KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL AGENDA
October 22, 2018
11:30 am

CONFERENCE CALL INFORMATION
DIAL: 785-422-6104
CONFERENCE CODE: 96342619

I. Call To Order

A. Approve Minutes from the September 19, 2018 committee meeting — *p. 2*

II. Agenda Planning for November 7th Board Meeting

A. Consent Agenda

1. Request Approval for a Master of Science in Materials Science at Pittsburg State University — *Jean Redeker* — *p. 4*
2. Request Approval for a Bachelor of Science in Educational Studies at Kansas State University — *Jean Redeker* — *p. 10*

B. Discussion Agenda

1. Request Approval to Seek Accreditation for Health Management, Health Science, and Health Administration Programs at Wichita State University — *Jean Redeker* — *p. 17*

III. Other Board Matters

A. **BAASC 19-02** Approval of Performance Reports for Academic Year 2017 — *Jean Redeker* — *p. 19*

IV. Next BAASC Meeting

November 26, 2018, teleconference at 11:30 am

V. Adjourn

Board Academic Affairs Standing Committee
Meeting Schedule

Meeting Dates	Location	Time	Agenda Materials Due
November 26, 2018	Conference Call	11:30 am	November 12, 2018
December 12, 2018	Topeka	10:30 am	November 20, 2018
January 7, 2019	Conference Call	11:30 am	December 17, 2018
January 16, 2019 (tentative)	Topeka	10:30 am	December 28, 2018
February 4, 2019	Conference Call	11:30 am	January 21, 2019
March 4, 2019	Conference Call	11:30 am	February 18, 2019
March 20, 2019	Topeka	10:30 am	March 1, 2019
April 1, 2019	Conference Call	11:30 am	March 18, 2019
April 29, 2019	Conference Call	11:30 am	April 15, 2019
May 15, 2019 (tentative)	Topeka	10:30 am	April 26, 2019
June 3, 2019	Conference Call	11:30 am	May 20, 2019
June 19, 2019 (tentative)	Topeka	10:30 am	May 31, 2019

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday September 19, 2018

The September 19, 2018, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Van Etten at 10:32 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Brandau-Murguia	Regent Van Etten	Regent Thomas
Staff:	Jean Redeker	Max Fridell	Sam Christy-Dangermond
	Karla Wiscombe	Connie Beene	Cynthia Farrier
Others:	Brad Bennett, Colby CC	Steven Lovett, ESU	Greg Schneider, ESU
	Steve Loewen, FHTC	Adam Borth, Fort Scott CC	Ryan Ruda, Garden City CC
	Erin Shaw, Highland CC	Cindy Hoss, Hutchinson CC	Kara Wheeler, Independence CC
	Michael McCloud, JCCC	Charles Taber, KSU	Carl Lejuez, KU
	Arvin Agah, KU	Matt Pounds, NWKTC	Stephani Johns-Hines, SATC
	Cliff Morris, PSU	Michael Fitzpatrick, Pratt CC	Betty Smith Campbell, WSU
	Linnea GlenMaye, WSU		

Regent Van Etten welcomed everyone. Regent Brandau-Murguia joined the meeting by phone.

Committee Matters

A. Regent Van Etten moved that the minutes of the September 4, 2018, conference call be approved. Following the second of Regent Thomas, the motion carried.

B. Connie Beene and Samantha Christy-Dangermond updated BAASC on Credit for Prior Learning.
Credit for Prior Learning (CPL) is the awarding of college credit for equivalent knowledge and skills gained outside the traditional post-secondary classroom and supports the Board's goal to increase higher education attainment among Kansans.

The Report included the first complete year of CPL data and summarizes efforts to support the awarding of CPL for military learning and training, credit by examination, industry-recognized credentials, and other sources of CPL. Discussion was held, and BAASC requested additional information on the types of CPL awarded by institution.

C. Charles Taber, KSU, presented BAASC with a request to name two academic units within the College of Engineering at Kansas State University. He requested the academic units be named the Tim Taylor Department of Chemical Engineering and the GE Johnson Department of Architectural Engineering and Construction Science.

Regent Van Etten moved that the naming of the two academic units listed above for Kansas State University be approved for placement on today's Board agenda. Following the second of Regent Thomas, the motion carried.

D. BAASC 18-01 Approve Requests for Undergraduate Degrees in Excess of 120 Credit Hours.
Jean Redeker provided background information to BAASC. When the process started in May 2017, the universities offered 504 undergraduate degrees of which:

- 33% of those degrees were at 120 credit hours;
- 50% required 124 credit hours; and
- 17% exceeded 124 credit hours.

As of today:

- 92% of undergraduate degrees are at 120 credit hours;
- 0% require 124; and
- 8% exceed 124.

Charles Taber, KSU, Carl Lejuez, KU, and Linnea GlenMaye, WSU, provided commentary on the ten degree programs that exceed 120 credit hours being reviewed today.

After discussion, Regent Brandau-Murgia moved the requests for the ten undergraduate degrees in excess of 120 credit hours be approved. Following the second of Regent Van Etten, the motion carried.

E. Next BAASC meeting will be October 22 at 11:30 am.

ADJOURNMENT

There being no further business, Chair Regent Brandau-Murguia adjourned the meeting at 11:24 am.

Request Approval for a Master of Science in Materials Science at Pittsburg State University

Summary
Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to the requirements of the program approval process. Board staff concurs with the Council of Presidents, the Council of Chief Academic Officers, and the Board Academic Affairs Standing Committee in recommending approval. *10/22/18*

Criteria	**Program Summary**
1. Program Identification:	Title of proposed program: Materials Science Anticipated date of implementation: Spring 2019 Total number of semester credit hours: 30 CIP Code: 40.1001 Materials Science
2. Academic Unit:	Physics Department, College of Arts and Sciences
3. Program Description:	The Physics Department from the College of Arts and Sciences is proposing a new Master of Science in Materials Science degree. Materials scientists study the structures and chemical properties of various materials to develop new products or enhance existing ones. Materials science is likely to affect the future of technology and manufacturing significantly.[1] This graduate program will allow students to focus on Science, Technology, Engineering, and Mathematics (STEM) programs, as opposed to a single program in STEM. PSU's Materials Science program will prepare students for careers in industry and/or for post graduate degrees in Materials Science or Engineering. Collaboratively designed to be an interdisciplinary degree between the College of Arts and Sciences and the College of Technology, such an interdisciplinary STEM program will provide hands-on, academic activities and practical experiences for students, readying them to join the work force. STEM, being part of KBOR's 2020 objectives, will strengthen the mission imparted by such a program as well as the mission of PSU.
4. Student Demand	PSU has graduated (Fall 2016, Spring 2017 and Summer 2017) a total of 84 students in the areas of Chemistry, Mathematics, Physics, and Engineering Technology. It is expected that many of these graduates would be interested in pursuing the MS in Materials Science. A survey of prospective students in the sciences, who are likely candidates for the MS in Materials Science, was administered. Survey results (N=162) indicate that students in the respective sciences showed a strong preference for the establishment of a Masters in Materials Science program. Students were asked whether having a MS in Materials Science at PSU would benefit them; 93% of those responding indicated that it is moderately important to very important to have such a program. In response to a follow-up question aimed to gauge students' interest in pursuing post-graduate studies in Materials Science, 98% indicated that it is moderately interested to very interested in pursuing post graduate studies. Additionally, 98% of the respondents indicated that it would be beneficial to have an interdisciplinary program that led to careers in industry. The same percentage indicated that it would be of great value to have the delivery mode of such an innovative program be hands-on. Regarding students' interests in the program coupled with research, 98% of the students thought that would be worthwhile to have a research component present in this new program.

