Review AY 2020 – AY 2021 Bridge Performance Agreements

Summary and Recommendation

> *In accordance with K.S.A. 74-3202d and the Board's <u>Performance Agreement Guidelines and Procedures,</u> the following performance agreements are presented to the Board for action. The Board Academic Affairs Standing Committee (BAASC) recommends approval.*   *(March 18, 2020)*

Background
K.S.A. 74-3202d provides that "the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution." In addition, "each postsecondary educational institution's receipt of new state funds shall be contingent on achieving compliance with its performance agreement."

In late 2017, the Board began the process of developing the state's next strategic plan for public higher education in Kansas. It is anticipated the Board will finalize the plan this year (AY 2020) and it will begin in AY 2021. Given the current agreements end in AY 2019, there was a need to develop "bridge" agreements to cover two years (AY2020 and AY2021) for the purpose of performance funding. The bridge agreements institutions developed are the result of an extensive review process that included substantial communication between Board staff and the individual institutions. Major steps in the process include an initial review and subsequent analysis by Academic Affairs staff and communication with each institution on how to strengthen the agreement. Proposed agreements were also reviewed by the Vice President for Academic Affairs before being sent to BAASC.

Recommendation
BAASC reviewed the 32 proposed bridge performance agreements at meetings held in February and March, and recommends approval of agreements for institutions listed below:

Emporia State University	Garden City Community College
Fort Hays State University	Highland Community College
Kansas State University	Hutchinson Community College
Pittsburg State University	Independence Community College
University of Kansas & University of Kansas	Johnson County Community College
Medical Center	Kansas City Kansas Community College
Wichita State University	Labette Community College
Washburn University/Washburn Tech	Neosho County Community College
	Pratt Community College
Allen Community College	Seward County Community College
Barton Community College	
Butler Community College	Flint Hills Technical College
Cloud County Community College	Manhattan Area Technical College
Coffeyville Community College	North Central Kansas Technical College
Colby Community College	Northwest Kansas Technical College
Cowley Community College	Salina Area Technical College
Dodge City Community College	Wichita Area Technical College
Fort Scott Community College	

Emporia State University Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 4,909 Date: 9/11/2019			

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

Emporia State University Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

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

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

Result:

Indicator 3: Increase Scholarship Funds raised

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

Result:

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

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger. Over the past three years, increasing ESU's enrollment numbers for traditional students has been a top priority. In a resource-scarce environment, growing enrollment advances Emporia State University's mission and increases higher education attainment among Kansas citizens.

Result:

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

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the 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.

Result:

Indicator 6: Increase student credit hours (SCH) completed through distance education
Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning. ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Result:

Fort Hays State University Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 10,120 Date: 9/17/2019			
Contact Person: Sangki Min Phone: 785-6285-4540 email: s_min2@fhsu.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 *KBOR data*	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% **Baseline: 1,949/2,905 = 67.1%**				
2 Increase number of degrees awarded	1 *KBOR data*	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 **Baseline: 3,267**				
3 Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers	3	AY 2013: 37/40 = 92.5% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% **Baseline: 113/120 = 94.2%**				
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 **Baseline: 5,463**				
5 Increase number of degrees awarded in STEM fields	2 *KBOR data*	AY 2013: 451 AY 2014: 447 AY 2015: 443 **Baseline: 447**				
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 **Baseline: 136,586**				

Fort Hays State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1:   Increase first to second year retention rates
Description: This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time, degree seeking freshman students. This indicator was selected because it is a KBOR Foresight 2020 goal and because institutionally we have lagged behind peers on this metric.

Result:

Indicator 2:   Increase number of degrees awarded
Description: This indicator is the number of degrees awarded during an academic year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. Foresight 2020 has its focus on the concerted push to matriculate a larger number Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). Student completion through the Virtual College continues to be a key strategic focus for the institution.

Result:

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

Result:

Indicator 4: Increase number of students (age 25 and above) enrolled
Description: This indicator is the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. This group is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Result:

Indicator 5: Increase number of degrees awarded in STEM fields
Description: This indicator is an AY count of the number of degrees awarded in STEM fields (coded by particular CIPs). Historically, the University has positioned itself in the undergraduate STEM arena through our successful Kansas Academy of Mathematics and Science (developed as the statewide academy for top-performing high school juniors and seniors) and our strong programs in the sciences and technology. The University continues to improve our undergraduate programming in these areas, and expand our technology programs through distance education, when possible. Completion of STEM programs is

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

Result:

Indicator 6: Increase Credit Hours completed through distance education

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

Result:

Kansas State University Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 20,123 Date: 10/8/2019			
Contact Person: Brian Niehoff Phone: 785-532-4797 email: niehoff@ksu.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 *KBOR data*	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% **Baseline: 9,286/11,237 = 82.6%**				
2 Increase Number of Degrees and Certificates awarded	1 *KBOR data*	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 **Baseline: 5,060**				
3 Increase Rank for Total Research Expenditures	3	FY 2012: $154.9M, control rank = 71 FY 2013: $163.5M, control rank = 71 FY 2014: $169.9M, control rank = 70 **Baseline: rank average = 70.7**				
4 Increase Rank for Annual Giving	3	FY 2012: $66.9M, control rank = 61 FY 2013: $75.4M, control rank = 56 FY 2014: $108.1M, control rank = 37 **Baseline: rank average = 51.3**				
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 **Baseline: 500**				
6 Increase percent of degrees and certificates awarded in STEM fields	2 *KBOR data*	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) **Baseline: 38.3% (5,819/15,179)**				

Kansas State University Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

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

Result:

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

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

Result:

Pittsburg State University Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 6,456 Date: 10/8/2019			
Contact Person: Howard W. Smith Phone: 620-235-4113 email: hwsmith@pittstate.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 *KBOR data*	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% **Baseline: 2,393/3,247 = 73.7%**				
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013: 2.2186/3 = 74.0% AY 2014: 2.2789/3 = 76.0% AY 2015: 2.2349/3 = 74.5% **Baseline: 6.7324/9 = 74.8%**				
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013: (3+1+2+1)/4 = 1.8 AY 2014: (2+2+1+2)/4 = 1.8 AY 2015: (2+3+1+1)/4 = 1.8 **Baseline: 21/12 = 1.8**				
4 Increase Credit Hours Completed through Distance Education	1	AY 2014: 18,493 AY 2015: 21,495 AY 2016: 22,234 **Baseline: 20,741**				
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**				
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**				

Pittsburg State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase First to Second Year Retention Rates
*Description***:** Retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester and returned and were enrolled on the 20th day of the next fall semester. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to targeting freshmen success and first to second year retention rates.

