course activities. The strategy of adding two problems per each of the two Exam 1 activities, along with a verbal emphasis to our instructors, resulted in markable improvements in this set of skills. In improving the Calculation score, instructors responded well to the condensed review style and it continues to be highly attended. The review keys continue to increase self-monitoring, and delaying the release of the keys raised levels of effort. The reviews also increased student collaboration. To improve the Interpretation score, next year we plan to adapt a worksheet previously used for improving representation skills to improve interpretation skills. Next year, we also plan to implement the use of the Flipgrid digital platform to formatively assess student learning of interpretation skills.

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

Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning. (Data book Table 2.3 Online and FTF Distance)

Outcome/Results: ESU continues to incrementally grow credit hour production through distance and online education. The total 3-year growth from the baseline average (36,188) is 18.8% (6,800) including the incremental growth (472 SCH; 1.1%) from 2018 to 2019. A new School of Library and Information Management site (Las Vegas, NV) opened to enrollments in fall 2020, and we continue to expand our accelerated online programs with the addition of the RN to BSN in fall 2020 and an MSN in spring 2021. In addition, two of our degree programs, Sport Leadership and Recreation and Business Administration, will be fully online in fall of 2020.

Fort Hays State University Performance Report AY 2019							AY 2019 FTE: 10,376	
Contact Person: Sangki Min		Phone and email: 785.628.4540, s_min2@fhsu.edu					Date: 6/1/2020	
Fort Hays State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase first to second year retention rates	1	Fall 12 Cohort: 65.4% (621/949) Fall 13 Cohort: 67.2% (659/981) Fall 14 Cohort: 68.6% (669/975) Baseline: 67.1% (1,949/2,905)	71.1% (662/931)	↑	73.3% (716/977)	↑	75.2% (718/955)	↑
2. Increase number of degrees awarded	1	AY2013: 3,340 AY2014: 3,252 AY2015: 3,208 Baseline: 3,267	3,419	↑	3,874	↑	3,796	↑
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	AY2013: 92.5% (37/40) AY2014: 95.0% (38/40) AY2015: 95.0% (38/40) Baseline: 94.2% (113/120)	95.0% (38/40)	↑	95.0% (38/40)	↑	85.0% (34/40)	↓
4. Increase number of students (age 25 and above) enrolled	1	AY2013: 5,084 AY2014: 5,468 AY2015: 5,836 Baseline: 5,463	6,073	↑	6,136	↑	5,935	↑
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447	567	↑	540	↑	541	↑
6. Increase SCH completed through distance education	2	AY2013: 129,686 AY2014: 135,172 AY2015: 144,900 Baseline: 136,586	166,669	↑	175,713	↑	182,062	↑

Fort Hays State University Performance Report AY 2019

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 peers on this metric.

Outcome/Results: Our performance on this indicator shows a continuous improvement over the last several years. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen in the first year. FHSU has taken substantive actions to solidify our focus on the first-year transition of Freshmen. The First-Year Experience Program helps Freshmen with transition events. Our Learning Community approach has completed its tenth academic year with positive results for these Freshmen. The Learning Community has grown over the years and most recently from 13 communities for Fall 2016 to 18 for Fall 2019. The University has also implemented an early alert system (Starfish) designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. FHSU has completed a three-year project entitled "Re-Imagining the First Year." We will continue the strategies from the project including, but not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, Predictive Analytics Reporting (PAR) - student-success intervention measurement tool, and the learning communities for the second year students.

Indicator 2: Increase number of degrees awarded

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

Outcome/Results: The number of degrees awarded is slightly down from the last year, but still considerably higher than the baseline. The University expanded Student Engagement and Advising Center to focus on student retention and graduation. FHSU has also added process improvements for enrollment and program completion to serve international students better.

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

Description: This indicator is a comparison of online FHSU degrees ranked by US News and World Report compared to the KBOR approved peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs). With our history of success operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria that manufacture the comparisons. The combination of access/quality criteria elevates the USNWR rankings above competitors like GetEducated.com that tend to weight access and affordability over other indicators.

Outcome/Results: The indicator this year decreased to 34/40 (85%). We finished 4th among our peers on MBA and 2nd in Education, Nursing, and online Bachelor's categories this year. FHSU will review the methodology of these ranking systems and look for ways to improve our program delivery for higher

ranking. FHSU will strengthen several high quality, low-cost Bachelor's degree programs. These 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 a count of the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. As foresight 2020 intimates, this is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Outcome/Results: FHSU has added several process improvements to serve adult learners better, including our recently expanded Student Engagement and Advising Center and expansion of the number of workforce-focused degree programs available online. We strategically add and expand high demand programs. We increase outreach efforts to recruit adult students. We also recently approved a new CPL (Credit for Prior Learning) course and processes.

Indicator 5: Increase number of degrees awarded in STEM fields

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

Outcome/Results: FHSU will continue to implement the three initiatives. First, FHSU is the designated institution for the Kansas Academy of Mathematics and Science (KAMS) program and now serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science-related areas. Second, FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participated in undergraduate research projects. Finally, FHSU has a successful Information Networking and Information Assurance degree program. The College of Science, Technology, and Mathematics is currently growing a student base.

Indicator 6: Increase SCH completed through distance education

Description: This indicator is an FY count of the number of credit hours successfully completed through our Virtual College. 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.

Outcome/Results: FHSU continues to make great advances in distance education. Moving this indicator was possible through a comprehensive online course development process, which assures adherence to high levels of academic quality in the virtual environment.

Kansas State University Performance Report AY 2019							AY 2019 FTE: 19,570	
Contact Person: Brian Niehoff		Phone and email: 785-532-4797; niehoff@ksu.edu					Date: 6/12/2020	
Kansas State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase 1 st to 2 nd year Retention	1	Fall 12 Cohort = 81.2% (3,081/3,794) Fall 13 Cohort = 83.3% (3,128/3,755) Fall 14 Cohort = 83.4% (3,077/3,688) Baseline: 82.6% (9,286/11,237)	84.3% (2,975/3,531)	↑	85.4% (2,826/3,308)	↑	85.8% (2,922/3,405)	↑
2 Increase Number of Degrees and Certificates awarded	1	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 *Baseline: 5,060	5,353	↑	5,359	↑	5,363	↑
3 Increasing Rank for Total Research Expenditures	3	FY 2012 = \$154.9M, control rank = 71 FY 2013 = \$163.5M, control rank = 71 FY 2014 = \$169.9M, control rank = 70 Baseline: rank average = 70.7	67 \$178.3M	↑	69 \$180.1M	↑	71 \$181.9M	↓
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	53 \$98.1M	↓	52 \$96.6M	↓	64 \$84.9M	↓
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑	657	↑	670	↑
6 Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.8% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) *Baseline: 38.3% (5,819/15,179)	41.8% (2,237/5,353)	↑	46.1% (2,471/5,359)	↑	44.5% (2,387/5,363)	↑
*Updated 11/26/2019								

Kansas State University Performance Report AY 2019

Indicator 1: Increase 1st to 2nd 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 included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Outcome/Results: The first-to-second year retention rate for AY 2019 is the highest in university history. Retention rates have been a focus of our K-State 2025 strategic plan. We believe that the continued increase is due to a combination of the increased quality of our incoming freshman classes, and the increased resources devoted to assisting first-year students' success.

Indicator 2: Increase number of degrees and certificates awarded

Description: This indicator is a count of the total number of undergraduate and graduate degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report.

Outcome/Results: We continue to see the number of completions increase. The data for AY 2019 reflect the second highest in school history. This is in part due to our commitment to advising students, as well as improving the efficiency of the paths to graduation for transfer students.

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

Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the NSF. This indicator is a key metric for the K-State 2025 strategic plan. The final rank used is from the Arizona State University Center for Measuring University Performance annual publication. We note that the ASU publication data lags by a few years, but we use the most recent data they publish.

Outcome/Results: While we have increased in the dollar amount of research expenditures, we did not improve our ranking above the baseline. Our ranking of 71 is practically equivalent to the baseline average of 70.7, but mathematically higher. So while the ranking rose slightly above the baseline, the increase is not very significant.

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

Description: This indicator is the rank of our expendable (not endowed) contributions made to the university through the K-State Foundation. Endowed funds represent specific targeted accounts and the university can only spend a portion of the interest earned on the funds. On the other hand, expendable contributions are for immediate use, usually for purposes specified by the donor. This is a key metric in our K-State 2025 strategic plan. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance annual publication. Once again, we note that the ASU publication of annual amounts and ranks lags by a few years, and we report the most recent year that they publish.

Outcome/Results: 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 appears that our annual giving has decreased. This is not the case for overall annual giving, only on the expendable funds. We

have made great strides in annual giving, both during and after the completion of our \$1.4B campaign, which ended two years ago.

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

Description: This indicator is the count of undergraduate and graduate degrees awarded to students from historically underrepresented groups during the year. Diversity is a common element in our K-State 2025 strategic plan. Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial. Enhancing the success of our diverse student populations is critical for our success. Retention and graduation rates for students from underrepresented groups are often significantly lower than those rates for majority students.

Outcome/Results: As with indicators #1 and #2, our performance on this metric is the highest recorded in school history. We have strong student organizations for underrepresented groups. Our Black Student Union has been named the best in the Big XII 11 times in the past 14 years. Academic support for underrepresented groups includes programs for First Generation students and the Academic Assistance Center. Also each college employs a diversity point person who works with students in that specific college, assisting with financial aid questions and other advising.

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

Description: This indicator is calculated using the total number of degrees and certificates awarded in STEM fields divided by the total of degrees and certificates awarded over the academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years. Enrollments in Engineering have increased steadily during that time.

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

Pittsburg State University Performance Report AY 2019							AY 2019 FTE: 6,235	
Contact Person: Howard Smith, Provost & VPAA			Phone and email: 620.235.4113, hwsmith@pittstate.edu				Date: 6/11/2020	
Pittsburg State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase First to Second Year Retention Rates	1	Fall 12 Cohort = 800/1,076=74.3% Fall 13 Cohort = 816/1,128=72.3% Fall 14 Cohort = 777/1,043=74.5% Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔	75.1% (740/986)	↑	73.7% (705/957)	↔
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%	70.31% (2.1094/3)	↓	71.93% (2.1578/3)	↓	68.6% (2.0580/3)	↓
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: 1.8	1.5 (1+3+1+1)/4	↑	2.0 (1+3+2+2)/4	↓	2.3* (3+2+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	28,086	↑	30,484	↑	38,066.5	↑
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	158 (of 1,231)	↑	157 (of 1,182)	↑	160 (of 1,125)	↑
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	\$3,638,791	↑	\$5,574,431	↑	\$6,581,115	↑

*The data for the ranking for research and development expenditures is not available at this time, so only three rankings are being used for this calculation for AY 2019.

Pittsburg State University Performance Report AY 2019

Indicator 1: Increase First to Second Year Retention Rates

Description: An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., fall 2016 to fall 2017). PSU has been and continues to be a predominantly residential campus that enrolls a significant number of traditional aged, direct from high school students. We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to develop a comprehensive plan to increase student retention, initially targeting freshmen success and first to second year retention rates.

Outcome/Results: Performance equal to the baseline was achieved in AY19 through an emphasis on proactive initiatives to broadly address improving student success, as well as targeted efforts to identify students who are experiencing academic challenges and then providing on-time direct assistance and referrals to identified students. A first-year experience course, peer mentoring for first-year students, learning communities in multiple areas (Biology, Communication, Geography, and new in fall 2018 all majors in the College of Business), tutoring for challenging first-year courses, and academic skills workshops are examples of PSU's proactive approach. Use of a retention management system allows instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations in the first three to eight weeks of the term.

Indicator 2: Increase Success in Student Learning: General Education Math Index

Description: PSU will track level of success in meeting our math general education student learning objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics*. Because math general education courses tend to have a higher rate of withdrawal and incompletes compared to many other general education courses, this index measures the two primary variables for student achievement in general education math courses, specifically, completion of the course with a passing grade and scoring at the Meets or Exceeds Expectations level on the department's standing assessment rubric. The index is calculated as a percentage of the passing rate in general education math courses combined with the mean rubric score. The math rubric was developed in 2012 by a campus-wide task force. In addition, rate of drops, failing grades, withdrawals, and incompletes, (DFWIs) in required general education courses is one of the strongest predictors of degree completion at PSU. Math is targeted initially as it has one of the highest student enrollments along with one of the lowest rates of success of all general education courses at PSU.

Outcome/Results: AY19 scores on the PSU math rubric were based only on artifacts collected from College Algebra, as courses submitting assessment data are following a cyclical pattern of documentation. College Algebra has consistently attained lower scores than the other two courses where this indicator is assessed. It is worth noting AY19 figures are considerably higher than the last year in which the index was based solely on data collected from College Algebra in AY16, even though current scores are lower than baseline. Specific strategies to improve student performance include: an "Early and Often" communication system using email to reach every student with a series of personalized messages; course-specific tutoring using graduate teaching assistants; and assigning more tutoring hours during the weeks leading up to major exams. PSU has formally invested increased attention and resources to addressing challenges in math and other select general education courses by focusing on student success in gateway courses for its HLC Quality Initiative, effective Fall 2019.

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 peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of full-time faculty with terminal degrees and research expenditures. Responding to a charge from the Kansas Board of Regents, the University has gone through a thoughtful, data informed process to develop sets of both peer and aspirant institutions by which to benchmark progress on a number of quality measures.

Outcome/Results: PSU showed a decline in overall ranking compared to peer institutions. A major contributing factor is a change in reporting at the national level.

PSU has consistently ranked first in research and development expenditures over the duration of the performance agreement, but comparative data are no longer available. PSU showed relative improvement in six-year graduation rate of first-time, full-time cohort, moving from a ranking of third to second. 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 fell from second to third ranking compared to peer institutions. It is noted this drop is due to relative increases at two peer institutions rather than any actual decrease in PSU's retention rate.

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: This indicator assesses growth in distance education opportunities for students by tracking semester credit hours completed through online courses. Using the credit hour metric will allow us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning. It is widely understood that PSU must become more aggressive in the highly competitive online environment. Resources have been allocated and strategies developed to support expansion of online offerings. Faculty professional development and training in online instruction is at the core of this initiative.

Outcome/Results: This indicator showed the largest annual increase to date, and is now approaching double the baseline number. The primary strategy for increasing number of distance education credits has been significant expansion of online programs. The following programs were offered in an online format for the first time in AY19: DNP Nursing (MSN to DNP); Hospitality Management certificate; MBA - International Dual Degree; MBA Human Resource Development; MA Teaching - Elementary Education K-6; MA Teaching - Special Education High Incidence; Building Principal certificate; and Communication certificate. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY19, an additional 13 faculty completed QM training.

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

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

Outcome/Results: Number of bachelor's degrees granted to domestic minorities was well above the established baseline and increased slightly from the previous year. Success initiatives continue to be centered on collaborative efforts among faculty advisors along with support from staff within the Office of Student Diversity and the Office of Student Success Programs, and from the Tilford Group on campus. These efforts include: support and tools to navigate a campus environment and become involved in student organizations; excellent academic advisement supported by annual advisor training campus-wide inclusive activities to support academic success, such as Diversity Brown Bags; mentoring activities from upperclassmen; and academic skills workshops.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator will track 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. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families. A three-year scholarship campaign, Pathways to PSU, concluded on June 30, 2014. The campaign goal was to raise \$12 million for new scholarships; the total raised was \$13.1 million. The current capital campaign, Proven.Promise.PittState., also has a scholarship component; to raise an additional \$8 million for scholarships through FY18.

Outcome/Results: Amount of scholarship funds raised showed directional improvement, with a very impressive increase of \$4.52 million over baseline. The amount listed does not include an additional \$592,000 documented in FY19 that are designated in planned gifts for scholarships to be realized in the future. The capital campaign, Proven.Promise.PittState., had a scholarship component to raise an additional \$8 million for scholarships through FY18. That goal was realized, and the campaign extended through FY21, with a goal of \$10 million raised for scholarships.

University of Kansas Performance Report AY 2019							AY 2019 FTE: 22,409	
Contact Person: Barbara Bichelmeyer			Phone and email: 785-864-4904/ bichelmeyer@ku.edu				Date: 6/23/2020	
University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	*AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777	5,909	↑	6,037	↑	6,093	↑
2. Increase First to Second Year Retention Rates	1	AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743)	83.0% (3,491/4,204)	↑	83.7% (3,456/4,129)	↑	86.1% (3,551/4,126)	↑
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	*AY2013 29.9% (1,789/5,974) AY2014 29.0% (1,675/5,771) AY2015 29.6% (1,654/5,587) Baseline: 29.5% (5,118/17,332)	29.9% (1,765/5,909)	↑	29.9% (1,807/6,037)	↑	30.4% (1,853/6,093)	↑
**4. Total Research & Development Expenditures Rankings among Regents Approved Peers	3	FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th			9th	↔	9th	↔
**5. U.S. News & World Report Graduate Programs in Top 25 of Rankings	3	Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23			45	↑	43	↑
6. Increase Level of Philanthropic Support	3	FY 2013 \$169 M FY 2014 \$162 M FY 2015 \$220 M Baseline: \$183.7 M	\$171.7 M	↓	\$185.8 M	↑	\$257.9 M	↑

*Updated 6/27/2018

**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.

University of Kansas Performance Report AY 2019

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- This indicator records the number of degrees that are conferred.
- The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
- By improving the student experience, we hope to improve our retention rate and ultimately the number of degrees awarded.

Outcome/Results:

KU has awarded a steadily increasing number of certificates and degrees in recent years. New programs initiated since 2016 have contributed, in part, to this success. Those programs include establishment of an undergraduate advising executive committee that developed a set of core advising principles to establish consistent advising practices across campus, a policy audit, and advising metrics. KU also created an exploratory pathways program that assists students in finding their academic path and helps them explore the opportunities of the university without losing progression towards a timely graduation.

Indicator 2: First to Second Year Retention Rates

Description:

- This indicator records the percent of first-time, full-time freshmen who are retained after one year.
- Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.

Outcome/Results:

KU has significantly increased the first-year retention rate recently with an especially large increase in 2019. This increase can likely be attributed to the increase in admission standards, as well as KU's continued focus on activities linked to retention such as academic advisors' use of a new online technology, Jayhawk GPS, for online appointment scheduling, shared advising notes, and communication with students regarding their academic progress. Jayhawk GPS is easily navigated and accessible to students, allowing them to engage with their academic advisor in real-time. Another example is the consolidation of all applications of emergency funds available from a variety of offices, units, departments, and schools into one application that serves the campus so that students have one-stop shopping for all emergency needs.

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

Description:

- This indicator records the percent of students who earned degrees in science, technology, engineering, or mathematics fields.
- STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
- KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative.
- Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Outcome/Results:

The percent of certificates and degrees KU awards is steadily increasing. KU's efforts to redesign basic science and mathematics courses as well as the additional resources devoted to Engineering have been instrumental in this increase. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we have added faculty to maintain a desirable student/faculty ratio, added support staff to lead expansion of student recruitment, retention, and support activities, and added facilities that address high-tech research, classroom, and office space necessary for successful expansion. We have also added a new undergraduate degree in Ecology, Evolution and Organismal Biology as well as one in Molecular, Cellular and Developmental Biology.

Indicator 4: Total Research & Development Expenditures Rankings among Regents Approved Peers

Description:

- This is our ranking of the amount of total research and development expenditures we receive compared with our Regents approved peers based on the NSF Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development survey.

Outcome/Results:

KU's total research and development expenditures ranking has held steady for another year. We continue to work to highlight the important research done at KU

and to raise our national reputation. We are also pursuing and securing research funds from sources beyond federal research funding to help mitigate future uncertainty of this major source of funding.

