KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Tuesday, February 2, 2021
11:00 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger	
	A. Roll Call		
	B. Approve minutes from January 20, 2021 video conference		p. 3
II.	**Consent Agenda**		
	A. Bachelor of Arts in Interdisciplinary Entrepreneurship	David Cordle, ESU	p. 6
III.	**Discussion Agenda**		
	A. Associate of Applied Science in Career & Technical Education	Howard Smith, PSU	p.18
IV.	**Other Matters**		
	A. Approve AY2019 Performance Reports	Sam Christy-Dangermond	p.27
	B. Coordinating Council Update	Regent Kiblinger	

V. Suggested Agenda Items for February 17th Meeting
   A. Kansas Health Science Center Update
   B. Low Enrollment Program Review Reports – PSU & ESU
   C. Discuss Proposed Changes to the New Academic Units and
       Academic Programs Policy

VI. Adjournment

Date Reminders:
- Low Enrollment Program Review Report Presentations:
   o February 17th – KU & FHSU present to Board
   o February 17th – PSU & ESU present to BAASC
   o March 17th – PSU & ESU present to Board

Board Academic Affairs Standing Committee

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets by conference call approximately two weeks prior to each Board meeting. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Ann Brandau-Murguia

Helen Van Etten

Allen Schmidt

Board Academic Affairs Standing Committee
AY 2021 Meeting Schedule

Meeting Dates	Time	Location	Institution Materials Due
August 25, 2020	11:00 am	Conference Call	July 30, 2020
September 9, 2020	1:30 pm	Topeka	August 19, 2020
October 14, 2020	TBD	KU *CANCELED*	September 25, 2020
November 3, 2020	11:00 am	Conference Call	October 15, 2020
November 18, 2020	10:30 am	Topeka *Originally 10:15 at ESU	October 28, 2020
December 1, 2020	11:00 am	Conference Call	November 12, 2020
December 16, 2020	10:15 am	Virtual Meeting *Originally in Topeka	November 24, 2020
January 5, 2021	11:00 am	Conference Call *CANCELED*	December 17, 2020
January 20, 2021	10:15 am	Topeka Virtual Meeting	December 30, 2020
February 2, 2021	11:00 am	Conference Call	January 14, 2021
February 17, 2021	10:15 am	Topeka	January 27, 2021
March 2, 2021	11:00 am	Conference Call	February 11, 2021
March 17, 2021	10:15 am	Topeka	February 24, 2021
March 30, 2021	11:00 am	Conference Call	March 11, 2021
April 14, 2021	10:15 am	FHSU	March 24, 2021
May 4, 2021	11:00 am	Conference Call	April 15, 2021
May 19, 2021	10:15 am	Topeka	April 28, 2021
June 1, 2021	11:00 am	Conference Call	May 13, 2021

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, January 20, 2021

The January 20, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:17 a.m. The meeting was held by Zoom.

In Attendance:
Members: Regent Kiblinger, Chair   Regent Schmidt   Regent Van Etten
         Regent Brandau-Murguia

Staff: Daniel Archer   Karla Wiscombe   Tara Lebar
         Amy Robinson   Sam Christy-Dangermond   Marti Leisinger
         Steve Funk   Judd McCormack   Scott Smathers

Others: Adam Borth, Fort Scott CC   Aron Potter, Coffeyville CC   Alysia Johnston, Fort Scott CC
         Chuck Taber, K-State   Brian Niehoff, K-State   Brad Bennett, Seward County CC
         Cindy Hoss, Hutchinson CC   Cole Shewmake, PSU   David Cordle, ESU
         Holly Storkel, KU   Howard Smith, PSU   Jane Holwerda, Dodge City CC
         Jason Sharp, Labette CC   Jill Arensdorf, FHSU   Joe Weir, KU
         John Colombo, KU   Kim Morse, Washburn   Kim Zant, Cloud County CC
         Kaye Monk-Morgan, WSU   Linnea GlenMaye, ESU   Lori Winningham, Butler CC
         Lua Yuille, KU   Mahbub Rashid, KU   Mark Allen, Independence CC
         Mark Reynolds, KU   Michelle Schoon, Cowley CC   Mickey McCloud, JCCC
         Monette DePew, Pratt CC   Nick Stevens, KU   Rick Ginsberg, KU
         Robert Klein, KUMC   Jean Redeker, KU   Steve Loewen, FHTC
         Shirley Lefever, WSU   Barbara Bichelmeyer, KU   Sarah Robb, Neosho County CC

Regent Kiblinger welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes
Regent Brandau-Murguia moved to approve the December 16, 2020 meeting minutes, and Regent Van Etten seconded the motion. With no corrections, the motion passed.

Consent Items
Barbara Bichelmeyer presented the KU request for approval to seek accreditation for a Bachelor of Science in Interior Architecture. Mahbub Rashid, Dean of the School of Architecture and Design, and Nisha Fernando, Director of Interior Architecture Program, were available for program-specific questions. Barbara stated the program is well-received and subscribed to, and KU is seeking accreditation from The Council of Interior Design Accreditation (CIDA). The accreditation meets internationally recognized standards through a peer-review process. There are fees associated, which include an annual accreditation fee. Being accredited helps graduate students by having a quality educational endorsement and provides professional standards annually reviewed to ensure the curriculum is relevant, current, and matches industry needs. It will also make this program more competitive and ensure students are recognized as well-versed and knowledgeable in their discipline.

Regent Van Etten asked how many students were in the program and whether other Kansas institutions offer a similar program. Dean Rashid responded they had 72 students in the first three years of the program, and they expect over 30 more this year. This will bring the total to over 100 students in the program over four years. It

was noted that K-State offers a program in Interior Architecture at a master level, while at KU, it will be at a bachelor level. Dean Rashid stated there was market demand to support both in the upcoming years.

Regent Van Etten moved to place the Bachelor of Science in Interior Architecture on the Board's consent agenda for today's meeting, and Regent Schmidt seconded the motion. With no further discussion or questions, the motion passed unanimously through a roll call vote.

Annual Report on Exceptions to the Minimum Admission Standards at State Universities
Sam Christy-Dangermond presented the Annual Report on Exceptions to the Minimum Admission Standards at State Universities. State statute requires the Board to annually submit to the Legislature information on the following categories of student admissions: (1) the number and percentage of freshman class admissions permitted as exceptions to the minimum admissions standards and (2) the number and percentage of transfer student admissions permitted as exceptions to the minimum admissions standards. This report is presented to BAASC before sending it to the Legislature. Sam discussed background information, admission criterion, and student exceptions data as provided in the issue paper. Sam noted admitting an applicant as an exception is at the discretion of each university as long as they don't exceed the associated 10% window. No state university exceeded the limit on the number of applicants admitted as exceptions to the minimum standards. The overall percentage of student exemptions has increased slightly from the previous year. Regent Van Etten asked if students who have been denied had applied at different institutions and if this data could be considered in the future. Sam responded they do not have this type of data on the student level. Regent Kiblinger noted some duplication might occur if students are counted in multiple universities as a denial, but as an exception at one. Regent members unanimously endorsed the report to move forward to the Legislature.

Low Enrollment Program Reviews
Last spring, the Board discussed low enrollment programs as one of the 2020-2021 Board Goals. At that time, The Board concluded state universities would review all their undergraduate low enrollment programs under strategic program alignment. K-State and WSU presented on November 18, KU and FHSU will present today, and ESU and PSU will present on February 17. The process will include an initial review by BAASC and a second and final review by the Board.

- Barbara Bichelmeyer presented the KU report and provided a PowerPoint presentation, which will be emailed to all institutional representatives. Several faculty members were also available for program-specific questions. KU has listed fifteen programs below the minimum enrollment threshold. KU is recommending seven programs be merged: 1) Latin American & Caribbean Studies, 2) European Studies (co-major) 3) Classical Languages, 4) Classical Antiquity, 5) Slavic and Eurasian Languages & Literature (SELL), 6) German Studies, and 7) Russian, East European, & Eurasian Studies (REES). KU is recommending two programs be discontinued: 1) Visual Art Education, and 2) Humanities. KU is recommending six programs be continued: 1) Dance, 2) American Studies, 3) Religious Studies, 4) African & African American Studies, 5) Astronomy, and 6) Physical Education Plus. KU provided detailed recommendations and rationale, budgetary overview and fiscal responsibilities, and relevant university activities they utilize in their Strategic Planning 2020.

  Regent Van Etten asked if Astronomy feeds into other programs. Barbara responded it feeds into service courses and research opportunities. Dean John Colombo added that Astronomy is a sub-major within the Physics department and has shown considerable enrollment growth over the last few years. They have recruited excellent faculty who have brought with them external funding, and KU is developing a nationally and globally strong reputation in this area. Associate Dean Holly Storkel added that the data pulled for the report is a few years old, there has been additional growth more recently, and this program is on track for Board requirements. Regent Van Etten noted she would like programs that are being recommended to continue, be reviewed systemwide before the required 5-year review cycle. Barbara noted their programs are internally reviewed annually.

The Committee had further discussion about cost savings, personnel changes that come with mergers and discontinuing programs, and tuition and fee dollars generated by some of the programs under review.

Regent Kiblinger asked about the timeline for merging programs. Associate Dean Storkel responded the programs would need to have a structure created under their governance process, and they plan to start this process as soon as they obtain approval. They anticipate the new merged programs will be ready by the end of this semester, and they will have a period of time where the old program will finish out. She noted closing departments is more extensive due to the need to follow the discontinuation process, which will take at least most of the next academic year to move through those steps.