[1] Bureau of Labor Statistics. (April 2018). Retrieved from: https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm#tab-2

	PSU can project a conservative demand for this proposed degree program to be 20 majors three years after implementation.
5. Employment Demand	The U. S. Bureau of Labor Statistics projects a 7% change in the employment market for Materials Scientists from 2016-2026. The median annual wage for materials scientists was $99,430 in May 2016.[2] On the state level, the Kansas Department of Labor projects employment from 2014-2024 to increase an average of 9.9% among all the different STEM categories. They also project industrial jobs in professional, scientific and technical services to increase by 20.9% with a median annual salary of $67,391.[3] Another indicator of employment demand is the significant number of grants available from the federal government or from industrial partners that are aimed for a STEM-prepared labor force.[4]
6. Comparative/Locational Advantage	There is no other MS in Materials Science offered at any of the higher education institutions in Kansas. Regionally the only program is one at Missouri State University, nearly 100 miles away from PSU. While some basic similarities exist, our proposed program is enriched by offerings of more courses such as Nanotechnology, Mechanics of Composites and Structures, Thin Films, Polymer Physics, Solid State Electronics and new state of the art computational methods in materials science. Our research component for those students opting for the option I (thesis option) is advantageous due to our vast, modern infrastructure that exists at PSU's College of Technology, College of Arts and Sciences and the Tyler Research Center. Built into our program are courses designed to introduce the students to the modern state of the art techniques necessary for both industry and post graduate studies. The strength of this STEM program at PSU lends credence to the establishment of such a program that makes use of the talents and resources with a solid infrastructure. This program draws upon collaborations between departments and across colleges, thus maximizing the effectiveness of this interdisciplinary degree.
7. Curriculum	The Master of Science in Materials Science is a 30 semester credit hour (thesis option) or 30 semester credit hour (non-thesis option) graduate degree program consisting of: • 19 semester credit hours of core materials science courses and • 11 semester credit hours of specified electives. **Option I:** Thesis option: Students are required to take 30 semester hours (6 hours must be in MAT 890: Research in Materials Science). **Option II:** Non-Thesis option: Students are required to take 30 semester hours. Additionally, as part of the 30 semester hours, students have the option of taking MAT 889, MAT 891, or a combination of both. For those who opt to take MAT 891 (internship) only, they are required to write a report on their internship. This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry, and Engineering Technology. Opportunities for student interaction and research are embedded throughout the program.

[2] Bureau of Labor Statistics. (April 2013). Retrieved from: https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm
[3] Kansas Department of Labor. (2018). Retrieved from: https://www.dol.ks.gov/
[4] Grants.gov. (2018). Retrieved from: https://www.grants.gov/web/grants/search-grants.html?keywords=stem

8. Faculty Profile

Name	Rank	Area of Expertise	Time to Program
Ram Gupta, Ph.D.	Asst Professor	Polymer Physics	0.75 FTE
Paul Herring, Ph.D.	Professor	Composites	0.25 FTE
Russ Rosmait, Ph.D.	Univ Professor	Materials Testing	0.25 FTE
William Shirley, Ph.D.	Professor	Thermodynamics	0.25 FTE
Khamis Siam, Ph.D.	Univ Professor	Chemistry of	0.75 FTE
Ben Tayo, Ph.D.	Asst Professor	Computational	0.25 FTE
Serif Uran, Ph.D.	Professor	Materials Science	0.75 FTE

All core faculty have terminal degrees and are tenured in their respective departments. All have research experiences and significant academic accomplishments (external funding, industry experience, publications, professional presentations, technical reports, etc.). All courses offered will be taught in load by existing faculty. Any additional course requirements will be covered internally. There is no request for new faculty lines.

9. Student Profile

Students entering this academic program and career field should prepare themselves with a strong undergraduate coursework in STEM. To be admitted to this program, students matriculating with a BS degree in chemistry, physics and engineering technology will gain favorable admission status. Other students who have degrees in related areas will be considered on a one-to-one basis.

These students will have career interests in industrial jobs spanning all areas of STEM. The students will also have excellent preparation should they choose to pursue doctoral studies in the US or worldwide.

Students who possess the following characteristics and skill sets will be drawn to this program:[5]

Analytical:

- Mathematics and computer science skills
- Ability to apply statistical techniques
- Critical thinking and problem-solving skills
- Analytical instrumentation techniques to characterize properties and performance of materials

Communication:

- Both oral and written communication skills to communicate findings to both scientists and non-scientists
- Desire to collaborate toward common goals

Background Knowledge:

- Fundamental understanding of the structure, composition, and properties of substances

[5] American Chemical Society (ACS). (2016). Materials science. Retrieved from: https://www.acs.org/content/acs/en/careers/college-to-career/chemistry-careers/materials-science.html

10. Academic Support	All academic support at Pittsburg State University, the College of Arts and Sciences, and the College of Technology will be available for students and faculty in the materials science graduate program. Available support includes faculty development programs, initiatives offered through the Student Success Center (including the Writing Center), and resources available via Axe Library, access to support for faculty and student travel, and internal grant funding opportunities. In addition, PSU, the College of Arts and Sciences, and the College of Technology provide outstanding support for both hardware and software technology needs. Students will also have access to the equipment and expertise of scientists at the Tyler Research Center as well as equipment and lab space in the Department of Physics, Department of Chemistry, and the Department of Engineering Technology in the respective colleges at Pittsburg State University.
11. Facilities & Equipment	Existing resources and facilities housed in the departments of Physics, Chemistry, Engineering Technology, and the Tyler Research Center will be used for instruction and research. The laboratory needs are met with the existing facilities and no additional work or costs will be required to implement this program.
12. Program Review, Assessment, Accreditation	The Master of Science in Materials Science will be reviewed according to the regular program review cycle and process at Pittsburg State University. Further, all degree programs at PSU are required to submit an annual assessment report to the University Assessment Committee documenting progress toward meeting student learning outcomes. Currently, there are no plans of pursuing accreditation for this program.
13. Costs, Financing	This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry, and Engineering Technology. No additional new funding is needed as this program utilizes existing faculty across many STEM disciplines.

New Program Proposal: Curriculum Outline
Pittsburg State University

Master of Science in Materials Science

Basic Program Information

1. Title of proposed program: Materials Science
2. Anticipated date of implementation: Spring 2019
3. Responsible department(s) or unit(s): Physics
4. Total number of semester credit hours: 30
5. CIP Code: 40.1001 Materials Science

This is an interdisciplinary program in STEM relying on existing graduate courses in Physics, Chemistry and Engineering Technology. Opportunities for student interaction and research are embedded throughout the program.

Core Materials Science Courses (19 Credit Hours)	Credit Hours
MAT 725: Introduction to Materials Science	3
MAT 745: Nanotechnology	3
MAT 801: Colloquium	1
MAT 840: Materials for Electrical & Electronic Applications	3
MAT 861: Mechanics of Composites & Structures	3
MAT 883: Thermodynamics and Phase Equilibria	3
MAT 884: Polymer Physics	3

Electives Materials Science Courses (11 Credit Hours)	
MAT 742: Structure of Solids	3
MAT 743: Solid State Electronics	3
MAT 802: Computational Methods in Materials Science	3
MAT 828: Leadership and Behavioral MGT	3
MAT 854: Thin Films	3
MAT 885: Polymer Composites	3
MAT 889: Introduction to Materials Research	1-6
MAT 890: Research in Materials Science	3-6
MAT 891: Internship in Materials Science	1-6
MAT 895: Advanced Topics in Engineering Technology	3

Option I: Thesis option: Students are required to take 30 semester hours (6 hours must be in MAT 890: Research in Materials Science).
Option II: Non-Thesis option: Students are required to take 30 semester hours. Additionally, as part of the 30 semester hours, students have the option of taking MAT 889, MAT 891, or a combination of both. For those who opt to take MAT 891 (internship) only, they are required to write a report on their internship.