Indicator 5: U.S. News & World Report Graduate Programs in Top 25 of Rankings

Description:

- This indicator records the number of KU graduate programs ranked in U.S. News & World Report's Top 25 each year compared to other public institutions.
- U.S. News weighs factors such as faculty resources, employment rates, student selectivity, reputation, research activity, and peer assessment to rank the top graduate programs in Education, Engineering, and Business. All other graduate programs are based upon peer assessment.
- These rankings are widely used by prospective students and faculty as an indicator of the quality and reputation of the programs offered by KU compared to other public institutions throughout the country.
- This goal will be achieved through continued focus on elevating graduate education, maintaining top quality faculty and a strong foundation in research.

Outcome/Results:

The number of graduate programs ranked in U.S. News & World Report's Top 25 varies annually. The number of KU's top ranked programs reflects our ongoing focus on elevating graduate education, maintaining top quality faculty and building on a strong foundation in research.

Indicator 6: Philanthropic Support

Description:

- This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
- Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
- KU Endowment's *Far Above: The Campaign for Kansas* from April 2012 through June 2016, was a \$1.2 billion comprehensive fundraising campaign which seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future.

Outcome/Results:

The survey is now compiled by the Council for Advancement and Support of Education (CASE) instead of the Council for Aid to Education. The level of philanthropic support increased significantly in 2019 to a new high because several generous donors gave over \$10,000,000 each, totaling more than \$77M. KU also had a successful *One Day. One KU.* Campaign in 2019. For this second annual campaign KU friends and alumni donated \$1,084,062 with 2,635 gifts in 24 hours to support the university. The Feb. 20 day of giving topped last year's totals: 1,898 gifts that raised \$734,621 in donations.

University of Kansas Medical Center Performance Report AY 2019							AY 2019 FTE: 2,904	
Contact Person: Robert Klein		Phone and email: 913-588-1258; rklein@kumc.edu					Date: 7/8/2020	
University of Kansas Medical Center	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698	738	↑	772	↑	829	↑
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6% (1,875/2,093)	90.2% (666/738)	↑	90.3% (697/772)	↑	91.0% (754/829)	↑
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓	21	↓	20	↓
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑	209	↑	203	↑
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572)	51.7% (3,236/6,264)	↑	47.0% (3,335/7,098)	↓	47.0%** (3,335/7,098)	↓
6. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237	3,175	↑	3,705	↑	3,773	↑
*January 2019 – BAASC approved the removal of commercialization and entrepreneurship indicator.								
**BAASC approval is requested to repeat data value – see Narrative								

University of Kansas Medical Center Performance Report AY 2019

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).
- Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow.

Outcome/Results: Over 50% of our degrees came from programs in which strong and innovative commitments have been made to alleviate health care professional shortages. We had 203 students conferred with their medical degree (MD), 58 graduates from our Doctor of Physical Therapy program, and 194 undergraduate students who earned their Bachelor of Science in Nursing (BSN) degree. These are some of the highest totals historically for these programs.

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

Description:

- The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields. STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Outcome/Results: From our biomedical, clinical research and biostatistician training programs and our applied statistics and analytics program, we graduated 49 students in AY 2019, the largest figure historically at KUMC. These newly trained scientists, data analysts and statisticians are critical to support clinical trial, biotechnology, pharmaceutical, and environmental science industries along with public policy, marketing, IT, and business needs in Kansas.

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

Description:

- The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria: KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding; KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings; The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings.

Outcome/Results: We fell 6 short of our baseline goal during 2019. The University of Kansas Medical Center has increased their level of NIH funding over the last 5 years and maintains 6 departments in the top 25 of public medical schools. When setting the baseline, the University of Kansas Hospital experienced well-earned recognition with multiple years of 12 specialties receiving a top 50 *U.S. News* ranking nationally. Last year, we had 8 specialties ranked in the top 50 with 3 others in the high performing category. With the #1 ranked hospital in Kansas and the Kansas City metropolitan area, the University of Kansas Health System continues to achieve excellence in patient outcomes and satisfaction. Academically, our School of Health Professions maintained 5 programs ranked in the top 25 of public universities. The promotion of our academically-strong programs nationally and a renewed focus on increasing federally-funded research are part of KUMC's strategic plan.

Indicator 4: Number of Medical School Graduates (MDs)

Description:

- The indicator is the number of graduates from the MD program. The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

Outcome/Results: Graduating 203 medical students is the second highest mark for an academic year in the history of the KU School of Medicine. Over 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, 50% selected residencies in primary care (e.g. family medicine, internal medicine, pediatrics) in which to further their training, prior to entering practice.

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

Description:

- This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC. Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Outcome/Results: We are repeating the data value from AY 2018 of 47.0%. The calculation of the indicator was dependent on receiving social security numbers (SSNs) from the Kansas State Board of Healing Arts (KSBHA) License database, which were used to match student records at KUMC. Submission of SSNs was ended by KSBHA during the last year of reporting for this performance agreement.

Indicator 6: Number of Students Participating in Interprofessional Education Opportunities

Description:

- This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

Outcome/Results: Approximately 3,773 student enrollments in IPE Opportunities were documented in AY 2019 (69% above the baseline). We note that this figure is comparable to the prior year, which may indicate that IPE is reaching a more mature state. New programs continued to be offered, including collaboration between the School of Nursing and the School of Social Work (KU-Lawrence) regarding multigenerational care, and an optimization program involving the health information program at KUMC and The University of Kansas Health System.

Wichita State University Performance Report AY 2019							AY 2019 FTE: 11,700	
Contact Person: Rick Muma			Phone and email: 316.978.5761, richard.muma@wichita.edu				Date: 7/2/2020	
Wichita State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 *AY2014: 3,036 AY2015: 2,975 *Baseline: 3,003	3,050	↑	3,116	↑	3,083	↑
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) *AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) *Baseline: 35.4% (3,192/9,010)	36.2% (1,104/3,050)	↑	37.1% (1,155/3,116)	↑	36.2% (1,115/3,083)	↑
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: \$25,306,000/ranking:1 AY2014: \$28,797,000/ranking: 1 *AY 2015: \$29,146,000/ranking: 1 Baseline: \$27,750,000/ranking: 1	\$34,164,000/ Ranking: 1	↑	\$39,264,000 Ranking: 1	↑	\$74,472,000 Ranking: 1	↑
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑	386	↑	402	↑
5. Increase the second year retention rate of first- time/ full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218) Fall 14 Cohort: 72.0% (996/1,384) *Baseline: 73.6% (2,859/3,882)	73.0% (1,036/1,420)	↓	73.0% (1,077/1,475)	↓	71.5% (1,162/1,626)	↓
**6. Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY2016: 825 AY2017: 860 AY2018: 890 Baseline: 858					943	↑

*Updated 7/20/2018

**Replacement indicator approved January 2020

Wichita State University Performance Report AY 2019

Indicator 1: Increase number of certificates and degrees awarded

Description: Wichita State University's Strategic Enrollment Management (SEM) plan is 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.

Outcome/Results: **The number of certificates and degrees totaled 80 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Committee continues to focus on retention strategies and support to encourage completion.

Indicator 2: Increase the percent of STEM degrees conferred

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

Outcome/Results: **STEM degrees were 0.8% above the baseline.** Academic programs continue to foster integration into both the academic and social aspects of the college experience. Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and, in some cases, have been enhanced.

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

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2018], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Outcome/Results: The ranking is delayed by one year, due to the National Science Foundation reporting structure, however, the latest data available indicates a **retention in WSU's previous first-place ranking.** WSU expended \$74,472,000 in research and development this year, \$46,722,000 more in than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for National Institute for Aviation Research. The new dean of the Graduate School and Associate Vice President for Research and Technology, Coleen Pugh, has implemented new supports and expectations for researchers and faculty productivity, leading to some of these gains.

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

Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach programs that work with minoritized populations such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment

representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students.

Outcome/Results: WSU awarded 111 more certificates to URM's over the baseline of 291 this year. Recruitment along the I-35 corridor continues to result in growth in the diversity of the student body. Outreach programs such as TRIO/ GEAR UP, the Fuse and a new partnership with Wichita Public Schools that supports high achieving Black and Hispanic male students continue to encourage students to attend college, preferably at Wichita State. Continued refinement of high impact practices, including applied learning efforts that are paid opportunities to earn-while-you-learn and scholarships that focus on need are helping improve college affordability.

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

Description: Wichita State University's Strategic Enrollment Management (SEM) plan is 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.

Outcome/Results: WSU fell short of the baseline of 73.6%, reporting a 71.5% retention rate from last year. Success coaches were recently hired for each of the academic colleges to support retention initiatives and use actionable data to intentionally intervene with students for whom the university is at risk of losing. Improvements were made in connecting students to personal development, social activities, and needed resources. Efforts were employed to bring together academic and student life leaders to plan and implement programming. Additionally, a reorganization in the Office of Counseling and Prevention Services facilitated the hiring of additional staff and expansion of mental health services.

Indicator 6: Increase the number of undergraduate certificates and degrees awarded to first-generation (FG) students`

Description: Wichita State University continues to experience an increase in the enrolled number of FG 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 (FGCC) 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.

Outcome/Results: WSU awarded 85 more certificates/degrees to first-generation students over the baseline of 858. This number continues to grow because of recruitment efforts to engage this population and university service expansion to support retention and graduation. Several offices and functional areas are coordinating efforts to create a campus culture of celebration, increase awareness of the needs, and elevate support services of first generation students.

Washburn University Performance Report AY 2019							AY 2019 FTE: 4,994 – Washburn	
							AY 2019 FTE: 1,270 – Washburn Tech	
Contact Person: JuliAnn Mazachek			Phone and email: 785-670-1648; juliann.mazachek@washburn.edu				Date: 7/22/2020	
Washburn University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of first time full-time freshmen (Washburn University).	1	Fall 12 Cohort: 517/803 = 64.3% Fall 13 Cohort: 509/779 = 65.3% Fall 14 Cohort: 514/753 = 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑	70.1% (574/819)	↑	68.9% (501/727)	↑
2 Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,590	↑	2,496	↑	2,673	↑
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	Rank 2	↔	Rank 2	↔	Rank 2	↔
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.	2	FY13: 27,329/162,754 = 16.8% FY14: 26,386/155,304 = 17.0% FY15: 26,051/149,024 = 17.5% *Baseline: 79,766/467,082 = 17.1%	19.6% (28,908/147,227)	↑	20.3% (30,223/148,605)	↑	22.1% (32,047/145,258)	↑
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13: 2,152 FY14: 1,940 FY15: 1,722 Baseline: 1,938	1,466	↓	1,432	↓	1,177	↓
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,179	↓	1,896	↑	1,994	↑
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	129	↑	130	↑	79	↑

*Updated 7/17/2018

Washburn University Performance Report AY 2019

Indicator 1: Increase first to second year retention rates of first time full-time freshmen (Washburn University/Washburn Tech).

Description: Washburn University/Washburn Tech have 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.

Outcome/Results: Washburn's retention rate increased to 68.9% which, although slightly lower than FY18, is well over the baseline of 65.9%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full- time freshmen. We have also become more adept using technology after implementing the EAB 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 (Washburn University/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.

Outcome/Results: Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,673 in AY2019, up from the three-year baseline average of 2,444. This increase can be attributed in large part to bigger first year classes going through the pipeline.

Indicator 3: Increase 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/Commonfund Endowment Study. Our goal is to continue to maintain or increase our ranking.

Outcome/Results: 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. The values have been generally trending upward, while the ranking has remained relatively stable as we continue to raise funds each year. 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.)

Outcome/Results: Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY2019 with 22.1% (32,047/145,258) online student credit hours awarded. Washburn increased the number of online course sections being offered as well as the number of new online programs offered.

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

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

Outcome/Results: Although we did not achieve our baseline goal of 1,938, Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. An external research firm has been hired to conduct market research, and leadership from all units on campus met with the research team in January to strategize regarding adult learners. Unfortunately, the COVID-19 crisis and subsequent planning has taken the focus off this strategy for the moment.

Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys. (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.

Outcome/Results: For AY2019, instructors reported 2,286 industry credentials attempted with 1,994 industry credentials earned for a pass rate of 87.2%, exceeding the baseline (1,655). Enrollment growth explains the increase.

Indicator 7: Increase the number of students completing a General Education Diploma (GED). (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.

Outcome/Results: For AY2019, 79 students completed their GED through Washburn Tech. While substantially above our baseline (42), this number is below that of the last few years, due to an unusual amount of staff turnover and lower enrollments in the GED program this year.

Allen Community College Performance Report AY 2019							AY 2019 FTE: 1,498	
Contact Person: Deanna Carpenter			Phone and email: 620-901-6338; carpenter@allencc.edu				Date: 7/2/2020	
Allen Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase graduation rate of first-time, full-time, degree-seeking, college ready freshmen	1	Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93)	23.20% (19/82)	↑	27.4% (20/73)	↑	50.0% (44/88)	↑
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓	417	↓	511	↑
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2	2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7%	65.3% (264/404)	↓	71.8% (301/419)	↑	67.6% (269/398)	↔
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑	65.7% (205/312)	↑	63.5% (169/266)	↑
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	49.7% (360/724)**	↑	51.5% (266/517)	↓	55.6% (281/505)	↑
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline: 77.4% (2044/2639)	81% (600/741)	↑	79.6% (541/680)	↑	82.8% (599/723)	↑
*updated 7/12/2018			**updated 6/14/2019					

Allen Community College Performance Report AY 2019

Indicator 1: Increase graduation rate of first-time, full-time, degree-seeking, 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. Allen has also begun an Auto Grad process wherein students' transcripts are evaluated and if they have the necessary credits for graduation, they are notified that unless they opt out, they will receive the appropriate Associate's Degree.

Outcome/Results: When this indicator was selected in AY 2016, we initiated the Auto Grad evaluation process which, in concert with increased efforts in reverse transfer and improvement to our advising processes, has provided dramatic improvement to our graduation rate. AY 2019 is the first year that the Auto Grad students were reported in KSPSD, which caused the significant increase from the previous report. We will continue to evaluate potential graduates annually to transcript successful completion of programs when appropriate.

Indicator 2: Increase the number of certificates and degrees awarded

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

Outcome/Results: As discussed in the Outcomes/Results section in Indicator 1, the inclusion of students who the Auto Grad evaluation found to be eligible for a degree in our AY 2019 KSPSD data significantly impacted this outcome. This evaluation has proven very effective in identifying and reporting student degree completion and better reflects the success of our students.

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.

Outcome/Results: This metric has stayed relatively similar to the baseline data. In AY2019, Allen fell below the baseline data by 0.1%. The College has concerns about continued use of this metric in the future in light of the unemployment rates caused by the COVID-19 pandemic.

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

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

Algebra. A recently instituted Mathematics Center, with a full-time Coordinator, Individualized tutoring, a new Pearson developed online course, providing NeTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Outcome/Results: 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. Subsequent evaluation of students enrolled in College Algebra show that Allen 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. The goal of removing the “gateway” (barrier to completion) for non-college ready students has proven successful.

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

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

Outcome/Results: Allen has steadily increased its Success Rate Index since AY2017 when it fell below the baseline. 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 in this effort.

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

Description: The Allen Information Technology Department and Director of Institutional Research and Reporting 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.

Outcome/Results: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen’s English faculty and writing tutoring center, including online tutoring services, have a positive impact on student success. Allen English faculty review benchmarking data for English Composition I and are consistently above average among national and peer group comparisons.

Barton Community College Performance Reports AY 2019							AY 2019 FTE: 3,767	
Contact Person: Elaine Simmons		Phone and email: 620-792-9214; simmonse@bartonccc.edu					Date: 8/25/2020	
Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓	902	↓	914	↓
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑	84.1% (849/1010)	↔	85.5% (1127/1318)	↑
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑	88.1% (258/293)	↑	85.5% (219/256)	↑
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%)	51.4% (142/276)	↓	**51.9% (126/243)	↔	51.9% (124/239)	↔
*5 Increase three-year graduation rate.	2	Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280)	27.6% (125/453)	↓	31.6% (155/490)	↑	25.0% (119/476)	↓
6 Increase the percentage of student performing at the “Proficiency” level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%)	51.7% (881/1704)	↑	49.9% (407/816)	↑	46.7% (287/615)	↑
*Updated 7/19/18			**Updated 09/05/2019					

*Updated 7/19/18

**Updated 09/05/2019

Barton Community College Performance Report AY 2019

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

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. For Barton, there were 556 completers in 2010 and by 2015 there were 830. If Barton can continue to grow, we believe we can impact and support KBOR’s desire to increase higher education attainment of Kansans to 60% by 2020.

Outcome/Results: Barton was not able to sustain previous year’s growth rates. However, we are showing directional improvement. We have a baseline of 946, AY2017 869, AY2018 902, and AY2019 914.

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

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of correct answers on the associated competency questions, divided by the total number possible answers pooled in the multiple sections of each of the five courses indicated below, resulting in the percentage of successful responses. Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications; BSTC 1685 - Spreadsheet Applications; ECON 1615 - Personal Finance; MATH 1819 - Business Math; MATH 1806 - Technical Math

Outcome/Results: Barton exceeded baseline. We credit our faculty for their continued effort and support in improving student learning in this area.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. 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 with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency Medical Services (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). 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. Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

Outcome/Results: Barton exceeded baseline. Barton faculty focused on retention, remediation and student focused learning to help students be more successful on certification and licensure exams. Continued focus is planned to maintain and even increase Certification and Licensure pass rates in the future.

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

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. Barton’s goal is to increase the retention of

low- performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful “milestones” within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid- term during the first semester, and for the subsequent semester. The chart indicates the “low performing students” retained as the numerator, and all “low performing students” in the denominator.

Outcome/Results: Barton was able to move this indicator in a positive direction reaching 51.9% which is maintaining the baseline of 51.9%. The personalized approach for addressing the academic and affective needs of low-performing students in developmental courses has shown to be effective in increasing pass rates and retention. The faculty and advisors working with the low-performing students provide support, guidance, and maintain constant communication with the students.

Indicator 5: Increase three-year graduation rate.

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.

Outcome/Results: Barton fell short of baseline, however Barton continues to review data and look for avenues of improvement. Specifically numerous degree seeking student enrollment reports with demographic data have been created to assist leadership in determine where gaps are and begin conversations on how to fill the gaps.

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

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. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, ‘Proficient’, is counted from both 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. The reported data is reflective as follows: the numerator identifies the number of students performing at the “Proficiency” level, and the denominator reflects the total number of students in the courses being assessed.

Outcome/Results: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers processed. Barton exceeded baseline. We credit our faculty for their continued effort and support in improving student learning in this area.

Butler Community College Performance Report AY 2019							AY 2019 FTE: 5,483	
Contact Person: Lori Winningham		Phone and email: 316.322.3110; (lwinning@butlercc.edu)					Date: 7/8/2020	
Butler Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Number of certificates and degrees awarded annually	1	AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463	1,436	↓	1,496	↑	1,513	↑
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 12 Cohort = 63.5% (464/731) Fall 13 Cohort = 61.5% (450/732) Fall 14 Cohort = 62.2% (530/852) Baseline: 62.4% (1,444/2,315)	62.9% (624/992)	↑	65.4% (519/793)	↑	65.1% 486/746	↑
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012	969	↓	1121	↑	1072	↑
4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term	1	AY2014 = 65% (41/63-spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404)	60.6% (237/391)	↓	58.2% 170/292	↓	53.5% (108/202)	↓
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302	298	↓	294	↓	296	↓
6 Directional Improvement in College Algebra Pass Rates	1	AY2014 = 67.24% (1,248/1,856) AY2015 = 63.60% (1,092/1,717) AY2016 = 64.68% (1,174/1,815) Baseline: 65.2% (3,514/5,388)	67.0 % (1310/1955)	↑	69.8 % (1382/1980)	↑	72.7 % (1665/2290)	↑

Butler Community College Performance Report AY 2019

Indicator 1: Number of certificates and degrees awarded annually

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

Outcome/Results:

Butler continues to deliver on its promise of student success by providing students with the instruction, support, and tools to take the next step in their post-secondary journey by completing the requirements of a degree or certificate. We are proud of our continued improvement over the baseline. With 1 % increase from the previous year in the number of degrees and certificates awarded—that too in the context of falling enrollment—the institution is constantly reviewing best practices to keep this momentum going and growing.