- Jill Arensdorf presented the FHSU report. FHSU has listed twelve programs below the minimum enrollment threshold. FHSU is recommending six programs for discontinuance: 1) Computer Engineering Technologies/Technicians, 2) Biological and Physical Sciences, 3) Geography, 4) Athletic Training/Trainer, 5) Administrative Assistant and Secretarial Science, and 6) Business/Corporate Communications. FHSU is recommending two programs be merged: 1) Art Teacher Education and 2) Art/Art Studies. FHSU is recommending two programs for additional review: 1) Foreign Languages and Literature and 2) Music. FHSU is recommending two programs be continued: 1) Physics and 2) Philosophy. FHSU provided the detailed reviews for each of the six programs they recommend for merging, additional review, and continuation.

  Regent Schmidt asked if the Kansas Academy of Mathematics and Science (KAMS) and Academy of Mathematics and Science (AMS) enrollment is down due to the pandemic. Jill responded that this is the reason, as they were not able to recruit and obtain students. Jill noted they anticipate growth in AMS and that KAMS has almost capped out in enrollment. Their long-term plan is to grow this program. Regent Schmidt asked how much support they provide to high schools in music and theatre. Jill responded they provide private instruction, use of facilities, summer camps, and community art and music, noting this is an important part that is not easily shown through data.

Other Matters and Updates
Daniel Archer led a discussion on the review process for universities requesting to offer associate degrees. He noted there might be a policy gap that needs to be examined. Requests for a university to offer associate degrees are rare. During the standard approval process, there is no avenue for community colleges to provide input, and they are more likely to be impacted by associate programs. A written comment period for community college personnel is being suggested, which will be considered by BAASC. PSU is currently in the approval process for such a degree, and community college feedback has been obtained for this program. The PSU degree will be up for approval in BAASC at the next meeting. Daniel will provide community college feedback to BAASC prior to the meeting. Additionally, BAASC members unanimously agreed to have Daniel add a formalized process in the new academic program policy for including community college feedback when universities seek to offer associate degrees. Daniel stated he will put something together and present it at the February or March meeting.

Regent Schmidt provided an update from the Direct Support Professional (DSP) Working Group. He stated he is pleased that they are moving forward and plan to launch something at the CTE level. The College of Applied Studies and Counseling degree programs at WSU are taking the lead.

Adjournment
The next BAASC meeting is February 2, 2021, at 11 a.m.

Regent Schmidt moved to adjourn the meeting, and Regent Van Etten seconded the motion. With no further discussion, the meeting adjourned at 12:05 p.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia State University has submitted an application for approval and the proposing academic unit has responded to all of 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.

February 2, 2021

I. General Information

A. Institution   Emporia State University

B. Program Identification
   Degree Level: Bachelor's
   Program Title: Bachelor of Arts in Interdisciplinary Entrepreneurship

   Degree to be Offered: Bachelor of Arts
   Responsible Department or Unit: School of Business
   CIP Code: 52.0701
   Modality: Face-to-Face
   Proposed Implementation Date: August 2021

   Total Number of Semester Credit Hours for the Degree: 120 hours

II. Clinical Sites: Does this program require the use of Clinical Sites?   No

III. Justification

A. National Justification:

In a society where self-employment is becoming more desirable and the Gig economy is becoming increasingly more prevalent, students are looking for the opportunity to turn their greatest interests into lifelong pursuits. These lifelong pursuits must support their lifestyle while allowing them to contribute in meaningful ways and maintain a healthy work-life balance. Entrepreneurs are quickly becoming a critical intervention for struggling economies, providing necessary opportunities for individuals with entrepreneurial propensity who find themselves unemployed during difficult economic times (Nicholls-Nixon, 2005). Entrepreneurship is defined as the process of recognizing and exploiting new business opportunities usually through new business ventures (Aldrich & Cliff, 2003; Davidsson & Wiklund, 2001; Shane & Venkataraman, 2000).

Individuals around the world are finding entrepreneurship as an avenue to create wealth, stimulate economies, and fulfill self-employment dreams. Entrepreneurship and entrepreneurial education are on the rise in the United States. Currently, one out of every eight adults engages in launching a business (Fairlie, 2014). The Kauffman Foundation suggests that entrepreneurs launch 476,000 businesses each month in the United States (Fairlie, 2014). According to the Kauffman Foundation, sixty-four million people are millennials who show high levels of interest in entrepreneurship (Weber, 2017). The millennials represent a significant proportion of the U.S. employment spectrum for the next five decades. Universities across the United States are recognizing the importance of entrepreneurial education as noted by the increase of entrepreneurship majors. This recognition is

evidenced by the fact that in 1970 only 16 colleges and universities offered entrepreneurship or small business classes; today these courses are offered by more than 2,300 colleges and universities across the United States.

Sadly, entrepreneurial educators are beginning to recognize that traditional entrepreneurial educational programs are failing to produce the successful entrepreneurial business launches anticipated. Some reasons for this failure is a low development of entrepreneurial mindset and a failure to launch ventures due to an education entrenched in predominantly traditional business pedagogy that does not develop the necessary entrepreneurship qualities that allow students to be confident that they are ready to launch and successfully run a business. Heavy commitments of time and money invested in these programs prevent them from having the flexibility to correct the problems that are being identified.

Interdisciplinary entrepreneurship will allow students to connect their interests and passions with the needed entrepreneurial mindset and necessary business skills to launch and manage a successful business. When Florida Gulf Coast University (FGCU) announced it was starting their bachelor's degree program in 2017, they hoped the program would attract up to 25 students the first year and up to 140 students by the fifth year. They are beginning the 2020 fall semester with 336 students. Dr. Sandra Kauanui, Director of FGCU's Institute of Entrepreneurship, states, "Because of the interdisciplinary approach to this (program), we are getting kids from all over"(Bland, 2018).

ESU's Bachelor of Arts in Interdisciplinary Entrepreneurship will educate the entrepreneurs of tomorrow. Students will acquire a comprehensive set of skills that will prepare them to establish their own start-up or assist larger corporations to be more innovative. During their four years at ESU, students will have an opportunity to develop an idea for a start-up and launch that start-up during their time in Emporia. The coursework is designed to allow them to work and develop their business from ideation to launch within their coursework. Upon graduation, these students will be prepared to manage and grow their businesses full time.

B. State Justification:
Currently in the state of Kansas, three universities provide a traditional major in entrepreneurship (Kansas State, Wichita State, and Washburn), four KBOR universities provide a minor in entrepreneurship (Kansas State, Wichita State, Washburn, and Fort Hays State), two of the KBOR universities provide certificate programs (University of Kansas and Washburn), one provides a concentration (University of Kansas), and one KBOR university provides none of the previous mentioned entrepreneurial education opportunities (Pittsburg State). Emporia State University is proposing the only entrepreneurship major that would permit students of all interests to develop the necessary entrepreneurial skills to pursue a business venture after graduation. The Bachelor of Arts in Interdisciplinary Entrepreneurship provides a new and innovative opportunity for students in the Midwest to pursue their entrepreneurial interests.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Three surveys were administered to gauge student interest in the program. Surveys were sent to ESU students, Flint Hills Technical College (FHTC) students, and some high school students, as well.

After a brief description of the program proposed, ESU students were asked three questions:
1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
2) Major area of study
3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of ESU surveys administered: ……………… 2,960

Number of ESU completed surveys returned: ………. 142
Percentage of ESU students interested in program: … 45.07 %

After a brief description of the program proposed, Flint Hills Technical College (FHTC) students were asked three questions:
1) Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
2) Major area of study
3) Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of FHTC surveys administered: ……………… 400
Number of FHTC completed surveys returned: ………. 15
Percentage of FHTC students interested in program: … 100%

The survey was distributed to high school students through the Kansas Business Education Board and the Mountain-Plains Business Education (13 board members). After a brief description of the program proposed, high school students were asked four questions:
1)   Zip Code (Due to the large geographic range surveyed, this was captured to assist with potential future marketing efforts.)
2)   Class standing for Fall 2020 (Freshman, Sophomore, Junior, Senior)
3)   Major area of study
4)   Interest level in the program (only students who marked interested or very interested were classified as interested in the program)

Number of high school surveys administered: …………………………   unknown
Number of high school completed surveys returned: ……………………   122
Percentage of high school students interested in program: ……………...…   37%

B. Market Analysis

Market Segmentation, Market Size, and Market Trends
The Bachelor of Arts in Interdisciplinary Entrepreneurship will have the opportunity to draw from four market segments: ESU students, technical college/community college students, high school graduates, and adults within the community. Three of these market segments were surveyed and found to be highly interested in the new major.

ESU Students:
Recent undergraduate enrollment at Emporia State University was 3,405 students were surveyed to discover their interest. Of the 142 students that responded (COVID-19 and forced online delivery method accounted for the low response rate), 45% were very interested in the program. One graduating senior commented, "I know of several art colleagues who would be interested and benefit from this choice for major."

Faculty from majors in departments all over the ESU campus are keenly interested in offering this option to their students. One liberal arts faculty recently commented, "I have been excited by the possibility of the development of this major for some time. Many art students intend to start their own business upon graduating from ESU. Many of the faculty in the Department of Art are unfamiliar with all that entails starting a business and are unable to share the appropriate information with interested students. This program is especially catered to drawing creative minds into entrepreneurship, and the Department of Art has the type of 'out of the box' thinkers needed for the next generation of entrepreneurs. For these reasons, I am especially supportive of this new program offering at ESU and look forward to encouraging students to enroll in the near future." Summer

entrepreneurship camps and high school involvement in ESU entrepreneurial pitch contests will be used as recruiting events.