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MAT 895: Advanced Topics in Engineering Technology	3

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Request Approval for a Bachelor of Science in Educational Studies at Kansas State University

Summary
Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to the requirements of the program approval process. Board staff concurs with the Council of Presidents, and the Council of Chief Academic Officers, in recommending approval. *10/22/18*

Criteria	**Program Summary**
1. Program Identification	Title of proposed program: Educational Studies Degree: B.S. in Educational Studies Implementation date: August 2018 Total SCH: 120 CIP code: 13.01 Education, General
2. Academic Unit	College of Education (COE): Curriculum and Instruction
3. Program Description	The Bachelor of Science in Educational Studies provides students with an understanding of the nature of human learning and skills in the realm of public, American education. Instead of traditional student-teaching, BSES students experience a formal internship that applies their knowledge and skills in a non-teaching setting. It is important to note that this degree does not lead to state licensure as a K-12 teacher. Rather, it prepares students for a wide variety of career pathways that make use of the specialized knowledge of education for those not wanting to teach in traditional K-12 classrooms. Each student will have the opportunity to customize an individualized plan of study in consultation with his/her BSES advisory committee. This program of study is focused upon themes of excellence to prepare her/him for various career fields. Such themes include, but are not limited to, Global Education & Development, Museum & Non-profit Education, Outdoor Education, Pastoral & Religious Education, and Social Justice Education. The theme provides the foundation for a capstone internship structured specifically for each student.
4. Demand/Need for the Program	While designed to fill a void for those not desiring licensure, the BSES will also benefit our students seeking traditional licensure, as well as our faculty and staff. It will open our programs to a wider consideration of educational principles and contexts than our current singular focus on producing future classroom teachers. Furthermore, each year, students in the middle of the traditional licensure program decide that classroom teaching is not for them. Due to limited options, they may continue and graduate with a teaching degree they will use for only a brief period, if at all. Others will leave the program prior to graduating and have no degree to represent their time at K-State. When students realize that teaching is not a viable option during their final internship experience, this is especially difficult. Many individuals would have found the BSES more aligned to their reimagined career goals. The critical thinking, leadership, communication, and analysis skills, including active listening, all skills taught in the BSES program, are of great importance in 96% of all occupations.[6]

[6] Carnevale, Anthony P, et al. "Job growth and educational requirements through 2020." *Recovery 2020*, Georgetown Public Policy Institute. Center on Education and the Workforce. 2013

	To further document student demand for the program, a survey was administered to 258 prospective students. Of this, 137 indicated that they would be interested in enrolling in such a program, and 213 believed the skills found in this program would be beneficial in their future.
5. Comparative /Locational Advantage	KSU's College of Education's reputation for quality graduates and its central geographic setting are two major locational advantages for offering this program at KSU. As a public research land-grant institution in the middle of the country, KSU has a long history of focusing on authentic learning, research, and applied theory. An examination of similar programs across the nation signals the following institutions: Arizona State University, University of Missouri-St. Louis, and Yale. While there are similarities, there are also distinct differences between these programs and the proposed degree program presented here. • *Arizona State University* offers a Bachelor of Arts in Educational Studies degree program in two delivery methods: face-to-face or online. The online option includes community learning opportunities, while the face-to-face option involves students selecting electives from five specified areas (childhood education, educational technology, environmental education, games and impact, and physical activity and coaching). • *State University of New York (Empire State College)* offers several degrees in Educational Studies (i.e., "Pathways"), but does not offer an undergraduate teacher licensure degree program. They do, however, offer a Master of Arts in Teaching, which does appear to be a teacher licensure program. • *University of Missouri-St. Louis* requires students acquiring the Bachelor of Educational Studies degree to complete an approved content minor or certificate relative to the student's goals, as well as a total of 15 hours of career-related internships. • *Yale* offers a highly-selective Education Studies program designed for students interested in educational history, policy, and economics. Within the state of Kansas, no university offers a degree program structured exactly as the proposed BSES program.
6. Curriculum	Upon admission to the program, students must submit to his or her BSES committee (two faculty members, one of which must be from the Department of Curriculum and Instruction), a program of study focusing upon themes of excellence to prepare him or her for various career fields. Students are required to complete 120 semester credit hours (sch), including general education courses (33-34 sch), program courses (29-32 sch), emphasis courses (36 sch), and electives (18-22 sch). All courses in the emphasis courses are to be selected with advisement and be at the 300-level or higher. Students will be placed in formal internship experiences according to their career goals during the final BSES semester of coursework. The internship will be a significant element of the degree, as it provides the students valuable professional experience that is connected to their chosen area of emphasis. Just as the student teaching internship is the capstone for students pursuing teacher licensure, this internship will serve as the BSES degree's capstone.

7. Faculty Profile

All courses will be taught by KSU faculty.

Name	Rank	Duties/Expertise	Department
Todd Goodson, Ph.D.	Assoc Professor	Program Coordinator Schooling & Popular Culture	Curriculum and Instruction (C&I)
David Allen, Ed.D.	Assoc Professor	Early Field Experience	C&I
Tonnie Martinez, Ph.D.	Assnt Professor	Teaching as a Career	C&I
Tom Vontz, Ph.D.	Professor	Core Teaching Skills & Lab	C&I
Della Perez, Ph.D.	Assnt Professor	Foundations of Education	C&I
Laura Tietjen, M.S.	Instr	Foundations of Education	C&I
Cyndi Kuhn, M.F.A.	Instr	Educational Technology	C&I
Lori Goodson, Ph.D.	Assnt Professor	Core Teaching Skills & Lab	C&I
Mickey Losinski, Ph.D.	Assoc Professor	Exceptional Student in the Secondary School	Special Education, Counseling, & Student Affairs (SECSA)
Judy Hughey, Ed.D.	Assoc Professor	Educational Psychology	SECSA
Ann Knackendoffel, Ph.D.	Assnt Professor	Exceptional Student in the Elementary School	SECSA
Susan Yelich Biniecki, Ph.D.	Assnt Professor	International Education Intro to Adult Education	Educational Leadership

Additional faculty members from the College of Education, and perhaps other KSU academic areas, will teach in the program as necessary to accommodate individualized tracks.

Two graduate teaching assistants (GTAs), each on a 0.5 FTE appointment (total of 1 FTE) will be needed to support the BSES GTAs will support faculty in the four courses during the BSES Educational Studies Core semester: Popular Culture, International Education, Adult Education, and the Capstone Experience.

8. Student Profile

This program will appeal to:

1. Students who wish to obtain a degree in education but do not wish to teach in a structured classroom setting.
2. Students who desire flexibility in designing their own education career path driven by their professional goals.
3. Individuals who have an established knowledge base in a particular field and who want to develop those skills further.

All students must satisfy admission requirements of KSU and the COE requirements for admission to the professional programs (general education requirements, 2.75 GPA, Early Field Experience, and basic skills test).

9. Academic Support

Academic services at KSU, including advising, library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. All academic support available at Kansas State University and in the College of Education will be available for students and faculty in the BSES program.

Library material, including electronic subscriptions to the most relevant journals and databases, are sufficient for the proposed program.

Upon admission to the program, students are assigned a professional advisor from the Center for Student and Professional Services. The advisor will assist in all aspects of academic advising. One faculty member from the Department of Curriculum and Instruction will be

	assigned to coordinate internship placements and supervision, with logistical support from the Office of Field Experiences. Dr. Todd Goodson, Chair of the Curriculum and Instruction Department, will serve as the Program Coordinator.
10. Facilities and Equipment	The program will use the existing facilities and equipment associated with the B.S. currently offered by the College of Education. The College of Education anticipates that the facilities are adequate to support the proposed program; no new facilities or equipment will be needed to implement this new major.
11. Program Review, Assessment, Accreditation	The program will be subject to continuous review by faculty in the Department of Curriculum and Instruction. Faculty will be invited to raise issues and help solve problems at monthly departmental meetings. Students will be asked to complete surveys as needed and at the conclusion of their program; data from the surveys and student assessments will be aggregated, reported, and used for program refinement and improvement. The program will also be subject to annual review through the university assessment system as well as through KBOR procedures.
12. Costs, Financing	This program will allow KSU to create a new undergraduate degree to meet the needs of a different audience of students primarily by repackaging existing courses, as only two new courses and one internship experience is unique to the BSES The College of Education currently has the capacity to absorb those additional students and courses without additional resources. With that in mind, here are the projected costs for the program (reflecting reallocation of instructors' time/duties; they do not reflect new costs or new positions). This is possible given declines in the undergraduate licensure program. Implementation year: $50,000 for salaries and $5,000 for other operating expenses, for a total of $50,500. Included in year two new costs are fringe benefits and cost of living adjustments for $5,500. Year three new costs include graduate assistant salary, fringe benefits, and cost of living adjustments, for a total of $15,500.