Result:

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

Result:

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

Result:

Indicator 4: Increase Credit Hours Completed through Distance Education
Description: Growth in distance education opportunities for students is tracked using semester credit hours completed through online courses. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location.

Result:

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

Result:

Indicator 6: Increase Amount of Scholarship Funds Raised

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

Result:

University of Kansas and University of Kansas Medical Center Bridge Performance Agreement AY 2020 and AY 2021						
KU AY 2018 FTE: 22,453 **KUMC AY 2018 FTE: 2,812** **Date: 10/23/2019**						

Contact Person: Jean Redeker Phone: 785-864-1025 email: jredeker@ku.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**				
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**				
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**				
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 *KBOR data*	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**				
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**				
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**				
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**				

University of Kansas and University of Kansas Medical Center Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

Indicator 4: Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)
Description: This indicator records the percentage of students who earned degrees in science, technology, engineering, or mathematics fields on the KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result:

Indicator 5: Increase Philanthropic Student Support (KU/KUMC)
Description: This indicator is the amount the KU Endowment Association (KUEA) provides to the university for student scholarships, awards, and fellowships.

Result:

Indicator 6: Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)
Description: The indicator measures the number of students who graduate from the University of Kansas Medical Center's entry-level full-time programs to health career practice fields which involve patient or client interactions. An entry-level health career program is one in which the student enters without the credentials or license to practice in the health care field and graduates with the competencies necessary to sit for a national licensure examination, which is a pre-requisite for obtaining a state (or multi-state) license to practice in the field. We are including the following entry-level pathways: bachelor of science in nursing

(BSN), bachelor of science in respiratory care, dietetics internship (pathway to registered dietician), doctor of audiology, doctor of occupational therapy, doctor of physical therapy, doctor of nurse anesthesia practice, and the doctor of medicine (MD).

Result:

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

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

Result:

Wichita State University Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 11,563 Date: 10/8/2019			
Contact Person: Rick Muma Phone: 316-978-5761 email: richard.muma@wichita.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 **Baseline: 3,003**				
2 Increase the percent of STEM degrees conferred	2 *KBOR data*	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% **Baseline: 3,192/9,010 = 35.4%**				
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: $25,306,000 ranking: 1 AY 2014: $28,797,000 ranking: 1 AY 2015: $29,146,000 ranking: 1 **Baseline: $27,750,000 ranking: 1**				
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 **Baseline: 291**				
5 Increase the first to second year retention rate of first- time, full-time freshmen	1 *KBOR data*	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% **Baseline: 2,859/3,882 = 73.6%**				
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 **Baseline: 858**				

Wichita State University Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

Indicator 2:   Increase the percent of STEM degrees conferred
Description: Several initiatives are underway to increase the number of STEM discipline graduates. WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences. This measure will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Result:

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Description: Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with $52 million, a $9 million increase from 2016, including both industry and federally funded programs. Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical R&D with a total of $34 million (according to NSF's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

Result:

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)
Description: WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to groups where under-represented minorities are represented such as AVID, TRIO, GEAR UP, 2) Host recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Offer bilingual services and oversight recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploy Admissions Office recruitment representatives to schools in highly diverse Kansas communities, 5) Provide academic, cultural, social and outreach services to cultivate and sustain an inclusive campus that strives for academic success, and 6) Provide scholarships, including

full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar and a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students. Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Result:

Indicator 5: Increase the First to Second Year Retention Rate of First-Time/Full-Time Freshmen
Description: Wichita State University has a strategic enrollment management plan and campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates 10 percent by 2020, which requires a 0.8% increase per year. Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student ($\geq$ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2019 the 2018 cohort will be measured and for 2020 the 2019 cohort will be measured.

Result:

Indicator 6: Increase number of certificates and degrees awarded to First-Generation students
Description: Wichita State University continues to experience an increase in the enrolled number of first-generation college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%). Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council was created to inform our work and the (FGCC) was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion. Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

Result:

| **Washburn University & Washburn Institute of Technology Bridge Performance Agreement AY 2020 and AY 2021** | | | Washburn AY 2018 FTE: 5,106 Washburn Tech AY 2018 FTE: 1,219 Date: 10/22/2019 | | | |

Contact Person: JuliAnn Mazachek Phone: 785-670-1648 email: juliann.mazachek@washburn.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of first time full-time freshmen at Washburn University	1 *KBOR data*	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% **Baseline: 1,540/2,335 = 66.0%**				
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 *KBOR data*	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 **Baseline: 2,444**				
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**				
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% **Baseline: 79,766/467,082 = 17.1%**				
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 **Baseline: 1,938**				
6 Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 **Baseline: 1,655**				
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 **Baseline: 42**				

Washburn University & Washburn Institute of Technology Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University
Description: Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.
Result:

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

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

Result:

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

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

Result:

Allen Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,542 Date: 10/21/2019			
Contact Person: **Deanna Carpenter** Phone: **620-901-6338** email: carpenter@allencc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1 *KBOR data*	Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% **Baseline: 62/343 = 18.1%**				
2 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% **Baseline: 151/277 = 54.5%**				
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR	2 *KBOR data*	Fall 2012 Cohort: 371/556 = 66.7% Fall 2013 Cohort: 370/537 = 68.9% Fall 2014 Cohort: 274/406 = 67.5% **Baseline: 1,015/1,499 = 67.7%**				
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% **Baseline: 728/1,404 = 51.9%**				
5 Increase the Success Index Rate for student completion and retention	2 *KBOR data*	AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 =51.5% AY 2012 Cohort: 680/1,202 = 56.6% **Baseline: 2,463/4,649 = 53.0%**				
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% **Baseline: 2,044/2,639 = 77.5%**				

Allen Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen
Description: Using the Kansas Higher Education Data System report, three-year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate.

Result:

Indicator 2: Increase first to second year retention rates of the college ready cohort
Description: Using data supplied from KBOR, the first to second year retention rate will be reported. Allen has streamlined and strengthened its advising process with the addition of a full-time Director of Advising. As a result, we anticipate continued retention of our college ready cohort. This indicator is a KBOR indicator for increasing higher education attainment.