Technical and Community College Students:
According to the 2020 Kansas Board of Regents Enrollment Report, in Academic Year 2019, community colleges in Kansas enrolled 45,375 FTEs (full-time equivalents) and technical colleges enrolled 7,522 students. ESU would work diligently to provide dual enrollment programs and 2 + 2 agreements with regional community and technical colleges. An administrator from one of the schools in Kansas stated, "Many students come into our program to learn a trade and possess desire to open their own business. They do not have the opportunity in our program to gain that business background. This is not an area we can cover within our existing programs. With the positive reputation of the School of Business at Emporia State University, this entrepreneurship major would hold special interest to our students." Of the students surveyed at one of the technical schools in Kansas, 100% of the students responded that they would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

High School Students:
There were 34,450 seniors in public high schools in Kansas in the 2019–2020 academic year. Next year that number is projected to grow to 34,982 and by 2023 projected to be 35,686 (http://ipsr.ku.edu/ksdata/ksah/education/6ed1b.pdf). As described in the justification of this proposal, high school students are becoming increasingly interested in entrepreneurial education to address the employment concerns evident in our regional communities. The BA in Interdisciplinary Entrepreneurship is a unique program that connects the high school student's educational interests with a potential venture start-up. There is only one other program (FGCU) in the United States that offers a similar program. This program is drawing students from all over the nation and growing exponentially. Providing a program in the Midwest would attract students that desire this type of education at a much more reasonable cost. The BA in Interdisciplinary Entrepreneurship would be marketed to high school students in Kansas, Missouri, Nebraska, Colorado, Texas, Arkansas, and Oklahoma. When surveyed, 37% of these students would be interested in pursuing a BA in Interdisciplinary Entrepreneurship at Emporia State University.

Adults in Community:
Many adults in the Emporia area have commented on the possibility of broadening their educational marketability by taking advantage of this type of major. Although this population was not surveyed, recent economic challenges have provided motivation for adults in the region to expand their skills to allow them to become more marketable in challenging economic times. Current business owners have suggested that this degree would be helpful to attract and keep locally educated students. Stopping the brain drain from rural Kansas and promoting successful entrepreneurial startups in rural communities with community support and mentorship will only be an economic and educational boost for the state of Kansas.

SWOT Analysis

Strengths
The potential strengths that an ESU BA in Interdisciplinary Entrepreneurship would offer would include:
- increased admissions
- more educational opportunity for ESU students
- development of stronger soft skills for graduates
- increased state revenue
- positive economic impact on regional communities around ESU
- increased business start-ups
- expansion of entrepreneurial ecosystem for the state of Kansas

Weaknesses
The weakness associated with a BA in Interdisciplinary Entrepreneurship at ESU might include:
- the popularity of this program in upcoming years may negatively impact enrollments in entrepreneurship at other KBOR universities
- available places to host future entrepreneurial incubators and accelerators are somewhat limited in the Emporia area
- current faculty load could not sustain exponential growth of this major and new faculty lines would be needed
- the popularity of this degree could cannibalize other degrees currently offered

Opportunities
The opportunities associated with a BA in Interdisciplinary Entrepreneurship at ESU would include:
- increased marketing reach for future enrollment
- collaboration with other entrepreneurship programs nationally and within the state of Kansas
- fluid cooperative educational experiences between ESU, community colleges, and technical schools
- increased alumni involvement to mentor and support student entrepreneurs

Threats
The threats that could be experienced by providing a BA in Interdisciplinary Entrepreneurship at ESU might include:
- increase in interdisciplinary entrepreneurship programs nationally
- increased demand for complete online delivery teaching methods
- loss of revenue to support higher education on a national level

V. Projected Enrollment for the Initial Three Years of the Program*

Year	Headcount Per Year (cumulative)		Sem Credit Hrs Per Year (cumulative)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	25	5	750	60
Year 2	50	35	1,500	420
Year 3	75	60	2,250	720

*Part-time enrollment numbers based on actual enrollments from FGCU.

VI. Employment

The ultimate goal of the BA in Interdisciplinary Entrepreneurship is to prepare students to launch a business in their area of interest (i.e., self-employment). To this end, professors will be mentoring students in years three and four specifically toward these goals and helping them evaluate the necessary resources, including start-up capital. Mentors in the students' areas of interest will be provided to assist them in the decision-making process. If the mentor is planning on exiting their business in the next few years, arrangements will be provided to allow the entrepreneurship student to acquire the existing business if desired. This will provide acceptable exit strategies for businesses throughout the state of Kansas and allow students to transition into business ownership with continued oversight and assistance from the previous owner, if desired.

However, for students who do not desire to open their enterprise immediately or take over the operation of an existing business, their education will provide them with the skill set to achieve employment in numerous areas. As stated by Michalowicz (2011), entrepreneurship education allows students to develop the business skills to work in numerous areas of employment including mid-level management, business consulting, sales, research

and development, nonprofit fundraising, and corporate recruiting to name a few.

According to the National Association of Colleges and Employers 2020 job outlook survey, employers are looking for employees with problem-solving skills, verbal communications skills, leadership, strong work ethic, and team-working skills. Throughout the BA in Interdisciplinary Entrepreneurship, students will be taught these critical skills through collaboration exercises, pitch contests, ideation experiences, and entrepreneurial competitions. The students within this program will develop the creativity and innovation to problem solve and communicate ideas that will make them ideal candidates for future employment.

Figure 1. Employment Opportunities

Five of the top recruiting resources for graduates were evaluated in September, 2020 to compile the resource below (https://www.indeed.com/; https://hiring.monster.com/;https://www.glassdoor.com/; https://www.ziprecruiter.com/; https://www.linkedin.com/).

Job Description	Indeed	Monster	Glassdoor	ZipRecruiter	LinkedIn
Mid-level Management	20,916	12,597	601	31,225+	3,234
Consultant	140,087	16,248	37,397	387,041+	497,868
Sales	367,223	644,823	124,372	1,162,240+	922,033
R & D	182,771	24,673	52,884	254,786+	196,115
NFP Fundraising	3,357	9,474	203	2,379+	752
Recruiter	7,771	292,108	8,773	690,698+	206,295

VII. Admission and Curriculum

A. Admission Criteria
Students applying for acceptance in the BA in Interdisciplinary Entrepreneurship will meet ESU's requirements for admission as an undergraduate, including:

Graduate from an accredited high school **AND** achieve one of the following:
1. A cumulative high school (unweighted) GPA of 2.25 or above
2. An ACT composite score of 21 or higher **OR** a new SAT (after Feb. 2016) composite score of 1060 or higher

If you do not meet either of the guaranteed requirements, you are still encouraged to apply. Your application will be reviewed individually.

HIGH SCHOOL EQUIVALENCY/GED STUDENTS
Students who took the GED test on or after January 1, 2014 must meet the following:
- Achieve an overall score of 680 points or higher
- Achieve a score of 150 points or higher on each subset

Students who took the GED test between January 1, 2002, and December 31, 2013, must meet the following:
- Achieve an overall score of 2,550 points or higher
- Achieve a score of 510 points or higher on each subset

Students who took the High School Equivalency Test (hiSET) must meet the following:
- Achieve an overall score of 75 points or higher
- Achieve a score of 8 points or higher on each subset

B. Curriculum

Year 1: Fall   SCH = Semester Credit Hours

Course #	Course Name	SCH
EG 101	Composition 1	3
IS110/113	Intro to Micro Application	3
EC101	Basic Economics (Social & Behavioral Gen Ed)	3
MA110	College Algebra	3
SP101	Public Speaking	3

Year 1: Spring

Course #	Course Name	SCH
EG102	Composition II	3
IS213	Management Information Systems (Pre-Req for IS253 & 343)	3
GB100/101	Gen Biology/Lab	4
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
BU260	Introduction to Entrepreneurship (Social & Behavioral Gen Ed)	3

Year 2: Fall

Course #	Course Name	SCH
AC223	Financial Accounting	3
BU255	Business Statistics	3
XX110	Modern Language Course (Multicultural Perspectives Gen Ed)	5
PE100	Active Living (Personal and Social Well Being Gen Ed)	1
EP350	Entrepreneurial Start-Up	3

Year 2: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
Select One	Creative Arts Gen Ed (AR101/AR105/MU226/MU326/TH105)	2
Select one & lab	Physical Science Gen Ed (CH110&111/CH123&124/ES110&111/PH110&111/PH140&141/PH190&191)	5
	Free Elective	3

Year 3: Fall

Course #	Course Name	SCH
MG301	Principles of Management	3
EP360	Social Entrepreneurship	3
MK301	Principles of Marketing (Pre-Req for MK510)	3
XX210	Modern Language Course (Multicultural Perspectives Gen Ed)	5

Year 3: Spring

Course #	Course Name	SCH
IS343	Web-Based Business Application	3
EP370	Entrepreneurial Growth and Sustainability	3
IS253/ MK510	Introduction to Decision Analysis or Marketing Analytics	3

Select One	Humanities Gen Ed (HI101/102/111/112/302/EG207/JO200/PI225/301/325/AR225/235/MU328/329)	3
	Free Elective	3

Year 3: Summer

Course #	Course Name	SCH
	Internship (Recommended but not required)	

Year 4: Fall

Course #	Course Name	SCH
EP450	New Entrepreneurship Venture Experience	3
MG553	Entrepreneurial Management	3
Select One	Multicultural Perspectives Gen Ed (AN210/ID301/GE101/GE454/MU324/PO330)	3
Select One	Personal and Social WellBeing Gen Ed (BU241/BU393/HL150/SO261/CW111)	3
	Free Elective	3

Year 4: Spring

Course #	Course Name	SCH
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	*Second Program of Study Course	3
	Free Elective	3
	Free Elective	3

* Second program of study provides the student the flexibility to select a specific area of focus to complement their entrepreneurship interest. The student will acquire proficiency in the second program of study by completing a minimum of twelve hours of specialized courses. These hours, combined with the required entrepreneurship courses, will provide the necessary skills to pursue a business venture in their area of specialization.