New Program Proposal: Curriculum Outline

Kansas State University

Bachelor of Science in Educational Studies

Basic Program Information

1. Title of proposed program:	Educational Studies
2. Anticipated date of implementation:	August 2018
3. Responsible department(s) or unit(s):	College of Education,
	Department of Curriculum and Instruction
4. Total Number of Semester Credit Hours:	120
5. CIP code:	13.01 Education, General

General Education Requirements		**33-34 hours**
Communications		8-9 hours
Humanities		6 hours
Social Science		6 hours
Natural Science		7 hours
Quantitative Sciences		6 hours

Program Courses		**29-32 hours**
Pre-Professional Coursework		8 hours
DED 075 Orientation to Teacher Ed.	0* *(see note on next page)*	
FSHS 110 Intro to Human Development	3	
EDEL/EDSEC 200 Teaching as a Career	1	
EDEL/EDSEC 230 Early Field Experience	1	
EDEL/EDSEC 310 Foundations of Ed.	3	
Professional Components		9-10 hours
DED 318 Ed Tech for Teaching & Learning	1	
EDCEP 315 Educational Psych	3	
EDEL 320/EDSEC 376 Core Teaching Skills & Lab	3	
EDSP 323/EDSP 324 Excep Students	2-3	
Educational Studies Core		12-15 hours
Required:		
EDCI 550 Schooling and Popular Culture	3	
[EDACE 714 International Education	3 *OR*	
EDACE 780 Introduction to Adult Ed]	3	
EDCI 580 Internship in Ed Studies	6-9	

Area of Emphasis		**36 hours**
Education Core	12 hours	

Select courses to support professional goals in consultation with advisor.
At least 9 hours must be 300-level or higher.

Supporting Courses 24 hours

Select courses to support professional goals in consultation with advisor.
At least 15 hours must be 300-level or higher.

Electives 18-22 hours

Total……**120 hours**

Upon acceptance into the program, each student must submit to his or her BSES committee (two faculty members, one of which must be from the Department of Curriculum and Instruction), a program of study focusing upon themes of excellence to prepare him or her for various career fields. Themes may focus upon, but are not limited to:

- Global Education & Development
- Museum, Non-Profit, & Outreach Education
- Outdoor Education
- Pastoral & Religious Education
- Pedagogy for Educational Contexts
- Social Justice Education

The themes are suggested areas of emphasis a student might identify around which coursework could be gathered. For example, a student who is interested in working Non-Profit and Outreach Education may take classes in their area of emphasis in Leadership Studies and Conflict Resolution. A student interested in Art Therapy may have an Art minor together with Family Studies and Human Services. The specific courses will be chosen with their advisor based upon a written proposal signaling an area of interest and how certain courses will help them achieve their goals.

* Note regarding DED 075 Orientation to Teacher Ed., 0 semester credit hour:
DED 075 is an existing non-credit course for our teacher licensure students taught by our academic advisors to ensure that all students learn about the requirements and regulations of the College early in their career. It is used to help retention by having our students make a connection early with others in the program and with their advisor. Effectively, it is a series of advising sessions for students new to the program. Students meet once a week for 8-weeks; students complete the Clifton Strengths assessment, explore the course catalogue to look at pre-requisites, and create a long-range graduation plan so they can see how their courses will fall together and plan co-curricular activities as well. The Educational Studies degree requirements will simply be incorporated into the existing structure.

New Program Proposal: Fiscal Summary

Kansas State University

Bachelor of Science in Educational Studies

Basic Program Information

1. Title of proposed program:	Educational Studies
2. Degree to be offered:	Bachelor of Science in Educational Studies
3. Anticipated date of implementation:	August 2018
4. Responsible department(s) or unit(s):	College of Education, Department of Curriculum and Instruction
5. Total Number of Semester Credit Hours:	120
7. CIP code:	13.01 Education, General

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10	15	20	30	25	37
B. Total SCH taken by all students in program	10 x 12 hrs. Full time + 15 x 5 hours Part time = 195 hours		390 hours		485 hours	

Part II. Program Cost Projection			
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, only the additional amount budgeted is included.			
	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	$50,000	$5,000	$15,000
OOE	$500	$500	$500
Totals	$50,500	$5,500	$15,500

- The numbers reported are a reallocation of instructors' time/duties. They do not reflect new positions, except for the addition of a graduate assistant in year three.
- Salary cost will be through reallocation used for instructor to teach one new course and coordinate the one new internship, which will be created for this degree. Most classes in this program are currently offered Year 2 reflects fringe benefits and cost of living adjustment. Year 3 includes costs for graduate assistant to help assist with internship placements and coordination, in addition to faculty fringe and cost of living adjustment.
- OOE expenses will be through internal reallocation and used for instructional materials for course, technology expenses and supplies.

Request to Seek Accreditation for Programs in Health Management, Health Sciences, and Health Administration – Wichita State University

Summary and Recommendation

Wichita State University is seeking approval to pursue accreditation for three programs in the Department of Public Health Sciences: accreditation from the Council on Education for Public Health (CEPH) for undergraduate programs in Health Management and Health Sciences; and accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME) for a Master's program in Health Administration. Total cost of accreditation for all three programs is $54,650. Staff recommends approval.

Background

Board policy (II.7.l.i.) on accreditation requires state universities to seek approval prior to pursuing initial accreditation for an academic program.

Request: Bachelor of Science in Health Management and Bachelor of Science in Health Sciences

Wichita State University seeks approval for two undergraduate College of Health Professions' programs, Health Management and Health Sciences, to become accredited by the Council on Education for Public Health (CEPH) by Spring 2022.

CEPH, an independent agency recognized by the U.S. Department of Education, has, as its mission, to "assure quality in public health education and training to achieve excellence in practice, research and service, through collaboration with organizational and community partners" (¶1)[7]. This nonprofit corporation serves to accredit higher education programs and institutions committed to quality and to continuously improving performance.

This independent council is solely responsible for adopting criteria by which schools and programs undergo intensive review to evaluate: teaching and research; program curriculum; ethics and integrity; outcomes; faculty qualifications; financial resources; learning resources; mission and planning; program organization and administration; facilities; and student support services. [8] CEPH accreditation assures quality in public health education and training to achieve excellence in practice, research, and service.

The following costs are associated with CEPH accreditation:

	2019	2020	2021	2022+
Initial Application Fee	$1,000			
Accreditation Orientation Workshop	$4,000			
Applicant Yearly Fee ($2,500/for 2 years)		$2,500	$2,500	
Accreditation Review Fees			$4,500	
CEPH Consultation Visit Fees			$3,500	
CEPH Consultation Visit Expenses			$1,400	
Miscellaneous Costs			$1,000	
Post-Accreditation Annual Support Fee				$3,750
TOTAL Cost Through 2022 …. $24,150	$5,000	$2,500	$12,900	$3,750

Request: Master of Health Administration

Wichita State University seeks approval for its Master of Health Administration degree in the College of Health Professions to become accredited by the Commission on Accreditation of Healthcare Management Education (CAHME) by Spring 2022.

CAHME, recognized by the Council on Higher Education Accreditation, is the only organization to grant accreditation to individual academic programs offering a professional master's degree in healthcare management education. "CAHME Accreditation is the benchmark for students and employers alike that ensures the integrity of health care management

[7] CEPH (2018). *CEPH Organizational Info*. Retrieved from: https://ceph.org/about/org-info/
[8] Ibid.

education" (¶1).[9] CAHME is a member of the Association of Specialized & Professional Accreditors (ASPA) and adheres to the ASPA Code of Good Practice. CAHME's mission is "to serve the public interest by advancing the quality of healthcare management education" (¶1).[10]

For a half century, CAHME has established rigorous standards for graduate level healthcare management education. Currently, more than 100 programs are CAHME accredited across the nation.

The following costs are associated with CAHME accreditation:

	2020	2021	2022
Consultant Preparation Fee:	$10,000		
Initial Site Visit Fee + Site visit team travel:		$ 7,200	
Consultant Support for Self-Study:		$10,000	
Annual Accreditation Fee:			$ 3,300
TOTAL …… $30,500			

Advantages of Public Health Accreditation
Both accrediting bodies, CEPH and CAHME, are reliable indicators of quality and value to those with vested interests in public health care. Accreditation enhances both department and university national reputation and peer recognition among the allied health community. Accreditation promotes professional mobility and enhanced employment opportunities for our graduates; encourages consistent, ongoing self-evaluation and continuous improvement within an effective system of program accountability; and provides future employers assurance that the curriculum covers essential skills and knowledge needed for the workforce. "The educational quality of institutions and programs is judged in terms of their ability to demonstrate that their results can support the educational development of students" (¶6.)[11]

Recommendation: Total cost of accreditation for all three programs is $54,650. Staff recommends approval of these requests.

[9] CAHME (2017). *CAHME accreditation*. Retrieved from: https://www.cahme.org/
[10] CAHME (2017). *About CAHME*. Retrieved from: https://cahme.org/healthcare-management-education-accreditation/why-cahme/
[11] Ibid.