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. In the last three years, Butler has developed a more effective, strategic approach to enrollment management. We have developed the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Over the next three years, faculty will implement 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.

Outcome/Results:

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

Indicator 3: Award of third party technical credentials

Description: A top-notch vocational education combined with the appropriate professional credential is a key competitive advantage for individuals entering the workforce or starting new careers. Working through its professional and industry network, and leveraging the capacity built through the federal Perkins IV program, Butler has identified appropriate industry credentials for its different technical programs. Faculty and staff provide the information to program students, who are instructed according to the specifics of these credentials. Program faculty also facilitate the necessary testing and implement a systematic process to track the attainment of credentials. For this indicator Butler tracks credentials awarded to students in 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), Welding (American Welding Society), Networking Technology (Microsoft and other industry credentials), Culinary Arts (Serve Safe certificate) and Automotive Technology (Automotive Service Excellence certificates).

Outcome/Results:

Working together across several divisions and units by establishing streamlined processes for recording the credentials, Butler is proud of its success in outperforming the baseline for this indicator. With an even greater focus on aligning such credentialing with program outcomes through our Guided Pathways approach, we remain confident of continuing our robust performance in this indicator in the years ahead.

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

Description: The Accelerated Learning Program (ALP) allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. The program is rigorous, the courses are integrated by design, and trained instructors use cognitive and non-

cognitive techniques. ALP decreases the attrition between the developmental and college level 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 before the end of the term. Prior to spring 2016, Butler ALP courses were taught at two levels, EG 052/060 and EG 060/101 and separate results were calculated for each level. In spring 2016, the two levels were combined into one, EG 060/101 only. Fall 2016 brought two more major changes: all students who placed in developmental English and were not referred to Adult Education were required to enroll in ALP, and students who placed in RD 011 (developmental reading) were allowed to enroll in ALP for the first time.

Outcome/Results:

With the great success of ALP in its initial stages, we expanded access to the program to include more low level readers (about 50% of them pass ALP); simultaneously, to provide faster and more cost-effective tracks to completion, a multiple measures approach has been deployed to assist students who would have been otherwise placed in ALP and performed well. Taken together, these two initiatives have lowered the quantitative success rate of ALP compared to the previous years.

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

Description: Butler will help students develop applied STEM skills that will enable completers to attain jobs in occupations critical to the future of south-central Kansas. This indicator focuses on two core job clusters – Information Technology and Healthcare. The college has built a sustainable infrastructure to provide pathways to occupations in these areas. The college established early college academies for high school students interested in IT and Healthcare. Programs included in this indicator are Database Administration, Windows, Software Development, Engineering Graphics Technology, Engineering Technician, Cybersecurity, Interactive 3D, Internetworking/CISCO, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NURS.)

Outcome/Results:

We barely missed the baseline again, coming closer than 98 % in meeting it. This was largely due to the continuing trend of stagnant enrollment. Nonetheless we are proud of our continuing and successful efforts at preparing STEM ready graduates for the workforce. With an even greater focus on aligning outcomes of such programs with industry. It is important to note that during the AY 2019, an additional 86 Associate of Science (A.S.) were also awarded by Butler with concentrations in closely related fields like Physics, Pre-Medicine, Pre-Healthcare, Agriculture, Mathematics, Biotechnology, Pre-Compute Science, Pre-Engineering, and Biological Sciences, signifying the institution's robust commitment to narrow the STEM skills gap in the state.

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Nationally, failure to get a passing grade the first time around is an obstacle to completion for about 60% of college students who quit before earning a credential. Students who don't pass College Algebra often leave school in their first year. For AY2018, Butler implemented a complete math redesign from the lowest developmental course through College Algebra. The project divided seven existing courses (four three-credit hour courses and three one-credit hour courses) into twelve one-credit modules that would enable students to develop the skills they need to be successful in College Algebra. While we still offer College Algebra (MA135) in the traditional format, we have received approval at the state level for the following equivalency: College Algebra 1,2 and 3 (MA132, MA133 and MA134) = College Algebra (MA135). These modules include in-class learning support and tutoring, and help with study skills and other non-cognitive skills. The intent of the redesign is to lessen the time students take to move through the sequence and to increase the number of students that successfully complete College Algebra. The success rate for AY2017 is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends. Moving forward, AY2018 and AY2019, the success rate will be calculated by dividing the number of College Algebra or College Algebra 1, 2, and 3 students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends.

Outcome/Results:

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 2019							AY 2019 FTE: 1,229	
Contact Person: Amber Knoettgen			Phone and email: (785) 243-1435, ext. 248; aknoettgen@cloud.edu				Date: 9/2/2020	
Cloud County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1 Increase first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑	65.2% (103/158)	↑	62.9% (95/151)	↑
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑	557	↓	498	↓
3 Increase number of 3 rd party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓	192	↓	162	↓
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑	101/175=57.7%	↑	98/195=50.3%	↑
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%	*77.4%	↑	*916/1154=79.4%	↑	839 / 1088 = 77.1%	↑
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑	145	↓	136	↓
* Institution indicates data reporting for AY17 and AY18 was off by a year. As such, AY17 should have been 79.4% and AY18 should have been 76.4%.								

Cloud County Community College Performance Report AY 2019

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

Description: CCCC will be able to strategically focus retention efforts 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. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester.

Outcome/Results:

CCCC reports retaining 95/151, 62.9%, of the “college ready” cohort from the first year to the second year, which is an increase over the baseline of 54.5%. The college employs two retention specialists, one at each campus, to assist in early intervention of students that are at risk. CCCC implemented the retention platform called Dropout Detective in AY19 as an additional tool to enhance communication between instructors, advisors, and the retention specialists concerning student success. The platform is integrated into Canvas, so faculty can create alerts for students experiencing struggles. This strategic initiative is intended to further support student retention in a proactive manner.

Indicator 2: Increase number of certificates and degrees awarded.

Description: Students have a wide range of educational goals including earning certificates and degrees. To facilitate degree attainment, CCCC offers a range of learning opportunities including concurrent, online, web conferencing, hybrid, community outreach and on-campus classes. CCCC is focused on increasing the number of students earning certificates and degrees which supports Kansas Foresight 2020.

Outcome/Results:

The total number of certificates, 498, is below the baseline of 611. However, AY13 had an extremely high number (936) that is dramatically different from other years. This is the result of Academic Affairs going through and hand auditing certificates and/or degrees that were previously missed in prior years, even before AY12. By going back to award certificates and degrees missed in prior years, the number for AY13 is triple the previous year, AY12, and is skewing the baseline dramatically. In AY15, degree audits were created and implemented through the student information system, Jenzabar, to ensure degrees and certificates are awarded in the appropriate AY.

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, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by CNA and CMA students, students receiving a CDL license, and those who pass NCLEX exams.

Outcome/Results:

The reported amount of third party credentials is 162, which is below the baseline of 362. The college has experienced difficulty finding an adequate number of qualified instructors for CMA and CNA to maintain course offerings due to the strict state requirements for instructor credentials. The Allied Health Coordinator is working diligently to identify and hire instructors to offer more courses moving forward. Another challenge for the college was the loss of the CDL instructor. However, the college began offering CDL again in spring of 2019 and has had success with the courses offered thus far. The inability to locate instructors decreased our course offerings in all areas, which then decreased the number of students completing credentials. One positive is that the decrease in credentials earned in AY19 was down 16% from AY18 as compared to a 35% decrease in AY18 from AY17. Another positive is the Allied Health Program is creating the set-up of a Lab/Clinical Classroom Setting so future CNA and CMA Class clinical sessions can be held per KDADS Regulation/Standards on campus. With the creation of the Lab/Clinical Classroom Setting, the college will be able to entice students to come to CCCC and enhance their learning opportunities with hands on experience. This Lab/Clinical Classroom Setting will double as a hands-on clinical setting for EMT Students as well.

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

Description: CCCC will be able to strategically focus retention efforts for 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. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of “non-college ready.” Using CCCC’s Jenzabar Management Information System, students who take at least one developmental course will be identified and tracked to measure retention rates from their initial fall enrollment term to the following fall term.

Outcome/Results:

The college reports retaining 98/195 of the “non-college ready” cohort from the first to second year. This percentage of 50.3% is above the baseline of 43.9%. CCCC has several measures in place to assist “non-college ready” students find success. One of those is through the gateway courses. Our CM 101 English Composition I course is accompanied by a workshop for those students that test just below the requirement to enroll directly into CM 101 English Composition I. 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 the retention tools in place by having two retention specialists and the online platform called Dropout Detective for instructors to provide alerts for students they feel are at risk. At that point, the retention specialist follows up to provide support and coaching to help students meet their goals.

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

Description: 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. Successful completion will be defined as achieving a letter grade of “A,” “B,” or “C.” A review of institutional course data will indicate first attempt pass rates. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

Outcome/Results:

CCCC reports that 839/1088 students pass gateway courses on the first attempt. This equates to 77.1%, 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. Both departments show an increase in the pass rate. Although it does not affect the results with respect to the baseline, we discovered the reporting for AY17 and AY18 was off by a year. As such, the AY17 should have been 79.4% and AY18 should have been 76.4%.

Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit (CEU) courses.

Description: CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for people needing to maintain licensure that are place bound and/or balancing family and work obligations that prevent them from traveling. CCCC will track the successful completion of its Allied Health CEU courses through a review of institutional course data. Successful completion is achieved when the student receives a letter grade of “A,” “B,” “C;” or “P” for “pass.”

Outcome/Results:

The college reports 136 completers in allied health and nursing CEU courses, which is below the baseline of 226. Beginning in spring of 2018, the Allied Health Program no longer worked with nursing to provide CEU courses. At that time, the CEU courses were being overseen and organized by a nurse within the Allied Health department. This person retired and the Nursing department did not have the staff to replace the position and offer CEUs. The college has since been working with our nursing department to find alternative ways to offer CEUs to the nursing community. A positive is that the difference in AY18 and AY19 was down 6% as compared to 39% down between AY17 and AY 18.

Coffeyville Community College Performance Report AY 2019							AY 2019 FTE: 1,427	
Contact Person: Aron Potter			Phone and email: 620 251-7005, potter.aron@coffeyville.edu				Date: 6/15/2020	
Coffeyville Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percentage of first to second year retention rates for college ready students.	1	Fall 12 Cohort – 165/248 66.5% Fall 13 Cohort – 169/276 61.2% Fall 14 Cohort – 130/221 58.8% Baseline: 464/745 62.2%	55.6% (124/223)	↓	66.9% (162/242)	↑	54.2% (143/264)	↓
2 Increase the number of certificates and degrees awarded.	1	2013 – 499 2014 – 560 2015 – 524 Baseline: 527	499	↓	465	↓	463	↓
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526	892	↑	741	↑	751	↑
4 Increase the credit hours awarded through Credit for Prior Learning	1	2014 – 56 2015 – 17 2016 - 16 Baseline: 29	34	↑	31	↑	47	↑
5 Increase the three-year completion rate of minority students graduating with an Associate degree or certificate.	1	2010 53/185 28.6% 2011 78/245 31.8% 2012 81/204 39.7% Baseline: 212/634 33.4%	31.4% (82/261)	↓	42.6% (84/197)	↑	34.9% (83/238)	↑
6 Increase Success Rates of Students in Developmental Courses	1	2013 – 212/316 67.1% 2014 – 200/273 73.3% 2015 – 222/309 71.8% Baseline: 634/898 70.6%	76.8% (262/341)	↑	77.5% (296/382)	↑	75.3% (299/397)	↑

Coffeyville Community College Performance Report AY 2019

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

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

Outcome/Results:

The retention rate of first to second year college-ready students fell below the benchmark from 62.2% to 54.2%. The AY 2019 year was the lowest retention rate of this student population.

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.

Outcome/Results:

The total number of certificates and degrees fell below the baseline of 527 to 463. The 463 was just under the previous AY 2018 of 465.

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 Aid. Coffeyville Community College 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. At the federal level, both the U.S. Department of Education and the U.S. Department of Labor have taken essential steps to support portable/stackable credentials and career pathways.

Outcome/Results:

CCC met and exceeded the baseline of 526 to 751 in student 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.

Outcome/Results:

The number of credit hours awarded through CPL exceeded the baseline of 29 to 47 in AY 2019.

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

Description: Data reported and published in the Federal Government 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.

Outcome/Results:

CCC saw an increase in the number of completion rates of minority students in AY2019 from the baseline of 33.4% to 34.9%.

Indicator 6: Increase Success Rates of Students in Developmental Courses

Description: Data will be collected from the institutional database for 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 complete with a C or better compared to the number of students who complete a developmental course.

Outcome/Results:

Students required to enroll in developmental coursework continue to perform above the baseline of 70.6% to 75.3% in AY 2019. This is the third AY that CCC has exceeded the baseline percentage.

Colby Community College Performance Report AY 2019							AY 2019 FTE: 1,054	
Contact Person: Brad Bennett		Phone and email: 785-460-5403; brad.bennett@colbycc.edu					Date: 7/23/2020	
Colby Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded.	1	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 971/3 = 324	359	↑	401	↑	383	↑
2 Increase the first to second-year retention rates of the college-ready cohort.	1	Fall 12 Cohort: 97/163=59.5% Fall 13 Cohort: 107/177=60.5% Fall 14 Cohort: 57/109=52.3% Baseline: 261/449=58.1%	67.2% (82/122)	↑	72.2% (78/108)	↑	61.5% (91/148)	↑
3 Increase the percentage of students employed or transferred.	2	AY 2012: 188/330=57.0% AY 2013: 149/280=53.2% *AY 2014: 152/287=53.0% *Baseline: 489/897=54.5%	51.2% (127/248)	↓	54.9% (167/304)	↑	51.7% (182/352)	↓
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.	1	AY 2013: 95/144 65.97% AY 2014: 94/134 70.15% AY 2015: 92/140 65.71% Baseline: 281/418 67.22%	68.62% (70/102)	↑	68.6% (59/86)	↑	69.1% (56/81)	↑
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1,090/3 = 363.3	366	↑	353	↓	428	↑
6 Increase the Student Success Index	1	AY 2010: 363/544 66.7% AY 2011: 331/493 67.1% AY 2012: 231/407 56.8% Baseline: 925/1,444 64.1%	59.4% (246/414)**	↓	55.1% (293/532)	↓	52.5% (314/598)	↓
*Updated 4/20/2018			**Updated 6/14/2019					

Colby Community College Performance Report AY 2019

Indicator 1: Number of certificates and degrees awarded.

Description: Colby Community College is committed to increasing the number of students who complete certificate and/or degree programs. 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.

Outcome/Results: Colby Community College continues to produce one of the best graduation rates among community colleges in the state. Additionally, CCC enrollment continues to be strong. The institution continues to invest more resources to improve graduation rates.

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

Description: Colby Community College recognizes the importance of first to second-year retention rates of college-ready cohorts, defined specifically as first-year, full-time, degree-seeking students.

Outcome/Results: Colby Community College continues to invest more resources in the area of retention. From the Trojan Advising Center to increased tutoring options for students. Additionally, CCC is investing in multiple infrastructure updates around campus, from new buildings, remodels, and new fiber optic infrastructure, which has all led to a strong retention rate.

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.

Outcome/Results: Colby Community College experiences a slight dip in this area. Although, we had more headcount of students transfer or employed our increase in enrollment caused a slight drop. We are confident in our improvement methods in this area.

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.

Outcome/Results: Colby Community College continues to make improvements in our curriculum. Additionally, increased tutoring services are improving the success rates of non-college-ready students.

Indicator 5: Increase the financial literacy of students.

Description: With the costs for education rising and student loan balances increasing nationwide, it is important that students understand their financial situation upon graduation. 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. The College utilized the following courses with a financial literacy component Personal Finance, Business Finance, Intro to Business, Student Success Seminar.

Outcome/Results: Colby Community College understands the important aspect of financial literacy and continues to actively recruit students to take courses which

expand their financial literacy to better prepare our students for life after college.

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.

Outcome/Results: Similar to the stated outcome above, an increase in enrollment can cause some fluctuations in our success numbers. We are committed to improving these strategies and have made several changes to course sequence, advising, and counseling.

Cowley Community College Performance Report AY 2019							AY 2019 FTE: 2,006	
Contact Person: Michelle Schoon		Phone and email: 620-441-5204; michelle.schoon@cowley.edu					Date: 7/13/2020	
Cowley Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort.	1	Fall 12 Cohort: 278/449 = 61.9% Fall 13 Cohort: 204/348 = 58.6% Fall 14 Cohort: 175/275 = 63.6% Baseline: 657/1072 = 61.3%	62.0% (380/613)	↑	52.6% (262/498)	↓	62.2% (255/410)	↑
2 Increase the number of certificates and degrees awarded.	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓	666	↓	816	↓
3 Increase the percentage of students who completed, became employed or transferred.	2	AY2012: 555/915 = 60.7% AY2013: 505/881 = 57.3% *AY2014: 534/871 = 61.3% *Baseline: 1,594/2,667 = 59.7%	63.5% (525/827)	↑	58.7% (374/637)	↓	58.5% (349/597)	↓
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	2010 Fall Cohort: 506/829 = 61.0% 2011 Fall Cohort: 508/778 = 65.3% 2012 Fall Cohort: 450/786 = 57.3% Baseline: 1,464/2,393 = 61.2%	Fall 2015 Cohort 71.8% (120/167)	↑	Fall 2016 Cohort 70.9% (112/158)	↑	Fall 2017 Cohort 76.4% (185/242)	↑
5 Increase the persistence rates (fall-to-fall) for students in developmental courses.	1	Fall 2012 to Fall 2013: 249/462 = 53.9% Fall 2013 to Fall 2014: 190/364 = 52.2% Fall 2014 to Fall 2015: 137/259 = 52.9% Baseline: 576/1085 = 53.1%	Fall 2016 Cohort 54.4% (158/290)	↑	Fall 2017 Cohort 53.6% (127/237)	↑	Fall 2018 Cohort 52.3% (102/195)	↓
6 Increase overall first-year academic achievement (GPA) for students in developmental courses.	1	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214	AY2016 2.224	↑	AY2017 2.228	↑	AY2018 2.279	↑
*Updated 4/06/2018								

Cowley Community College Performance Report AY 2019

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

Description: This indicator seeks to improve the proportion of students returning for a second year. 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. In addition, we are providing training in the use of active learning strategies for multiple instructors. We will divide the number of first-time full-time college-ready groups (those who require no developmental coursework) who re-enroll in the fall of 2017 with the total number of that cohort who began in the Fall of 2016 and then repeat for the ensuing years.

Outcome/Results: The AY2019 report shows an improvement for this indicator. Cowley has a 62.2% retention rate in the college-ready cohort for AY2019, which exceeds the Baseline of 61.3%. A newly developed Student Completion and Retention (SCORE) team has been formed to analyze data related to this measure to determine actionable goals and improvement initiatives. Cowley has implemented three strategic initiatives in the 2018 Strategic Plan to target increase retention rates in select groups of students. The College also implemented changes in the advising process to align with the advising tool in the Jenzabar student information system.