Total Number of Semester Credit Hours ……………………………………………. 120

VIII. Core Faculty
> Note: * Next to Faculty Name Denotes Director of the Program, if applicable
> FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	1st Year FTE to Proposed Program	2nd Year FTE to Proposed Program	3rd Year FTE to Proposed Program
Carol Lucy*	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.50	0.67	0.67
Will Phillips	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.33	0.33
Jeffrey Muldoon	Associate Professor	PhD	Y	Management	0.17	0.17	0.17
Liz Diers	Associate Professor	PhD	Y	Accounting	0.00	0.17	0.17
Will Senn	Assistant Professor	PhD	Y	Information Systems	0.00	0.33	0.33

					0.00	0.17	0.33
Doug Smith	Assistant Professor	PhD	Y	Information Systems			
New Director	Assistant Professor	PhD	Y	Entrepreneurship/Organizational Behavior	0.00	0.50	1.00

Number of graduate assistants assigned to this program **……………………………………… 1-2**

IX. Expenditure and Funding Sources *(List amounts in dollars. Provide explanations as necessary.)*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$66,318	$174,808	$187,690
Administrators *(other than instruction time)*			
Graduate Assistants		$7,500	$15,000
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$12,110	$31,920	$34,272
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,428	$214,228	$236,962
Personnel – New Positions			
Faculty		$50,000	$100,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*		$9,130	$18,260
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	0	$59,130	$118,260
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology	0	$10,000	$15,000
Physical Facilities: Construction or Renovation			
Other			
Total Start-Up Costs	0	$10,000	$15,000
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Faculty Education & Travel	$2,500	$2,500	$5,000
Student Travel	$1,000	$5,000	$5,000

Other (Incubator Site Lease ($2200*12 month)			$26,400
Total Operating Costs	$3,500	$7,500	$36,400
GRAND TOTAL COSTS	$81,927	$290,858	$406,622

B. FUNDING SOURCES *(projected as appropriate)*	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$187,000	$459,000	$714,000
Student Fees	$64,482	$158,275	$246,204
Other Sources (SofB Fees @ 12%)	$22,440	$55,080	$85,680
GRAND TOTAL FUNDING	$273,922	$672,355	$1,045,884
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	$191,995	$381,497	$639,262

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
Students will be taking general education courses in years 1 and 2. Current faculty members will absorb new students in existing courses in years 1 and 2, without the need to increase course offerings. Based on enrollment projections, seven new courses will be offered in year 3. The proposed course rotation shows 21 credit hours (1.167 FTE) to be taught by existing faculty.

One graduate assistant will be requested for year 2, and two will be requested for year 3.

Personnel – New Positions
A director will be needed beginning Spring of Year 2. The director will have teaching responsibilities in addition to administrative duties of this program. The director will phase into teaching responsibilities.

Start-Up Costs – One-Time Expenses
Technology costs will be incurred for software needed for this program (i.e., site licensing).

Operating Costs – Recurring Expenses

An off-campus incubator site will be essential for this program. Several Emporia locations have been identified as prospects for the incubator site. Lease costs are approximated at $2,200 per month.

As this program grows, faculty will require specialized continuing education. A possible venue will be Babson College; tuition and travel expenses will increase over time as more faculty are involved.

Student travel expenditures will allow students to travel to some venture capitalist events and a field trip annually to Kaufman.

B. Revenue: Funding Sources

    Tuition:

        Year 1: (6800 * 25 students) + (6800 * 5 students *.5 part-time) = $187,000

        Year 2: (6800 * 50 students) + (6800 * 35 students *.5 part-time) = $459,000

        Year 3: (6800 * 75 students) + (6800 * 60 students *.5 part-time) = $714,000

    Student Fees:

        Year 1: $187,000 (Year 1 Tuition) * 34.48% = $64,482

        Year 2: $459,000 (Year 2 Tuition) * 34.48% = $158,275

        Year 3: $714,000 (Year 3 Tuition) * 34.48% = $246,204

    School of Business Fees (including planned increase):

        Year 1: $187,000 (Year 1 Tuition) * 12% = $22,440

        Year 2: $459,000 (Year 2 Tuition) * 12% = $55,080

        Year 3: $714,000 (Year 3 Tuition) * 12% = $85,680

We believe that grant funding is possible and alumni/community support (financial and in-kind) is anticipated.

C. Projected Surplus/Deficit

Based on projections, all years in the three-year budget generate a revenue surplus. It is expected that the surplus revenue from this program will be shared across all schools and many of the departments at ESU due to the interdisciplinary nature of this program.

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Program Approval

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 all of 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.

February 2, 2021

I.   General Information

A.   Institution   Pittsburg State University

B.   Program Identification

Degree Level: Associate of Applied Science
Program Title: Career and Technical Education
Degree to be Offered: Associate of Applied Science in Career and Technical Education
Responsible Department or Unit: Technology and Workforce Learning
CIP Code: 13.1309
Modality: Online and Hybrid Zoom
Proposed Implementation Date: Fall, 2021

Total Number of Semester Credit Hours for the Degree: [60 semester credit hours for AAS Degree]

II. Clinical Sites: Does this program require the use of Clinical Sites?   No it does not

III. Justification

Since moving Career and Technical Education (CTE) to an online and hybrid Zoom format, CTE teachers from other states have expressed interest in our coursework and degrees. Several states, as a part of their certification process, need to have an associate degree as a checkpoint to meet their certification requirements. The addition of an AAS in CTE, would provide a recruitment tool for out-of-state individuals who are enrolling in the PSU CTE program.

Additionally, the administrators and instructors at community and technical colleges in Kansas have expressed the need to provide such a degree. Most all of their CTE faculty come from business and industry and have a great deal of work experience, but not an academic credential. This would provide these teachers with access to their first academic credential as they work toward a bachelor degree.

IV. Program Demand:

A. Market Analysis

The institution (Oklahoma State University) in Oklahoma providing CTE teacher education courses so that CTE instructors can meet certification and degree requirements has determined that they can no longer offer these courses. Currently, the administrators at comprehensive high schools and technology centers are looking at other institutions who can fill this void. The Bachelor of Science in Career and Technical Education offered at PSU is quite similar to the one that was in place at Oklahoma State University. Recently, Oklahoma moved from

requiring a bachelor degree to an associate degree for teachers to obtain the full CTE certification. If these out-of-state teachers are going to take coursework through PSU, there is a need for these individuals to obtain an associate degree (for their first level of CTE certification). Other states are facing CTE certification issues similar to Oklahoma, and despite CTE teachers being in high demand, other state universities are phasing out their CTE teacher education programs.

Some states, such as Colorado and Missouri, require that their teachers to pursue a bachelor degree in CTE to obtain their full certification, for which an associate degree in CTE would be a great checkpoint for them working toward a bachelor degree.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		10		90-180*
Year 2		20		270-540*
Year 3		40		630-1260*

*estimates based on students taking 3-6 credit hours per semester (fall, spring and summer)

VI. Employment

Most all of the individuals who would be pursuing this degree are currently teaching full time in a CTE program/pathway at a technology center, comprehensive high school, community or technical college. The primary focus is to first meet their state's certification requirements (for which some require an associate degree).

VII. Admission and Curriculum

A. Admission Criteria
Students admitted into this AAS for CTE would have to meet the admission requirements of Pittsburg State University, either as a new or transfer student. Transfer students are defined as students who have 24 or more transferable college credits completed after high school graduation.

B. Curriculum (see attached Proposed AAS in CTE Degree Sheet)
General Education Courses:
All general education and technical electives could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 15 hours of general education courses would be required for this degree. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of general education courses they would take at the local community/technical college.

General Education Courses needed for the AAS in Career and Technical Education

Course #	Course Name	SCH…
ENGL 101	English Composition	3
COMM 207	Speech Communications	3
PSYCH 155	General Psychology	3
Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3
	Total General Education Credit Hours	15

Content Specific Technical Courses:

All content-specific technical courses could be taken at a local accredited community/technical college and transferred to Pittsburg State University. A total of 18 hours of content specific technical courses would be required. The technical education faculty have a long history of working with advisees who are off campus to ensure the correct selection of and transferability of content-specific technical courses they would take at the local community/technical college.

Content Specific Technical Courses (Example provided is for Automotive but would be different for each Content Specific area)

Course #	Course Name	SCH…
AUTO 142	Suspension and Steering	3
AUTO 152	Brakes	3
AUTO 163	Electrical 1	3
AUTO 213	Engine Repair	3
AUTO 272	Heating and Air Conditioning	3
AUTO 222	Transmission and Driveline	3
	Total Content Specific Technical Courses	18

Career and Technical Education Courses:

Career and technical education courses would be taken through Pittsburg State University. A total of 27 hours would be required. Following are the courses students could select from each semester. Most students who would be in this program would be employed fulltime, so they would take only 3-6 hours a semester. The Technical Education unit currently uses a five-year tentative plan of courses. With the use of this plan, we can advise students from Kansas and other states to enable these students to meet their CTE certification requirements that are in place for the state in which they are teaching.