Result:

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR
Description: Using data from the KBOR KHEDS, percentages of Allen students who are employed in Kansas after graduation or completion of a certificate or who transfer to a KBOR institution will be reported. Since many of our students are interested in immediate employment, this is an important indicator. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

Result:

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better
Description: The Allen Information Technology Department will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Intermediate Algebra is the biggest "gateway" (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate degree – College Algebra. A recently instituted Mathematics Center, with a full-time Coordinator, individualized tutoring, a new Pearson developed online course, providing NeTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Result:

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

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

Result:

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better
Description: The Allen Information Technology Department will provide data on the total number of students who complete the initial college level writing course, COL 101 English Composition, with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Writing skills are essential to college and career success. Allen has developed a writing center for both on ground and online students. A newly revised online course shell has been developed by one of our award-winning instructors for the English Composition course. These both should positively influence student success.

Result:

Barton County Community College Bridge Performance Agreement AY 2020 and AY 2021						
AY 2018 FTE: 3,812 **Date: 10/14/2019**						

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

Barton County Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the number of Barton degrees and certificates awarded
Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by "Number of degrees produced". Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. If Barton can continue to grow, we believe we can impact and support KBORs desire to increase higher education attainment of Kansans to 60% by 2020.

Result:

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 percentage of successful responses.

Result:

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.
Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by "Performance of students on selected third-party technical program certificate/credential assessments". The College's Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated. The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam.
Result:

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses
Description: Foresight 2020, Goal #1; Increase Higher Education Attainment; Increase the academic achievement of at-risk developmental students. To achieve this indicator, it will take coordination between instructors, advisors, student services and the Director of Student Academic Development. Interventions may include increased use of the tutoring lab, instructors and advisors emphasizing study skills and time management, and connecting the outcomes of the Student Success course to specific courses the students are taking.

Result:

Indicator 5: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort
Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students, Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton's standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and

progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Result:

Indicator 6: Increase the percentage of students performing at the "Proficiency" level on a mandatory competency within written communication assessments of general education
Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations; and as an 'Institution Specific' indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. The number of students who scored at the highest level, 'Proficient', is counted from courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of "proficient' to indicate successful completion of this indicator.

Result:

Butler Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 5,855 Date: 10/15/2019			
Contact Person: Lori Winningham Phone: 316-322-3110 email: lwinning@butlercc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Number of certificates and degrees awarded annually	1 *KBOR Data*	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 **Baseline: 1,463**				
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 *KBOR Data*	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732= 61.5% Fall 2014 Cohort: 530/852 = 62.2% **Baseline: 1,444/2,315 = 62.4%**				
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 **Baseline: 1,012**				
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2014: 41/63 = 65.1% (spring only) AY 2015: 77/114 = 67.5% AY 2016: 137/227 = 60.4% **Baseline: 255/404 = 63.1%**				
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 **Baseline: 302**				
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% **Baseline: 3,514/5,388 = 65.2%**				

Butler Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

Indicator 4: Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term
Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. ALP decreases the attrition between the two courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw at the end of the term. The success rate is then compared to a historical pre-ALP baseline success rate of 39% for the same level of students.

Result:

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

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

Result:

Indicator 6: Directional Improvement in College Algebra Pass Rates

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

Result:

Cloud County Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,276 Date: 9/30/2019			
Contact Person: Pedro Leite

Phone: 785-243-1435, ext. 248 email: pleite@cloud.edu | **Foresight Goal** | **3 yr. History** | **Reporting AY 2020 (SU19, FA19, SP20)** | | **Reporting AY 2021 (SU20, FA20, SP21)** | |
| | | | Institution Result | Baseline Comparison | Institution Result | Baseline Comparison |
| **1** Increase first to second year retention rates of "college ready" cohort | 1

KBOR data | Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% **Baseline: 270/495 = 54.5%** | | | | |
| **2** Increase number of certificates and degrees awarded | 1

KBOR data | AY 2013: 302 AY 2014: 936 AY 2015: 596 **Baseline: 611** | | | | |
3 Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)	2	AY 2013:357 AY 2014: 324 AY 2015: 406 **Baseline: 362**				
4 Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% **Baseline: 216/492 = 43.9%**				
5 Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt	2	AY 2013: 657/1,552=42.3% AY 2014:574/1,383=41.5% AY 2015: 551/1,335=41.3% **Baseline: 1,782/4,270= 41.7%**				
6 Increase the number of successful completers in allied health and nursing Continuing Education Unit courses	1	AY 2013: 225 AY 2014: 206 AY 2015: 248 **Baseline: 226**				

Cloud County Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

Indicator 4: Increase first to second year retention rates of "non-college ready" cohort
Description: CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "Non-college ready" students are those who have enrolled in at least one developmental course during their initial term of enrollment. CCCC annually identifies more than 50% of its incoming students as needing at least one developmental course, most often in the areas of communications or math. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of "non-college ready" students and work to increase the retention rates.

Result:

Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt
Description: Students face a number of hurdles in their attempts to attain a degree or certificate. One of these hurdles is "gateway courses." The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student's perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

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

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

__Result:__

Coffeyville Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,296 Date: 10/22/2019			
Contact Person: Aron Potter Phone: 620-251-7005 email: potter.aron@coffeyville.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percentage of first to second year retention rates for college ready students	1 *KBOR data*	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% **Baseline: 464/745 = 62.3%**				
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 499 AY 2014: 560 AY 2015: 524 **Baseline: 528**				
3 Increase the number of students successfully completing industry recognized third party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 **Baseline: 526**				
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 **Baseline: 30**				
5 Increase the three year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% **Baseline: 212/634 = 33.4%**				
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% **Baseline: 634/898 = 70.6%**				

Coffeyville Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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. CCC chose the indicator to increase the number of students attaining recognized third party credentials, as it will enable more students of all ages the opportunity to build careers with family-sustaining, middle class incomes.

Result:

Indicator 4: Increase the number of credit hours awarded through Credits for Prior Learning
Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently the institution accepts Credit for Prior Learning for Military, Fire Science and Advanced Placement. We chose this indicator to improve the time to graduation rates for students who are seeking a

degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from both enrolling in post-secondary education and not completing the degree or certification requirements.