Performance Reports for Academic Year 2017

Summary and Recommendation: *In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2017 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.* *10-22-18*

Background

Any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement. Institutions submitted reports to Board staff on performance for Academic Year 2017; these reports will be the basis of awarding any new funds in July 2019. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempt from these performance funding provisions.

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

University/College	Funding Recommendation	Page
Kansas State University	100% funding	20
University of Kansas Medical Center	100% funding	23
Wichita State University	100% funding	26
Cloud County Community College	100% funding	29
Manhattan Area Technical College	100% funding	32
Salina Area Technical College	100% funding	35

Kansas State University Performance Report AY 2017							AY 2017 FTE: 20,845
Contact Person: Brian Niehoff		Phone and email: 785-532-4797 niehoff@ksu.edu					Date: 7/19/2018
Kansas State University	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
***1** Increase 1st to 2nd year Retention	1	Fall 12 Cohort = 81.2% (3,081/3,794) Fall 13 Cohort = 83.3% (3,128/3,755) Fall 14 Cohort = 83.4% (3,077/3,688) Baseline: 82.6% (9,286/11,237)	84.3% (2,975/3,531)	↑				
***2** Increase Number of Degrees and Certificates awarded	1	AY 2013 = 4,894 AY 2014 = 5,127 AY 2015 = 5,210 Baseline: 5,077	5,353	↑				
3 Increasing Rank for Total Research Expenditures	3	FY 2012 = $154.9M, control rank = 71 FY 2013 = $163.5M, control rank = 71 FY 2014 = $169.9M, control rank = 70 Baseline: rank average = 70.7	67 $178.3M	↑				
4 Increase Rank for Annual Giving	3	FY 2012 = $66.9M, control rank = 61 FY 2013 = $75.4M, control rank = 56 FY 2014 = $108.1M, control rank = 37 Baseline: rank average = 51.3	53 $98.1M	↓				
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑				
***6** Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 38.6% (1,888/4,894) AY 2014 = 38.4% (1,967/5,127) AY 2015 = 39.6% (2,061/5,210) Baseline: 38.8% (5,916/15,231)	41.8% (2,237/5,353)	↑				

*Updated 7-18-18

Kansas State University Performance Report AY 2017

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

Description: This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Outcome/Results:

This indicator for 1st to 2nd year retention was 84.3%, an increase over the baseline. This is the second highest retention rate in K-State history. We continue to enhance our first-year seminar program and academic living communities, considered "best practices". We continue to improve our training of advisers. We implemented a data-driven system that shares information across departments and advisors to assist students more efficiently as they face academic and other challenges. We plan to expand the use of the system to address the needs of students across all majors and colleges.

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 included in the annual Foresight 2020 report.

Outcome/Results:

Data showed an increase in the number of degrees and certificates awarded in AY 2017 compared to the baseline average. We have been awarding record numbers of degrees over the past few years. With our recent decline in enrollment, we have been working with a consultant to develop strategies. We have plans underway to implement during the upcoming recruiting season.

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

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

Outcome/Results:

The most recent ASU publication showed K-State with $178.3M in total research expenditures in FY 2014, which represented a rank of #67. This was an improvement over the baseline average rank of #70.7. Faculty success in obtaining grant funding is the main driver for increasing research expenditures. Improved processes in the Office of Research in providing assistance to seeking and writing grants have contributed to the improvement.

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

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

Outcome/Results:
The ASU publication showed K-State with annual giving of $98.1M, for a rank of #53 in FY 2015. While the amount of annual giving exceeded the baseline average amount, the rank showed a slight decrease from the baseline rank of #51.3. One factor in the decline was that we were wrapping up our $1B capital campaign in 2015, before committing to increasing our campaign goal to $1.4B. We believe that our annual giving will increase in the coming years and our ranking will improve.

Indicator 5: Increase number of historically under-represented students receiving degrees
Description: This indicator is the count of graduate and undergraduate degrees awarded to students from historically underrepresented groups during the year. Diversity is a common element in our K-State 2025 strategic plan. Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial. Enhancing the success of our diverse student populations is critical for our success. Retention and graduation rates for students from underrepresented groups are often significantly lower than those rates for majority students.

Outcome/Results:
The data showed 576 degrees awarded to students from underrepresented groups, a significant increase over the baseline years, and continued a positive trend in this area. We use summer bridge programs for incoming multicultural freshmen to prepare them for the rigors of higher education, undergraduate research programs to place students under the mentorship of productive faculty, and enhanced multicultural programming and learning. We have hired a new Assistant Vice President for Multicultural Student Affairs, and a Chief Diversity and Inclusion Officer to take the lead on strategic initiatives to improve student success among students from diverse backgrounds.

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
Description: This indicator is calculated using the total number of degrees and certificates awarded in STEM fields divided by the total of degrees and certificates awarded over the academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years. Enrollments in Engineering have increased steadily during that time and should to continue.

Outcome/Results:
The data showed STEM to be 41.8% of our degrees and certificates, an increase over the baseline average. The increased enrollments from the Engineering Initiative have contributed to the increase, but other STEM fields such as biology and some agriculture fields have also shown strong growth. STEM departments offer numerous undergraduate research opportunities, which attract students.

University of Kansas Medical Center Performance Report AY 2017							Fall 2017 FTE: 2,725	
Contact Person: Robert Klein		Phone and email: 913-588-1258 / rklein@kumc.edu					Date: 6/29/2018	
University of Kansas Medical Center	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698	738	↑				
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6% (1,875/2,093)	90.2% (666/738)	↑				
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓				
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑				
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572)	51.7% (3,236/6,264)	↑				
6. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2013: 930 FY 2014: 1,199 FY 2015: 1,257 Baseline: 1,129	1,029	↓				
7. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237	3,175	↑				

University of Kansas Medical Center Performance Report AY 2017

Indicator 1: Number of Certificates and Degrees Awarded

Description:

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

Outcome/Results: Over 50% of our degrees came from programs in which strong and innovative commitments have been made to alleviate health professional shortages. We had 198 students conferred with their medical degree (MD), 56 graduates from our Doctor of Physical Therapy program, and 159 undergraduate students who earned their Bachelor of Science in Nursing (BSN) degree. These are some of the highest totals historically for these programs.

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

Description:

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

Outcome/Results: One highlight is that we had our largest graduating class historically for students awarded the Doctor of Philosophy degree from our suite of biomedical scientist training programs. These new scientists are critical to support clinical trial, biotechnology, and pharmaceutical industries in Kansas.

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

Description:

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

Outcome/Results: With a total of 21 departments and programs receiving national rankings, we fell 5 short of our baseline goal during 2017. On a positive note, the University of Kansas Medical Center has increased their level of NIH funding over the last 3 years and still maintains 6 departments in the top 25 of public medical schools. Academically, the KU School of Nursing and Schools of Health Professions maintained their *U.S. News* Best Graduate School rankings. When setting the baseline, the University of Kansas Hospital experienced well-earned recognition with multiple years of 12 specialties receiving a top 50 *U.S. News* ranking nationally. Last year, we had 8 specialties ranked in the top 50 with a couple more in the high performing category. With the #1 ranked hospital in Kansas and the Kansas City metropolitan area, the University of Kansas Health System continues achieve excellence in patient outcomes and satisfaction.

Indicator 4: Number of Medical School Graduates (MDs)

Description:

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

Outcome/Results: The 198 medical school graduates matched the second highest academic year total for the KU School of Medicine. Nearly 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, over 50% were matched in residencies in primary care specialties in which to complete their training prior to entering practice.

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

Description:

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

Outcome/Results: This is the third straight year in which the indicator has been above 50%. Further, nearly 3 out of 5 physicians in this group who are currently working in underserved Kansas counties were trained at the Medical Center.