Year 1: Fall 2021   **SCH = Semester Credit Hours**

Course #	Course Name	SCH….
TTED 445	Development of a Unit Study Guide	3
ENGL 101	English Composition	3

Year 1: Spring 2022

Course #	Course Name	SCH….
TTED 391	Student Assessment Development in CTE	3
COMM 207	Speech Communications	3

Year 1: Summer 2022

Course #	Course Name	SCH….
TTED 780	Classroom Management in CTE	3
Technical Course	These would be content specific courses that would differ for each student	3

Year 2: Fall 2022

Course #	Course Name	SCH….
TTED 308	Laboratory and Shop Safety	3
PSYCH 155	General Psychology	3

Year 2: Spring 2023

Course #	Course Name	SCH….
TTED 479	Techniques for Teaching CTE	3

Mathematics/ Science	MATH 113 College Algebra or Chemistry, Biology or Physics Class	3

Year 2: Summer 2023

Course #	Course Name	SCH….
TTED 697	Identification and Instruction of Students with Special Needs	3
Technical Course	These would be content specific courses that would differ for each student	3

Year 3: Fall 2023

Course #	Course Name	SCH….
TTED 694	Foundation of CTE	3
Humanities Elective	Any course that falls in the following content area: Art, Foreign Language, History, Literature, Music, Philosophy or Theatre	3

Year 3: Spring 2024

Course #	Course Name	SCH….
TTED 695	Using Technology as an Instructional Tool	3
Technical Courses	These would be content specific courses that would differ for each student	3

Year 4: Summer 2024

Course #	Course Name	SCH….
TTED 731	Adult Learners	3
Technical Courses	These would be content specific courses that would differ for each student	3

Year 4: Fall 2024

Course #	Course Name	SCH….
Technical Courses	These would be content specific courses that would differ for each student	6

Total Number of Semester Credit Hours …………………………………………………. [60]

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
           FTE: 1.0 FTE = Full-Time Equivalency

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Dr. Jon Jones	Associate Professor	Ed.D	Y	Adult Learning and CTE Teacher Education	.66 FTE
Dr. Kevin Elliott	Associate Professor	Ed.D	Y	Leadership and CTE Teacher Education	.66 FTE
Dr. Julie Dainty	Professor	Ed.D	Y	Adult Learning and CTE Teacher Education	.66 FTE
*Dr. Greg Belcher	Professor	Ph.D	Y	Comprehensive Vocational Education	.33 FTE

All of the CTE faculty and graduate assistants needed for the AAS are already teaching in the BS program.
Number of graduate assistants assigned to this program **………………………………………….**   **[2]**

IX. Expenditure and Funding Sources *(List amounts in dollars. Provide explanations as necessary.)*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	Existing	Existing	Existing
Administrators *(other than instruction time)*	Existing	Existing	Existing
Graduate Assistants	Existing	Existing	Existing
Support Staff for Administration *(e.g., secretarial)*	Existing	Existing	Existing
Fringe Benefits *(total for all groups)*	Existing	Existing	Existing
Other Personnel Costs	Existing	Existing	Existing
Total Existing Personnel Costs – Reassigned or Existing	Existing	Existing	Existing
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	0	0	0

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)

Tuition / State Funds	$274 per credit hour	$24,660 – $49,320	$73,980 – $147,960	$172,620 - $345,240
Student Fees	$36 per credit hour	$3240 - $6,480	$9,720 - $19,440	$22,680 - $45,360
Other Sources				
GRAND TOTAL FUNDING		$27,900 - $55,800	$83,700 - $167,400	$195,300 - $390,600
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$27,900 - $55,800	$83,700 - $167,400	$195,300 - $390,600

X. Expenditures and Funding Sources Explanations

A. Expenditures
No additional costs would be incurred with the addition of this associate degree. All of the CTE coursework included with this degree is already being taught as a part of the Bachelor of Science in Career and Technical Education degree or coursework that is being used to help CTE teachers meet state certification requirements. Additionally, the implementation of this degree would ensure a perfect match for those AAS in CTE graduates who plan to pursue their Bachelor of Science in CTE.

Personnel – Reassigned or Existing Positions
Current faculty would be used to advisee and teach courses for this degree.

Personnel – New Positions
No new positions would be added to support this degree.

Start-up Costs – One-Time Expenses
There would not be any start-up cost to implement this degree.

Operating Costs – Recurring Expenses
There would not be any new or additional recurring expenses. The faculty that teach courses for the Technical Education are already in place and teaching these courses.

B. Revenue: Funding Sources
Two types of revenue would be generated through this degree. The first would be tuition dollars ($274 per credit hour) and the second would be the distance fee ($36.00 per credit hour) that is currently be charged for all mediated and Zoom Hybrid coursework.

C. Projected Surplus/Deficit
This AAS degree would nicely dovetail into the Bachelor of Science in Career and Technical Education. Additionally, the cost of this degree is already covered since all the courses are already being taught as a part of the BSCTE. This would allow more effective and efficient use of the resources that are currently being used on the BSCTE.

Attachment

Proposed Associate of Applied Science in Career and Technical Education

Credit Hour Requirements for Associates of Applied Science in Career and Technical Education	
Content Specific Technical Courses (Taken at any accredited post-secondary institution)	18 hours
General Education Courses (Taken at any accredited post-secondary institution)	15 hours
Career and Technical Education Courses (Taken from PSU)	27 hours
Total Hours for an AAS degree in CTE	**60 hours**
Recommended General Education Courses for the AAS in CTE	
Pittsburg State University Equivalent	Credit Hours

COMMUNICATIONS (6 hours)
    ENGL-101 English Composition (3 hours)
    COMM-207 Speech Communications (3 hours)
	6

SOCIAL AND BEHAVIOR SCIENCE (3 hours) PSYCH-155 General Psychology (3 hours)	3
MATHEMATICS AND SCIENCE (3 hours) MATH 113-College Algebra (3 hours) or Chemistry, Biology, or Physics class	3
HUMANITIES (3 hours) Art, Foreign Language, History, Literature, Music, Philosophy or Theatre (3 hours)	3
Total General Education Hours	**15**
Technical Education Courses from PSU	Credit Hours
27 hours from the following courses	27
TTED 193 Workshop for Beginning CTE Teachers (3 credit hours) TTED 308 Laboratory and Shop Safety (3 credit hours) TTED 445 Development of a Unit Study Guide (3 credit hours) TTED 697 Identification and Instruction of Students with Special Needs (3 credit hours) TTED 479 Techniques for Teaching CTE (3 credit hours) TTED 694 Foundations of CTE (3 credit hours) TTED 780 Classroom Management in CTE (3 credit hours) TTED 391 Student Assessment Development in CTE (3 credit hours) TTED 695 Using Technology as an Instructional Tool (3 credit hours) TTED 698 Leadership and Professionalism in CTE (3 credit hours) TTED 607 Student Leadership Development in CTE (3 credit hours) TTED 608 Components of Work-based Learning in CTE (3 credit hours) TTED 720 Project Based Learning in CTE (3 credit hours) TTED 731 Adult Learners (3 credit hours) TTED 201 Occupational Work Experience (12 credit hours)	
Total Technical Education Hours	**27**
CTE Specific Courses from Community or Technical College	Credit Hours
CTE or Occupational Specific Courses (Taken at any accredited post-secondary institution)	18
Total Content Specific Hours	**18**

PSU AAS in Career and Technical Education Degree Feedback (1-21-21)

Feedback #1: Eric Burks (North Central Kansas Technical College)

NCK Tech actually met with Greg Belcher regarding PSU's proposed degree last semester. Dr. Belcher described its purpose and explained that the degree is mostly intended for an out-of-state niche market. In fact, the degree is actually patterned off of a reverse-transfer of the Technical Studies degree which we had partnered with PSU on in the past to help our instructors become properly credentialed. Therefore, NCK Tech has no issue with this degree proposal.

Furthermore, we want to commend Dr. Archer and KBOR staff for including the two-year sector in the process. While NCK Tech doesn't find anything controversial about this particular degree, there could easily be other associate degree proposals we might find more distressing. We greatly appreciate the opportunity to voice our concerns prior to its consideration by the Regent

Feedback #2 Ben Schears (Northwest Kansas Technical College)

We have no concerns about moving in this direction. Pitt State has been an exceptional partner for CTE across the state and has been wonderful professional development asset for our new faculty in years past.

Feedback #3 Heather Morgan (on Behalf of All Kansas Community Colleges)

Thank you for the opportunity to provide feedback on this specific proposal from Pittsburg State University (PSU) to create an AAS in Career and Technical Education. This feedback is being provided on behalf of all Kansas Community Colleges. Collectively, we have no opposition to this specific program being created by PSU as it fills a unique niche based upon the strengths of PSU's career and technical education teacher preparation program.

However, Kansas Community Colleges would like to alert the Kansas Board of Regents that we are very concerned about any future proposals from four-year institutions establishing new Associate degree programs. Kansas has a robust reverse transfer framework allowing any four-year student with at least 15 hours of credit at any Kansas Community College to participate in a reverse transfer to achieve the successful completion of an Associate degree. As the Governor, Legislature, and the Board of Regents look hard at eliminating programs it seems duplicative and counterproductive to start new Associate degree programs at four-year universities.

Kansas Community Colleges stand ready to work in partnership with any University that sees a need for a new Associates Degree program to determine the feasibility of standing up a new Associate degree program at a Kansas Community College, if a similar program does not already exist. As resources become increasingly tighter, we believe that establishing new Associate degree programs at a University does not make sense when a robust system of two-year institutions offering Associate degrees in a variety of fields already exists. This does not allow either the two-year or four-year institution to maximize their strengths, mission, and investments that have already been made on campuses and in the state. We understand that a four-year institution may desire to ensure their students have the ability to earn a credential even if they have not completed the entire four-year Bachelor's degree. However, it would be in the student's long-term best interest to be offered the needed support to complete their four-year degree if they are a native university student or to pursue a reverse transfer through an existing Associate degree program at a community college rather than be enticed to stop prior to achieving a Bachelor's degree which will propel them into the future.

Establishing an exit point that is short of an industry recognized credential or leveraging an established Associate degree will not provide the student the best long-term opportunity for success and which we believe will duplicate other options currently available within the state of Kansas.

Thank you for the opportunity to provide comments and specifically, thank you to the members of the Board Academic Affairs Standing Committee (BAASC) for their diligent work to ensure stakeholders are provided the opportunity to offer feedback as everyone ventures down the difficult road of carefully analyzing each program, its return on investment, and its impact on the workforce within the state of Kansas.