Result:

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

Result:

Indicator 6: Increase Success Rates of Students in Developmental Courses

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

Result:

Colby Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,058 Date: 10/16/2019			
Contact Person: Brad Bennett Phone: 785-460-5403 email: brad.bennett@colbycc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 315 AY 2014: 332 AY 2015: 324 **Baseline: 324**				
2 Increase the first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% **Baseline: 261/449 = 58.1%**				
3 Increase the percentage of students employed or transferred	2 *KBOR data*	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% **Baseline: 489/897 = 54.5%**				
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% **Baseline: 281/418 = 67.2%**				
5 Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 **Baseline: 363**				
6 Increase the Student Success Index	1 *KBOR data*	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% **Baseline: 925/1,444 = 64.1%**				

Colby Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the number of certificates and degrees awarded
**Description:** Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator. Increasing the number of degree completers relates directly to institutional success and furthering our goal to provide quality students for either transfer or job placement. Colby Community College faces significant challenges to accomplish this goal due to decreased student population in the service area. Our efforts will include plans to improve retention and graduation rates for students as well as providing unique opportunities through distance education.

**Result:**

Indicator 2:   Increase the first to second year retention rates of college ready cohort
**Description:** Improving retention rates increases enrollment and ties directly to graduation and completion goals. Improving retention rates benefits the institution, the student, the community, and state universities by increasing the number of graduates available for the workforce or transfer. Strategies to increase student retention include offering a student success seminar for incoming freshmen, orientation week activities, utilizing an Early-Alert System, offering student support programs, hosting an Advisor Connection Day, following program-focused retention plans, and employing a dedicated retention specialist. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

**Result:**

Indicator 3: Increase the percentage of students employed or transferred
**Description:** Colby Community College students employed in Kansas or transferred to a Kansas public institution will provide Kansas communities with a stronger workforce. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator. The traditional academic programs at Colby Community College have a strong reputation for transfer students. Likewise, our vocational programs prepare the students for jobs in the marketplace. Our efforts will focus to improve industry recognized certifications and cooperative efforts with industry to secure job placement for students. One potential challenge to this indicator is the proximity to Colorado and Nebraska which may draw some of the students to employment in the respective states.

**Result:**

Indicator 4: Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better
**Description:** Colby Community College is focused on preparing non-college ready students to be successful in college-level courses. Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and retention rates. The Colby Community College Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA077 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes (numerator, students enrolled in MA077 sets the denominator). This will provide information to determine a success ratio for the course. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

**Result:**

Indicator 5: Increase the financial literacy of students

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

Result:

Indicator 6: Increase the Student Success Index

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

Result:

Cowley Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 2,002 Date: 10/15/2019			
Contact Person: Michelle Schoon Phone: 620-441-5204 email: michelle.schoon@cowley.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college-ready cohort	1 *KBOR data*	Fall 2012 Cohort: 278/449 = 61.9% Fall 2013 Cohort: 204/348 = 58.6% Fall 2014 Cohort: 175/275 = 63.6% **Baseline: 657/1,072 = 61.3%**				
2 Increase the completers success rate in the gateway courses of English Composition I and College Algebra	1	Fall 2015 Cohort: 846/1,182 = 71.6% Fall 2016 Cohort: 823/1,042 = 79.0% Fall 2017 Cohort: 941/1,126 = 83.6% **Baseline: 2,610/3,350 = 77.9%**				
3 Increase the percentage of students who completed, became employed or transferred	2 *KBOR data*	Fall 2012 Cohort: 555/915 = 60.7% Fall 2013 Cohort: 505/881 = 57.3% Fall 2014 Cohort: 534/871 = 61.3% **Baseline: 1,594/2,667 = 59.8%**				
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College	1	Fall 2010 Cohort: 506/829 = 61.0% Fall 2011 Cohort: 508/778 = 65.3% Fall 2012 Cohort: 450/786 = 57.3% **Baseline: 1,464/2,393 = 61.2%**				
5 Increase the persistence rates (fall to fall) for students in developmental courses	1	Fall 2012 Cohort: 249/462 = 53.9% Fall 2013 Cohort: 190/364 = 52.2% Fall 2014 Cohort: 137/259 = 52.9% **Baseline: 576/1,085 = 53.1%**				
6 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	AY 2012: 2.162 AY 2013: 2.201 AY 2014: 2.327 **Baseline: 2.230**				

Cowley Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

Indicator 4: Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College
Description: This goal blends the intentions of _Foresight 2020_ with the awareness that many students come to college with the goal of completing a four-year degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a narrower focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time

students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

Result:

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

Result:

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

Result:

Dodge City Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,312 Date: 10/22/2019			
Contact Person: Jane Holwerda	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
Phone: 620-227-9359 email: jholwerda@dc3.edu			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Improve Student Success Index rate	1 *KBOR data*	AY 2010 Cohort: 277/574 = 48.3% AY 2011 Cohort: 326/694 = 47.0% AY 2012 Cohort: 302/680 = 44.4% **Baseline: 905/1,948 = 46.5%**				
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 383 AY 2014: 432 AY 2015: 426 **Baseline: 1241/3 = 414**				
3 Increase third-party technical credentials earned by Allied Health and Nursing students	2	AY 2016: 158 AY 2017: 147 AY 2018: 146 **Baseline: 451/3 = 150**				
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	AY 2013: 198/319 = 62.1% AY 2014: 182/334 = 54.5% AY 2015: 185/368 = 50.3% **Baseline: 565/1,021 = 55.3%**				
5 Increase percentage of successful completers of Developmental English	2	AY 2016: 48/69 = 70.0% AY 2017: 41/72 = 56.9% AY 2018: 107/138 = 77.5% **Baseline: 196/279 = 70.3%**				
6 Increase the percentage of completers in STEM Gateway courses in Biology (BIO111, BIO211) Chemistry (CHEM111), and Math (MATH106).	1	AY 2016: 344/462 = 74.5% AY2017: 302/419 = 72.1% AY2018: 413/601 = 68.7% **Baseline: 1,059/1,482 = 71.5%**				

Dodge City Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Improve Student Success Index rate
Description: According to KBOR's 2019 Community College Data Book, the Student Success Index "provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates." Therefore, this indicator enables holistic assessment of our institutional efficacy in realizing the first goal of Foresight 2020 for community and technical colleges: "to increase higher education attainment."
Result:

Indicator 2: Increase the number of certificates and degrees awarded
Description: This indicator also addresses goal 1 of *Foresight 2020*, "increase higher education attainment." It also addresses our college's goal to 'Recruit, Retain, Educate, and Graduate.' Over the past years, the number of associate degrees and certificates awarded has remained fairly consistent. To increase certificate and degree awards, we will continue to make gains in effective advising and to promote articulation agreements and partnerships with 4-yr institutions. This indicator is continued from the 2017-19 Performance Agreement.
Result:

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

Result:

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

Result:

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

completing the course. To improve our performance with this indicator and thus improving requisite academic skills for this student cohort addresses the first goal of Foresight 2020: "increase higher education attainment."