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

Description:

- The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: The overall indicator for Commercialization and Entrepreneurship is down because of a large drop in active confidential disclosure agreements. Active confidential disclosure agreements cover a variety of activities: research, service, commercialization, employment, consulting, committees, etc. and for a specified time period. In FY 2017, 200 more CDAs ended than started. While confidential disclosure agreements are not the most significant of the five metrics in showing progress toward increased commercialization and entrepreneurship, it is the one with largest magnitude. The other four metrics have shown increases or stayed consistent over the years we have been tracking them. KU is reorganizing efforts in the commercialization and entrepreneurship domain. The research leadership at both campuses is examining this very important area of research engagement and further analysis will determine the appropriate infrastructure required to support such activities. Since this indicator was a shared one with the main campus in Lawrence and they have been approved to modify their agreement without this indicator, KUMC will be requesting to KBOR to drop this indicator from our agreement in the upcoming months.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities

Description:

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

Outcome/Results: Approximately 3,175 student enrollments in IPE Opportunities were documented. One of the biggest programs is our local implementation of *TeamSTEPPS*™, a program developed by the Department of Defense and the Agency for Healthcare Research and Quality. It is required for all professional degree-seeking students at KUMC. This program ingrains students with the foundations of interprofessional collaboration and has 3 modules (learn, apply, demonstrate) which participants complete sequentially over multiple semesters. In 2017, we have now successfully implemented modules one, two, and three.

Wichita State University Performance Report AY 2017							**AY 2017 FTE: 11,540**	
Contact Person: Rick Muma		**Phone and email: 316.978.5761 richard.muma@wichita.edu**					**Date: 7/20/2018**	
Wichita State University	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 AY2014: 3,036 AY2015: 2,975 Baseline: 3,003	3,050	↑				
*2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) Baseline: 35.4% (3,192/9,010)	36.2% (1,104/3,050)	↑				
*3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: $25,306,000/ranking:1 AY2014: $28,797,000/ranking: 1 AY 2015: $29,146,000/ranking: 1 Baseline: $27,750,000/ranking: 1	$34,164,000/ Ranking: 1	↑				
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑				
*5. Increase the second year retention rate of first- time/ full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218) Fall 14 Cohort: 72.0% (996/1,384) Baseline: 73.6% (2,859/3,882)	73.0% (1,036/1,420)	↓				
6. Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY2013: 3,206 AY2014: 2,991 AY2015: 2,902 Baseline: 3,033	2,560	↓				
*Updated 7-20-18								

Wichita State University Performance Report AY 2017

Indicator 1: Increase number of certificates and degrees awarded

Description: The Graduation Partnership (GP) is a 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 and increasing the number of degrees awarded.

Outcome/Results: The number of certificates and degrees are above the baseline. The initiatives of the GP have been in place for 7 years and the university is now in the process of reviewing what additionally is needed to assure continued success. For example, we have recently launched a "Think Thirty" initiative to encourage undergraduate students to complete 15 hours/semester or 30 hours each year, in order to graduate in four years. This initiative pairs nicely with the KBOR initiative to make all undergraduate degrees 120 hours. All but 11 degrees are currently at 120 hours. In terms of the "Think Thirty" initiative, for fall 2018 enrollment (among freshmen), we are seeing a 44% increase in students registering for 15 or more hours.

Indicator 2: Increase the percent of STEM degrees conferred

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

Outcome/Results: The number of STEM degrees conferred continues to stay above baseline. In addition to the ongoing above activities, the College of Engineering opened a new state-of-the-art Engineering Student Success Center on the university's innovation campus. This provides more space for programming, retention interventions, and closer proximity to the experiential engineering building.

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

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2016], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Outcome/Results: Research dollars continue to rise each year, and this is the expectation for the foreseeable future as the National Institute for Aviation Research expands its reach. For example, a new crash dynamics lab will be constructed on the innovation campus. The ranking is delayed by one year, due to the National Science Foundation reporting structure.

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

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

recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students. Additionally, a retention scholarship in the amount of $500 is provided to underserved freshmen after their first semester if they reenroll in 12 hours the following semester and have a GPA of 2.5. The scholarship is renewable as long as minimum criteria are met.

Outcome/Results: Wichita State University continues to make steady progress on increasing undergraduate certificates and degrees awarded to underrepresented minorities. The above referenced activities are continuing, except we have changed the retention scholarship to include those students who attend a "Passage 2 Success" program in August just prior to the start of the fall semester. Passage 2 Success is a four-day retreat for incoming freshmen from diverse backgrounds to help in their transition to Wichita State University. The purpose of this retreat is to connect with other incoming students, meet current WSU student leaders, explore Wichita and gain the skills and tools to be socially and academically successful. As part of the program, a targeted competitive scholarship and mentoring program was added in 2017-18 through a collaborative initiative between the Office of Financial Aid and the Office of Diversity and Inclusion. A cohort of first generation students with demonstrated financial need are selected annually and awarded up to $5,000 in renewable scholarships to meet the gap for tuition, fees and books.

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

Description: Three main initiatives are the focus of this indicator and include: 1) The Graduation Partnership (GP), a campus-wide multi-pronged collaborative initiative (includes a student success course [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. The University has a strategic enrollment plan, which also includes enhancing and developing our retention efforts.

Outcome/Results: Wichita State University continues to make progress in first-time/full-time freshmen retention. Although our percentage decreased slightly, this was due to the fact that we had a larger pool of students start as freshmen. We retained 83 more students, compare to the baseline. Our retention rates for underserved students, a subset of the first-time/full-time freshmen, increased by 8.6 percentage points (2015 cohort 66.9%; 2016 cohort 75.5%), something that has not happened in more than 10 years.

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

Description: Our main degree completion program, called WSU complete, provides flexible programs (full-time or part-time) that start on 8-week cycles and is offered during the evening and weekends at WSU's west Wichita campus. Eligible students include those who are returning to college or transferring from another institution after a gap in their education. $2,500 scholarships (from the Osher Reentry Scholarship Program [part-time students can receive $1,500]) will be awarded to help undergraduate students who have experienced a five-year cumulative gap in their education re-enroll. Targeted marketing efforts for adult learners will also be implemented. This initiative supports our goal to provide flexible opportunities for adult learners to obtain a college degree.

Outcome/Results: This indicator continues to be a challenge. To help with this, and since many of these students are transfer students, we have developed (as an alpha partner with the Education Advisory Board - EAB) a transfer portal (http://wichita.edu/transfer2WSU) that allows us to engage with students much earlier in the transfer process. This tool allows potential transfer students to answer the three most pressing questions for them as they contemplate enrolling at WSU: 1) What courses will transfer? 2) How long will it take to complete a WSU degree, and 3) How much will it cost? Additionally, we are phasing out WSU complete and putting more emphasis on online programs. Our new affiliation with WSU Tech allows pathways to degree completion through Shocker Pathway and our proposed Bachelor of Applied Sciences degree, currently being considered by the Kansas Board of Regents.

Cloud County Community College Performance Report AY 2017							**AY 2017 FTE: 1,321**	
Contact Person: Nancy Zenger-Beneda		**Phone and email: (785) 243-1435, ext 249; nzbeneda@cloud.edu**					**Date: 7/12/2018**	
Cloud County Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
***1** Increase first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑				
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑				
3 Increase number of 3rd party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓				
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑				
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%	77.4%	↑				
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑				
*Update 7/12/18								

Cloud County Community College Performance Report AY 2017

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

Description: CCCC will be able to strategically focus retention efforts of first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "College ready" students are defined as those students who were not enrolled in any developmental courses in their initial term. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester.

Outcome/Results:

The College reports retaining 106/155, 68.4% of the "college ready" cohort from the first year to the second year which is an increase over the baseline of 54.5%. The College has increased early interventions with students based on instructor notification of at risk behaviors. CCCC employs two retention specialists. One at each campus. The college has an online reporting tool for faculty to alert the retention specialist immediately when concerns are recognized. Retention specialists instruct a Personal Assessment class for students that have been placed on probation which supports performance tracking and success coaching.

Indicator 2: Increase number of certificates and degrees awarded.

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

Outcome/Results:

The college reports 614 certificates and degrees earned which is over the baseline of 611. Though the indicator does show improvement, it may not be reflective of the true improvement as enrollment has decreased. Increasing the number of degrees and certificates with a smaller number of students suggests there is success in this area. The College has implemented an automatic degree audit which helps advisors, students, and the Registrar identify courses students need for completion of a certificate or degree. Academic advisors (faculty members) have increased their efforts to explain the pathways created by stackable credentials which build to a degree. More students are understanding the benefits of this approach and are pursuing additional certificates. The degree audit provides clear information for students on the pathway to completion. The audit also provides information to the Registrar to review reverse transfer opportunities for students who may have transferred to a 4-year program to transfer credits back to CCCC for degree completion.

Indicator 3: Increase number of third party credentials attained.

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

Outcome/Results:

The reported amount of 295 credentials attained includes 246 CNA, 6 CMA, 29 NCLEX, 7 CDL and 7 EMT which is below the baseline of 362. The college has not been able to find an adequate number of qualified instructors to maintain course offerings. The Department of Aging has very specific credentialing requirements for instructors for CNA, CMA, and Home Health Aid which includes nursing experience in a long-term care facility. This requirement significantly reduces the pool of instructors in the area qualified to teach. Another challenge the college faced was losing our staff member that taught the CDL course and maintained the agreement for truck use. The college has explored a number of options to reestablish this program will continue to pursue a viable option to support offering the CDL credential to students. Finding qualified instructors is a current focus for the Outreach office as the college believes this area should be a continued area of growth to meet regional needs. The inability to locate instructors has decreased our class offerings which has then decreased the number of students able to complete credentials.

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

Description: CCCC will be able strategically focus retention efforts for first-time, full-time degree seeking students by separating the "college ready" from the "non-college ready" students. "Non-college ready" students are those who have enrolled in at least one developmental course during their initial term of enrollment. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of "non-college ready." Using CCCC's Jenzabar Management Information System, students who take at least one developmental course will be identified and tracked to measure retention rates from their initial fall enrollment term to the following fall term.

Outcome/Results:

The college reports retaining 98/164 of the "non-college ready" cohort from the first year to the second year. The English Department has implemented a Composition Workshop combined with English Composition. This change in the developmental English sequence allows students who tested just below English Composition I to enroll directly into the college course and the workshop concurrently. The workshop provides supplemental instruction to help students perform at the level expected in the college level course. The program has proved to be very successful as we have seen more students progress to the college level course and an increase in the students passing the gateway course of English Composition I. We believe success in this gateway course contributes to the overall retention of our "non-college ready" cohort. In addition, faculty use an online alert system to contact the retention specialist when they have concerns about students. The retention specialist provides support and coaching to help students work toward meeting their goals.

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

Description: The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student's perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. Successful completion will be defined as achieving a letter grade of "A," "B," or "C." A review of institutional course data will indicate first attempt pass rates. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

Outcome/Results:

The college reports the number of students passing gateway courses for AY17 as 570/736, 77.4%, which is 35.7% percentage points over the baseline of 41.7%; however, with changes in personnel, the calculation method used to establish the baseline and results reported could not be replicated. Using the calculation method to figure the baseline that was used to figure the AY17 number reported reveals the following: AY12-13 442/767=57.6%, AY13-14 444/705=63%, and AY14-15 447/686=65.2% which would establish a baseline of 1333/2158=61.8%. Referencing the new baseline, the college still shows improvement of 15.6% which more realistically represents the improvement in this area. The college attributes success to realigning outcomes from Intermediate Algebra to College Algebra and the addition of the Composition Workshop to the English Composition courses. Both departments show an increase in annual pass rates of gateway courses.

Indicator 6: Increase the number of completers in online allied health and nursing CEU courses.

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

Outcome/Results:

The college reports in Allied Heath and CEU courses as 239 which is above the baseline of 226. The college has seen a steady increase annually of enrollment in these courses. The expansion of offerings to include online has made the courses available to a larger population.

Manhattan Area Technical College Performance Report AY 2017							AY 2017 FTE: 534	
Contact: Rachel Sherley		Phone and email: 785-320-4557--Rachelsherley@ManhattanTech.edu					Date:8/15/2018	
Manhattan Area Technical College	**Foresight Goals**	**3 year History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1.1	AY 2013 = 400 AY 2014 = 365 AY 2015 = 396 Baseline = 387	431	↑				
***2** Upon completion of their programs, increase the percent of students employed or transferred	2.2	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% Baseline: 787/1,162 = 67.7%	70.5% (285/404)	↑				
3 Upon completion of their programs, increase the number of industry credentials earned by students	2.5	AY 2013 = 302 AY 2014 = 341 AY 2015 = 405 Baseline = 349	383	↑				
4 Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase percent retained to the next academic year	1.2	AY 2014: 75.5% (213/282) AY 2015: 76.1% (175/230) AY 2016: 60.8% (113/186) Baseline = 71.8% (501/698)	64% (41/64)	↓				
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	AY Data: 2014: Avg. Score=74.9% (N=643) 2015: Avg. Score=78.1% (N=707) 2016: Avg. Score=78.7% (N=668) Baseline = 77.3%	Avg. Score = 78.8% (N=432)	↑				
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1.1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%	18.5% + 41% = 59.5%	↓				
*updated 7/10/18								

Manhattan Area Technical College Performance Report AY 2017

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

Description: In order to increase completion rates, MATC has implemented a variety of initiatives that should result in more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, as will be expanded on under Indicator 4, modifications were made to the Workplace Writing (COM-100) and Workplace Math (MAT-099) courses, which should result in higher pass rates in English and Math courses that fulfill the general education requirements. Second, we have a computer program (Accudemia) that serves as an early alert system for at-risk students. It provides a platform for referrals by Faculty and Student Services staff and notifies the Director of the Learning Resource Center and the student's advisor resulting in proactive responses that facilitate early intervention. This indicator is in line with Foresight 2020 Goal 1.1.

Outcome/Results: MATC awarded 431 certificates and degreed in AY 2017, an increase of 10.21% over the established baseline.

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

Description: This indicator is tied to Indicators #1 above and #3 below. Without retention through successful completion of the program (Indicator 1) and successful acquisition of an industry credential (Indicator 3), increasing the numbers of students employed after leaving MATC would be impossible. Thus, retention is the key to success on all three indicators. That being said, MATC is taking additional steps to facilitate employment after graduation. First, several programs have mechanisms (Occupational Work Experience (OWE), clinical, internships, etc.) in place to ensure their students have opportunities to meet and talk to individuals in program-related businesses. Many students are hired by the companies at which they have completed OWE and/or internships. In terms of students continuing their education at another institution new articulation agreements were developed at the college level, as well as the statewide agreements facilitated by KBOR. This more seamless approach to transfer through articulation agreements results in more students moving on to complete bachelor degrees and beyond at other institutions. Given all of the initiatives related to facilitating contact between students and potential employers, and the steps taken for a seamless transition to other postsecondary institutions, the numbers of students employed and/or continuing their education will continue to increase. This indicator is in line with Foresight 2020 Goal 2.2.

Outcome/Results: In AY2017, 285 of 404 completers were employed or transferred to another institution. This is an increase of 2.8% over the baseline.

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

Description: Possession of an industry credential or credentials greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, 13 of 16 programs (certificate only, certificate or degree, and Stand Alone Parent Programs) provide students with opportunities to earn one or more industry credentials. We are currently exploring the availability of ISO-17024 certifications for the remaining three programs. Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials. This indicator is in line with Foresight 2020 Goal 2.5.

Outcome/Results: AY2016 resulted in an 8.88% increase over the baseline. While the actual number of students is lower than compared to AY2015, which could be due to the updates incorporated by the institution to move away from a manual data process that was necessary at the time, to one that has devoted resources to the utilization of its database resulting in more efficient results. Overall this is a growth from 2 years prior.

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

Description: One of the main obstacles for students to finish their Certificate or AAS Degree is the completion of the general education requirements, including English and/or Math. MATC uses ACCUPLACER exams to evaluate incoming students in reading, writing, and math courses for the purpose of placement. Students who have ACCUPLACER Sentence Skills scores < 69 must take Workplace Writing (COM-100) and students who have a ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71must take either Workplace Math (MAT-099—2 credit hours) or Technical Mathematics I with Review (MAT-102—5 credit hours). Students

must pass COM-100 with a "C" or better to be eligible to take an English course that fulfills the general education requirement (i.e., English Composition (COM-105) or Technical Writing (COM-110)). Students must pass MAT-099 with a "C" or better to be eligible to take Technical Mathematics I (MAT-101), the course that fulfills the certificate option. Students who pass MAT-102 with a "C" or better will meet the general education math requirement for a certificate. This indicator is in line with Foresight 2020 Goal 1.2 in that it will serve to increase retention rates at MATC.

Outcome/Results: Due to the changes in remedial education and the guidelines presented by KBOR to incorporate a more discretionary placement approach, both aforementioned changes were piloted in AY2016, due to these changes in approach the overall number of students testing into remedial courses has declined from 186 students in AY2016 to 64 students in AY2017. While the retention of the AY2017 students is 3.2% higher than the prior year, it is still below the established baseline. The focus in AY2017 was on remedial and technical math providing a recitation and a review component to allow additional resources to improve completion. The goal is to improve retention of these students with the additional resources being implemented, so they can proceed in completion of their chosen program of study.

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

Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. These core skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on. Core skills are regularly used in practice resulting in the development of a series of rubrics that serve as guides to assessment. Each rubric consists of 20 criteria; 5 of which are broad enough to be used in any discipline, while the remaining 15 provided higher degrees of specificity and applicability in particular disciplines. Members of the Assessment Committee work with individual faculty to show how these rubrics can be used to assess something they are already doing as part of the technical training. This indicator is in line with Foresight 2020 Goal 2.1.

Outcome/Results: AY2017 showed a decrease in the number of students who were administered the rubrics from 668 in AY2016 to 432, however the assessment score of those 432 exceeded the baseline by 1.5%. The decline in students assessed on their core workplace skills is due to numerous factors. Initially, effective AY2016 the core abilities dropped off Foresight 2020 and was placed onto the performance report at that time, therefore MATC was not given a directive, as we had in years prior, from KBOR on which core abilities we needed to assess for AY 17. Secondly, the college community was preparing for the mid-cycle review visit from the Higher Learning Commission, which consumed college's focus due to a newer administration coming in and limited assessment rubrics for AY17. Furthermore, with the next reporting period for the performance report our percentage and number of students will be significantly lower due to our directive from HLC to reexamination our assessment procedures and implemented a pilot in AY2018.

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

Description: Since 2010, upon receiving full accreditation from the HLC, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings. The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention. This indicator is in line with Foresight 2020 Goal 1.1.

Outcome/Results: The data submitted for past cohorts were of students who started in program courses specific to programs of study, and not based off when the student entered MATC. Changes in administration and staff has resulted in focus being towards utilizing our database (Jenzabar) more so than in past years, which resulted in the addition of cohorts based off when students first enter our institution. This is a necessity in order to report IPEDS and other KBOR reports more accurately. The percentages are different than in years past because of the change in less manual calculating for reporting and pulling data directly from Jenzabar. As an example, students will enter Manhattan Tech initially to complete their general education requirements prior to being accepted into a program of study, such as Practical Nursing, because we are counting them in the cohort they entered our institution it shows they have not completed that specific program within 2 years, when actually they did if you look at the date they started the program, rather than the date they entered the institution. As such, this is why the completion rate is lower and the retention rate is higher.

Salina Area Technical College Performance Report AY 2017							AY 2017 FTE: 367	
Contact Person: Denise Hoeffner		Phone and email: 785-309-3110, denise.hoeffner@salintech.edu					Date: 8/14/2018	
Salina Area Technical College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performanc	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
***1** Increase the three-year graduation rates of college ready cohort.	1	2013: 61% (83/136) 2014: 61.5% (91/148) 2015: 65.1% (84/129) Baseline: 62.5% (258/413)	74% (304/410)	↑				
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2	2012: 74.3% (410/552) 2013: 77.3% (418/541) 2014: 82.0% (346/422) Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑				
3 Increase the wages of students hired.	2	2013: $27,516 2014: $19,930 2015: $21,912 Baseline: $23,119	$26,168	↑				
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑				
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑				
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑				

Salina Area Technical College Performance Report AY 2017

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 and is the following: 2013 (Fall 2009 Adjusted Cohort): 61%, 2014 (Fall 2010 Adjusted Cohort): 61.5%, and 2015 (Fall 2011 Adjusted Cohort): 65.1%. The baseline, calculated based on that three-year average, is 62.5%.

Outcome/Results:

Our three-year (a.k.a. 150%) graduation rate, which we reported to IPEDS during AY 2018 (based on our 2014 adjusted cohort of students), was 74% (304/410). Our baseline three-year (a.k.a. 150%) graduation rate was 62.5%. Therefore, we met our goal of increasing the graduation rate of our college-ready cohort.

Indicator 2: Increase percent of students employed or transferred 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 KDOL. Specifically, we used data from 2012, 2013, and 2014. This data has helped us to set the baseline of 77.5% for the number of students from SATC who are employed or transferred in Kansas one calendar year after graduation.

Outcome/Results:

The data for AY 2017, which were provided by KBOR, showed that 82.6% (319/386) of our students were employed in Kansas one calendar year after graduation. Our baseline was 77.5%, so the outcome/results were positive.

Indicator 3: Increase the wages of students hired.

Description: Many Salina Area Technical College graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4-year graduate. SATC continues to recruit and encourage students to enter high wage, high demand occupations such as Commercial Truck Driving, Heating Ventilation and Air Conditioning, Computer Aided Drafting, Emergency Medical Technicians and Electricians. Students graduating from these programs can expect to earn a higher than average starting salary right after graduation. As these are high demand occupations as well, there are many employment opportunities throughout Kansas. The wages of students hired are as follows: 2013: $27,516, 2014: $19,930, and 2015: $21,912. These data were provided by the Kansas Department of Labor and were included in the KBOR K-TIP Report. These data have helped us to set the baseline of $23,119 for the wages of students hired.

Outcome/Results:

The AY2016 K-TIP report shows, on page 35, that the institutional grand total for SATC, under the "Median Wage: Graduates Exited and Employed" column, was $26,168. Our baseline median wage was $23,119. Therefore, we met our goal of increasing the wages of students hired.

Indicator 4: Increase the number of college-level credit hours completed by concurrently-enrolled students.

Description: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has placed significant time and effort in partnering with local and area high schools in order to expose students to career and technical education. New partnerships and agreements are being

developed and implemented. For this indicator, three years of historical data was taken from KHEDS AY files and is the following: 2013: 1,247, 2014: 1,851, and 2015: 2,310. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students. The data from these three years have provided us with the information needed to provide a baseline of 1,803 for the number of college-level credits completed by high school students.

Outcome/Results:

Based on our KBOR AY 2017 Registrations and Enrolled Flags files, our unduplicated head count of high school students who completed college-level credits during AY 2017 was 371. Those 371 students completed 3,688 college-level credit hours during AY 2017. Our baseline was 1,803 credit hours. Therefore, we met our goal of increasing the number of college-level credit hours completed by concurrently-enrolled students.

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas.

Description: The mission of Salina Area Technical College is 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, in addition to the advisory boards, gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring. 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. The number of students completing programs in high demand occupations in Kansas are as follows: 2013: 64, 2014: 73, and 2015: 67. These data were pulled from our KHEDS Completions file for each academic year. This data has helped us to set the baseline of 68 for the number of students completing programs in high demand occupations in Kansas.

Outcome/Results:

Our KBOR AY 2017 Completions file shows we had 78 (unduplicated head count) students who completed programs in high-demand occupations in Kansas (Commercial Truck Driving, HVAC, Medical Assistant, Dental Assistant, CAD, EMT, and Electrical Technology). Our baseline was 68 graduates/year. Therefore, we met our goal of increasing the number of students completing programs in high-demand occupations in Kansas.

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. For AY13 – AY15, we were using COMPASS scores and these scores placed the students into the non-college-ready category: COMPASS Pre-Algebra score 0 – 43. Beginning with AY 2017, we will also be using Accuplacer and/or ACT scores as well as COMPASS scores to identify our non-college-ready group of students. Our goal is to Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year.

Outcome/Results:

We ran a report from our SIS showing all students' math placement scores. From there, we identified anyone with a low math placement score as "non-college-ready". Specifically, students were identified as "non-college-ready" based on having a Compass Pre-Algebra score below 44, an ACT Enhanced Math score below 17, or an Accuplacer Classic Arithmetic score below 78. Then, we compared these non-college-ready students to our AY 2016 Declared Majors file to identify the number of non-college-ready students who were enrolled at SATC in AY 2016. We excluded non-degree/non-certificate seeking students (whose Declared Majors would have been submitted as "NONE"). We found that 73 non-college-ready students were enrolled as degree/certificate-seeking students at SATC during AY 2016. We then compared those 73 students to both our AY 2016 Completions file and to our AY 2017 Declared Majors file. We found that 62 of the 73 students (84.9%) completed their program in AY 2016 and/or were retained for the next academic year (AY 2017). Our baseline was 73.8%, so we met our goal of increasing the percentage of degree/certificate-seeking, non-college-ready students who completed their program and/or were retained for the next academic year.