Sincerely,

Kansas Community Colleges

Act on Performance Reports for Institutions at Less than 100% Funding

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2019 Performance Reports are presented for review. Seven Performance Reports for institutions qualifying for 90% of any new funding are included for review. As permitted by the Performance Agreement Guidelines and Procedures, the institutions are requesting to move to the next higher funding tier at this meeting.

February 2, 2021

Background

As any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2019 (AY 2019). These reports will be the basis of awarding any new funds in July 2021. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2019 performance reporting, reviewing, and funding cycle is detailed below.

July 2020: Institutions Submit AY 19 (Summer 18, Fall 18, and Spring 19) Performance Reports to KBOR	→	Fall 2020: Regents review and approve AY 19 Performance Reports	→	July 2021: AY 19 performance funding is disbursed to institutions (if new money is available)

Per the performance agreement funding guidelines which can be found on the KBOR website, institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline
2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds based on the following levels of compliance:

- 100% of New Funding Available
  The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators.**

- 90% of New Funding Available
  An institution will be awarded 90% of the new funding for which it is eligible if:
  o The institution has made a good faith effort;
  o The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
  o The performance report includes specific plans for improvement.

- 75% of New Funding Available
  An institution will be awarded 75% of the new funding for which it is eligible if:

- o The institution has made a good faith effort;
- o The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
- o The performance report includes specific plans for improvement.

- No New Funding Awarded
  The institution did not make a good faith effort, as defined by:
  - o Lacking an approved performance agreement;
  - o Failing to submit a performance report; or
  - o Maintaining or improving from the baseline in only **one indicator, or none of the indicators**.

Per the Funding Guidelines, in cases where an institution qualifies for the 0%, 75%, or 90% funding tier, the institution may make a case to move to the next higher funding tier. In such cases, an institution chooses one indicator for which it did not maintain or improve from the established baseline and submits evidence to BAASC that the indicator meets one or more of the following alternative evaluation criteria:

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances beyond the control of the institution.

Staff provided a preliminary review and shared any concerns with the institutions who subsequently revised the reports and resubmitted.

Request
The following institutions qualify for less than 100% of any new funding based on their AY 2019 Performance Reports, but as allowed by policy, they request to move to the next higher funding tier. Their requests and AY 2019 Performance Reports follow.

University/College	Funding Recommendation	Page
Emporia State University	Currently at 90% funding; Requesting 100% funding	30
Cloud County Community College	Currently at 90% funding; Requesting 100% funding	34
Cowley Community College	Currently at 90% funding; Requesting 100% funding	38
Dodge City Community College	Currently at 90% funding; Requesting 100% funding	42
Highland Community College	Currently at 90% funding; Requesting 100% funding	46
Independence Community College	Currently at 90% funding; Requesting 100% funding	51
Northwest Kansas Technical College	Currently at 90% funding; Requesting 100% funding	55

Performance Agreement Model

Indicators	Sectors		
	Universities *Research Universities*	*Universities* *Comprehensive Universities*	*Community Colleges* *Technical Colleges*
Sector-Specific Indicators	Research universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include the Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Selected regional and national rankings	Comprehensive universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Performance on quality measures compared to peers	Community and technical colleges must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. Institutions must include at least one indicator from each Goal. 1. Increasing Higher Education Attainment • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional quality measures[1] • Percent of students employed or transferred • Wages of students hired[2] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[3]	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population.

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[1] e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.
[2] As provided by the Kansas Department of Labor.
[3] For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Emporia State University Performance Report AY 2019								AY 2019 FTE: 4,891

Contact Person: David Cordle **Phone and email: dcordle@emporia.edu; 620-341-5171** Date: 8/6/2020

Emporia State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students.	1	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%	73.2% (485/663) Gap = 3.5%	↑	74.8% (452/604) Gap = 1.9%	↑	76.7% (503/656) Gap = 0.0%	↑
2. Performance of students on institutional assessments - core workplace skills: communication	2	*Writing Skills Mean Score AY 2015 = 2.78 (n=115) AY 2016 = 2.81 (n=107) Baseline: 2.80	2.80	↔	2.52	↓	2.45	↓
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = $2,565,418 FY2014 = $2,883,190 FY2015 = $2,733,495 Baseline: $2,727,368	$3,616,623	↑	$3,065,774	↑	$2,557, 223	↓
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288	*3,249	↓	*3,178	↓	3,152	↓
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	**Analytical Reasoning Skills Mean Score AY2015 = 2.6 (n=106) AY2016 = 3.0 (n=127) Baseline: 2.8	2.9 (n=122)	↑	2.8 (n=141)	↔	3.0 (n=121)	↑
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188	39,268	↑	42,516	↑	42,988	↑

*Data corrected by institution 5/11/2020.
**Updated metrics and baselines Spring 2017

Emporia State University Performance Report AY 2019

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

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the first-time, full-time, degree-seeking cohorts. ESU's goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of top peers (76.7%). Comparison peers are Pittsburg State University, University of Nebraska at Kearney, and South Dakota State (aspirant peer).

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

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

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

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

Indicator 3: Increase Scholarship Funds raised.

Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success. This indicator tracks success in increasing funding available for student scholarships. The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. Not all of the dollars captured in this metric correspond directly to scholarships awarded in a given year, since some gifts will go to endowment.

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

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

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

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

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

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the AAC&U Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored. Since 2014, ESU has employed this assessment practice to evaluate student proficiency in solving mathematical problems encountered in many postsecondary curricula.

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

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

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

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

Funding Tier Request for AY 2019 Performance Report

Institution Name: Emporia State University

Date: October 26, 2020

Indicator number and title: 3 - Increase Scholarship Funds Raised in each year in relation to the Baseline

Identify alternative evaluation criteria being used:
- Sustained excellence
- Improved performance using a three-year rolling average of the most recent three years

Justification:
Emporia State University (ESU) requests funding at the next higher funding tier (100%). There is evidence of sustained excellence in the growth of Scholarship Funds Raised. The baseline years (FY2013 through FY2015) showed only incremental growth for the three-year period. But in the reporting years FY2017 ($3,616,623) and FY2018 ($3,065,774), we surpassed the baseline metric ($2,727,368) by a considerable margin each year. The most recent reporting year (FY2019) is the only year when we did not meet the baseline for this indicator. Additionally, ESU does improve performance when using the three-year rolling average (FY2017 through FY2019) of $3,079,873, which is well above the baseline of $2,727,368.

Based on meeting the above-referenced criteria for the request, we ask for BAASC's consideration in advancing ESU to the next higher tier for performance funding.

Cloud County Community College Performance Report AY 2019

AY 2019 FTE: 1,229

Contact Person: Amber Knoettgen

Phone and email: (785) 243-1435, ext. 248; aknoettgen@cloud.edu

Date: 9/2/2020

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

*Updated 7/12/18

** Institution indicates data reporting for AY17 and AY18 was off by a year. As such, AY17 should have been 79.4% and AY18 should have been 76.4%.

Cloud County Community College Performance Report AY 2019

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

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

Outcome/Results:

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

Indicator 2: Increase number of certificates and degrees awarded.

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

Outcome/Results:

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

Indicator 3: Increase number of third party credentials attained.

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

Outcome/Results:

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

CCCC reports that 839/1088 students pass gateway courses on the first attempt. This equates to 77.1%, which is above the baseline of 41.7%. This success can be attributed to realigning outcomes from Intermediate Algebra to College Algebra as well as the addition of the Composition Workshop that supplements CM 101 English Composition I for students that test just below the level required to go directly into CM 101: English Composition I. Both departments show an increase in the pass rate. Although it does not affect the results with respect to the baseline, we discovered the reporting for AY17 and AY18 was off by a year. As such, the AY17 should have been 79.4% and AY18 should have been 76.4%.

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

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

Outcome/Results:

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

Funding Tier Request for AY2019 Performance Report

Institution Name: Cloud County Community College

Date: 10/12/20

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

Identify alternative evaluation criteria being used: Extenuating circumstances

Justification:
We are writing to share information regarding extenuating circumstances that contributed to the numbers in the Performance Agreement Report, particularly related to Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit (CEU) courses.

While we are not challenging the figures as presented, we inherited factors that negatively impacted our performance and merit further explanation. Beginning in spring of 2018, the Allied Health Program no longer worked with nursing to provide CEU courses. At that time, the CEU courses were being overseen and organized by a nurse within the Allied Health department. This person retired and the Nursing department did not have the staff to replace the position and offer CEUs. This negatively impacted the institution's ability to fulfill this particular indicator. The discontinuation of CEU courses is apparent in the decline of AY2019 figures (136 down from 145).

As described in the Outcome/Results section of the Performance Report, the institution has since worked with our nursing department to find alternative and current ways to offer CEUs to the nursing community. Examples include online training and short two-day conferences with various course options. A positive indicator is that the difference in AY2018 and AY2019 was down 6% as compared to 39% down between AY2017 and AY2018.

Cowley Community College Performance Report AY 2019								AY 2019 FTE: 2,006

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

*Updated 4/06/2018

Cowley Community College Performance Report AY 2019

Indicator 1: **Increase first to second year retention rates of college-ready cohort**.
Description: This indicator seeks to improve the proportion of students returning for a second year. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. In addition, we are providing training in the use of active learning strategies for multiple instructors. We will divide the number of first-time full-time college-ready groups (those who require no developmental coursework) who re-enroll in the fall of 2017 with the total number of that cohort who began in the Fall of 2016 and then repeat for the ensuing years.

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

Indicator 2: **Increase the number of certificates and degrees awarded.**
*Description***:** As with most Kansas high schools and colleges, enrollment rates have steadily declined. The result has been reduced enrollment and fewer certificates and degrees awarded. We opened the Tech Center in 2018, with special focus on technical programs and we have added a comprehensive program in agriculture with multiple certificate options. We have created certificate options in other applied science programs including welding and machining. We also are encouraging teachers to increase activity-based learning. We will use the state data on completion as provided by KBOR beginning with the AY2017 group.

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

Indicator 3: **Increase the percentage of students who complete, transfer or become employed.**
*Description***:** We will continue work to strengthen relationships between transfer universities and with our local business and industry, including use of advisory committees made up of area business and industry leaders. We are also optimistic that the On Course program, proven to increase persistence, completion and academic achievement at numerous other colleges, will yield benefits in multiple areas, including this indicator. We will use the state data on completion, transfer and employment as provided by KBOR.

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

Indicator 4: **Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.**
*Description***:** This goal blends the intentions of Foresight 2020 with the awareness that many students come to college with the goal of completing a four-year

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

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

Indicator 5: Increase the persistence rates for developmental students.
Description: As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Adding the On Course approach should compound the benefits by focusing on deep level personal values and choices. We will take the number of all first-time full-time students enrolled in developmental courses beginning with the Fall 2016 cohort and compare subsequent enrollment in the Fall 2017 semester and then repeat each year. The number enrolling in the subsequent fall will be the numerator and the total number enrolled in the previous fall will be the denominator for calculating percentage.

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

Indicator 6: Increase overall first-year academic achievement for developmental students.
Description: Beginning with pilots in developmental English and other courses, using volunteer teachers in the First Year Experience, and other volunteer teachers, we plan to gradually extend the On Course concepts to the entire campus. Obviously, improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The baseline group consists of all for all first-time full-time students enrolled in developmental courses (English and math). Next, we take each student's overall first year grade point average (GPA) and calculate the mathematical mean for each year. Finally, the average of the combined GPA's of all three years is calculated to determine the baseline. Subsequent years will be compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

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

Funding Tier Request for AY 2019 Performance Report

Institution Name: Cowley Community College

Date: 10/21/2020

Indicator number and title: 2 - Increase the number of certificates and degrees awarded

Identify alternative evaluation criteria being used: Improvement from prior year and positive three-year trend.

Justification:
Cowley Community College acknowledges the Baseline for this indicator has not been met; however, we are making a case to move to the next funding tier based on improvement from the prior year AY2018. The AY2019 indicated a higher number awarded (816) when compared to the AY2018 (666), and the data indicates a positive trend upward over the three-year period AY2017 – AY2019. The Baseline of 911 was set during years of higher enrollment at Cowley and is not reflective of current enrollment numbers and raw number of certificates and degrees awarded.

Additional Rationale:
The Indicator was set as a raw number instead of a percentage of degree seeking students earning an award. Raw numbers are often a reflection of overall enrollment numbers and might not accurately reflect progress toward specific goals of increasing the number of awards. If the number of certificates and degrees awarded is divided by the unduplicated degree seeking student headcount from the AY collections, Cowley does demonstrate an increase in the awarding of degrees and certificates and a positive trend over the three-year period.

> 2017 AY (for 2016-2017): 15.44% or 514 of 3,327
> 2018 AY (for 2017-2018): 17.48% or 492 of 2,814
> 2019 AY (for 2018-2019): 20.352% or 551 of 2,685

Action Steps:
Cowley College has revised several processes over the past year to help address this indicator.
1. Developed a SCORE (Student Completion and Retention) team to look at data related to completers.
2. Revised the process for awarding embedded certs within programs.
3. Explored schedule development to assist in completion of short-term certs.
4. Met with advisors to improve the coding of students in the student information system and the accuracy of tracking student.

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

*Changes to indicators approved by BAASC 02/03/20.
** Updated 4/20/2018 & 10/16/2019.

Dodge City Community College Performance Report AY 2019

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

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

Indicator 2: Increase the number of certificates and degrees awarded
Description: This indicator also addresses Goal 1 of *Foresight 2020,* "increase higher education attainment" and is measured by the total number of certificates and degrees awarded within an academic year. Based on total number of associates, certificates, and Stand-Alone Programs (SAPP), in AY2017, DCCC slipped below baseline.

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

Indicator 3: Increase percent of students who are employed or transfer
Description: Key to our mission as a community college is to prepare students for immediate employment (through workforce and technical education) as well as for delayed employment (through transfer to bachelor degree programs). This indicator addresses the second goal of *Foresight 2020.* Our goals are to recruit, place, and advise students towards successful completion of certificates that are gateways to high wage programs and to degrees that develop skills and knowledge for success in their transfer to four-year institutions.

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

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

Outcome/Results: For the second consecutive academic year, Dodge City Community College has performed above baseline for this indicator. Through AY2020, we plan to continue with a research-based curriculum, individualized instruction, specialized software and smart technologies to meet needs of students who lack literacy skills in their home languages. We look forward to new leadership, and continued successes, in our ALC effective July 2020.

Indicator 5: Increase Developmental Reading successful completers
Description: The indicator addresses the increasing number of students who enter college without competency in reading college level material. Being able to read well is critical to being successful in college. Successful completion had been defined as a grade of C or better in College Reading. While we've noticed gains in the number of successful completers since 2015 through 2016, we have had fewer students taking College Reading, overall, since 2014. For 2016, we modified the measure to a percentage of successful completers. Because of the declining numbers of students opting to enroll in College Reading, an elective course, the course was discontinued following the Spring of 2017. At the same time, reading outcomes were integrated into DCCC's ENG099, College Prep English, a course into which students are placed according to a series of placement indicators, including Accuplacer scores, standardized test scores and high school transcripts. By modifying the measure to a percentage of successful completers of College Prep English, we have roughly doubled the number of students in this cohort from the previous year. We continue to define successful completers as those earning a grade of C or better in College Prep English. Our numerator is the number earning a C or better; our denominator is the number completing the course.

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

Indicator 6: Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician
Description: Increasing the number of students who successfully complete EPT and welding certificates and associate degrees directly addresses Foresight 2020 Goal 2 of "meeting the needs of the Kansas economy." In addition to working with local industry to deliver a skilled workforce to meet demands in the areas of electrical power technology and manufacturing trades, we have worked with service area high schools to increase interest and concurrent enrollment.

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

Funding Tier Request for AY 2019 Performance Report

Institution Name: Dodge City Community College

Date: 26 October 2020

Indicator number and title: 3 - Increase percent of students who are employed or transfer
Identify alternative evaluation criteria being used: Improvement from prior year

Justification:
For AY2019, Dodge City Community College showed a performance of 49.8% for indicator #3. This performance shows a percentage increase of 1.1% over AY2018 performance of 48.7%. We also show a significant growth in the numbers of our AY2019 cohort (200/402) since AY2018 (172/353).

To build on our success increasing the percent of Dodge City Community College students who are employed or transfer, we have hired a full-time transfer advising specialist, a director of outreach, and have placed our student affairs area under new leadership. We also launched a campus-wide Strategic Enrollment Management (SEM) committee with members from instructional and student affairs areas of campus. Acting on SEM's recommendations, in AY20/21, we will launch centralized advising and also develop supports and resources specific to Technical Education programs. This two-pronged approach is to assure students are effectively advised to courses/degrees that develop skills and knowledge for success in their transfer to four-year institutions and towards successful completion of certificates that are gateways to high wage programs.

Highland Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of HCC degrees and/or certificates awarded.	1	*AY 2013 653 AY 2014 650 AY 2015 613 *Baseline: 639	576	↓	686	↑	695	↑
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% *AY 2014 365/616 59.3% *Baseline: 1,024/1,771 57.8%	61.5% (397/646)	↑	59.3% (337/568)	↑	53.9% (367/681)	↓
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014 42 AY 2015 34 AY 2016 38 Baseline: 38	64	↑	78	↑	93	↑
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014 93/149 62.4% AY 2015 95/156 60.9% AY 2016 94/151 62.3% Baseline: 282/456 61.8%	62.7% (101/161)	↑	55.8% (92/165)	↓	64.3% (99/154)	↑
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100% (19/19)	↑	100% (20/20)	↑	66.7% (14/21)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Specific Performance Expectation, "Act Responsibly", upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75	66	↓	67	↓	61	↓

Highland Community College Performance Report AY 2019

AY 2019 FTE: 1,916

Contact Person: Erin Shaw

Phone and email: 785-442-6012; eshaw@highlandcc.edu

Date: 7/1/2020

*Updated 7/16/2018

Highland Community College Performance Report AY 2019

Indicator 1: Increase the number of HCC diplomas and/or certificates awarded.
Description: Represents the total number of Highland CC students who completed all requirements for a technical certificate or associates degree.

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

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.
Description: Using data provided by KBOR, this represents the number of HCC students who are employed or who transfer to a KBOR institution one year after completion. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

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

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).
Description: By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Represents the number of students at the HCC Technical Center in Atchison, who earned a satisfactory score on the KCWR examination.

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

Indicator 4: Increase the percentage of students passing Fundamentals of Math.
Description: As the first level of mathematics offered at Highland, Fundamentals of Math is a foundation course for students for whom multiple means of assessment indicate a very low skill level. Instructors use a computer-based learning system for out of class work which provides individualized, prescriptive practice based on each student's actual performance. It also requires Mastery Learning of at least 80% success before allowing the student to advance to the next lesson. Students are provided with immediate specific feedback on their performance, helping to correct errors before incorrect methods become engrained with students. Instructors will continue to implement other hybrid learning strategies suggested by National Association of Developmental Education (NADE).

Outcome/Results:
64.3% (99/154) of students passed Fundamentals of Mathematics on their first attempt in AY2019. This number does not include the 1 student who withdrew from the course and thus earned no grade. Students on repeated attempts of the course were also not included. We have a new faculty member teaching MAT 090 and we have been piloting different formats of online supplemental instruction. Also, one of our full-time Math faculty members took on the Math Specialist role for our Student Support Services program. In this role, she provides tutoring to all of our SSS students. Compared to the previous instructor in this role, students have reported an improvement in approachability and willingness to help and have sought out her assistance in higher numbers. The SSS student participation rates in Tutoring Services has increased as a result and we believe this is a contributing factor for these improved performance rates.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.
Description: Represents the number of students who, upon completing the PN to RN bridge program, passed the NCLEX certification examination on the first attempt. This indicator addresses an area of critical need for the Kansas economy. The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified.