Result:

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

Result:

Fort Scott Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,280 Date: 10/22/2019			
Contact Person: Adam Borth Phone: 620-223-2700, ext 3400 email: adamb@fortscott.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percent of first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 =53.9% Fall 2014 Cohort: 86/182 = 47.3% **Baseline: 288/544 = 52.9%**				
2 Increase the three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% **Baseline: 216/591 = 36.5%**				
3 Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% **Baseline: 1,496/2,419 = 61.8%**				
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing	1	AY 2013: 77/115 = 67.0% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% **Baseline: 223/305 = 73.1%**				
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	1	AY 2013: 562/723 = 77.7% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% **Baseline: 1,715/2,201 = 77.9%**				
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year	1	AY 2014: 223/324 = 68.8% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% **Baseline: 737/1,018 = 72.4%**				

Fort Scott Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the percent of first-to-second year retention rates of the college-ready cohort
Description: We continue to work at increasing the retention rates and have promoted the importance of degree completion in the College Orientation course and encourage students to enroll early for the next semester. We are utilizing an Early Alert system coupled with a new position created in 2018, Director of Advising/Retention to maintain continuous contact with students. This data represents all first-time, full-time students who then enroll in the following semester.

Result:

Indicator 2: Increase the three-year graduation rates of the college-ready cohort
Description: Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS. The graduation rates look at first-time, full-time, degree-seeking, college-ready students who complete their degree at our institution within three years. We believe that the percentage of students completing a degree within three years can be improved with a combination of advising, retention, Early Alert systems, and communicating to students the advantages of degree completion. We have focused on a student centered schedule, including more online options to ensure students can obtain all classes needed for a degree within a two year period.

Result:

Indicator 3: Increase the percent of students earning job-ready certifications
Description: Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. This data was obtained through the KHEDS report (basic counts), we used the follow up information from this report. Within this data set the numerator represents all students earning industry recognizes credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average.

Result:

Indicator 4: Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing
Description: This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a "C" or better; the denominator represents all non-college ready students completing English 101 with a letter grade. Students withdrawing from English 101 courses are excluded from the denominator. Data is collected through our administrative database system (POISE). We will measure the success by the percent of students completing the course with a "C" or better.

Result:

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

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

Result:

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

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

Result:

Garden City Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,669 Date: 9/20/2019			
Contact Person: Ryan Ruda Phone: 620-276-9597 email: ryan.ruda@gcccks.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase satisfactory completion of credit hours for veteran students	1	AY 2014: 489 AY 2015: 377 AY 2016: 85 **Baseline: 317**				
2 Increase Number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 488 AY 2014: 515 AY 2015: 504 **Baseline: 502**				
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	AY 2014: 0 AY 2015: 8.78 AY 2016: 8.84 **Baseline: 8.81**				
4 Increase Percent of students who complete English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year	1	AY 2013: 57/101 = 56.4% AY 2014: 108/166 = 65.1% AY 2015: 112/173 = 64.7% **Baseline: 277/440 = 63.0%**				
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	AY 2013: 8,540 AY 2014: 12,419 AY 2015: 18,485 **Baseline: 13,148**				
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort	1 *KBOR data*	Fall 2010 Cohort: 76/152 = 50.0% Fall 2011 Cohort: 96/232 = 41.4% Fall 2012 Cohort: 101/289 = 34.9% **Baseline: 273/673 = 40.6%**				

Garden City Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment
Description: Through participation in the Higher Learning Commission (HLC) assessment academy, an internal assessment tool has been developed along with a rubric to score writing assessments. This indicator will be measured by this annual score, with an anticipated increase.

Result:

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

Result:

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

Result:

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

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

Result:

Highland Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,970 Date: 10/22/2019			
Contact Person: Erin Shaw Phone: 785-442-6012 email: eshaw@highlandcc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 *KBOR data*	AY 2013: 653 AY 2014: 650 AY 2015: 613 **Baseline: 639**				
2 Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion	2 *KBOR data*	AY 2012: 325/554 = 58.7% AY 2013: 334/601 = 55.6% AY 2014: 365/616 = 59.3% **Baseline: 1,024/1,771 = 57.8%**				
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**				
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%**				
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers	2	AY 2013: 18/20 = 90.0% AY 2014: 20/20 = 100.0% AY 2015: 14/20 = 70.0% **Baseline: 52/60 = 86.7%**				
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Shared Performance Expectation "Act Responsibly" in the last semester of their programs	2	AY 2014: 65 AY 2015: 75 AY 2016: 86 **Baseline: 75**				

Highland Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

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

__Description:__ This indicator addresses an area of critical need for the Kansas economy. Note: The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain in the 90% range each year; however, the HCC nursing program has adopted this goal. In response to a lower first-time pass-rate in 2015, nursing faculty now require all students to take and pass the NCLEX-RN Practice Test prior to registering for the credential examination. Indicator 5 measures the percentage of the LPN-RN Bridge Program cohort who pass the NCLEX on their first attempt.

__Result:__

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

__Result:__

Hutchinson Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 3,896 Date: 10/15/2019			
Contact Person: Cindy Hoss Phone: 620-665-3427 email: hossc@hutchcc.edu	Foresight Goal	3 yr. History	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% **Baseline: 669/1,139 = 58.7%**				
2 Increase three-year graduation rate of college-ready cohort	1 *KBOR data*	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% **Baseline: 317/1,084 = 29.2%**				
3 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 **Baseline: 1,465**				
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% **Baseline: 1,039/1,356 = 76.6%**				
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY2015: 503/615 = 81.8% **Baseline: 1,553/1,896 = 81.9%**				
6 Increase the number of students successfully completing the second level or above of a stackable credential program	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 **Baseline: 152**				

Hutchinson Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

Indicator 5: Increase percent of Career Technical Education concentrators who are program completers
Description: The percent of Career Technical Education concentrators who are program completers is defined as "the number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting period divided by the number of CTE concentrators who were enrolled during the reporting period but are no longer enrolled in postsecondary education." CTE concentrators are students with a declared major in a Perkins approved program who have passed at least 12 tiered credit hours in that major over a three year period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to program completion, or may have left postsecondary education for another reason. This data is collected as part of the reporting required for Perkins programs; the same student data will be submitted to KBOR in CTE reports for Perkins eligibility.