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

Description: As with most Kansas high schools and colleges, enrollment rates have steadily declined. The result has been reduced enrollment and fewer certificates and degrees awarded. We opened the Tech Center in 2018, with special focus on technical programs and we have added a comprehensive program in agriculture with multiple certificate options. We have created certificate options in other applied science programs including welding and machining. We also are encouraging teachers to increase activity-based learning. We will use the state data on completion as provided by KBOR beginning with the AY2017 group.

Outcome/Results: Although progress was made on this indicator with 816 certificate and degrees awarded in AY2019, it is still below the baseline of 911 that was set as a three-year average when Cowley College enrollment numbers were higher. Cowley College saw an increase in the number of certificates and degrees awarded from 666 in AY 2018 to 816 in AY2019. To address this indicator, Cowley has developed additional stackable certificates for some of the technical programs that did not exist previously and is promoting reverse transfer options to the students. We also opened a new general education building in 2019.

Indicator 3: Increase the percentage of students who complete, transfer or become employed.

Description: We will continue work to strengthen relationships between transfer universities and with our local business and industry, including use of advisory committees made up of area business and industry leaders. We are also optimistic that the On Course program, proven to increase persistence, completion and academic achievement at numerous other colleges, will yield benefits in multiple areas, including this indicator. We will use the state data on completion, transfer and employment as provided by KBOR.

Outcome/Results: Cowley had a 58.5% completed, employed or transferred percent as indicated from the KBOR data. This number is below the baseline of 59.7% but is in line with the previous year with a 58.5%. Since this is an indicator based on three metrics, the percentage of students transferred, completed or employed, the College is working to identify which of these areas are not meeting expectations. Cowley has a strategic plan goal focusing on establishing relationships with community partners and providing internships and apprenticeship programs. The College implemented two apprenticeships during the past year, so this indicator is expected to improve. This indicator is also dependent on getting the employment information from the student or employer. Cowley College is working on a process to assist in collecting this data.

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.

Outcome/Results: Cowley exceeded the baseline for this indicator. The Fall 2017 Cohort (under the AY 2019 column) had a 76.4%, which is above the 61.2% baseline. Cowley has focused on degree and/or certificate attainment over the last two years.

Indicator 5: Increase the persistence rates for developmental students.

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. Adding the On Course approach should compound the benefits by focusing on deep level personal values and choices. We will take the number of all first-time full-time students enrolled in developmental courses beginning with the Fall 2016 cohort and compare subsequent enrollment in the Fall 2017 semester and then repeat each year. The number enrolling in the subsequent fall will be the numerator and the total number enrolled in the previous fall will be the denominator for calculating percentage.

Outcome/Results: Cowley did not meet this indicator, having 52.3% persistence rate for the developmental cohort compared to the baseline of 53.1%. This decline could be attributed to the implementation of the academic probation and academic suspension policy, requiring students that are performing below the required academic standards to take an academic success course before being allowed to re-enroll. To get a degree or certificate from Cowley College, a student must have a 2.0 GPA. The academic probation policy is designed to provide intervention through completion of the required academic success class and limiting the number of credit hours enrolled to assist a student in improving their grades so they can complete the degree or certificate desired.

Indicator 6: Increase overall first-year academic achievement for developmental students.

Description: Beginning with pilots in developmental English and other courses, using volunteer teachers in the First Year Experience, and other volunteer teachers, we plan to gradually extend the On Course concepts to the entire campus. Obviously, 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 baseline group consists of all for all first-time full-time students enrolled in developmental courses (English and math). Next, we take each student's overall first year grade point average (GPA) and calculate the mathematical mean for each year. Finally, the average of the combined GPA's of all three years is calculated to determine the baseline. Subsequent years will be compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Outcome/Results: Cowley met the benchmark for the indicator with a 2.279 GPA for developmental students, compared to the 2.214 GPA baseline. Many forms of academic support are available to Cowley students, including peer tutoring, online tutoring, a writing center, and resources through the TRIO program. Cowley also has a First Year Experience (FYE) class for new students that includes outcomes on how to be a successful student. The College will continue to make student success a focus and provide needed resources to all students.

Dodge City Community College Performance Report AY 2019							AY 2019 FTE: 1,174
Contact Person: Jane Holwerda		Phone and email: (620) 227-9359; jholwerda@dc3.edu					Date: 7/9/2020
Dodge City Community	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance Outcome
*1 Increase the number of students in the second-year college-ready cohort	1	Fall 12 Cohort: 91 Fall 13 Cohort: 91 Fall 14 Cohort: 104 Baseline: 95					134 ↑
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc,56 Cert,145 SAPP) 2014: 432 (226 Assoc,52 Cert,154 SAPP) 2015: 426 (211 Assoc,59 Cert,156 SAPP) Baseline: 414	397	↓	418	↑	351 ↓
3 Increase percent of students who are employed or transfer	2	Fall 12 Cohort: 51.5% (205/398) Fall 13 Cohort: 52.7% (188/357) **Fall 14 Cohort: 56.2% (228/406) Baseline: 53.4% (621/1,161)	58.0% (253/436)	↑	48.7% (172/353)	↓	49.8% (200/402) ↓
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1,021)	49.7% (148/298)	↓	59.7% (169/283)	↑	57.7% (162/281) ↑
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)	83.0% (44/53)	↑	77.5% (107/138)	↑	80.9% (114/141) ↑
*6 Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician	2	2013: 7 EPT + 18 Weld = 25 2014: 12 EPT + 20 Weld = 32 2015: 19 EPT + 15 Weld = 34 Baseline: 30					10 Welding 10 EPT Total: 20 ↓
*Changes to indicators approved by BAASC 02/03/20. ** Updated 4/20/2018 & 10/16/2019.							

Dodge City Community College Performance Report AY 2019

Indicator 1: Increase the number of students in the second-year college-ready cohort

Description: This indicator addresses goal 1 of *Foresight 2020*, “increase higher education attainment.” This cohort represents the number of first-time, full-time, degree-seeking students who enrolled at Dodge City Community for two consecutive fall terms and were not enrolled in any developmental courses in the initial year.

Outcome/Results: Dodge City Community College surpassed our baseline significantly, showing an institutional performance for AY2019 of 134 students, an improvement of 39 students in the second-year college-ready cohort, or a gain of 41%.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator also addresses Goal 1 of *Foresight 2020*, “increase higher education attainment” and is measured by the total number of certificates and degrees awarded within an academic year. Based on total number of associates, certificates, and Stand-Alone Programs (SAPP), in AY2017, DCCC slipped below baseline.

Outcome/Results: After an improvement of 1% to our baseline in AY2018, Dodge City Community College dropped below baseline in AY2019. Our response to this concerning data has been to assess our Technical Education programs and the leadership of our Workforce area. Late in Fall 2019, we reconfigured the key administrative leadership role from a dean to a vice-president, placing a credentialed and experienced leader at its helm. Our current VP of Workforce Development has been assessing programs, processes, personnel, and facilities with an eye to significant future gains in awarding associates, certificates, and SAPP in workforce.

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

Description: Key to our mission as a community college is to prepare students for immediate employment (through workforce and technical education) as well as for delayed employment (through transfer to bachelor degree programs). This indicator addresses the second goal of *Foresight 2020*. Our goals are to recruit, place, and advise students towards successful completion of certificates that are gateways to high wage programs and to degrees that develop skills and knowledge for success in their transfer to four-year institutions.

Outcome/Results: For AY2019, Dodge City Community College shows an increase of 1.1% over our AY2018 performance in the percent of students who are employed or transfer. Likewise, the numbers of students in the 2019 cohort and of students employed or transferred are significantly higher than for the 2018 cohort, at 14% and 16% respectively. We attribute these gains to our improvements in advising and advisor training, emerging career counseling, grant-funded partnerships and transfer articulations with Kansas regents’ universities. As measured by percentages, however, our performance for this indicator for AY2019 is below baseline.

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 pre-and post-assessments. 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.

Outcome/Results: For the second consecutive academic year, Dodge City Community College has performed above baseline for this indicator. Through AY2020,

we plan to continue with a research-based curriculum, individualized instruction, specialized software and smart technologies to meet needs of students who lack literacy skills in their home languages. We look forward to new leadership, and continued successes, in our ALC effective July 2020.

Indicator 5: Increase Developmental Reading successful completers

Description: The indicator addresses the increasing number of students who enter college without competency in reading college level material. Being able to read well is critical to being successful in college. Successful completion had been defined as a grade of C or better in College Reading. While we've noticed gains in the number of successful completers since 2015 through 2016, we have had fewer students taking College Reading, overall, since 2014. For 2016, we modified the measure to a percentage of successful completers. Because of the declining numbers of students opting to enroll in College Reading, an elective course, the course was discontinued following the Spring of 2017. At the same time, reading outcomes were integrated into DCCC's ENG099, College Prep English, a course into which students are placed according to a series of placement indicators, including Accuplacer scores, standardized test scores and high school transcripts. By modifying the measure to a percentage of successful completers of College Prep English, we have roughly doubled the number of students in this cohort from the previous year. We continue to define successful completers as those earning a grade of C or better in College Prep English. Our numerator is the number earning a C or better; our denominator is the number completing the course.

Outcome/Results: For the third consecutive academic year, Dodge City Community College has performed above baseline for this indicator. Additionally, our performance for AY2019 shows a 3.4% improvement over AY2018. We will continue to place students by using a series of placement criteria as described above, as they are available through and following the pandemic. Our faculty continue to incorporate individualized instruction and interactive software while administration supports appropriate student-teacher ratios (1:15) for developmental writing courses. Additionally, access to online and in-person tutoring in writing to support students and instructors continues to expand.

Indicator 6: Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician

Description: Increasing the number of students who successfully complete EPT and welding certificates and associate degrees directly addresses Foresight 2020 Goal 2 of "meeting the needs of the Kansas economy." In addition to working with local industry to deliver a skilled workforce to meet demands in the areas of electrical power technology and manufacturing trades, we have worked with service area high schools to increase interest and concurrent enrollment.

Outcome/Results: Dodge City Community College's performance for this indicator dropped below baseline. In response, we have discontinued our EPT program while partnering with PCCC to delivery EPT curriculum on-site at DCCC. Having reconfigured the instructional administrative leadership role for Workforce Development, we now have an experienced and credentialed vice president charged with assessing instructional and program performance and implementing student-centered policies and practices focused on recruiting, retention, and certificate and degree completion.

Fort Scott Community College Performance Report AY 2019							AY 2019 FTE: 1,292	
Contact Person: Adam Borth			Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu				Date: 6/29/2020	
Fort Scott Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percent of first to second year retention rates of college ready cohort	1	Fall 12 Cohort - 92/158 (58.2%) Fall 13 Cohort - 110/204 (53.9%) Fall 14 Cohort - 86/182 (47.3%) Baseline: 52.9% (288/544)	54.7% (76/139)	↑	62.0% (98/158)	↑	57.7% (90/156)	↑
2 Increase the three-year graduation rates of college ready cohort	1	Fall 10 Cohort - 96/252 (38.1%) Fall 11 Cohort - 62/177 (35.0%) Fall 12 Cohort - 58/162 (35.8%) Baseline: 36.5% (216/591)	28.6% (52/182)	↓	29.7% (49/165)	↓	35.3% (49/139)	↓
3 Increase the percent of students earning job-ready certifications	2	AY13 - 532/851 (62.5%) AY14 - 522/890 (58.7%) AY15 - 442/678 (65.0%) Baseline: 61.8% (1496/2,419)	66.4% (503/757)	↑	63.1% (502/795)	↑	62.3% (451/724)	↑
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.	Institutional non-college ready	*AY13 - 77/115 (67.0%) AY14 - 86/108 (79.6%) **AY15 - 60/82 (73.2%) **Baseline: 223/305 (73.1%)	71.6% (48/67)	↓	82.7% (81/98)	↑	85.5% (71/83)	↑
5 Increase the success rate of students completing online course(s) with a grade of "C" or better	Institutional	AY13 - 562/723 (77.7%) AY14 - 551/706 (78.0%) AY15 - 602/772 (77.9%) Baseline: 77.9% (1,715/2,201)	80.7% (654/810)	↑	85.3% (775/909)	↑	85.4% (794/930)	↑
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional	F13SP14 - 223/324 (68.8%) F14SP15 - 247/329 (75.1%) F15SP16 - 267/365 (73.1%) Baseline: 72.3% (737/1,018)	96.75% (268/277)	↑	90.5% (268/296)	↑	93.1% (269/289)	↑
*Updated 7/16/2018		**Updated 7/16/2019						

Fort Scott Community College Performance Report AY 2019

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

Description: Looking at the first-to-second year retention rates of our college-ready cohorts, our numbers have steadily been increasing. Over the past three years, we have seen a gradual increase in the first two years and then a sharp decrease in AY15, which is mostly in part to decreased enrollment numbers. As an improvement strategy, we will promote the importance of degree completion in our new Freshman Orientation course and encourage students to enroll early for the next semester. We are utilizing the Early Alert system coupled with a Retention Specialist and the preliminary numbers look promising for the upcoming year. This data represents all first-time, full-time students who then enroll in the following semester.

Outcome/Results:

FSCC continues to utilize the Early Alert system to identify students needing additional support. A retention committee meets monthly to review data from a variety of sources and provide recommendations. The advising office continues to focus on retention and uses text messaging to communicate frequently with students.

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

Description: Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS. The graduation rates look at first-time, full-time, degree-seeking, college-ready students who complete their degree at our institution within three years. We believe 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. In addition, we are developing a student centered schedule that will ensure a student can obtain all classes needed for the degree within a two year period.

Outcome/Results:

FSCC did not meet Indicator 2 for the AY2019 reporting year. However, the college has evidenced continued improvement in the graduation rate for Indicator 2 throughout the duration of this Performance Agreement. The baseline percentage was established during times of high enrollment, and with decreasing student enrollment and a high percentage of transfer students, the percentage can be skewed at times. During AY2019, the institution needed two more graduates and this indicator would have been met. The substantial improvement creates optimism that the college continues to improve graduation rates.

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

Description: Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. FSCC will be addressing the demands of a trained workforce and employability through job-ready certifications. Within this data set the numerator represents all students earning industry recognizes credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. We included the data from the 12 CTE programs that we currently have in place. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average. Close collaboration with business and industry will help us develop program-specific strategies to aid our students' completion of credentials.

Outcome/Results:

FSCC is very proud of the work the institution does with CTE programs in developing a workforce for southeast Kansas and the surrounding region. For the AY2019 reporting year, 451 students earned an industry recognized credential, while 724 students were seeking the credentials. FSCC continues to put a strong emphasis on technical education and encourages students to obtain a third party industry recognized credential. The institution has also begun embedding general education skills (such as writing and mathematics) into technical education to assist with a well-rounded education for CTE students entering the workforce.

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.

Outcome/Results:

Students identified as non-college ready in writing, and successfully completing English 101, exceed the baseline in AY2019. The college once again has evidenced improvement from the prior year percentage within this indicator. The Accelerated Learning Program (ALP), which students take English 101 and an English Enrichment course as corequisites has shown very promising results and is being completely rolled out in AY2020. This model has shown a high level of success and FSCC looks to continue supporting student success in English 101 courses.

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. In this third year, with a renewed focus on the promotion of online courses, we also saw a large increase in the number of students taking online classes. Our data was obtained through the POISE system which is our administrative database.

Outcome/Results:

FSCC has continued to see increases in students taking online courses. The college librarian provides support for students having technical issues, and that model has proved to be successful. For the AY2019 reporting year, 794 students successfully completed their online course with a C or higher, with a total of 930 students taking online classes, the highest numerator and denominator throughout the entirety of the performance indicator. Retirements have created some instructor turnover, which provided the opportunity for job searches to include online teaching experience. FSCC expects the number of online students to continue to increase.

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

Description: FSCC analyzed our data collected through our POISE system, and found many times students were not taking the next level of English in the next semester; many were taking a semester off. 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. We plan to utilize our Advising Office to ensure that students get enrolled in the next level of the required English course in the following semester.

Outcome/Results:

Students successfully completing English 101 and 102 in the same academic year continues to be higher than the baseline. For the AY2019 reporting year, 269 students completed both English 101 and 102 with a C or higher, out of the 289 students enrolling in both courses. The advising office assists with contributing to keeping the success rates high in those courses, by ensuring students enroll in English 101 during the fall and English 102 during the spring.

Garden City Community College Performance Report AY 2019							AY 2019 FTE: 1,515	
Contact: Ryan Ruda			Phone and email: 620-276-9597; ryan.ruda@gcccks.edu				Date: 7/20/2020	
Garden City Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran	1	13-14—489 14-15—377 15-16—85 Baseline--317	478	↑	434	↑	386	↑
2 Increase Number of certificates and degrees awarded.	1	2013—488 2014—515 2015—504 Baseline-502	474	↓	552	↑	613	↑
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	2013-14—0 2014-15—8.78 2015-16—8.84 Baseline—8.81	8.83	↑	8.83	↑	8.30	↓
4 Increase Percent of students who complete remedial English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year.	1	2012-13—57/101 (56%) 2013-14—108/166 (65%) 2014-15—112/173 (65%) Baseline—277/440 (63%)	73.5% (136/185)	↑	63.8% (166/260)	↑	72.7% (133/183)	↑
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	12-13—8,540 13-14—12,419 14-15—18,485 Baseline—13,148	20,567	↑	17,748	↑	16,651	↑
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	1	Fall 10 Cohort—76/152 (50%) Fall 11 Cohort—96/232 (41.4%) Fall 12 Cohort—101/289 (34.9%) Baseline—273/673 (40.6%)	43.1% (93/216)	↑	46.2% (90/195)	↑	55.7% (280/503)	↑

Garden City Community College Performance Report AY 2019

Indicator 1: Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran students

Description: GCCC is recognized as a military friendly institution by G.I. Jobs. GCCC will increase successful completion of veteran students as measured by credit hours completed annually. Through increasing veteran student credit hour completion, the College will contribute to a more trained, more employable workforce for Kansas. It is the intent of GCCC to connect veterans to workforce training and education.

Outcome/Results: 386 credit hours were successfully completed by veteran students for AY 2019. The College's work to increase recruitment and retention of veteran students is ongoing. The 2019 academic year saw credit hour completion for veterans at 22% above the baseline.

Indicator 2: Increase number of certificates and degrees awarded.

Description: This increase is based on the projected 3-year average over baseline, providing an accurate picture of our awarded degrees. The College will measure the number of degrees/certificates awarded. It is important for students to complete their academic journey with a credential, especially in the technical and workforce programs where many of the credentials are industry-recognized and may be a terminal degree for particular professions. We desire to increase credential generation to provide a better chance of success in the workplace and for transfer to other postsecondary institutions as well as addressing the goal identified within Foresight 2020.

Outcome/Results: 613 degrees and certificates were awarded for AY 2019. This number is 22% above the baseline and represents an 11% increase in credential production over AY 2018.

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment.

Description: In 2014-15, GCCC began using a new internal tool to assess student skills, including written communication skills. The tool used a 4-point Likert scale with 12 total points possible on the rubric. It is this scale that the College's performance agreement benchmarks and previous data reporting is based. Beginning in academic year 2019, however, GCCC adopted the VALUES Rubrics for assessing student learning, which use a 21.25-point total scale. VALUES Rubrics are a nationally-normed tool, allowing the College to benchmark its scores with institutions around the nation, providing more robust conversations around continuous improvement. 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 2019 to the 12-point scale.