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

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

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

Funding Tier Request for AY 2019 Performance Report

Institution Name: Highland Community College

Date: 10/23/2020

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

Identify alternative evaluation criteria being used: Improved performance using a three-year rolling average of the most recent three years

Justification: The three-year rolling average of the most recent three years would be 88.3% which is higher than our baseline of 86.7%.
NCLEX-RN pass rate for first-time test-takers during the same 12-month period (January through December) was above the expected level of achievement of an 80% NCLEX pass rate for first-time test-takers from 2016 until 2019. The program achieved 100% NCLEX pass rates for first-time test-takers in 2017 and 2018. NCLEX-RN Pass Rate in 2019 dropped to 66.7%. In each of these years, the first-time test-takers entered and graduated in the same calendar year.

2016	2017	2018	2019
94.7%	100%	100%	66.7%

Here is an abbreviated list of the intervening factors believed to have contributed to the low NCLEX-RN results for the Class of 2019: A decline in the number of qualified applicants; evidence of gaps in knowledge from the PN program and pre-requisite science courses; underestimatation of the program's time demands; unanticipated turnover in full-time faculty and a short window to onboard the new faculty; significantly lower performance on Assessment Technologies Institute (ATI) Proctored Assessments; students preferred working/studying alone rather than colloborating with peers; faculty office hours/open labs were not used; none of the graduates utilized the ATI Virtual NCLEX Review between completing the Live Review and taking the NCLEX exam; recommended remediation was not completed before taking the NCLEX; students accustomed to repeating examinations to earn required scores planned to take the NCLEX as soon as possible and hope for a passing score on their first attempt then retake it until they passed rather than take extra time to study before sitting for their first attempt. Scheduling the NCLEX test date was delayed by several weeks for some of the students. Lack of consistency in debriefing strategies used in post-clinical conference was observed during evaluation of adjunct clinical instructors during the summer semester 2019. Finally, there were several snow days at the onset of the program, which disrupted lesson plans.

Improvement Plan for Addressing Licensure Examination Rates

A detailed improvement plan was filed with ACEN, our national accreditor for the LPN to RN Completion Program. The following interventions will be implemented with the Class of 2020:

- Intrusive Academic Counseling – FT faculty will be responsible for meeting with twelve students each on a routine, regular basis to discuss student progress in the program as well as continue to refer students, as needed, to Highland's Counselor for help with personal issues.
- To address gaps in knowledge from pre-requisite courses, faculty implemented a "rapid ramp-up" review of past knowledge.

- The program identified a need for faculty professional development in simulation and in the consistent application of a debriefing model. A common debriefing model will be developed and used by full-time and adjunct faculty.
- All students will participate in a seminar-style post-conference with FT faculty to develop a link between didactic instruction and clinical experiences.
- Faculty rearranged the classroom into a large square so all students are visible to the instructor and to one another. During a trial period using this room configuration, students were less likely to access cell phones and/or to use personal electronic devices in a distracting manner.
- Study groups will be required which promote student success through collaboration, contact time and peer support.
- Faculty will prepare specific topic-oriented material on Canvas for use in the event of school cancellations such as snow days.
- ATI staff will meet with the students to discuss the interpretation of Comprehensive Predictor results and the value of completing the ATI Virtual Review prior to taking NCLEX.
- The NCLEX Live Review will be offered two weeks prior to graduation, rather than during the last few days of the program. Students will be given earlier access to the ATI Virtual NCLEX Review and will be required to complete 50% of that review prior to program completion.
- Faculty will review results on the ATI Comprehensive Predictor and the ATI Pulse indicator individually with each student to assist them in determining an optimal test date.

`Independence Community College Performance Report AY 2019					AY 2019 FTE: 701
Contact Person: Mark Allen		Phone and email: 620-332-5635; mallen@indycc.edu			Date: 7/20/2020

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

Indicator 1: Increase first to second year retention rates of college ready cohort.
Description: According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions.
Outcome/Results: At a retention rate of 35.8%, this indicator is down 2.9% from the baseline. However, this cohort was much smaller than the total for the baseline years, meaning that just a few students had significant impacts on the results. Retention of just 4 more students would have put ICC right on target for this indicator.

Indicator 2: Increase number of certificates and degrees awarded to ICC students.
Description: ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step.
Outcome/Results: With 232 certificates and degrees awarded, this indicator is down 34 degrees/certificates from the baseline. But it's also up 82 from last year, which is an excellent improvement. Our Director of Enrollment and Retention Management oversees the ICC Navigators (academic advisors) who work constantly with students to keep them on track to completing their degrees/certificates.

Indicator 3: Increase the retention rate of students who participate in our Student Support Services program.
Description: Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. The denominator is the total membership in SSS for that academic year, minus the number of students who graduated. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).
Outcome/Results: Retention rate of students who participate in our Student Support Services program was 40.2%; an increase from last year but still below the baseline indicator. The ICC Navigators again work with students directly to encourage retention. After each semester, they personally contact each student who has not either graduated with a degree or certificate or enrolled for the next semester to encourage them to return or at least find out what their future plans are.

Indicator 4: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any program.
Description: ICC's baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate, and to educate technical faculty on good advising practices to ensure we are giving students the best advice to get work in that field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.
Outcome/Results: The percentage of students employed in a related field and/or continuing their education remained well above the baseline indicator, at 61.4%.

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

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

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

The numerator is column "F", which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column "D" which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation, as we are seeing a downward trend in the year to year percentage.

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

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

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

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

Funding Tier Request for AY 2019 Performance Report

Institution Name: Independence Community College

Date: 11/3/2020

Indicator number and title: 2 - Increase number of certificates and degrees awarded to ICC students

Identify alternative evaluation criteria being used: Improvement over the prior year

Justification: The number of certificates and degrees awarded to ICC students in AY 2019 (232) is higher than in any of the most recent three years: 150 in AY 2018, 186 in AY 2017, and 208 in AY 2016. For this reason, we believe ICC should be moved to the next higher funding tier.

Northwest Kansas Technical College Performance Report AY 2019							AY 2019 FTE: 639

Contact Person: Ben Schears Phone and email: (785) 890-1501, ben.schears@nwktc.edu Date: 7/10/2020

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

*Updated October 16, 2019   **Updated 4/20/2018

Northwest Kansas Technical College Performance Report AY 2019

Indicator 1: Increase first to second year retention rates of the college-ready cohort
Description: Northwest Tech aims to increase the first to second-year retention rates for students enrolled in two-year programs, including the college ready and non-college ready cohorts.

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

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

Indicator 2: Increase the number of students who achieve third party credentials
Description: Northwest Tech aims to increase the number of students who achieve third-party credentials, including both the college ready and non-college ready cohort.

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

Indicator 3: Increase the total number of certificates and degrees awarded
Description: Northwest Tech aims to increase the number of certificates and degrees awarded annually.

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

Indicator 4: Of the students who test into developmental math, increase the percent who earn a certificate or degree
Description: Northwest Tech aims to increase the percent of students who complete the college level math course required for graduation after testing into developmental math based upon their reported Accuplacer, ACT, or SAT test scores.

Outcome/Results:

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

Indicator 5: Increase the number of students employed in their field of study within one year of graduation
Description: Northwest Tech aims to increase the number of students employed in their field of study within one year of graduation.

Outcome/Results:

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

Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree.
Description: Northwest Tech aims to increase the graduation rate for minority students, including both the college ready and non-college ready cohorts.

Outcome/Results:

Northwest Tech has increased overall enrollment and significantly expanded the diversity of our student body with the implementation of our athletic program. This has resulted in a campus population that is far more diverse than the geographic region in which we operate. As the diversity within our student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates and degrees.

Funding Tier Request for AY 2019 Performance Report

Institution Name: Northwest Kansas Technical College

Date: September 16, 2020

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

Identify alternative evaluation criteria being used: Ranking of the indicator based on a relevant peer group

Justification: In evaluating our current performance indicator focused on retention of first to second year retention rates of the college-ready cohort, we experienced a decline over the prior year of 3.2% which placed us below our baseline by 2.5%. We acknowledge the marginal decline and the responsibility for improvement in this category, however we would like to make a case for full funding for the following reason.

- Peer Group Comparison: When compared to the 16 technical and community colleges who utilize Performance Indicator #1 for reporting (per KBOR reporting data), Northwest Tech is well within the standard range of our peers, and currently has a retention rate percentage near the top third of institutions utilizing this indicator (top 37.5% to be precise). One of the alternative criteria for requesting consideration for this performance indicator is the ranking of the institution based on a relative peer group, and even if the population was reduced down to institutions considered "small" by the Carnegie classification system, we are still towards the top of the pool of similar sized institutions.

As was expressed in the performance agreement, we struggled with late-season coaching turnover within two of our large enrollment athletic programs. While being a small college often has its advantages, when a notable percentage of your full-time degree seeking enrollment is tied to athletics, minor changes can create statistically significant swings from year to year. This is evidenced when looking back at this performance agreement criteria over prior cycles. The reality is that smaller colleges experience stronger shifts in percentage change due purely to the size of the institution.

In the interim time from this data point until now, we've had a stable athletic department and any future changes, we will continue to work to minimize the impact of coaching changes. We've invested significant effort and expense into strengthening recruitment of regional students during the past four years, and are seeing the benefits of those efforts pay off in the rise of non-athlete enrollment within our service area.

Performance Indicator #1
First-Year to Second-Year Retention of College-Ready Cohort