Result:

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

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

Result:

Independence Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 710 Date: 10/22/2019			
Contact Person: Mark Allen	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
Phone: 620-332-5635 email: mallen@indycc.edu			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% **Baseline: 131/338 = 38.8%**				
2 Increase number of certificates and degrees awarded to ICC students	1 *KBOR data*	AY 2013: 314 AY 2014: 272 AY 2015: 214 **Baseline: 267**				
3 Increase the retention rate of students who participate in our Student Support Services program	1	AY 2009: 88/194 = 45.4% AY 2010: 100/189 = 52.9% AY 2011: 106/195 = 54.4% **Baseline: 294/578 = 50.9%**				
4 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% **Baseline: 347/678 = 51.2%**				
5 Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% **Baseline: 64/83 = 77.1%**				
6 Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% **Baseline: 1,099/1,615 = 68.0%**				

Independence Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

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

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

Result:

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses
Description: The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Result:

Johnson County Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 10,965 Date: 10/22/2019			
Contact Person: Michael McCloud Phone: 913-469-8500 ext. 2527 email: mccloud@jccc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Student Success: Success rate after three years reported for each cohort	1 *KBOR data*	AY 2010: 2,058/4,130 = 49.8% AY 2011: 2,098/4,275 = 49.1% AY 2012: 2,015/4,136 = 48.7% **Baseline: 6,171 /12,541 = 49.2%**				
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 **Baseline: 2,968**				
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 *KBOR data*	AY 2012: 1,195/2,371 = 50.4% AY 2013: 1,235/2,335 = 52.9% AY 2014: 1,322/2,548 = 51.9% **Baseline: 3,752/7,254 = 51.7%**				
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% **Baseline: 1,890/3,515 = 53.8%**				
5 Increase First to second year retention rates of first-time, full-time college ready student population	1 *KBOR data*	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% **Baseline: 1,158/1,806 = 64.1%**				
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% **Baseline: 1,839/4,463 = 41.2%**				

Johnson County Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population
Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persistent from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result:

Indicator 5: Increase First to second year retention rates of first-time, full-time college ready student population

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

Result:

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

Result:

Kansas City Kansas Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 3,660 Date: 10/22/2019			
Contact Person: Beth Ann Krueger	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
Phone: 913-288-7100 email: bkrueger@kckcc.edu			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the First to Second Year Retention Rate of First-time Full-time College Ready students	1 *KBOR data*	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% **Baseline: 482/936 = 51.5%**				
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 **Baseline: 1,270**				
3 Increase the Percent of Students Employed or Transferred	2 *KBOR data*	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% **Baseline: 2,096/3,823 = 54.8%**				
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	1	AY 2013: 1,534/2,337 = 65.6% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% **Baseline: 4,379/6,539 = 67.0%**				
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 **Baseline: 1,348**				
6 Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% **Baseline: 2,216/3,235 = 68.5%**				

Kansas City Kansas Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses
Description: The denominator is the total number of class enrollments or number of grades in the non-developmental classes by the students who successfully completed in MATH0099, READ0092, and ENGL0099 with a grade of C or better. The numerator is the number of grades that are C or better in the non-developmental courses enrolled by the students who completed developmental courses successfully. The non-developmental courses are MATH-0104, ENGL-0101, ENGL-0102, PSYC-0101, SPCH-0151, MATH-0105, SOSC-0107, BIOL-0141, PHIL-0206. These are the top nine most frequently taken courses by the students after completing developmental courses.

Result:

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

Result:

Indicator 6: Increase Fall to Spring Retention of Non-College Ready Students

Description: Non-college ready students are defined as those testing into one or more developmental classes, regardless of enrollment in said classes; retention is the re-enrollment of students from fall to the consecutive spring semester.

Result:

Labette Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,159 Date: 10/15/2019			
Contact Person: Joe Burke	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
Phone: 620-820-1239 email: joeburke@labette.edu			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1 *KBOR Data*	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% **Baseline: 212/343 = 61.8%**				
2 Increase the number of certificates and degrees awarded	1 *KBOR Data*	AY 2013: 425 AY 2014: 435 AY 2015: 391 **Baseline: 417**				
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% **Baseline: 928/1,305 = 71.1%**				
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013: 110/178 = 61.8% AY 2014: 79/126 = 62.7% AY 2015: 132/204 = 64.7% **Baseline: 321/508 = 63.2%**				
5 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013: 81/88 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% **Baseline: 249/280 = 88.9%**				
6 Increase three-year graduation rates of college ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% **Baseline: 93/363 = 25.6%**				

Labette Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

 Result:

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

Result:

Indicator 5: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program
Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant, Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in

the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, OB room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits, and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

Result:

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

Result:

Neosho County Community College Bridge Performance Agreement AY 2020 and AY 2021			**AY 2018 FTE: 1,262** **Date: 10/7/2019**			
Contact Person: Sarah Robb Phone: 620-432-0302 email: Sarah_Robb@neosho.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% **Baseline: 139/474 = 29.3%**				
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% **Baseline: 883/1,119 = 78.9%**				
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% **Baseline: 1,534/1,599 = 95.9%**				
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% **Baseline: 334/434 = 77.0%**				
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% **Baseline: 237/339 = 69.9%**				
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% **Baseline: 4,914/63 = 78.0%**				

Neosho County Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

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

Result:

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

Result:

Pratt Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 872 Date: 11/12/2019			
Contact Person: Monette DePew Phone: 620-450-2175 email: monetted@prattcc.edu	Foresight Goal	3 yr. History	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1. Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	1 *KBOR data*	Fall 2010 Cohort: 112/291 = 38.5% Fall 2011 Cohort: 89/243 = 36.6% Fall 2012 Cohort: 60/231 = 26.0% **Baseline: 261/765 = 34.1%**				
2. Increase percentage of students employed or transferred	2 *KBOR data*	Fall 2012 Cohort: 321/481 = 66.7% Fall 2013 Cohort: 288/528 = 54.5% Fall 2014 Cohort: 263/436 = 60.3% **Baseline: 872/1,445 = 60.3%**				
3. Increase the wages of students hired	2 *KBOR data*	AY 2012: $32,087 AY 2013: $31,281 AY 2014: $34,131 **Baseline: $32,500**				
4. Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)	1	Fall 2012 Cohort: 106/141 = 75.2% Fall 2013 Cohort: 110/139 = 79.1% Fall 2014 Cohort: 142/181 = 78.5% **Baseline:358/461 = 77.7%**				
5. Increase completer success rate in developmental math, reading, and writing courses	1	Fall 2016: 223/286 = 78.0% Fall 2017: 213/257 = 82.9% Fall 2018: 160/214 = 74.8% **Baseline: 596/757 = 78.7%**				
6. Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better	1	AY 2017: 46/56 = 82.1% AY 2018: 45/58 = 77.6% AY 2019: 47/59 = 79.7% **Baseline: 138/173 = 79.8%**				