Outcome/Results: The written communication rubric is now based on a 21.25-point scale. The written communication score for academic year 2019 was 14.69 out of 21.25, which equates to 8.30 out of 12. This number below the baseline is likely the result of the mathematical conversion from one scale to another rather than a true dip in student performance.

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

Description: Garden City Community College will increase the percent of non-college ready students successfully completing college-level classes, and provide opportunity for academic success. The denominator in the calculation is the number of students who are enrolled in English 101 at certification date and who completed remedial English 091 with a final grade of "C" or higher. The numerator represents those students in the denominator who then successfully complete first college level English with a final grade of "C" or higher. This indicator was chosen in alignment with Foresight 2020, representing our commitment to underprepared students.

Outcome/Results: 72.7% of students who completed remedial English 091 with a “C” or better successfully completed college-level English 101 with a “C” or better within one year for academic year 2019. This is 9.7% above the baseline and approximately 9% higher than the previous year.

Indicator 5: Increase satisfactory completion of credit hours in hybrid, distance and online courses.

Description: GCCC will increase the number of students completing credit hours through distance education modality with a grade of “C” or better. Distance education is comprised of hybrid and distance education offerings. GCCC has transitioned to a new Learning Management System, Canvas, which will allow greater flexibility for student engagement in courses and programs offered through distance education. By increasing completion, this indicator will specifically address the opportunities available to students through GCCC and provide evidence of quality instruction and services available through distance modality.

Outcome/Results: 16,651 credit hours in hybrid and online courses were successfully completed for AY 2019. This is 27% above the baseline. In previous years, a majority of courses were delivered in a hybrid format, a format the College fully transitioned away from starting Fall 2019. The College continues to see an overall decrease in this indicator due to the transition back to more face-to-face instructional delivery.

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

Description: GCCC will increase the percent of students who graduate within 150% (3 years) of time from initial enrollment, utilizing the 3-year graduation rate as calculated by KBOR/KHEDS. Students will be advised to commit to a program of study and develop an educational plan with educational goals. Research shows that students who “know what they want” will have increased chances for completion of a certificate or associate degree.

Outcome/Results: 55.7% three-year graduation rate for AY 2019. During the past three years, the college has continued its work of defining and refining program pathways to effectively and efficiently advise students into a course of study with a clear academic plan. These efforts, along with early alerts, student tracking, and monitoring using products such as Dropout Detective have helped improve students’ opportunities for successful completion. This result is 15% above the baseline and 9.50% above the previous year.

Highland Community College Performance Report AY 2019							AY 2019 FTE: 1,916	
Contact Person: Erin Shaw		Phone and email: 785-442-6012; eshaw@highlandcc.edu					Date: 7/1/2020	
Highland Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of HCC degrees and/or certificates awarded.	1	*AY 2013 653 AY 2014 650 AY 2015 613 *Baseline: 639	576	↓	686	↑	695	↑
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	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%	61.5% (397/646)	↑	59.3% (337/568)	↑	53.9% (367/681)	↓
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	64	↑	78	↑	93	↑
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%	62.7% (101/161)	↑	55.8% (92/165)	↓	64.3% (99/154)	↑
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100% (19/19)	↑	100% (20/20)	↑	66.7% (14/21)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of “3” in HCC’s Specific Performance Expectation, “Act Responsibly”, upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75	66	↓	67	↓	61	↓

*Updated 7/16/2018

Highland Community College Performance Report AY 2019

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

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

Outcome/Results: 695 degrees and/or certificates were awarded during AY 2019, an increase of 56 degrees and/or certificates awarded over the baseline. Our Director of Advising's efforts to increase advisor training, improve communication of updates, and provide more efficiency of course selection and graduation planning seem to be helping. Educating our students on the value of completing a degree before transferring continues to be a focus. We also continue to offer the general education courses for the AAS degree at times that specifically fit around the technical class schedule. Finally, we are encouraged by continued enrollment growth in Certified Nurse Aide, Certified Medication Aide, and EMT which help students go right to work in a high need area of health care.

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

Description: Using data provided by KBOR, this represents the number of HCC students who are employed or who transfer to a KBOR institution one year after completion. 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.

Outcome/Results: 53.9% (367/681) of HCC graduates were employed in their program field or transferred to a Kansas public college. 367 represents the number of HCC graduates who were employed in their program field or transferred to a Kansas public college out of 681 total graduates. The increase in out-of-state students at our Highland campus meant that fewer students were staying in Kansas after graduation as most returned to their home states or transferred to a university out of state. Our HCC Atchison Technical Center Director and the Western Center Director continue to work hard building partnerships with NE Kansas business and industry. As HCC's service area borders Missouri and Nebraska, we are losing some graduates to work or universities in those states. It seems worth exploring how many of our graduates transferred or were employed just across the border and what Kansas businesses could do, if anything, to entice those students to stay Kansas.

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. Represents the number of students at the HCC Technical Center in Atchison, who earned a satisfactory score on the KCWR examination.

Outcome/Results: 93 students earned a Kansas Certificate of Work Readiness, up from our baseline of 38. In AY 2019, we continued to strongly encourage high school students to complete the KCWR. Atchison Tech Center instructors and staff and high school counselors and administrators all emphasized the importance of the KCWR.

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

Description: As the first level of mathematics offered at Highland, Fundamentals of Math is a foundation course for students for whom multiple means of assessment indicate a very low skill level. Instructors use a computer-based learning system for out of class work which provides individualized, prescriptive practice based on each student's actual performance. It also requires Mastery Learning of at least 80% success before allowing the student to advance to the next lesson. Students are provided with immediate specific feedback on their performance, helping to correct errors before incorrect methods become engrained with students. Instructors will continue to implement other hybrid learning strategies suggested by National Association of Developmental Education (NADE).

Outcome/Results:

64.3% (99/154) of students passed Fundamentals of Mathematics on their first attempt in AY2019. This number does not include the 1 student who withdrew from

the course and thus earned no grade. Students on repeated attempts of the course were also not included. We have a new faculty member teaching MAT 090 and we have been piloting different formats of online supplemental instruction. Also, one of our full-time Math faculty members took on the Math Specialist role for our Student Support Services program. In this role, she provides tutoring to all of our SSS students. Compared to the previous instructor in this role, students have reported an improvement in approachability and willingness to help and have sought out her assistance in higher numbers. The SSS student participation rates in Tutoring Services has increased as a result and we believe this is a contributing factor for these improved performance rates.

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

Description: Represents the number of students who, upon completing the PN to RN bridge program, passed the NCLEX certification examination on the first attempt. This indicator addresses an area of critical need for the Kansas economy. The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified.

Outcome/Results: 66.7% of our PN to RN bridge program completers passed the NCLEX-RN on their first attempt. It is especially challenging for small programs to obtain and maintain pass rates in the 90% range each year and we have been lucky to have several years at 100%. Unfortunately due to myriad reasons, our test scores dropped significantly. Here is an abbreviated list of the intervening factors believed to have contributed to the low NCLEX-RN results for the Class of 2019: a decline in the number of qualified applicants; evidence of gaps in knowledge from the PN program and pre-requisite science courses; underestimation of the program's time demands; unanticipated turnover in full-time faculty and a short window to onboard the new faculty; significantly lower performance on Assessment Technologies Institute (ATI) Proctored Assessments; students preferred working/studying alone rather than collaborating with peers; faculty office hours/open labs were not used; none of the graduates utilized the ATI Virtual NCLEX Review between completing the Live Review and taking the NCLEX exam; recommended remediation was not completed before taking the NCLEX; students accustomed to repeating examinations to earn required scores planned to take the NCLEX as soon as possible and hope for a passing score on their first attempt then retake it until they passed rather than take extra time to study before sitting for their first attempt.

Indicator 6: Increase the number of Tech Center students obtaining satisfactory ratings on HCC's Shared Performance Expectation (SPE), “Act Responsibly”, upon completion of their programs.

Description: This is an institution-specific quality measure, relating to employment readiness; Responsible workplace behavior is cited by employers as a desirable soft-skill trait among employees. Employers lament the shortage of prospective employees with “soft skills” and at HCC we understand the importance of these skills in gaining and keeping employment. At Highland, we converted our previous Common Learning Outcomes to Shared Performance Expectations (SPEs) to emphasize the importance of these skills across all students, faculty, and staff. Our Shared Performance Expectations are 1) Be Competent at Your Work, 2) Communicate Effectively, 3) Respect Others, 4) Make Good Decisions, 5) Act Responsibly, and 6) Work Effectively on Teams. For “Act Responsibly,” technical students are evaluated by their instructor using a Responsibility Rubric. Each student's performance is rated on a scale of 1 to 5 with a 3 or better serving as our indicator of a “satisfactory rating” for this measure. Items on the rubric include: being on time, in proper uniform, prepared to work, academic work prepared/done, being willing to help & receive help, completing work in a timely manner, being accountable for their attendance, and fully participating in class activities and discussions.

Outcome/Results: 61 out of the 115 Technical Center students about to complete their programs earned a 3 or higher for all items on the Responsibility Rubric. Being on time to class, completing work in a timely manner, accountability for attendance, and fully participating were the areas where students ranked the lowest across our programs. We will continue to build programming for accountability around these important workplace behaviors.

Hutchinson Community College Performance Report AY 2019							AY 2019 FTE: 3,583	
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; hossc@hutchcc.edu					Date: 6/16/2020	
Hutchinson Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	Fall 12 Cohort: 55.8% (213/382) Fall 13 Cohort: 59.4% (240/404) Fall 14 Cohort: 61.2% (216/353) Baseline:58.7% (669/1,139)	65.7% (362/551)	↑	65.0% (382/588)	↑	62.2% (345/555)	↑
2 Increase three-year graduation rate of college-ready cohort	1	Fall 10 Cohort: 28.8% (97/337) Fall 11 Cohort: 24.5% (89/363) Fall 12 Cohort: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑	40.6% (134/330)	↑	47.7% (263/551)	↑
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑	1,632	↑	1,732	↑
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑	77.5% (551/711)	↑	77.0% (488/634)	↓
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑	89.1% 489/549	↑	94.4% (523/554)	↑
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	159	↑	138	↓	152	↔

Hutchinson Community College Performance Report AY 2019

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

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

Outcome/Results: The AY 2019 retention rate for those enrolled for two consecutive fall terms is 3.5% higher than the baseline. HutchCC continues to offer many concurrent class sections for juniors/seniors in partnership with secondary institutions. These students are college-bound and the retention rate is high overall because of their degree-completion goals. HutchCC has fulfilled this outcome.

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

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

Outcome/Results: The AY 2019 graduation rate grew 18.5% higher than the baseline. In AY2018 we stopped scheduling a required LC097 developmental critical reading skills course and replaced it with a college-level EN106 Integrated Language Studies (combined reading/writing content). This change along with Accuplacer modifying their test and HutchCC cut scores changing for English placement--both contributed to fewer students needing developmental English courses. These 3 changes (different course/test modification/cut score adaptation) added to the college-ready cohort. 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 Hutchinson Community College during the reporting period;” as clarification, multiple certificates or degrees issued to the same student will count multiple times. The data used for the number of certificates and degrees awarded will be the same data submitted to KBOR in the KHEDS system.

Outcome/Results: The AY2019 indicator (total 1,732) continues to remain above the baseline with 267 certificate and degree awardees beyond the baseline of 1,465. Improvements to the HutchCC process of awarding certificates as soon as they are earned and our offering in-demand short-term certificate programs—both continue to increase the number of credentials awarded. HutchCC has fulfilled this outcome.

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

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

Outcome/Results: The AY2019 indicator is .2% lower than the baseline. Our integration/development education support strategies did not create the academic shift within the institution we hoped would occur. An institutional shift in placement testing (Accuplacer changed the test and cut scores changed in English—math remained the same) resulted in fewer students requiring developmental English classes. HutchCC requested/was accepted to change the future Bridge Performance Indicator # 4 to focus only on developmental math. So as described in Indicator 2 above— the college-ready cohort increased and the developmental numbers decreased. HutchCC barely missed (.2) fulfilling 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 time period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to completion of their program, or may have left postsecondary education for another reason. This data is collected as part of the reporting requirements for the Perkins program; the same student data will be used as submitted to KBOR in Career Technical Education reports for Perkins.

Outcome/Results: The AY 2019 indicator is 12.4% above the baseline. This indicator continues to trend upward throughout technical programs which are linear in skill development and follow both cohort and open-enrollment models. HutchCC has fulfilled this outcome.

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

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

Outcome/Results: The AY 2019 indicator (total 152 students) equals the baseline of 152 as delivery of technical education to high school students is in demand, and particularly steady in the Public Safety career path. After examining certificate completers in our system—we are strengthening our approach to reporting certificate completers, particularly in the area of Emergency Medical Technician (EMT) certificate completers who then go on to achieve a Cert A in Fire Science. HutchCC has equated the baseline and thus fulfilled this outcome.

Independence Community College Performance Report AY 2019							AY 2019 FTE: 701	
Contact Person: Mark Allen		Phone and email: 620-332-5635; mallen@indycc.edu					Date: 7/20/2020	
Independence Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 42.2% (38/90) Fall 13 Cohort: 33.3% (50/150) Fall 14 Cohort: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑	37.9% (50/132)	↓	35.8% (39/109)	↓
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓	150	↓	232	↓
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009: 45% (88/194) 2010: 53% (100/189) 2011: 54% (106/195) Baseline: 51% (294/578)	84% (194/230)	↑	37% (72/196)	↓	40.2% (78/194)	↓
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)	47% (66/141)	↓	82% (45/55)	↑	61.4% (97/158)	↑
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)	73% (8/11)	↓	80% (4/5)	↑	92.9% (13/14)	↑
6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1,038) *F13/S14: 72.1% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)	66% (865/1303)	↓	72% 769/1067	↑	73.8% (967/1310)	↑
		*Updated 7/16/2018						

Independence Community College Performance Report AY 2019

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

Description: According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions.

Outcome/Results: At a retention rate of 35.8%, this indicator is down 2.9% from the baseline. However, this cohort was much smaller than the total for the baseline years, meaning that just a few students had significant impacts on the results. Retention of just 4 more students would have put ICC right on target for this indicator.

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.

Outcome/Results: With 232 certificates and degrees awarded, this indicator is down 34 degrees/certificates from the baseline. But it's also up 82 from last year, which is an excellent improvement. Our Director of Enrollment and Retention Management oversees the ICC Navigators (academic advisors) who work constantly with students to keep them on track to completing their degrees/certificates.

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

Description: Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. The denominator is the total membership in SSS for that academic year, minus the number of students who graduated. 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).

Outcome/Results: Retention rate of students who participate in our Student Support Services program was 40.2%; an increase from last year but still below the baseline indicator. The ICC Navigators again work with students directly to encourage retention. After each semester, they personally contact each student who has not either graduated with a degree or certificate or enrolled for the next semester to encourage them to return or at least find out what their future plans are.

Indicator 4: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any program.

Description: ICC's baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate, and to educate technical faculty on good advising practices to ensure we are giving students the best advice to get work in that field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing

their education.

Outcome/Results: The percentage of students employed in a related field and/or continuing their education remained well above the baseline indicator, at 61.4%.

Indicator 5: Increase completion % of students who complete English Comp I with at least a grade of “C” after completing a developmental English course.

Description: This data is comprised by using the following table:

	A	B	C	D	E	F	G
<i>Fall of</i>	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# of Column B students enrolled in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column D)
2012	69	34	51%	29	58%	22	76%
2013	75	57	24%	42	44%	33	79%
2014	40	17	57%	12	70%	9	75%
2015	33	26	21%	19	42%	16	84%
2016	28	15	46%	11	61%	8	73%
2017	12	12	0%	5	58%	4	80%
2018	32	25	74%	14	56%	13	93%

The numerator is column “F”, which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column “D” which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. 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, as we are seeing a downward trend in the year to year percentage.

Outcome/Results: The percentage of students successfully completing English Comp I after completing a developmental English course was 93%. This is well above the baseline indicator and continues to be a strength of ICC.

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

Description: As part of our overall efforts to attract and retain students, ICC has spent considerable time redesigning our online courses, while ensuring academic rigor. The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Outcome/Results: The percentage of students successfully completing online courses was 73.8%. This is well above the baseline indicator and caps off 3 years of consistent improvement in this area.

Johnson County Community College Performance Report AY 2019								AY 2019 FTE: 10,624
Contact Person: Michael McCloud		Phone and email: 913-469-8500 x2527; mccloud@jccc.edu						Date: 7/1/2020
Johnson County Community	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase Student Success: Success rate after three years reported for each cohort.	1	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%	51.5% (1,815/3,527)**	↑	54.4% (2,884/5,298)	↑	55.2% (2,782/5,044)	↑
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP or 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,027	↑	3,066	↑	3,359	↑
3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	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%	52.9% (1,345/2,542)	↑	55.4% (1,360/2,455)	↑	53.7% (1,361/2,533)	↑
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 12 Cohort: 606/1,195 50.7% Fall 13 Cohort: 617/1,128 54.7% Fall 14 Cohort: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	Fall 16 Cohort: 58.5% (753/1,287)	↑	Fall 17 Cohort: 55.1% (721/1,308)	↑	Fall 18 Cohort 57.2% (730/1,276)	↑
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	Fall 12 Cohort: 304/523 58.1% Fall 13 Cohort: 411/620 66.3% Fall 14 Cohort: 443/663 66.8% Baseline: 1,158/1,806 64.1%	Fall 16 Cohort: 70.9% (471/664)	↑	Fall 17 Cohort: 68.4% (464/678)	↑	Fall 18 Cohort 71.1% (431/606)	↑
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 10 Cohort: 674/1,622 41.5% Fall 11 Cohort: 618/1,467 42.1% Fall 12 Cohort: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	Fall 14 Cohort: 41.5% (631/1,520)	↑	Fall 15 Cohort: 46.1% (666/1,446)	↑	Fall 16 Cohort 47.7% (733/1,536)	↑
*Updated 4/20/2018			**Updated 6/14/2019					

Johnson County Community College Performance Report AY 2019

Indicator 1: Increase Student Success

Description: The Student Success Index, as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year 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.

Outcome/Results: In the new 2017-2020 Strategic Plan, the College continues to value student success as an institutional priority and is continuing work to implement a student success model that will provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College has implemented AccuCampus, a student engagement tool, to help track student participation with campus activities and offices. Data collected from the tool feeds analytics to help provide students with an "Informed Choice" model to make personalized suggestions to individual students to improve the likelihood of success. Better connection with students along their journey has helped to increase outcomes.

Indicator 2: Increase the Number of Certificates & Degrees Awarded

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

Outcome/Results: Indicator 2 shows positive outcome compared to the baseline. In an effort to clear the academic path to many of the credentials we offer, JCCC has worked to streamline course offerings over the past two academic years to avoid duplications of skills and outcomes that might lead to extended time to degree. Additional efforts to support student completions include progress with reverse transfer and auto-graduation for students who have completed program requirements but not applied for graduation. Efforts to increase student success – course completion and retention positively impact the number of awards.

Indicator 3: Increase the Percent of Students Employed or Transferred

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.

Outcome/Results: Indicator 3 remained above the baseline. Overall the economy was doing well in AY 2019. This positively impacts employment rates within Indicator 3. The Career Development Center increased 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.

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

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

Outcome/Results: Indicator is up compared to the baseline. The College continues to develop a strategy to improve overall student retention. Additionally, there is work being done related to JCCC Pathways (Indicator 1). Efforts have been made to ensure degree-seeking students take entrance exams or report appropriate scores on industry recognized assessments so that they are placed in the classes that will support their current educational level. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness. Newly developed Student Advocate positions are designed to help students

better connect with existing resources at the College. Non-college ready students, in particular, benefit from direct support connecting them to JCCC resources.

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

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

Outcome/Results: Indicator 5 is up compared to the baseline. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2019, JCCC continued to expand the number and diversity of online offerings in an effort to increase flexibility in student schedules. Wait-listing was introduced in 2018, providing assistance to scheduling as well. As mentioned in Indicator 1, the Student Success and Engagement division continues to focus on improving the overall student experience with focus on the development of JCCC Pathways for students. JCCC Pathways encourage the institution to be more intentional in our efforts to support student success.

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

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

Outcome/Results: Indicator increased from the baseline. JCCC is optimistic that the work being done through the 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 2019							AY 2019 FTE: 3,659	
Contact Person: Jerry Pope		Phone and email: 913-288-7100; jpope@kckcc.edu					Date: 6/30/2020	
Kansas City Kansas Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the First to Second Year Retention Rate of First time Full time College Ready students	1	Fall 12 Cohort: 47.1% (154/327) Fall 13 Cohort: 55.3% (167/302) Fall 14 Cohort: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑	62.1% (226/364)	↑	62.5% (227/363)	↑
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓	1,267	↓	1,288	↑
3 Increase the Percent of Students Employed or Transferred	2	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) *2014: 56.4% (677/1,201) *Baseline: 54.8% (2,096/3,823)	56.6% (697/1,232)	↑	56.5% (691/1,223)	↑	56.3% (706/1,253)	↑
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses		AY2013: 65.6% (1,534/2,337) AY2014: 66.7% (1,544/2,314) AY2015: 68.9% (1,301/1,888) Baseline: 66.9% (4,379/6,539)	68.9% (1,329/1,930)	↑	67.8% (2,010/2,963)	↑	65.4% (1,172/1,792)	↓
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑	1,806	↑	1,912	↑
6 Increase Fall to Spring Retention of Non-College Ready Students		AY2013: 68.1% (833/1,223) AY2014: 68.2% (717/1,052) AY2015: 69.4% (666/960) Baseline: 68.5% (2,216/3,235)	69.1% (808/1,170)	↑	66.6% (745/1,119)	↓	64.9% (716/1,104)	↓
*Updated 4/20/2018								

Kansas City Kansas Community College Performance Report AY2019

Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students

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

Outcome/Results: Continued initiatives and strategies which have had a positive impact on retention include the following: online and over-the-phone advising for students; allowing students with less than 30 credit hours to enroll themselves; advisors connecting students with resources; early enrollment in college success course BLUE 0101 (Freshman Seminar: Better Life Utilizing Education); retention alert use by faculty is encouraged and has increased; newly remodeled Success Center for student advisement, career services, and testing services; and the Military Veterans Center's recent opening which provides support to our military students.

Indicator 2: Increase the Number of Certificates and Degrees Awarded

Description: The total number of certificates and degrees awarded is a three-year count of awards, as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs of fewer than 16 credit hours.

Outcome/Results: Students must meet with a student success advisor until they have completed 30 hours, which allows the students to stay on track and complete their certificates and degrees. The graduation application process/checks shifted to an online process, which allowed the process to be more student-friendly and efficient.

Indicator 3: Increase the Percentage of Students Employed or Transferred

Description: The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC.

Outcome/Results: Two career fairs are hosted each year for students to attend and visit with future four-year institutions. Representatives from other colleges frequently visit KCKCC to meet with students to facilitate the transfer process. The KCKCC transfer club arranges campus visits and provides transportation for students to visit transfer institutions. KCKCC has also entered into several transfer agreements with four-year institutions to encourage more students to transfer.

Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses

Description: The denominator is the total number of class enrollments or number of grades in the 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.

Outcome/Results: At this time, it is undetermined why this metric decreased. We will work with our institutional research and institutional effectiveness office to determine if the success rate in these cohorts decreased evenly across respective disciplines or if there are particular demographic groups that declined at a higher rate than the average in these specific classes. Based on the results of these investigations, the college will implement strategies to improve student success as needed. Another possibility is the student changed modalities from the developmental courses to the non-developmental courses, which may have also led to the decline. We will explore this scenario as well.

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."

Outcome/Results: The college's Strategic Plan 2020-2023 calls for an increase in education opportunities to historically underrepresented populations in the Greater KC region and has identified resources for this purpose. KCKCC enrollment management and other divisions have increased the number of Spanish speaking personnel. Messaging and promotional materials are available in both English and Spanish. Several college initiatives, such as BizFest and Saturday Academy, focus on recruiting Hispanic students.

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.

Outcome/Results: Through a regular review of Lexile scores, the developmental reading instructors noticed that students were being incorrectly placed in the developmental reading sequence, which may have led to a decrease in fall to spring retention. A true multiple measures model was adopted this year, including usage of high school GPA and high school English grades, to be utilized when test scores are on the cusp of placement in non-developmental courses, to hopefully insure proper placement and thus increase retention. There may have also been other, unknown reasons why this population showed a decrease in retention while other students had increased retention.

Labette Community College Performance Report AY 2019						AY 2019 FTE: 1,160	
Contact Person: Jason Sharp			Phone and email: 620-820-1255; jasons@labette.edu			Date: 7/7/2020	
Labette Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance Outcome
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 67.6% Baseline 212/343 61.8%	51.2% (64/125)	↓	72.9% (70/96)	↑	59.6% (65/109) ↓
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓	356	↓	391 ↓
*3 Increase the % of students successfully completing English Composition I.	2	AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%	78.7% (384/488)	↑	71.7% (365/509)	↑	71.0% (340/479) ↔
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%	70.5% (124/176)	↑	75.8% (122/161)	↑	77.2% (139/180) ↑
5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86.4% Baseline 249/280 88.9%	95.8% (68/71)	↑	98.5% (67/68)	↑	100% (71/71) ↑
6 Increase three year graduation rates of college ready cohort.	1	Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑	21.6% (22/102)	↓	32.0% (40/125) ↑
*May 2018 – BAASC approved change to indicator 3							

Labette Community College Performance Report AY 2019

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

Description: This indicator specifically addresses the retention efforts made 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.

Outcome/Results: We did not show directional improvement for this indicator. We were successful in improving our retention rate in the previous year through the remediation efforts within our health career programs, specifically, if a student did not pass an exam, the student was required to complete remediation before the next exam could be taken. LCC's Early Alert Program was fully implemented (AY19), with faculty being able to reach out to the Vice President of Student Affairs and other staff to address academic concerns early in the semester. We will continue to promote early alert with faculty in an effort to identify those at risk students early in the semester. Our Student Affairs Office is creating a strategic enrollment management plan that we anticipate will provide strength in the retention of students.

Indicator 2: Increase the number of certificates and degrees awarded

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

Outcome/Results: Although the number is below our baseline, the number of certificates and degrees increased from the previous year(s), which is a positive trend in our eyes as we move forward. As we experience a declining head count, the number of students eligible for graduation has also decreased. We have increased communication with students about the opportunities to complete their degree, especially with our high school seniors who are taking courses concurrently; however, we are also seeing a decline in the number of students (size of class) in 5-8th grade compared to the number of students (size of class) in high school and over all county/city population decline. One trend standing out that we are assessing, also cited in *The Condition of Education 2020* (National Center for Education Statistics, p.120) is that of recent high school completers, 44% immediately enroll in 4-year institutions and 26% immediately enroll in 2-year level institutions.

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

Description: We chose this indicator because it relates to the portion of our mission statement "...preparing students for success in a changing world". It allows us to focus on LCC student improvement in writing. Students who dropped the course prior to the last day to enroll (approximately 2 weeks after the course began) *were not* included in these numbers. Students who withdrew from the course after this date and prior to the end of the course *were* included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Outcome/Results: Directional movement for this baseline was maintained and has been consistent with the majority of AY used for the baseline. English instructors spent more time on the writing component of the class and less time on discussing the assigned professional essays in the Reader. Students did more of their writing in the computer labs during class time so that instructors could guide and inform students during the writing process instead of instructors just seeing and critiquing the products of student writing. More emphasis was also placed on outlining so that students better understood the organizational process than they have in the past. Finally, the Accelerated Learning Program (ALP) is also having a positive effect. In the spring semester, all ALP students who passed the developmental writing course also passed the English Composition I course. (The courses are taken simultaneously as part of ALP). We are

mentoring our concurrent English instructors to have a consistent process for all students in English courses.

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

Description: We chose this indicator due to the large number of underprepared students at LCC. The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education. Each participant must also demonstrate a need for academic support. Those who meet minimum eligibility requirements are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model tailored for each participant's academic needs and goals. The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

Outcome/Results: Directional improvement from the baseline was demonstrated. Through the application of intensive, intrusive advising services, Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. The Student Support Services works diligently with students to prepare and provide interventions for academic success.

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

Description: We chose to continue this indicator because of the great reputation of our Health Career Programs. When we initially compiled information for this indicator, students graduating from our six Health Career Programs represented 80% of the graduates from all of our Career Technical Education (CTE) programs combined. This percentage has remained consistent (80% or more) year to year. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites utilized. Data are provided by Program Directors to their respective accrediting agencies.

Outcome/Results: Directional improvement from the baseline was demonstrated. All of LCC Health Career Programs reported 100% employment of our graduates in a related field or continuing their education. 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 to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Outcome/Results: Directional improvement from the baseline was demonstrated. The Retention Committee is developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, as mentioned in Indicator 1 our Student Affairs Office is developing a strategic enrollment management plan which should help increase three year graduation rates for the college ready cohort.

Neosho County Community College Performance Report AY 2019							AY 2019 FTE: 1,217	
Contact Person: Sarah Robb			Phone and email: 620-432-0302; sarah_robb@neosho.edu				Date:6/15/2020	
Neosho County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase total number of certificates and degrees awarded as indicated in KHEDS	1	AY 2013 =1,137 AY 2014 = 899 AY 2015 = 935 Baseline: 990	806	↓	901	↓	820	↓
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013 = 78% (317/404) AY 2014 = 80% (279/347) AY 2015 = 78% (287/368) Baseline: 79% (883/1,119)	75% (270/360)	↓	75% (290/385)	↓	72% (242/335)	↓
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013 = 96% (619/642) AY 2014 = 97% (554/573) AY 2015 = 94% (361/384) Baseline: 96% (1,534/1,599)	96% (371/385)	↔	99% (1033/1036)	↑	97% (864/894)	↑
4 Strengthen student performance in developmental writing	1	AY 2013 = 72% (112/156) AY 2014 = 81% (119/147) AY 2015 = 79% (103/131) Baseline: 77% (334/434)	82% (102/125)	↑	81% (76/94)	↑	86% (86/100)	↑
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013 = 63% (71/112) AY 2014 = 60% (53/88) AY 2015 = 81% (113/139) Baseline: 70% (237/339)	79% (79/100)	↑	85% (64/75)	↑	79% (64/81)	↑
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013 = 78% (1,629/21) AY 2014 = 78% (1,628/21) AY 2015 = 79% (1,657/21) Baseline: 78% (4,914/63)	80% (1685/21)	↑	81% (1543/19)	↑	79% (1506/19)	↑

Neosho County Community College Performance Report AY 2019

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

Description: NCCC will increase the total number of certificates and degrees awarded from the 3-year baseline data (AY 2013-2015). NCCC provides critical CTE programs throughout its service area and online, in addition to transfer education. The completion rate for CTE will be especially emphasized due to the continuation Governor's Career and Technology Education Initiative. Although reverse transfer initiatives have not yet proven very successful, degree completion may increase due to this process. The percentage increase is tempered based on overall college enrollment trends and projections.

Outcome/Results:

During AY 2019, NCCC Performance data indicates a decline from the baseline in number of certificates and degrees awarded (820 in AY19 versus 990 in baseline). This decline is due to an overall decline in enrollment at NCCC. It should be noted that although the number is down from the baseline, the relative percentage of completions and transfers at NCCC is very high, earning the college a 61.8% on KBOR's Student Success Index for AY19 ranking NCCC 3rd in all community colleges in the state for student success.

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. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course outcome every academic term. 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. The scores are based on a weighted average of instructor assessment scores from that academic year. 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, which is a key learning component within Foresight 2020 (critical thinking).

Outcome/Results:

Results have further declined from the baseline and from previous years for this indicator. Due to this decrease and other factors from NCCC's Educational Master Plan, the college has increased instructional and assessment support through the hiring of two additional staff members for anticipated improvements.

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 number of tests taken. This proposed indicator compliments Indicator 1 related to total number of certificates and degrees awarded.

Outcome/Results:

NCCC remains committed to exposing students to these opportunities and remains above the baseline for another academic year!

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. Faculty in this discipline developed new developmental writing curriculum prior to this agreement, and have begun piloting various new methods of delivery. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success, *meaning a letter grade of C or higher in the course*, per academic year, developed from baseline data of the pre-composition course from the 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).

Outcome/Results:

With an 86% success rate, NCCC students continue to perform well in developmental writing. Developmental education is critical to the community college student, and this indicator shows that with continued support and dedicated faculty members, students can be successful.

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

Description: NCCC will increase completion in passing 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 build on the data set to be able to analyze and respond to the results. We have been monitoring this indicator since AY 11 and for three of those years, remained consistent in the lower 60% range. In AY 2015, however the results reached an all-time high with 81%. Continued analysis will help to determine causation and attempt to replicate the activities in the classroom from that year to build a trend line that is moving upward. 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). This data will also be useful in our continued studies regarding appropriate student placement and utilization of multiple measures for more accurate placement.

Outcome/Results:

The previous year's success in this indicator was hard to maintain, however the result in this indicator is still well above the baseline. NCCC students and faculty should be proud of their continued success. The continuation of success from developmental coursework to college level work is outstanding.

Indicator 6: Increase student success with 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.

Outcome/Results:

Assessment scores continue to be above the baseline in this indicator, suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions. Physics 1 lecture and lab were cancelled again this year due to low enrollment; therefore, the denominator continues to be 19 courses.

Pratt Community College Performance Report AY 2019							AY 2019 FTE: 895	
Contact Person: Monette DePew			Phone and email: monetted@prattcc.edu				Date: 7/24/2020	
Pratt Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.)	1	Fall 12 Cohort: 62/102 = 60.8% Fall 13 Cohort: 109/173 = 63.0% Fall 14 Cohort: 68/125 = 54.4% Baseline: 239/400 = 59.7%	55.0% (83/151)	↓	50.7% (70/138)	↓	65.4% (89/136)	↑
2 Increase third year Student Success Index	1	AY 2010 Cohort: 286/451 = 63.4% AY 2011 Cohort: 469/684 = 68.6% AY 2012 Cohort: 446/657 = 67.9% Baseline: 1,201/1,792 = 67.0%	65.3% (395/605)**	↓	63.3% (353/558)	↓	59.9% (257/429)	↓
*3 Increase number of certificates and degrees awarded.	2	AY 2013: 637 AY 2014: 474 AY 2015: 483 Baseline: 531	305	↓	379	↓	331	↓
4 Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	1	*Fall 2012: 106/141 75.2% Fall 2013: 110/139 79.1% Fall 2014: 142/181 78.5% Baseline: 357/461 77.4%	78.3% (141/180)	↑	79.1% (121/153)	↑	79.5% (101/127)	↑
5 Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	1	Fall 2010: 191/299 63.9% Fall 2011: 147/243 60.5% Fall 2012: 159/230 69.1% Baseline: 497/772 64.4%	60% (181/302)	↓	60.7% (167/275)	↓	65.7% (205/312)	↑
6 Increase success of developmental students in corresponding college-level class.	2	Fall 2012: 44/56 78.6% Fall 2013: 36/61 59.0% *Fall 2014: 50/62 80.6% Baseline: 130/179 72.6%	66.2% (47/71)	↓	64.2% (52/81)	↓	77.6% 45/58	↑
*Updated 7/20/2018			**Updated 9/26/2018					

Pratt Community College Performance Report AY 2019

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

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. Students enrolled in a developmental course in the fall term are excluded from this population.

Outcome/Results: Data for the AY 2019 show an overall increase when compared to the previous 3-year trend in data; this is true for both the trending data as well as the baseline of 59.7%. Electrical Power Technology (EPT) students in the cohort group as well as transfer bound students contributed to the upward trend in retention.

Indicator 2: Increase third year Student Success Index

Description: The data for this outcome will be provided by KBOR. The cohort will include all students who are new to Pratt Community College during the academic year. The Index is a summation of students who were retained in higher education, or who completed a program. This approach encompasses the entire success of a community college by tracking students after they leave the college.

Outcome/Results: While PCC's student success rate has fallen 7.1% when compared to the baseline, According to the Community College Data Book published by KBOR in January 2020, PCC continues to exceed the Kansas Community College average in third year student success and currently ranks in the top 6 for all community colleges in Kansas. We are working on a strategy to send e-blasts to students who have not earned an award and who do not return to PCC. We want to encourage them to return to PCC or continue their education elsewhere in order to earn a certificate or degree within the three-year time frame. Information about the reverse transfer process will be included in the e-blast. We will also continue to publish reverse transfer information on our website.

Indicator 3: Increase the number of certificates and degrees awarded

Description: The number of certificates and degrees awarded will include all degrees and certificates to include successfully completed Stand Alone Parent Programs (SAPPs), and awarded certificates and degrees will include duplication based on student attainment. The data used for reporting will be obtained through reports already being collected through KBOR in the KHEDS system and will include Nursing Aide, Medication Aide, and Home Health Aide. PCC acknowledges that the overall number of certificates and degrees will decrease over the baseline data due to the reduction in nursing program structure and capacity.

Outcome/Results: The data for AY 2019 shows PCC issued 200 fewer awards as compared to the baseline. The average award count for nursing-related awards during the years included in the baseline was 192. The AY 2019 nursing-related award count is 34. Since the years that are included in the baseline, PCC has restructured the nursing program to include a reduction in program capacity. Capacity size reductions in the nursing program are the primary contributing factor to the difference between the baseline and the most recent data. Another area seeing a decrease is SAPP. This includes Nursing Aide, Medication Aide, and Home Health Aide. The average award count for SAPPs during the years included in the baseline was 181. The AY 2019 SAPP award count is 126.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental coursework (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.

Outcome/Results: PCC's emphasis on holistic instructional practices includes a connection to standardized processes that supports PCC's mission. In addition to instructional processes and practices, PCC utilizes case management through our Student Success Center as well as assuring student connections with the college administration through monthly meetings with the President and monthly student leadership luncheons with President's Cabinet. Faculty and staff support and

peer tutoring also contribute to retaining students. Through these endeavors, PCC has been able to stabilize the retention of developmental students and retain them in higher education as evidenced by the stabilized data set over the 3 previous academic years of 79.5%.

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

Description: These data will be self-reported. The denominator is all first-time, full-time, degree-seeking students who enter in the fall term. Students are tracked for three years and are deemed successful (numerator) if they either graduate with a certificate or associate diploma or transfer to an institution to continue their education.

Outcome/Results: PCC has expended effort and resources to increase student awareness of the benefits of graduation and/or transfer. In discussions centering around institutional KPIs which target increased graduation and transfer rates, faculty and staff have become more cognizant of graduation and transfer rates. Those discussions provide more graduation and transfer information which can be shared with students to encourage them to remain on track for graduation and/or to select an appropriate transfer institution. By facilitating student conversations, faculty, staff, and others have worked together on this indicator. Based on this effort, current data reflect a 5% increase in graduation and transfer rates across the institution. The upward trend shows a sustained graduation and transfer rate for college athletes and an increase in the sub-group of non-athletes of 9% over the prior academic year.

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

Description: These data will be self-reported. The measure will evaluate the successful transition of developmental students into corresponding college-level courses. The specific transitions being monitored are Basic Writing (ENG098) to Composition I (ENG176); and Beginning Algebra (MTH076) to Intermediate Algebra (MTH 130) or Technical Mathematics (MTH126) or College Mathematics (MTH176). The denominator will be students that successfully (completed with an A, B, C or P grade) Basic Writing and/or Beginning Algebra in a fall term and enrolled in the college-level course by the following fall. The numerator will be those who successfully completed the corresponding college-level course.

Composition I is applicable to any degree at Pratt CC. The college-level math coursework is applicable to technical credentials (Associate in Applied Science and technical certificates). If a student seeks a general transfer credential, higher coursework in mathematics is necessary. Pratt CC recognizes that this indicator evaluates a small portion of its FTE. The institution also recognizes that transitioning students out of remediation is a problem that will not improve in the foreseeable future. Students are increasingly entering college with a need for remediation, while the Kansas economy continues to require work-ready credentialed employees. This indicator will prime Pratt CC's institutional processes to be better prepared to tackle both needs. In order to meet this indicator, the institution will utilize new and existing initiatives to provide support to this student population.

Outcome/Results:

PCC, through instructional processes and case management, demonstrated a combined increase of 13.4% over the previous academic year in both English and math. Similar to the results in Indicator 4, a combination of faculty and staff engagement as well as student success support have contributed to this increase.

Seward County Community College Performance Report AY 2019							AY 2019 FTE: 1,175	
Contact Person: Luke Dowell			Phone and email: 620-417-1014; luke.dowell@sccc.edu				Date: 8/18/2020	
Seward County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474	527	↑	566	↑	513	↑
2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra	2	Fall 13 – 166/220 (75.5%) *Fall 14 – 189/232 (81.5%) Fall 15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓	74.5% (172/231)	↓	72.1% (189/262)	↓
3 Increase three-year graduation rates of college ready cohort	1	*Fall 10 Cohort – 75/149 (50.3%) Fall 11 Cohort – 101/204 (49.5%) Fall 12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓	47.8% (88/184)	↓	48.5% (97/200)	↓
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 12 Cohort – 23/35 (65.7%) Fall 13 Cohort – 24/36 (66.7%) Fall 14 Cohort – 39/59 (66.1%) **Baseline: 86/130 (66.2%)	59.2% 32/54	↓	66.1% (39/59)	↔	73.7% (42/57)	↑
5 Increase the first to second year retention rate for college ready cohort	1	*Fall 12 Cohort: 122/191 (63.9%) Fall 13 Cohort: 102/159 (64%) Fall 14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓	60.3% (82/136)	↓	65.1% (99/152)	↑
6 Increase the % of full-time students completing 24 credit hours in their first year	1	Fall 12 Cohort – 144/360 (40%) Fall 13 Cohort – 213/310 (69%) Fall 14 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑	73% (219/301)	↑	70.7% (200/283)	↑
*Updated 7/18/2018		**Updated 10/16/2019						

Seward County Community College Performance Report AY 2019

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

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

Outcome/Results: Awards were 8% above baseline but 9% below AY2018. The most significant change was the CNA/ CMA programs, which declined by 53 students from AY2018 to AY2019. This decline is directly related to a shortage of instructors. Over the last year Seward has added two online CNA courses to extend access to our rural students and maximize the limited instructors available. Clinical sites will continue to be a concern in future years

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.

Outcome/Results: Success rates of students in college algebra were 6.6 percentage points below baseline and 2.4 percentage points below AY2018. Examining three-year trends broken down by delivery (online, high school concurrent and on campus) we found the only decline in success rates occurred with high school concurrent students and that high school concurrent students have experienced a steady decline in college algebra success since AY2017. Success rates in College Algebra were flat for online delivery and flat to a slight increase on campus. During the 2019-2020 Academic Year expectations for lead instructors were implemented to ensure consistent communication, expectations, and reporting from all concurrent instructors. This communication should improve student success by giving concurrent instructors more support and resources to help their students.

Indicator 3: Increase the three-year graduation rate of the college ready cohort.

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

- 1) All first-time, full-time degree or certificate seeking students entering the fall semester.
- 2) Full-time is defined as 12 or more credit hours for the fall semester.
- 3) College ready is defined as students not requiring any developmental education courses.

Outcome/Results: Three-year graduation rates were 1.2 percentage points below baseline of 49.7% but increased .7 percentage points over AY2018 results. English composition, reading intensive course, and math placement have been enhanced for the '20'21 enrolment cycle by establishing high school course grade standards in addition to Accuplacer and ACT placement standards. This is meant to start students off in courses that decrease their time to certificate or degree completion by increasing completion of program and general education courses that count toward their goal completion.

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 our new pilot program (English Composition I PLUS), developmental 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. Note: Measure modified from prior year report to include the new pilot program students.

Outcome/Results: English Comp I success rates increased 7.5 percentage points over baseline and 7.6 percentage points over AY2018. In the fall semester of 2018, SCCC implemented English Composition I Plus, which allowed students who placed one step below English Comp I to take English Comp I but also have

two additional days with their instructor for further “just in time” review and support to be successful in Comp I. Success rates have been favorable so far, with Comp I Plus students having a higher pass rate than students who take traditional developmental English courses first and those who place directly into Comp I. In addition to the numbers of students who did not finish courses during the spring 2020 semester, the college changed placement rules during the spring 2020 semester to base placement on high school GPA and high school course grades since it would be challenging to have students take placement tests during the pandemic. This could affect results moving forward as well.

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

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

Outcome/Results: First to second year retention rates for college ready students increased by 3 percentage points over baseline and 4.8 percentage points over AY2018. The data reflects students who enrolled in fall 2017 as first-time, full-time college ready students, and completed or returned in fall 2018. Seward’s Retention Committee discovered our declines in fall-to-fall retention rates were due primarily to two issues: financial concerns and communication. Over the last two years, Seward has improved some financial aid inefficiencies and expanded our communication strategies to address these two concerns. SCCC’s ‘20’21 enrollment management’s student pathways enhancements include: an added web page for student exploration of majors and career; TRIO, student success, and admissions staff training on majors and careers; and facilitation of Industrial Technology student self-enrollment and student tracking of their progress on their individual pathway to program completion.

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

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

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

Outcome/Results: Percentage of full-time students completing 24 credit hours in their first year increased 12.7 percentage points over baseline but declined slightly (2.3 percentage points) from AY2018. English composition, reading intensive course, and math placement has been enhanced for the ‘20-’21 enrolment cycle by establishing high school course grade standards in addition to Accuplacer and ACT placement standards. This is meant to start students off in courses that decrease their time to certificate or degree completion by increasing completion of program and general education courses that count towards goal completion.

Flint Hills Technical College Performance Report AY 2019							AY 2019 FTE: 614
Contact Person: Lisa Kirmer			Phone and email: 620-341-1325, lkirmer@fhct.edu				Date: 7/8/2020
Flint Hills Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance Outcome
*1. Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 77/125=61.6% Fall 13 Cohort: 113/143=79% Fall 14 Cohort: 65/91=71.4% Baseline: 255/359=71%	79.1% (68/86)	↑	72.0% (54/75)	↑	84.1% (69/82) ↑
2. Increase the number of certificates and degrees awarded	1	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 487	435	↓	376	↓	403 ↓
3. Increase the wages of students hired	2	AY 2012: \$26,128 AY 2013: \$25,006 *AY 2014: \$29,370 *Baseline: \$26,835	\$29,362	↑	\$29,693	↑	\$34,386 ↑
4. Increase the number of students who successfully complete a 100 level math course	1	AY 2013: 113 AY 2014: 144 AY 2015: 194 Baseline: 150	120	↓	97	↓	76 ↓
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	777	↑	922	↑	1,142 ↑
6. Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 65% AY 2014: 152/221 69% AY 2015: 148/244 61% Baseline: 433/669=65%	72% 101/140	↑	68% 124/182	↑	67.6% 98/145 ↑

*Updated 7/10/2018

Flint Hills Technical College Performance Report AY 2019

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 to assist in the retention process including an early intervention plan for faculty to visit with and assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and an orientation course covering a variety of methods for college success. A new Academic Advisor/Counselor position was created during 2016 to assist students.

Outcome/Results: Increase from the baseline – 84.1%

FHTC continues to work closely with students on academic advising and early intervention when students are struggling. The college has also implemented a year-round enrollment strategy in which students are enrolled in classes for an academic year instead of semester by semester. The strategy helps motivate students by enrolling students in future courses, giving them a goal to work toward.

Indicator 2: Increase the number of certificates and degrees awarded

Description: FHTC has had a decline in post-secondary students pursuing a certificate or AAS degree. This is due to the low unemployment rate and the fact that many adults are not in need of training or re-training, struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Conversely, high school students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased.

Outcome/Results: Decrease from the baseline – 403

Although enrollment at FHTC has been strong, the college is enrolling fewer degree and certificate seeking students. The college continues to implement enhanced recruiting and marketing strategies to increase the number of post-secondary degree and certificate seeking students.

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 the power plant technology, computerized machine tool engineering, industrial engineering technology and dental hygiene areas, 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.

Outcome/Results: Increase from the baseline - \$34,386

Faculty continue to help place students in high-pay, high-demand positions throughout the state. The college continues to offer a career fair for students along with workshops to provide career services information.

Indicator 4: Increase the number of students who successfully complete a 100 level math course

Description: Math is one of the most difficult subjects for students at Flint Hills Technical College. 100-level math courses include Technical Math and College Algebra and a student must complete a 100-level math course in order to attain an Associate of Applied Science Degree. In order to better place students in the appropriate level of math, a testing scale was developed in conjunction with COMPASS and ACT recommendations and remedial math courses were developed and aligned. Free math tutors are made available to help students prepare for and successfully complete the 100-level math courses. Math instructors are encouraged to work together to reinforce similar concepts to students and identify teaching strategies which may help students succeed.

Outcome/Results: Decrease from the baseline – 76

FHTC continues to struggle with this indicator. The college did not even have 150 students enrolled in 100 level math courses during the 2018-2019 academic year. Many students enter FHTC with their math requirements completed.

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

Description: FHTC offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The college continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit.

Outcome/Results: Increase from the baseline - 1142

FHTC has made many connections and articulation agreements with high schools throughout the area and our dual credit enrollment at high schools and with students attending on campus in one of our programs of study continues to increase.

Indicator 6: Increase the percentage 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. Hispanic students 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. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Outcome/Results: Increase from the baseline – 67.6%

As FHTC continues to see an increase in high school dual credit, many high school students are taking advantage of earning high school and college credit while completing certifications such as Certified Nurse Aid and OSHA. Tutoring at both the main campus and through the Adult Education Center also helps ESL students successfully complete courses, technical certificates and AAS degrees.

Manhattan Area Technical College Performance Report AY 2019								AY 2019 FTE: 494
Contact: Kimberly Withroder		Phone and email: 785-320-4564 kimwithroder@manhattantech.edu						Date:5/4/2020
Manhattan Area Technical College	Foresight Goals	3 year History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1.1	AY 2013 = 400 AY 2014 = 365 AY 2015 = 396 Baseline = 387	431	↑	396	↑	386	↔
2 Upon completion of their programs, increase the percent of students employed or transferred	2.2	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% *AY 2014: 268/359 = 74.7% *Baseline: 787/1,162 = 67.7%	70.5% (285/404)	↑	63.0% (237/376)	↓	63.9% (209/327)	↓
3 Upon completion of their programs, increase the number of industry credentials earned by students	2.5	AY 2013 = 302 AY 2014 = 341 AY 2015 = 405 Baseline = 349	AY 2016: 383	↑	AY 2017: 355	↑	AY 2018: 368	↑
4 Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase percent retained to the next academic year	1.2	AY 2014: 75.5% (213/282) AY 2015: 76.1% (175/230) AY 2016: 60.8% (113/186) Baseline = 71.8% (501/698)	AY 2017: 64% (41/64)	↓	AY 2018: 59.6% (65/109)	↓	AY 2019: 66.7% (24/36)	↓
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	AY Data: 2014: Avg. Score=74.9% (N=643) 2015: Avg. Score=78.1% (N=707) 2016: Avg. Score=78.7% (N=668) Baseline = 77.3%	Avg. Score = 78.8% (N=432)	↑	Avg. Score: 89.5% (N=39)	↑	Avg. Score = 77.4% (N=235)	↑
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1.1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%	AY 2013: 18.5% + 41% = 59.5%	↓	AY 2014: 52.0% + 12.1% = 64.1%	↔	AY 2015: 44.4%+22.3% =66.7%	↑
*updated 7/10/18								

Manhattan Area Technical College Performance Report AY 2019

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

Description: In order to increase completion rates, MATC has implemented a variety of initiatives that should result in more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, as will be expanded on under Indicator 4, modifications were made to the Workplace Writing (COM-100) and Workplace Math (MAT-099) courses, which should result in higher pass rates in English and Math courses that fulfill the general education requirements. Second, we have a computer program (Accudemia) that serves as an early alert system for at-risk students. It provides a platform for referrals by Faculty and Student Services staff and notifies the Director of the Learning Resource Center and the student's advisor resulting in proactive responses that facilitate early intervention. This indicator is in line with Foresight 2020 Goal 1.

Outcome/Results: As the changes we implemented to increase completions rates just went into effect, we haven't had the opportunity to see the positive outcomes during AY 2019 year, however while we had a peak in AY 2017 we have maintained our baseline on the number of certificates and degrees awarded. Additionally, with the internship and on-job-training that a majority of our programs incorporate into the curriculum, we continue to lose students prior to degree completion as a result of low unemployment rates to industries who need workers now. We continue to communicate with industry partners about the importance of completion of the program as it trains a better potential employee. MATC is hopeful that with the curriculum changes, addition of new retention software, and continued industry partnerships we can increase the number of students in the successful completion of certificates and degrees.

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

Description: This indicator is tied to Indicators #1 above and #3 below. Without retention through successful completion of the program (Indicator 1) and successful acquisition of an industry credential (Indicator 3), increasing the numbers of students employed after leaving MATC would be impossible. Thus, retention is the key to success on all three indicators. That being said, MATC is taking additional steps to facilitate employment after graduation. First, several programs have mechanisms (Occupational Work Experience (OWE), clinical, internships, etc.) in place to ensure their students have opportunities to meet and talk to individuals in program-related businesses. Many students are hired by the companies at which they have completed OWE and/or internships. In terms of students continuing their education at another institution new articulation agreements were developed at the college level, as well as the statewide agreements facilitated by KBOR. This more seamless approach to transfer through articulation agreements results in more students moving on to complete bachelor degrees and beyond at other institutions. Given all of the initiatives related to facilitating contact between students and potential employers, and the steps taken for a seamless transition to other postsecondary institutions, the numbers of students employed and/or continuing their education will continue to increase. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: While we're still below our baseline, we have increased our percentage from the prior year. MATC continues to identify ways to obtain follow-up data towards increasing the accuracy of placement data. We have implemented additional opportunities to collect this information from graduating students which should result in a higher percentage of data being recorded to reflect students who are employed or have transferred.

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

Description: Possession of an industry credential or credentials greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, 13 of 16 programs (certificate only, certificate or degree, and Stand Alone Parent Programs) provide students with opportunities to earn one or more industry credentials. We are currently exploring the availability of ISO-17024 certifications for the remaining three programs. Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: MATC continues to identify industry credentials that can be earned by students. With the incorporation of a regional testing center in AY2019 that provides Pearson Vue testing as well as additional national testing opportunities, access to obtaining credentials has increased for students. This is reflective of us

being above our baseline and we anticipate that students obtaining credentials will continue to increase.

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

Description: One of the main obstacles for students to finish their Certificate or AAS Degree is the completion of the general education requirements, including English and/or Math. MATC uses ACCUPLACER exams to evaluate incoming students in reading, writing, and math courses for the purpose of placement. Students who have ACCUPLACER Sentence Skills scores < 69 must take Workplace Writing (COM-100) and students who have a ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71 must take either Workplace Math (MAT-099—2 credit hours) or Technical Mathematics I with Review (MAT-102—5 credit hours). Students must pass COM-100 with a “C” or better to be eligible to take an English course that fulfills the general education requirement (i.e., English Composition (COM-105) or Technical Writing (COM-110)). Students must pass MAT-099 with a “C” or better to be eligible to take Technical Mathematics I (MAT-101), the course that fulfills the certificate option. Students who pass MAT-102 with a “C” or better will meet the general education math requirement for a certificate. This indicator is in line with Foresight 2020 Goal 1 in that it will serve to increase retention rates at MATC.

Outcome/Results: This indicator continues to decrease compared to prior years as MATC no longer places students in developmental courses. As a majority of our students earn a certificate, the requirement is technical math and/or technical writing. With the current process, students are placed into those levels and students who test into remedial work are required to participate in a companion math recitation or a writing companion course. The decrease in numbers is a positive in that more students are successfully completing technical math and/or tech writing successfully towards completion of a certificate. This results in these individuals entering the workforce within the appropriate timeframe of an academic year, rather than having to take an additional semester of course work. MATC should see future increased results of this curriculum approach in completion of certificates/degrees as outlined in indicator 1 and 6.

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

Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. These core skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on. Core skills are regularly used in practice resulting in the development of a series of rubrics that serve as guides to assessment. Each rubric consists of 20 criteria; 5 of which are broad enough to be used in any discipline, while the remaining 15 provided higher degrees of specificity and applicability in particular disciplines. Members of the Assessment Committee work with individual faculty to show how these rubrics can be used to assess something they are already doing as part of the technical training. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: AY2019 was the initial implementation of MATC’s new assessment process for core work skills as accepted through the Higher Learning Commission. This is evident in the decrease of number of participants last year in AY2018 compared to AY2019. MATC continues to improve its process to assess this data across all programs as a means to improve our abilities to provide these skills within all program areas.

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

Description: Since 2010, upon receiving full accreditation from the HLC, 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. This indicator is in line with Foresight 2020 Goal 1.

Outcome/Results: MATC saw an increase in AY2015 of students completing a certificate or degree within two years or are retained. This is due to the change in how MATC utilized its system to track when students entered MATC and the completion of chosen program of study. The college anticipates that we will continue to see an increase in future cohorts as we have become more effective in capturing data and reporting.

North Central Kansas Technical College Performance Report AY 2019							AY 2019 FTE: 616	
Contact Person: Jennifer Brown			Phone and email: 785-738-9085; Jbrown@ncktc.edu				Date: 7/31/2020	
North Central Kansas Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of the college-ready cohort.	1	*Fall 12 Cohort: 71.0% (120/169) Fall 13 Cohort: 74.5% (129/173) Fall 14 Cohort: 75.0% (123/164) *Baseline: 73.5% (372/506)	68.5% (124/181)	↓	75.9% (104/137)	↑	79.6% (82/103)	↑
2 Increase the graduation rate of the college-ready cohort.	1	Fall 10 Cohort: 63.3% (107/169) Fall 11 Cohort: 65.5% (112/171) Fall 12 Cohort: 64.5% (109/169) Baseline: 64.4% (328/509)	67.7% (111/164)	↑	71.3% (119/167)	↑	62.4% (113/181)	↓
3 Increase the number of third party credentials awarded to students.	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 *Baseline: 637	1,208	↑	1,146	↑	1,005	↑
4 Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.		2013: 83% (40/48) 2014: 90% (38/42) 2015: 93% (41/44) **Baseline: 88.8% (119/134)	83.3% (30/36)	↓	88.5% (46/52)	↓	91.8% (67/73)	↑
5 Increase the number of adult learners (25+) enrolled.	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298	308	↑	284	↓	301	↑
6 Increase the number of credit hours completed via distance learning.		AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968	1,434	↑	1,441	↑	1,590	↑
*Updated 7/10/2018 **Updated 7/24/2019								

North Central Kansas Technical College Performance Report AY 2019

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

Description: NCK Tech offers both certificate and AAS degrees. This indicator will target AAS degree seeking students.

Outcome/Results:

NCK Tech made directional improvement in first to second year retention from the baseline and the previous academic year. The College finished the final year of participation in the Higher Learning Commission's Persistence and Completion Academy. Through the work in the Academy, the College studied student success data and trends. In response, NCK Tech developed an early alert system to assist student persistence. The early alert system, SOS, was implemented in fall 2017. Data from SOS usage points to a slight increase in fall to spring retention. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. Student persistence and completion are woven throughout NCK Tech's strategic plan, ASPIRE 2022, including objectives to increase retention and a specific objective to create an early alert system. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

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

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

Outcome/Results:

NCK Tech did not make directional improvement on this indicator from the baseline or the previous academic year. NCK Tech continues to focus on improving the graduation rate, including specific objectives within the strategic plan. To improve graduation rates, NCK Tech will continue 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: RN, LPN licensure, MACS, ICAR Welding, ASE/NATEF, CET, FCC, HVAC Excellence, AWS, NCCER, Kansas Journeyman's, EPA 608, OSHA10 and Certified Pharmacy Tech. This list is fluid as we continue to add additional certifications for our students.

Outcome/Results:

NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from 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 sequential college-level course for students enrolled in remedial courses.

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

Outcome/Results:

NCK Tech made directional improvement from the baseline percentage in students enrolled in remedial courses who completed their sequential college-ready courses. AY 2019 is the first year NCK Tech implemented a co-requisite model for remedial courses. 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. Essential Math and Intermediate Algebra both can be used to fulfill the math requirement for an Associate of Applied Science Degree. The College still offers Introduction to Composition as a full-semester developmental course for students needing extra assistance in developing writing skills prior to enrolling in English Composition I. Early indications appear to show the co-requisite model increases students' persistence in completing the college-ready course.

Indicator 5: Increase the number of adult learners

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

Outcome/Results:

NCK Tech made directional improvement in the number of adult learners enrolled, slightly increasing enrollment in this demographic. The College continues to have success enrolling this demographic in short-term programs such as Underground Technology, CNA (Certified Nursing Assistant), CDL (Commercial Driving License), and others. The Dane Hansen Foundation has partnered with the College to provide grant funding focused on assisting adult learners earn a credential. The grant provides financial assistance for tuition, fees and living expenses to full-time adult students. NCK Tech created a new position for AY 2020, the Dean of Enrollment Management. The focus of this position is to increase enrollment over all sectors of the College and develop targeted plans to meet the needs of prescribed demographics.

Indicator 6: Increase the number of credits completed via distance learning

Description: Credit hours successfully completed by all groups of students through distance learning. Courses include technical, general education and short-term courses.

Outcome/Results:

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 2019						AY 2019 FTE: 639	
Contact Person: Ben Schears		Phone and email: (785) 890-1501, ben.schears@nwktc.edu				Date: 7/10/2020	
Northwest Kansas Technical College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance Outcome
1 Increase first to second year retention rates of the college-ready cohort	2	Fall 12 Cohort: 70.1% (108/154) Fall 13 Cohort: 58.7% (88/150) Fall 14 Cohort: 70.3% (111/158) *Baseline: 66.5% (307/462)	74.8% (77/103)	↑	67.2% (84/125)	↑	64.0% (89/139) ↓
2 Increase the number of students who achieve a third party credential	2	2012-2013: 247 2013-2014: 416 2014-2015: 574 Baseline: 412	486	↑	468	↑	434 ↑
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑	357	↑	346 ↑
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	2	2012-2013: 61.9% (13/21) 2013-2014: 64.3% (18/28) 2014-2015: 42.4% (25/59) *Baseline: 51.9% (56/108)	47% 67/142	↓	56.5% (61/108)	↑	43.9% (43/98) ↓
5 Increase the number of students employed or transferred in their field of study within one year of graduation	1	AY 2012: 39.4% (82/208) AY 2013: 33.9% (81/239) **AY 2014: 32.8% (85/259) **Baseline: 35.1% (248/706)	26.6% (57/214)	↓	34.9% (80/229)	↓	29.5% (79/268) ↓
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	2012-2013: 23% (56/243) 2013-2014: 37% (102/274) 2014-2015: 35% (89/254) *Baseline: 32.0% (247/771)	35% (107/309)	↑	39.2% (140/357)	↑	41.3% (143/346) ↑
*Updated October 16, 2019		**Updated 4/20/2018					

Northwest Kansas Technical College Performance Report AY 2019

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

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

Outcome/Results:

Two factors negatively impacted the retention rate for AY19; coaching changes and attendance/discipline. We have around half of our on-campus enrollment associated with athletic programs. Whenever there is a coaching change, the transition is felt most in the retention of returning students. In AY19, we experienced a higher than the typical number of coaching changes in high recruitment programs, and as a result, had an increase in the number of students who transferred. At the same time, we began an intentional effort to hold the line on our attendance and discipline policies as we saw an uptick in issues in both areas. The result was an increase in the number of students who left the college due to disciplinary removal, as well as those who were removed for failing to adhere to the attendance policy. In the intervening years, we have focused our efforts on stabilizing coaching positions (to the best of our ability) and stronger communication of expectations for attendance and behavior during the early weeks of the fall semester.

We will note, there has been increasing pressure and recruitment of first-year technical students by business and industry who are hungry to pull them into industry before completing their degree. We are hoping to stem some departures in the future through work on offering apprenticeships where students can head into industry, help fulfill the employment need, and still receive credit for outcomes learned on-the-job.

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

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

Outcome/Results:

Northwest Tech faculty members are continually seeking opportunities to obtain relevant certifications in their program areas for our students, such as Certified Nurses Aid, Certified Medication Aide, Kansas Journeyman's Electrical license, Kansas Cosmetology license, Safety (OSHA 10), and other certifications. These additional certifications increase student competencies and employment opportunities following graduation.

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

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

Outcome/Results:

Northwest Tech has worked to grow enrollment and as a result the numbers of certificates and degrees awarded have increased. We continue to try to strengthen enrollment growth in technical programs, and as this outcome is closely associated with the enrollment trends, it will rise and fall accordingly. We also experience improved graduation rates due to the cohort model of education we employ at the college. Students in the cohort model move through the entire curriculum, including general education courses, as one cohesive class.

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

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

Outcome/Results:

Despite losing ground on this outcome metric, we continue to make improvements in order to increase math course success rates. We have fully implemented an accelerated technical math track, after evaluating industry and state best-practices, and have seen increases in the percentage of completers. Starting in Fall 2020, we are implementing the same acceleration approach for our algebra math track. Based off past results, we are anticipating progress pending the impact of COVID-19 on the outcomes.

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

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

Outcome/Results:

Northwest Tech 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 three academic years, and we are actively strengthening relationships with area school districts and employers. While we have seen an increase in students from area schools attending Northwest Tech, would still contend that KBOR is not seeing a full employment picture for colleges who operate along the border with other states. Colorado and Nebraska businesses are aggressively recruiting technical graduates where salaries exceed those offered by Kansas competitors. 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.

Outcome/Results:

Northwest Tech has increased overall enrollment and significantly expanded the diversity of our student body with the implementation of our athletic program. 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 2019							AY 2019 FTE: 464	
Contact Person: Denise Hoeffner			Phone and email: 785-309-3110, denise.hoeffner@salintech.edu				Date: 7/27/2020	
Salina Area Technical College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the three-year graduation rates of college ready cohort.	1	Fall 09 Cohort: 61% (83/136) Fall 10 Cohort : 61.5% (91/148) Fall 11 Cohort : 65.1% (84/129) *Baseline: 62.5% (258/413)	76.5% ** (127/166)	↑	69.9% (100/143)	↑	76.2% (77/101)	↑
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2	2012: 74.3% (410/552) 2013: 77.3% (418/541) *2014: 82.0% (346/422) *Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑	78.6% (298/379)	↑	76.1% (286/376)	↓
3 Increase the wages of students hired.	2	2013: \$27,516 2014: \$19,930 2015: \$21,912 Baseline: \$23,119	\$26,168	↑	\$23,508	↑	\$25,923	↑
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑	4,390	↑	5,726	↑
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑	309	↑	353	↑
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	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑	62.0% (119/192)	↓	70.2% (106/151)	↓
*Updated 7/10/2018			**Updated 8/2/2019					

Salina Area Technical College Performance Report AY 2019

Indicator 1: Increase the three-year graduation rates of college ready cohort.

Description: The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them once they've enrolled. We have implemented an Early Alert system and we continue to communicate the importance and advantage of degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. Salina Tech has an Outreach Coordinator to assist students with barriers to college entrance. For this indicator, three years of historical data was taken from the IPEDS Grad Rates Within 150% Survey.

Outcome/Results:

These data were confirmed by KBOR. Our graduation rate within 150% of normal time to completion, as submitted to IPEDS during the 2017-18 academic year, for the Fall 2014 cohort, was 76.2% (77/101). This is higher than our baseline graduation rate of 62.5%.

Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation (KBOR/KDOL data).

Description: Every program at SATC has its own industry based advisory board that guides the program instructors as to the best employment skills for the program graduates to have upon graduation. In addition, Student Services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the valued opinions of the advisory boards, gives college faculty and instructional staff the information that they need to ensure that students are learning the skills they require to find and keep employment in Kansas. SATC will also work with the Chamber of Commerce to develop and promote mini job fairs at the College in early 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. For this indicator, three years of historical data was taken from KBOR and KDOL.

Outcome/Results:

These data were provided by KBOR. We had 76.1% of our students employed or transferred in Kansas within one calendar year of graduation from SATC. Unfortunately, this is down slightly from our baseline percentage of 77.5%.

Indicator 3: Increase the wages of students hired.

Description: Many Salina Area Technical College 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. SATC continues to recruit and encourage students to enter high wage, high demand occupations such as Commercial Truck Driving, Heating Ventilation and Air Conditioning, Computer Aided Drafting, Emergency Medical Technicians and Electricians. Students graduating from these programs can expect to earn a higher than average starting salary right after graduation. As these are high demand occupations as well, there are many employment opportunities throughout Kansas. The wages of students hired were provided by the Kansas Department of Labor and were included in the KBOR K-TIP Report.

Outcome/Results:

These data were provided by KBOR. The average wages of our students were \$25,923, which is higher than our baseline of \$23,119. The \$25,923 amount excludes Missouri data since we began our indicator prior to the inclusion of Missouri data in the K-TIP report.

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 placed significant time

and effort in partnering with local and area high schools in order to expose students to career and technical education. New partnerships and agreements are being developed and implemented. For this indicator, three years of historical data was taken from KHEDS AY files. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students.

Outcome/Results:

During AY19, concurrently-enrolled high school students successfully completed 5,726 college credit hours, which is a significant increase over our baseline of 1,803 completed credit hours. In fact, this is an increase of over 300%.

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 as to the best skills to have for employment. In addition, Student Services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. For our baseline calculations, we used the following programs which corresponded to the Kansas Department of Labor high demand occupations that were current at that time, which included: CDL, HVAC, Medical, Dental, CAD, EMT and Electricians.

Outcome/Results:

Each year, for our performance report, we use the most current KDOL high demand occupations list. According to the KDOL, the 2019 High Demand Occupations in the state of Kansas still included those same seven occupations, but also included these additional occupations as well: Automotive Tech, Construction, Diesel Tech., CNA, Machining, Practical Nursing, and Welding. To continue to offer programs which are high demand occupations, Salina Tech recently added programs in Practical Nursing and an Associate Degree Nursing (AAS) program. However, our first class of Associate Degree Nursing students graduated in May 2020. Therefore, they have not yet been included in our State Performance Report. Data were pulled from our AY19 KHEDS Completions file for all fourteen of these specific high-demand programs. During AY19, 353 unduplicated students completed a program in one of the fourteen high-demand programs outlined above. This is an increase over our baseline, which was 68.

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 upon math placement scores. We used placement scores that would place students into either Tech Math with Review or below. Our goal is to increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year.

Outcome/Results:

During AY18, 151 non-college-ready students were enrolled as degree/certificate-seeking students. Of those 151 students, 106 of them completed a certificate or a degree during AY18 or they were retained (returned) for AY19. So, 70.2% of the non-college-ready students enrolled during AY18 successfully completed their respective programs or returned to continue working toward completion during AY19. Unfortunately, that percentage is down slightly from our baseline percentage of 73.8%.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2019							AY 2019 FTE: 3,425	
Contact Person: Scott Lucas/ Pam Doyle			Phone and email: 316-677-9535; slucas@wsutech.edu / pdoyle@wsutech.edu				Date: 8/6/2020	
WSU Tech	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase number of certificates/degrees award earned.	1	2013: 869 2014: 1,085 2015: 1,153 Baseline: 1,036	1,408	↑	1,657	↑	2,027	↑
2 Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred.	2	2013: 2.53 - 2,199/869 2014: 1.98 - 2,152/1,085 2015: 2.12 - 2,441/1,153 *Baseline: 2.21 – 6,792/3,107	2.10 (2,959/1,408) (Decrease is a positive)	↑ *	2.25 (3,734/1,657) (Increase is a negative)	↓	2.16 (4,382/2,027) (Decrease is a positive)	↑
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑	902	↑	880	↑
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.	1	2013: 64.3% - 646/1,004 2014: 64.7% - 731/1,130 2015: 55.6% - 340/612 Baseline: 62.5% - 1,717/2,746	67.4% (294/436)	↑	67.6% (261/386)	↑	61.5% (268/436)	↓
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑	1,148	↑	1,417	↑
6 Increase percent of high school students successfully completing courses.	1	*2013: 90.6% - 601/663 2014: 89.7% - 1,456/1,624 2015: 91.8% - 1,988/2,166 *Baseline: 90.8% - 4,045/4,453	92.7% (2,451/2,642)	↑	95.7% (2,688/2,810)	↑	92.1% (3,259/3,539)	↑
*Updated 7/2019								

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2019

Indicator 1: Number of certificates/degrees award

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

Outcome/Results: WSU Tech surpassed 2,000 total completions in AY 2019 for a total of 2,027. As the college continues to grow, the number of completers is keeping pace. The AY 2019 total was nine shy of surpassing the baseline by 1,000 finishing with 991 more than the three-year history. Significant increases occurred in Technical Certificate A (programs less than 30 credit hours)-Manufacturing and Aviation programs-Welding, Process Mechanic, Composite Fabrication Technician, Manual Machining, and Aviation Sheetmetal Assembly. In addition, Technical Certificate B programs in Aviation Maintenance and IT programs saw an increase in completions. In AY 2019, AAS degrees were similar (185) to AY 2018 totals (191), same with 45+ credit hour Technical Certificate C programs (216 to 219) as well as SAPP-COC short-term health care awards (664 compared to 677).

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

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

Outcome/Results: For AY 2019, WSU Tech was able to decrease the ratio of declared majors to completions. The ratio for 2019 was 2.16 or 4,382 declared students of which 2,027 received an award. The ratio decreased from the baseline of 2.21 and decreased from the AY 2018 ratio of 2.25. The increased number of 370 completers added to a lower ratio in AY 2019 primarily in aviation and manufacturing programs. The overall increase of completers and decrease in ratio is a direct reflection of a good economic market, specifically in aviation and manufacturing, in south central Kansas. The short-term technical certificate aerospace and manufacturing programs such as Process Mechanic, Composite Fabrication, and Assembly Mechanic had their ratios decrease with more majors attaining their certificates. Support specifically for these student groups took place in college-driven initiatives such as Wichita Promise, a scholarship program specifically to provide tuition and fee free programing to boost the local job need and Wichita Promise Move, an initiative funded by the Greater-Wichita Partnership that recruited, paid, and supported students to move from their local area (primarily out-of-state) to Wichita to go to school and then stay and work. All but one student who successfully completed their program earned a job and remained in Wichita.

Indicator 3: Number of third party technical credentials

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

Outcome/Results: WSU Tech continues to lead the nation and find appropriate and relevant third-party technical credentialing opportunities to provide to students. In AY 2019, the number of credentials were 880, 25 over the baseline. Although the overall number decreased by 22 from the previous year, WSU Tech continued to provide opportunities in Automotive, Climate and Energy. Welding, IT, Health occupations, and Aviation Maintenance. An example of WSU Tech increasing the opportunities for students to earn third-party industry, verified credentials is via the National Coalition of Certification Centers (NC3). Through NC3, WSU Tech partners with recognized industry leaders such as Snap-on, Trane, Starrett, Daniels, ATI, Sioux, and FIAT-Chrysler to offer students the opportunity to earn third-party credentials in the proper usage on industry specific tools and equipment. In calendar year 2019, WSU Tech students earned over 3,500 credentials via NC3, the most of any single college in the country for the third year in a row. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned over 4,700 credentials in CY 2019.

Indicator 4: 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.

Outcome/Results: For the first time since AY 2015, WSU Tech’s percentage of students successfully completing a developmental education course with a “C” or higher declined. In AY 2019, 268 students out of 436 (61.5%) successfully completed a Reading, English, or Math developmental education course with a grade of “C” or higher. This is one percent below the three-year average of 62.5%. In terms of actual students, an increase of five students would have slightly surpassed the three-year average. In terms of change, both developmental English courses and the lower level Math Fundamentals course had fewer students successfully complete. Upper level developmental Math courses did not have significant change but still had below baseline percentages. During AY 2019, WSU Tech adjusted math developmental education, utilizing the NROC EdReady Math program to assist with Math Fundamentals. Although the program would not impact the indicator measurements, it has been successful in updating and assisting short-term program students successfully meet the math test out requirements preparing them in career programs. For AY 2020, WSU Tech began the planning stage for a complete redesign of math developmental education. For English related developmental courses, following the drop of success rates, WSU Tech reworked options for students including new curriculum designs. A one-hour bridge course to assist students from developmental English to Composition One was created and in response, a lab class specific to developmental education for English that had previously been created changed from 1 credit hour to 3 credit hours. This was done to provide better instruction for students to ultimately be successful in the Composition one course. Like Math, English also began a study on redesigning entry-level developmental education options and instruction.

Indicator 5: 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.

Outcome/Results: For the seventh consecutive year, WSU Tech has increased the total number of Hispanic/Latino students. In AY 2019, the number increased to 1,417, an increase of 269 over AY 2018 and 898 more than the baseline. In addition, the increase in growth also impacted the total percentage of Hispanic/Latino students attending WSU Tech. Growth occurred primarily in two distinct areas. As with all students and completers, there was an increase of Hispanic/Latino students enrolling and completing short-term technical certificate aerospace and manufacturing programs. Compared to CY2018, Aviation Sheetmetal Assembly and Aerospace Painters and Process Mechanics had a growth of over 60 adult students. The other area of growth occurred in dual credit, short-term health programs. Thirty-four more high school, Hispanic/Latino students enrolled in CNA, CMA, or HHA via the Excel in CTE initiative partnerships with local high schools.

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

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

Outcome/Results: More high school students successfully completed their courses in AY 2019 than the three-year average baseline. 3,259 of the 3,539 (92.1%) high school students who attended WSU Tech for college credit passed all of their courses. Not only did the percent of students being successful increase, the total number of successful high school students increased by 571 students from 2,688 in AY 2018. This growth and success have been a key focus on the growth of high school students, courses, and school district partners. WSU Tech continued to build relationships and offer support to high school concurrent enrollment instructors as well as continued to provide advising and assistance to high school students enrolled in classes on WSU Tech’s campus.