Pratt Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

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

Result:

Indicator 6: Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better

Description:

These data are self-reported. The data represent Pratt campus students who successfully complete both ENG 176 and ENG 177 in one academic year. That number is divided by the number of students attempting both courses within that same time frame. Success is measured by a grade of A, B, or C.

Result:

Seward County Community College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 1,180 Date: 10/11/2019			
Contact Person: Joseph McCann Phone: 620-417-1012 email: joe.mccann@sccc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 450 AY 2014: 488 AY 2015: 484 **Baseline: 474**				
2 Increase success rate of students in College Algebra	2	Fall 2013: 166/220 = 75.5% Fall 2014: 189/232 = 81.5% Fall 2015: 170/215 = 79.1% **Baseline: 525/667 =78.7%**				
3 Increase the three-year graduation rate of the college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 75/149 = 50.3% Fall 2011 Cohort: 101/204 = 49.5% Fall 2012 Cohort: 97/196 = 49.5% **Baseline: 273/549 = 49.7%**				
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 2012 Cohort: 23/35 = 65.7% Fall 2013 Cohort: 24/36 = 66.7% Fall 2014 Cohort: 39/59 = 66.1% **Baseline: 86/130 = 66.2%**				
5 Increase the first to second year retention rate for college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 122/191 = 63.9% Fall 2013 Cohort: 102/159 = 64.2% Fall 2014 Cohort: 115/196 = 58.7% **Baseline: 339/546 = 62.1%**				
6 Increase the percentage of first-time, full-time students completing 24 credit hours in their first year	1	Fall 2012 Cohort: 144/360 = 40.0% Fall 2013 Cohort: 213/310 = 68.7% Fall 2014 Cohort: 238/349 = 68.2% **Baseline: 595/1,019 = 58.4%**				

Seward County Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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.

Result:

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

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

Result:

Flint Hills Technical College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 561 Date: 10/16/2019			
Contact Person: Lisa Kirmer Phone: 620-341-1325 email: lkirmer@fhtc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% **Baseline: 255/359 = 71.0%**				
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 446 AY 2014: 557 AY 2015: 460 **Baseline: 488**				
3 Increase the wages of students hired	2 *KBOR data*	AY 2012: $26,128 AY 2013: $25,006 AY 2014: $29,370 **Baseline: $26,835**				
4 Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% **Baseline: 71/123 = 57.7%**				
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**				
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% **Baseline: 433/669 = 64.7%**				

Flint Hills Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

Indicator 4: Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree
Description: Students who have completed a GED are often coming to FHTC with a variety of barriers including language, single parents, first-generation college students, or low income. FHTC faculty and staff are working diligently to increase the success of these students through early intervention, if necessary, along with other previously mentioned strategies. The number of students who have completed a GED and are enrolled each academic year will be tracked to determine completion of a certificate, technical certificate or AAS degree.

Result:

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

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

Result:

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

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

Result:

Manhattan Area Technical College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 544 Date: 12/13/2019			
Contact Person: Kimberly Withroder Phone: 785-320-4564 email: kimberlywithroder@manhattantech.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 400 AY 2014: 365 AY 2015: 396 **Baseline: 387**				
2 Upon completion of their programs, increase the percent of students employed or transferred	2 *KBOR data*	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% **Baseline: 787/1,162 = 67.7%**				
3 Upon completion of their programs, increase the number of industry credentials earned by students	2	AY 2013: 302 AY 2014: 341 AY 2015: 405 **Baseline: 349**				
4 Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course	1	AY2016: 27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% **Baseline: 128/186 = 68.8%**				
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2	AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% **Baseline: 77.2%**				
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1	AY 2010: 595/959 = 62.0% AY 2011: 666/1040 = 64.0% AY 2012: 730/1,123 = 65.0% **Baseline: 1,991/3,122 = 63.8%**				

Manhattan Area Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students
Description: Possession of an industry credential greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, a significant majority of programs provide students with opportunities to earn one or more industry credentials.   Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials.

Result:

Indicator 4: Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course
Description: Completion of general education requirements, including Math and/or English, is one of the main obstacles for students to finish their Certificate or AAS Degree. Students who test into developmental English (ACT Reading < 18, ACCUPLACER Sentence Skills < 69, or ACCUPLACER NG Writing < 255) must enroll in a 1-credit hour companion course Composition Workshop (COM-101) when they register for Technical Writing (COM-110) or English Composition (COM-105). Students who test into developmental math (ACT< 16, ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71, ACCUPLACER NG Arithmetic < 72) must take a math course with an additional review or recitation.

Result:

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

Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. The MATC Assessment Committee developed core abilities rubrics for oral communication, written communication, critical thinking/problem solving, and quantitative literacy. These assessments are administered systematically across the institution and the data are individually and collectively analyzed to assess these general education objectives.

Result:

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

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

Result:

North Central Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 678 Date: 11/7/2019			
Contact Person: Jennifer Brown Phone: 785-738-9085 email: jbrown@ncktc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of the college-ready cohort	1 *KBOR Data*	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% **Baseline: 372/506 = 73.5%**				
2 Increase the graduation rate of the college-ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% **Baseline: 328/509 = 64.4%**				
3 Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 **Baseline: 637**				
4 Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% **Baseline: 119/134 = 88.8%**				
5 Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 **Baseline: 298**				
6 Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 **Baseline: 968**				

North Central Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

Indicator 2:   Increase the graduation rate of the college-ready cohort
Description: Students earning AAS degree and certificate seeking students (diploma seeking students) will be counted towards meeting this indicator. Students enrolling in many of our certificate programs have the option of earning stackable credentials. NCK Tech will use data gathered through the KHEDS collection to track graduation.

Result:

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

Result:

Indicator 4:   Increase the completion rate for the college-level course for students enrolled in remedial courses
Description: Students are placed in developmental courses based on incoming test scores using the ACCUPLACER or ACT. Students who enroll in a remedial course (co and pre-requisite) and complete the college-ready course within the sequence will be included for this indicator. Co-requisite remedial options are available for English Composition I, Intermediate Algebra, and Essential Math.

Result:

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

Result:

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

Result:

Northwest Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 674 Date: 10/16/2019			
Contact Person: Ben Schears Phone: 785-890-1501 email: ben.schears@nwktc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of the college-ready cohort	1 *KBOR data*	Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% **Baseline: 307/462 = 66.5%**				
2 Increase the number of students who achieve a third-party credential	2	AY 2013: 247 AY 2014: 416 AY 2015: 574 **Baseline: 412**				
3 Increase the total number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 243 AY 2014: 274 AY 2015: 254 **Baseline: 257**				
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	1	AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% **Baseline: 56/108 = 51.9%**				
5 Increase the number of students employed or transferred in their field of study within one year of graduation	2 *KBOR data*	AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% **Baseline: 248/706 = 35.1%**				
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% **Baseline: 247/771 = 32.0%**				

Northwest Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

Result:

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

Result:

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

Result:

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

Result:

Indicator 5: Increase the number of students employed in their field of study within one year of graduation
Description: Increasing the employment rate within one year of graduation will have a positive impact on the regional economy and better serve business and industry partners. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation as

well as developing new relationships with industry partners. Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates.

Result:

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

Result:

Salina Area Technical College Bridge Performance Agreement AY 2020 and AY 2021			AY 2018 FTE: 380 Date: 8/13/2019			
Contact Person: Denise Hoeffner Phone: 785-309-3110 email: denise.hoeffner@salinatech.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the three-year graduation rates of college ready cohort	1	AY 2013: 83/136 = 61.0% AY 2014: 91/148 = 61.5% AY 2015: 84/129 = 65.1% **Baseline: 258/413 = 62.5%**				
2 Increase percent of students employed in Kansas one calendar year after graduation	2 *KBOR Data*	Fall 2012 Cohort: 410/552 = 74.3% Fall 2013 Cohort: 418/541 = 77.3% Fall 2014 Cohort: 346/422 = 82.0% **Baseline: 1,174/1,515 = 77.5%**				
3 Increase the wages of students hired	2	2013: $27,516 2014: $19,930 2015: $21,912 **Baseline: $23,119**				
4 Increase the number of college-level credit hours completed by concurrently-enrolled students	1	AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 **Baseline: 1,803**				
5 Increase the number of students completing programs in high demand occupations in Kansas	2	AY 2013: 64 AY 2014: 73 AY 2015: 67 **Baseline: 68**				
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% **Baseline: 166/225 = 73.8%**				

Salina Area Technical College Bridge Performance Agreement AY 2020 and AY 2021

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 as well as 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.

Result:

Indicator 2: Increase percent of students employed in Kansas one calendar year after graduation
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 Kansas Department of Labor (KDOL).

Result:

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 were provided by the KDOL and were included in the KBOR K-TIP Report.

Result:

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 Academic Year Collection files. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students.

Result:

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas
Description: The mission of Salina Area Technical College is the 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. The high demand programs are: CDL, HVAC, Medical, Dental, CAD, EMT, and Electricians. Data were pulled from our KHEDS Completions files for each academic year.

Result:

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.

Result:

Wichita State University Campus of Applied Sciences and Technology **Bridge Performance Agreement AY 2020 and AY 2021**			**AY 2018 FTE: 3,047** **Date: 10/23/2019**			
Contact Person: Scott Lucas Phone: 316-677-9535 email: slucas@wsutech.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 **Baseline: 1,036**				
2 Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 **Baseline: 214**				
3 Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 **Baseline: 855**				
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher	1	AY 2013: 646/1,004 = 64.3% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% **Baseline: 1,717/2,746 = 62.5%**				
5 Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 **Baseline: 519**				
6 Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% **Baseline: 4,045/4,453 = 90.8%**				

Wichita State University Campus of Applied Sciences and Technology
Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase number of certificates and degrees awarded
Description: WSU Tech will increase the number of students earning a certificate or an associate degree award. WSU Tech will focus on increasing the number of students who earn certificate/degrees by improving completion rates of programs through targeting specific retention/completion efforts for identified programs. The strategy includes improving communications and processes between faculty and student services to assist students in program and course selection and provide a goal-oriented model for completion, individually prescribed for students. Two of the major areas of concern for program completion include completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce. Data will be collected through identifying graduates and then reporting this information in the KBOR KSPSD data system.

Result:

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

Result:

Indicator 3: Increase Number of third party technical credentials
Description: WSU Tech will increase the number of students successfully earning one or more third-party technical credentials. The credential or industry standard assessment tests the student's ability to be successful in their chosen field by assessing technical knowledge and skills specific to their program. In addition, end of program testing allows WSU Tech to verify that the curriculum aligns with national/industry standards. By increasing the number of students who successfully earn or complete an end of program credential, certification, or licensure, WSU Tech increases the number of students who have the skills to be successful in work and validates WSU Tech students have the technical and foundational skills in their chosen field. Data will be collected through contacting students, faculty, and third-party providers to capture pass/fail information on technical credentials. This information is reported for students through the KBOR KSPSD data system.

Result:

Indicator 4: Increase Percent of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher
Description: WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program. Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of "A," "B," or "C" will be divided by the total number of students

completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

Result:

Indicator 5: Increase Number of Hispanic/Latino students enrolled in post-secondary education
Description: WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech. Overall, WSU Tech 's ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County; however, the one ethnic group underrepresented at WSU Tech compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WSU Tech will address this goal with targeted marketing and recruiting efforts for this specific demographic group. This includes actively participating in Hispanic/Latino community events and creating WSU Tech literature in Spanish. Data will be collected through self-identification by students on admissions and other WSU Tech forms.

Result:

Indicator 6: Increase Percent of high school students successfully completing courses
Description: WSU Tech will increase the percent of high school students successfully completing courses. WSU Tech believes that simply counting enrollments is not enough to measure accomplishment. High school students must be successful in the courses they take while enrolled at the college. All students will be tracked and monitored in the student information system based on their high school status and course grade information. The percentage is total number of high school students successfully completing a course divided by total number of high school students receiving a grade. Successfully completing courses is defined as receiving no grades of "F".

Result: