

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE**

**VIRTUAL MEETING AGENDA
Tuesday, November 2, 2021
9:00 – 10:30 a.m.**

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

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|--|-------------------------|-------|
| I. Call to Order | Regent Kiblinger, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from September 15, 2021 meeting | | p. 3 |
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| II. Consent Items | | |
| A. Conditional Certificate of Approval – National American University | Crystal Puderbaugh | p. 5 |
| B. MS in Athletic Training – WSU | Shirley Lefever | p. 8 |
| C. MS in Materials Engineering – WSU | Shirley Lefever | p. 17 |
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| III. Other Matters | | |
| A. BAASC 22-01 Approve AY 2020 Performance Reports | Sam Christy-Dangermond | p. 25 |
| • Kansas State University | | p. 29 |
| • Pittsburg State University | | p. 33 |
| • Washburn University | | p. 37 |
| • Colby Community College | | p. 41 |
| • Cowley Community College | | p. 45 |
| • Garden City Community College | | p. 49 |
| • Hutchinson Community College | | p. 53 |
| • Johnson County Community College | | p. 57 |
| • Flint Hills Technical College | | p. 61 |
| • Manhattan Area Technical College | | p. 65 |
| • North Central Kansas Technical College | | p. 69 |
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| IV. Suggested Agenda Items for November 17th Meeting
(meeting will begin at 10:30 a.m. rather than 11:00 a.m.) | | |
| A. Changes to Performance Agreements – Cloud County CC | | |
| B. Private Post-Secondary Regulation Change | | |
| C. Program Review Process Presentation | | |
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| V. Adjournment | | |

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 virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Jon Rolph

Allen Schmidt

Wint Winter

Board Academic Affairs Standing Committee

AY 2022 Meeting Schedule

<i>BAASC Academic Year 2021- 2022 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
August 31, 2021	Virtual Meeting	9:00 a.m.	August 10, 2021
September 15, 2021	Hybrid Meeting	1:30 p.m.	August 25, 2021
	*No Meetings in October		
November 2, 2021	Virtual Meeting	9:00 a.m.	October 12, 2021
November 17, 2021	Hybrid Meeting	10:30 a.m.	October 27, 2021
November 29, 2021 *previously scheduled for 11/30	Virtual Meeting	9:00 a.m.	November 9, 2021
December 15, 2021	Topeka	11:00 a.m.	November 24, 2021
January 4, 2022	Virtual Meeting	9:00 a.m.	December 14, 2021
January 19, 2022	Topeka	11:00 a.m.	December 29, 2021
February 1, 2022	Virtual Meeting	9:00 a.m.	January 11, 2022
February 16, 2022	Topeka	11:00 a.m.	January 26, 2022
March 1, 2022	Virtual Meeting	9:00 a.m.	February 8, 2022
March 16, 2022	Topeka	11:00 a.m.	February 23, 2022
April 5, 2022	Virtual Meeting	9:00 a.m.	March 15, 2022
April 20, 2022	FHSU	11:00 a.m.	March 30, 2022
May 3, 2022	Virtual Meeting	9:00 a.m.	April 12, 2022
May 18, 2022	Topeka	11:00 a.m.	April 27, 2022
May 31, 2022	Virtual Meeting	9:00 a.m.	May 10, 2022
June 15, 2022	Topeka	11:00 a.m.	May 25, 2022

*Please note virtual meeting times have changed to 9 a.m., and Board day meetings have changed to 11 a.m., unless otherwise noted.

**Board Academic Affairs Standing Committee
MINUTES**

Wednesday, September 15, 2021

The September 15, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents (KBOR) was called to order by Regent Kiblinger at 1:30 p.m. The meeting was held in the Kathy Rupp conference room at the KBOR office and through Zoom.

In Attendance:

Members:	Regent Kiblinger Regent Rolph	Regent Schmidt	Regent Winter
Staff:	Daniel Archer Amy Robinson Crystal Puderbaugh Judd McCormack Sally Ediger	Sam Christy-Dangermond Tara Lebar Hector Martinez Lisa Beck Travis White	Karla Wiscombe April Henry Jennifer Armour Marti Leisinger
Others:	Adam Borth, Fort Scott CC Chuck Taber, K-State George Arasimowicz, ESU Jennifer Roberts, KU Jill Arensdorf, FHSU Linnea GlenMaye, WSU Mickey McCloud, JCCC Robert Klein, KUMC Sharon Kibbe, Highland CC Tanya Gonzalez, KU	Aron Potter, Coffeyville CC Cindy Hoss, Hutchinson CC Greg Nichols, SATC Jean Redeker, KU JuliAnn Mazachek, Washburn Lucy Steyer, ESU Remy Lequesne, KU Sarah Leftwich, WSU Tech Shelly Gehrke, ESU Kaye Monk-Morgan, WSU	Barbara Bichelmeyer, KU Elaine Simmons, Barton CC Howard Smith, PSU Jane Holwerda, Dodge City CC Kim Morse, Washburn Mark Faber, FHSU Michelle Schoon, Cowley CC Tom Nevill, Butler CC Mike Strohschein, Washburn Heather Morgan, KACCT

Regent Kiblinger welcomed everyone, and roll call was taken for members, student liaisons, Chief Academic Officers, and KBOR Academic Affairs staff.

Approval of Minutes

Regent Rolph moved to approve the August 31, 2021 meeting minutes, and Regent Winter seconded the motion. With no corrections, the motion passed.

Discuss Changing Board Policy Definition of the Baccalaureate Degree

Daniel Archer provided additional information on proposed changes to the definition of the baccalaureate degree policy to improve the transfer of students from JCCC to the KU Edwards campus and other partnership agreements that may arise through the expansion of the Transfer Policy Pilot project.

After discussion, Regent Rolph moved to approve the presented changes to Board policy to the Board discussion agenda, and Regent Schmidt seconded. The motion passed unanimously.

Changes to SATC Performance Agreement

Sam Christy-Dangermond presented the request for revision to Salina Area Technical College (SATC) AY 2020–AY 2022 performance agreement. SATC requests to replace Indicator 1, “Increase the three-year graduation rates of the college-ready cohort” with “Increase the Student Success Index.”

After discussion, Regent Winter moved to approve the revision to Salina Area Technical College (SATC) AY

2020–AY 2022 performance agreement as presented, and Regent Rolph seconded. The motion passed unanimously.

Continued Discussion on Academic Program Information

Daniel Archer provided follow-up information from the August 31 BAASC discussion. Data was provided on the number of programs approved by the Board over the last five years, the number of programs deleted or merged over the last five years, the number of active programs in each university's inventory, and a 5-year enrollment summary by headcount for each university.

Daniel will work with the Chief Academic Officers to schedule individual reports to BAASC over the next months, starting with the November 17, 2021 meeting. Regent Kiblinger noted she would like all the reports presented by the end of the year.

Apply Kansas Update

Tara Lebar presented an Apply Kansas update. Her information included background information and focused on the upcoming Apply Kansas College Application Month in October. The goal is to increase the number of students who apply to college early in the fall of their senior year and specifically focuses on supporting students of color, low-income, first-generation, and others who may not otherwise apply to college. Apply Kansas has three required components:

1. Create an event with at-risk students in mind.
2. Collect summary data from all seniors participating in Apply Kansas.
3. Celebrate all completed applications.

Regents and CAO's can help with this initiative by recruiting and encouraging all Kansas high schools to register as an Apply Kansas school, offering to volunteer or send admission representatives to events, and following and engaging with Apply Kansas on social media, including the use of the hashtag #ApplyKS.

Advantage Kansas Coordinating Council (AKCC) Update

Regent Kiblinger stated the Council has decided to focus on the information technology sector. They feel this has a skillset that crosses all business and industry, it is present in every region of the state, and they felt like it is a backbone that encompasses everything. Regent Kiblinger noted the Kansas Department of Commerce received a \$5 million grant for apprenticeships, and AKCC has encouraged Commerce to develop IT apprenticeships that feed into the AKCC plan. The council hopes to use success within the information technology sector to help them branch out into other sectors included in *Kansas Framework for Growth*, which identifies other targeted areas that will grow the Kansas economy. The strategic plan for AKCC will be formed around this document, created by the Department of Commerce, and will define the focus of the three work groups within the council.

Direct Support Professionals (DSP) Update

Regent Schmidt stated the DSP pilot program works with two Sedgwick County school districts using a specific curriculum to provide badges for academic credit. Their goal is to expand into other high schools and eventually colleges while developing the applied learning component to accompany certificates and badges.

Adjournment

The next BAASC meeting will be virtual and is scheduled for November 2, 2021, at 9:00 a.m.

Regent Winter moved to adjourn the meeting, and Regent Rolph seconded. With no further discussion, the meeting adjourned at 3:20 p.m.

Act on Conditioned Certificate of Approval for National American University

Summary

National American University (NAU) has submitted a renewal application to continue its certificate of approval to operate in Kansas. After a thorough review of staff qualifications, financial statements, record-keeping systems, coursework, and supporting materials, staff expresses concern regarding the financial stability of the institution. Staff recommends the institution be issued a conditioned certificate of approval.
November 2, 2021

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain a certificate of approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers “brick and mortar” institutions having a physical presence within Kansas but also institutions that offer or provide online distance education to Kansans who remain in the State while receiving their education.

To qualify for a certificate of approval, an institution subject to the Act must meet the standards established by the Act and the regulations adopted pursuant to the Act. To determine if institutions meet the minimum requirements, Board staff requests substantial documentation and evidence to demonstrate compliance and to ensure minimum requirements are met. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuition and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, administrator and instructor credentials, program objectives and ownership information.

To ensure that institutions are financially responsible and capable of fulfilling commitments, the Act requires the owner of the institution to submit financial statements to the Board. K.A.R. 88-28-2 states that the financial statements shall meet at least one of the following requirements for the most recent fiscal calendar year or for the two most recent fiscal or calendar years combined:

- A. Demonstrate a minimum ratio of current assets to current liabilities of at least 1:1. This asset ratio shall be calculated by adding the cash and cash equivalents to the current accounts receivable and dividing the sum by the total current liabilities;
- B. Exhibit a positive net worth in which the total assets exceed the total liabilities; or
- C. Demonstrate a profit earned.

Board staff recently consulted with an independent certified public accountant (CPA) to evaluate whether these minimum standards are good measures of fiscal stability. The CPA confirmed that the measures provide an accurate financial representation of the institution.

In 2021, the Legislature amended the Act to give the Board authority to impose conditions on an institution’s certificate of approval if the Board has reasonable cause to believe additional information is necessary, a violation of the Act occurred, or it is in the students’ best interest for the institution to continue operating.

National American University

NAU, headquartered in South Dakota was founded in 1941 and has operated ground locations throughout the United States, including campuses in Kansas. Today, the University operates solely online, providing

undergraduate and graduate programs via distance education. The Board first awarded a certificate of approval to NAU in 2006.

On May 21, 2021, NAU submitted an application for renewal of its certificate of approval. The application provided financial statements for years ended May 31, 2019, and May 31, 2020, which do not meet the minimum requirements outlined in K.A.R. 88-28-2.

The financial calculations for each year resulted in a current ratio of less than one, a negative net worth and a net loss before income taxes.

On July 12, 2021, Board staff contacted NAU regarding the financial stability of the institution and requested current financial statements. A response from NAU on August 31, 2021, provided the year ended May 31, 2021, financial statements and stated that NAU's 2020 profit after taxes was positive. It is our standard practice to review profit before taxes. Therefore, Board staff requested a CPA to review NAU's financial statements.

The CPA concluded that the after-tax profit was a result of a one-time tax benefit. NAU recorded an Other Receivable of approximately \$0.27 million and \$4.4 million as of May 31, 2021 and 2020, respectively. The refund of \$4.4 million was the result of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) extending loss carrybacks two additional years. This tax benefit was a one-off due to a change in legislation that cannot be counted on to occur again in future years, so using the pretax loss gives the most accurate financial picture.

NAU's failure to meet the minimum financial requirements creates a concern that the institution could close, possibly abruptly, and not meet their commitments to students. In some cases, when institutions close, students are not provided any teach-out options, which would allow them to transfer to another institution or an option to complete their program. There are also instances when students are not provided access to their student records which means they are unable to validate their education.

Multiple entities share these concerns regarding NAU's financial stability. The United States Department of Education has placed NAU on Heightened Cash Monitoring 1 (HCM1) and has required NAU to post a letter of credit for \$4.8 million. The Higher Learning Commission, NAU's accreditor, is monitoring NAU for financial indicators. NAU is ineligible to participate in the state Authorization Reciprocity Agreement (SARA). Further, Board staff is aware of at least one state that is pursuing additional financial monitoring.

Staff Recommendation

NAU is seeking to renew its certificate of approval, but it does not meet the minimum financial requirements, raising concerns about its ability to continue operating.

Board staff recommends utilizing recent amendments to the Act for the first time to issue NAU a certificate of approval with conditions. While NAU does not meet the minimum requirements established by the statute and regulations, Board staff recommends granting a conditioned certificate of approval so that NAU can continue serving its approximately 100 current Kansas students. The denial of the renewal application would cause immediate harm to the students.

Using the new statutory authority, Board staff recommends applying conditions to NAU's certificate of approval. In addition to requiring NAU to submit a financial improvement plan and quarterly financial statements, optional stipulations of the condition are below. At a minimum, Board staff recommends the consideration of the following to protect current and future Kansas students:

- Prohibit NAU from any new enrollments of Kansas residents until NAU meets the minimum financial requirements.
- Require a teach out plan and listing of currently enrolled Kansas students, the program each student is enrolled, and the anticipated graduation date.
- Require additional bonding in an amount reasonable to protect Kansas students in the event of a closure.

By imposing these conditions, as opposed to denying the renewal, NAU can continue serving the enrolled students without interrupting their education while NAU brings its financial condition up to the required minimum standards. Board staff recommends conditioning NAU's certificate of approval because it is the most direct method of protecting students while ensuring continuity for current students.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita 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.

November 2, 2021

I. General Information

A. Institution

Wichita State University

B. Program Identification

Degree Level: Master's
Program Title: Athletic Training
Degree to be Offered: Master of Science in Athletic Training
Responsible Department or Unit: Human Performance Studies/College of Applied Studies
CIP Code: 51.0913
Modality: Face-to-Face
Proposed Implementation Date: June 1, 2023

Total Number of Semester Credit Hours for the Degree: 62

II. Clinical Sites: Does this program require the use of Clinical Sites? Yes.

The program is a degree transition as per accreditation requirements. The current bachelor's program at Wichita State University (WSU) has clinical education agreements and memoranda of understanding with numerous clinical sites for assigned students. The clinical sites are located within the metropolitan area of Wichita as well as several surrounding communities. These clinical sites have been affiliated with the bachelor's level WSU Athletic Training program for many years and will continue to provide clinical education opportunities for WSU athletic training students in the future.

III. Justification

WSU proposes to establish a graduate program in athletic training to meet national standards and guidelines for accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accredits programs in athletic training and is recognized by the Council of Higher Education Accreditation (CHEA). On May 20, 2015 the Athletic Training Strategic Alliance (ATSA), which consists of the Board of Certification (BOC), CAATE, National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Foundation (NATAF) made the formal announcement that entry-level athletic training degree programs are required to transition to the master's degree. Therefore, the purpose of this proposal is to transition the current Bachelor of Arts (BA) in Athletic Training degree to a Master of Science in Athletic Training (MSAT) degree to meet CAATE requirements.

The athletic training major has been a successful program at WSU dating back to pre-CAATE accreditation and the initiation of the BA degree in Athletic Training. WSU was approved for the BA degree in Athletic Training by the Kansas Board of Regents in Spring 2005, successfully completed CAATE initial program accreditation in

Spring 2008 and successfully completed CAATE re-accreditation in spring 2013. The CAATE awarded the BA degree the maximum period of 10 years re-accreditation for their successful self-study and site visit. These successes demonstrate the work of the program, its personnel and the students in making the BA degree a positive and valuable part of the WSU mission.

The CAATE has a responsibility to ensure and require an educational framework that prepares students to be successful as athletic trainers. Allied health care education is expanding and developing more skilled and highly qualified practitioners. The trend of moving educational programs in allied health care fields is not a new concept as occupational therapy, physical therapy and physician assistant have migrated to graduate based professional programs. Professional education must provide the foundation that allows clinicians to adapt to the changing face of healthcare. We believe that in order to ensure better healthcare and the viability of athletic training in future years, the professional degree must be at the master's level.

The CAATE standard and timeline on the proposed MSAT degree program delineates CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. The timeline for compliance with the standard states "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."

The MSAT degree proposal meets the needs of both students and athletic training practitioners located in the Wichita metropolitan area. A degree program which prepares athletic trainers benefits the community by providing opportunities for aspiring health care professionals in settings such as college/university athletic programs, high school athletic programs, professional sports, industrial/ corporate facilities, sports medicine clinics, and other professional degree programs.

IV. Program Demand: Market Analysis

The CAATE reported 365 accredited professional programs during the 2018-2019 academic year (2020). Of the 365 accredited professional programs, 209 programs result in a Baccalaureate degree (down from 297 in 2016-2017 and 252 in 2017-2018) and 156 programs result in a Master's degree (up from 76 in 2016-2017 and 111 in 2017-2018). On May 20, 2015, the Athletic Training Strategic Alliance (ATSA), which consists of the Board of Certification (BOC), CAATE, National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Foundation (NATAF), made the formal announcement that entry-level athletic training degree programs are required to transition to the Master degree (2015). This pattern of change is an expected result of the professional degree transition announced in 2015. Since the CAATE deadline for degree programs to transition to the master's degree is Fall 2025, it is predicted this trend will continue.

Every year since 2013, master's degree students have demonstrated higher BOC pass rates on their national examination for first-time test takers as compared to Bachelor degree students (CAATE, n.d.). In addition, the three-year aggregate first time BOC exam pass rate scores are used to determine compliance with Standard 11, which mandates an aggregate first-time BOC exam pass rate of 70% or higher. National program compliance with Standard 11 was 78%, with Master's degree programs scoring 85% and Bachelor's programs recording 7% (2020). The evidence consistently shows master's level students possess greater competency and proficiency in athletic training knowledge and skill sets. The importance of Standard 11 cannot be underestimated as failure to comply with Standard 11 can result in probationary status of the program or even program accreditation withdraw.

Placement rates as analyzed by the CAATE over the 2017-2020 three-year period show 69% of graduating students will either become employed as an athletic trainer (AT), employed as an AT in a degree or residency program (graduate assistant in AT or internship in AT), or will enroll in another degree program (e.g. physical therapy, physician assistant, etc.) (CAATE, n.d.). Student placement rates dropped from 73% in 2018-2019 to 57% in 2019-2020 largely due to the COVID pandemic. The CAATE also noted in their 2018-2019 Analytics

Report program demographics reveal female enrollment makes up approximately 65% of all professional programs (2020). Similar to the NATA report in 2017, female interest in athletic training is continually growing and female student membership in the NATA is greater than males. As new careers and opportunities in athletic training open across the globe, student interest, particularly interest among females, keeps developing.

As stated previously, the demand for athletic trainers continues to foster across the nation. Data from the Bureau of Labor Statistics demonstrates employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations (U.S. Department of Labor, 2021). The estimated employment change is a possible increase of 5,900 jobs. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

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	15	0	480	0
Year 2	20	0	1090	0
Year 3	20	0	1240	0

VI. Employment

The NATA reported in December 2017 membership grew over 10% to over 50,000. National data reveals 28% of memberships are students and membership by gender is 56% female and 44% male. Not only are student memberships growing; but the former trend of the athletic training profession as a whole being a majority male environment is fading away. In 2005, the NATA reported 47.5% membership as female so athletic training is becoming a more viable career for women (McManus, 2014).

According to the Kansas Board of Healing Arts, as of May 2021, there are 696 active licensed athletic trainers in the state of Kansas. Athletic trainers work with people of all ages and all skill levels, from young children to soldiers and professional athletes. Athletic trainers are usually one of the first healthcare providers on the scene when injuries occur on the field and work under the direction of a licensed physician along with other healthcare providers.

Data from the Bureau of Labor Statistics demonstrates employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations (U.S. Department of Labor, 2021). The estimated employment change is an increase of 5,900 jobs. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

The proposed MSAT will use allied health care professionals from the Wichita medical community as guest speakers, clinical educators, clinical instructors, and evaluators of student skills. Also, there are educational possibilities for internships with the FC Wichita (soccer), Kansas Collegiate Summer Baseball League (baseball), Wichita Wind Surge (minor league baseball), Wichita Force (arena football league), Wichita Thunder (minor league hockey), Friends University (NAIA), Newman University (NCAA Division II) and the majority of high schools in the city of Wichita and the surrounding metropolitan area.

VII. Admission and Curriculum

Post-baccalaureate students pursuing admission will be required to hold a bachelor’s degree with a minimum

undergraduate 2.75 GPA, and have completed all pre-requisites for program admission. The 2020 CAATE standards require students to have prerequisite courses in biology, chemistry, physics, psychology, anatomy and physiology at the postsecondary level (Standard 54). Additionally, students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, nutrition, pharmacology, public health, and health care delivery and payor systems incorporated into prerequisite coursework or as a component of the professional program (Standard 55). Prospective students will apply for admission to the Graduate School, submit their MSAT admission packet and complete a personal interview prior to formal selection and admittance. The MSAT admission materials packet must include:

Admission Materials Packet for MSAT:

1. Completed application for the MSAT
2. Letter of interest
3. Three letters of recommendation (i.e. teachers, coaches, advisors, employers, etc.)
4. Official transcripts from all colleges/universities attended
5. Health examination by a licensed medical professional
6. Immunization record including HBV, TB, and Influenza
7. Signed technical standards (American with Disabilities Act Statement)
8. Student liability insurance
9. Personal health insurance
10. Hold current CPR/AED/First Aid certification from nationally accredited organization
11. Complete and successfully pass a background screening
12. Verification of 100 observation hours by a Certified Athletic Trainer
13. Successful completion of the following required courses with a C or higher:
 - a. Human Anatomy and Physiology: 3-4 credit hours
 - b. Medical Terminology: 3 credit hours
 - c. Biomechanics/Kinesiology: 3 credit hours
 - d. Care and Prevention of Athletic Injuries: 3 credit hours
 - e. Exercise Physiology: 3-4 credit hours
 - f. Elementary Statistics: 3 credit hours
 - g. General Psychology: 3 credit hours
 - h. General Chemistry: 3-4 credit hours
 - i. Nutrition: 3 credit hours
 - j. General Physics: 3-4 credit hours
 - k. General Biology: 3-4 credit hours

A. Curriculum

Year 1: Summer

Course #	Course Name	9
HPS 713	Palpatory Evaluation and Assessment in Athletic Training	3
HPS 741	Clinical Techniques in Athletic Training	3
HPS 717	Emergency Care and Management in Athletic Training	3

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	10
HPS 721	Athletic Injury Evaluation 1	3
HPS 731	Foundations in Athletic Training	3
HPS 771	Applied Learning 1	4

Year 1: Spring

Course #	Course Name	13
HPS 860	Research Methods	3
HPS 722	Athletic Injury Evaluation 2	3
HPS 770	Therapeutic Interventions 1	3
HPS 772	Applied Learning 2	4

Year 2: Summer

Course #	Course Name	9
HPS 882	Athletic Injury Rehabilitation	3
HPS 810	Evidence Based Practice in Athletic Training	3
HPS 872	General Medical Conditions in Athletic Populations	3

Year 2: Fall

Course #	Course Name	10
HPS 873	Organization & Administration in Athletic Training	3
HPS 871	Therapeutic Interventions 2	3
HPS 853	Applied Learning 3 (Immersive)	4

Year 2: Spring

Course #	Course Name	11
HPS 762	Statistical Concepts in Human Performance Studies	3
HPS 851	Applied Research	3
HPS 854	Applied Learning 4	4
HPS 813	Athletic Training Board of Certification Review	1

Total Number of Semester Credit Hours 62

VIII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Rich Bomgardner	Associate Professor	EdD	Y	Athletic Training	1.0
Whitney Bailey	Clinical Education Coordinator	MED	N	Athletic Training	1.0
Lindsay Luinstra	Assistant Professor	DAT	Y	Athletic Training	1.0
Jennifer Hudson	Adjunct Lecturer	MS	N	Athletic Training	0.10
Carolyn LeFevre	Adjunct Lecturer	MPS	N	Athletic Training	0.10

Notes: FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

* Next to Faculty Name Denotes Director of the Program

Number of graduate assistants assigned to this program **0**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$198,284	\$202,250	\$206,295
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>) 0.3 FTE	\$10,421	\$10,421	\$10,421
Fringe Benefits (<i>total for all groups</i>)	\$70,462	\$71,814	\$73,193
Other Personnel Costs (lecturers)	\$3,500	\$3,500	\$3,500
Total Existing Personnel Costs – Reassigned or Existing	\$282,667	\$287,985	\$293,409
Personnel – New Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$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	\$5,000	\$4,000	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$5,000	\$4,000	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$3,000	\$3,000	\$3,000
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$4,500	\$4,500	\$4,500
Other (CAATE Annual Accreditation Fee)	\$4,500	\$4,500	\$4,500
Total Operating Costs	\$12,000	\$12,000	\$12,000
GRAND TOTAL COSTS	\$299,667	\$303,985	\$305,409

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$159,425	\$362,027	\$411,848
Student Fees (program fee)		\$3,000	\$7,000	\$8,000
Student Fees (course fee)		\$14,400	\$32,700	\$37,200
Student Support Fee		\$25,469	\$59,428	\$67,918
Other Sources (taping fee)		\$1,500	\$2,000	\$2,000
GRAND TOTAL FUNDING		\$203,794	\$463,155	\$526,966
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(\$95,873)*	\$159,107	\$221,557

*-Graduate program deficit partially offset by final year of students enrolled in undergraduate program. See X.B – Projected Surplus/Deficit below.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The athletic training program currently has two 1.0 FTE faculty positions in the Department of Human Performance Studies dedicated to the athletic training program and responsible for program operations. Rich Bomgardner, EdD, LAT, ATC, serves as the Program Director and Whitney Bailey, MEd, LAT, ATC, serves as the Clinical Education Coordinator. Ms. Bailey is currently completing her doctoral degree with an anticipated graduation date of summer 2021. Standard 41 from the 2020 CAATE Standards for Accreditation of Professional Athletic Training Programs requires a minimum of three core 1.0 FTE athletic training faculty members to be dedicated to the program. Lindsay Luinstra, DAT, LAT, ATC, occupied a non-tenure track Assistant Educator position in HPS from Fall 2018 until Summer 2020. Her position was approved in Fall 2019 to transition to a tenure-track Assistant Professor position for FY 2021. The 1.0 additional FTE faculty member as required by the CAATE, must be an athletic trainer, hold an earned doctorate, and have a tenure-track appointment. Dr. Luinstra meets all criteria for this position. Salary data from Table IX A represents a 2% increase in salary per year for all three positions. Secretarial support was figured at 0.3 FTE with this position already operating in the HPS department and providing support for the existing athletic training undergraduate program. Additionally, the program has two 0.10 FTE adjunct lecturers assigned to teach courses in athletic training. Each adjunct lecturer would be assigned to teach one course, HPS 741 – Clinical Techniques in Athletic Training or HPS 882 – Athletic Injury Rehabilitation.

Personnel – New Positions

No new personnel are needed for this program.

Start-up Costs – One-Time Expenses

This program is currently operating which minimizes any start-up costs. Infrastructure such as classrooms, laboratory space, teaching and applied learning equipment, as well as clinical facilities are already in place. The CAATE has also developed new educational competencies and standards for athletic training students not currently taught in the program which would involve the purchase of additional equipment. Equipment for teaching and student practice includes, but is not limited to: extremity dislocation reduction models, suturing equipment and models, intravenous equipment and models, orthotic devices, custom prophylactic devices and

other teaching and applied learning aids. The new items would require initial expenditures of approximately \$9,000 which could be spread out over two years to purchase equipment.

Operating Costs – Recurring Expenses

The program is currently operating which minimizes any recurring expenses. The program is required to pay an annual fee of \$4,500 to the CAATE to maintain program accreditation status. Normal program funding from the College of Applied Studies and Department of Human Performance Studies includes office supplies, operational expenses, faculty professional development, expendable and non-expendable equipment. There will be some new recurring costs related to the purchase of the new program equipment (license fees, warranty, etc.). In addition, an updated tracking system used to monitor new CAATE competencies will be included in the new recurring costs stated above. Since the program is currently operating, there are no additional administrative assistant or library support expenses to be included.

B. Revenue: Funding Sources

Tuition and fees are the primary source of funding for the program. Current enrollment data demonstrates 80% of students are Kansas residents and 20% are considered non-resident. Non-resident student tuition is categorized into special rates (e.g. Shocker City Partnerships, Shocker Select, Midwest Exchange, or Global Select) or regular non-resident rates. Projected revenue was calculated by using percentages of resident and non-resident students as stated above. Kansas residents in year one was projected as \$301.94/credit hour X 384 SCH (80% of student enrollment). Non-resident projected rate was calculated as \$452.92/credit hour X 96 SCH (20% of student enrollment). Year 2 revenue was projected at \$301.94 X 872 SCH (80% student enrollment) and non-resident projected rate would be \$452.92/credit hour X 218 (20% student enrollment). Year 3 revenue was projected as \$301.94/credit hour X 992 SCH (80% student enrollment) and non-resident project rate would be \$452.92/credit hour X 248 SCH (20% student enrollment). A student support fee of \$679.18 per student will be assessed for fall and spring semester as well as \$339.60 for summer session. This will generate \$25,469 for the first year, \$59,428 for the second year and \$67,918 in year three. In addition, students are currently assessed a \$30 per credit hour course fee to cover expendable supplies, teaching aids, and physical examination equipment. This fee would generate \$14,400 in year 1, \$32,700 in year 2 and \$37,200 in year 3. A program fee of \$100 per semester/student will help in the purchase and licensing of a computerized tracking system to monitor CAATE competencies and student outcomes. This will generate an additional \$3,000 in year one, \$7,000 in year 2 and \$8,000 in year three. Lastly, the program also currently has a \$100 one-time fee for taping and bandaging supplies and generates a revenue of \$1,500 in additional monies in year one, \$2,000 in year 2 and \$2,000 in year three.

C. Projected Surplus/Deficit

As we phase out the current bachelor's program, there will be a projected deficit due to lower undergraduate enrollment. The new master's program is projected to have a deficit in revenue in the first year; however, we anticipate a surplus emerging as the program attains full enrollment in cohorts beginning in year 2. Further, the first year of the new graduate program will overlap with the final year of undergraduate students completing the bachelor's program. If one assumes eight students are part of that senior class and applies a similar residential/non-residential formula (75% residential), this would yield a projected tuition rate of \$228.09 X 144 SCH (Kansas resident) totaling \$32,845 and \$540.27 X 48 (Non-Kansas resident) totaling \$25,933 from those undergraduates for a projected tuition revenue of \$58,778. Applying that amount of tuition against the projected graduate program Year 1 deficit of \$95,873, the actual program-level deficit is \$37,095. Year 2 graduate program surplus more than offsets the Year 1 deficit with additional surpluses projected for each year thereafter. Indeed, the projected funding could exceed estimates due to increased enrollment, which is possible as the existing program has 38 enrolled students utilizing 24 clinical sites.

XI. References

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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. Wichita 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.

November 2, 2021

I. General Information

A. Institution Wichita State University

B. Program Identification

Degree Level: Master's
Program Title: Materials Engineering
Degree to be Offered: Master of Science in Materials Engineering
Responsible Department or Unit: College of Engineering
CIP Code: 14.1801
Modality: All (Face-to-Face, Online, and Hybrid)
Proposed Implementation Date: Fall 2021

Total Number of Semester Credit Hours for the Degree: 33

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

III. Justification

The manufacturing industry in Kansas including Wichita needs a trained workforce in materials engineering. Modern and emerging technologies exploit materials at their fundamental level to design superior products to be competitive in the global market, including those used in aerostructures. While there are several materials-related academic content areas within Wichita State University (WSU) as well as other Kansas Board of Regents institutions, there currently is not a BS, MS, or PhD program in "Materials Engineering" that specifically focuses on leveraging fundamental materials properties in the design process. Building upon our established strength in advanced materials, the College of Engineering (COE) at WSU has the faculty and graduate courses to develop the proposed program with minimal additional investment.

The proposed interdisciplinary Master's in Materials Engineering program may be achieved by completing 33 credit hours (CHs) of coursework. Various departments within the COE already offer a sufficient number of courses and content in support of the program. Five core courses are defined by graduate-level certificate programs, meaning that these courses will be regularly offered and widely available to students in the proposed program. The MS in Materials Engineering is targeted to students who have an undergraduate degree in any field of engineering or physical science (physics, chemistry, geology, etc.) as well as working professionals who aspire to attain a higher level of knowledge in materials and manufacturing.

IV. Program Demand

A. Survey of Student Interest

Number of surveys administered:	<u>1</u>
Number of completed surveys returned:	<u>109</u>
Number of students interested in program:	<u>54</u>
Percentage of students interested in program: ...	<u>49.5%</u>

The College of Engineering conducted a survey of undergraduate students in engineering and related fields at Wichita State University plus some working professionals in the Wichita area to determine the demand for this proposed program. Responders included 105 full-time students—many who are also working full time or part time in local industry—and four recent graduates. Out of these students, 76% expressed an interest to pursue a master’s degree to advance their career, and 73% indicated interest to have advanced knowledge of materials engineering to be successful in their professional career. Out of the 109 responses received, 54 (49.54%) indicated that they would definitely be interested in pursuing the proposed program if WSU were to offer it, and 30 students wanted to enroll in the program right after their graduation. While most expressing an interest in the proposed program indicated interest only in a master’s degree, some (22%) also indicated interest for a PhD degree in this area after completing the master’s degree.

B. Market Analysis

There has been steady demand for materials engineering graduates in Wichita and Kansas City, the two major metropolitan areas in the state of Kansas. Advertisements for job openings posted at Indeed.com have shown 10+ openings in Wichita and 65+ openings in the Kansas City area that require a master’s degree in Materials Engineering (2021). Similarly, there is a nationwide demand for graduates with the same. For example, Oklahoma City (40+), Denver (160+), Houston (120+), Dallas (190+), and New York City (810+) have posted a high demand for master’s degree graduates in this field because they are critical for a variety of industries such as aerospace, automotive, pharmaceutical, consumer products, and medical devices (2021). Therefore, the demand for the proposed program is quite significant in Kansas as well as in the nation.

Wichita State University has also done a formal market survey of jobs requiring a master’s degree in Materials Engineering in both local areas (Wichita, Kansas City, Newton, Hesston, Salina, Manhattan, and Lawrence) and in the region (Kansas, Missouri, Nebraska, and Oklahoma). The local area had an average of ten openings each month, with the range being 4 to 23 openings. Over the same time period, the greater region had an average of 85 openings per month, with the range being 43 to 104. The top employers seeking these professionals included Spirit AeroSystems, Textron, Honeywell International, Northrop Grumman, and United Technologies Corporation.

Based on current employment trends, demand for professionals with a master’s degree in Materials Engineering is expected to grow at a rate of 9.7% in the local area over the next ten years. Our study investigated the competition from other universities in the greater region. As stated above, currently, there is not a master’s program in Materials Engineering at any Kansas university, making the proposed program especially important. While Missouri University of Science and Technology, Washington University in St. Louis, and Oklahoma State University offer similar programs, the three schools combined together graduated only ten students over a recent academic year, which again underscores the unmet workforce needs in this area of study.

Taken together, the data demonstrates strong demand for professionals with a master’s degree in Materials Engineering in Wichita and the region. The proposed program will be a critical piece in fulfilling this talent gap, helping the state retain its manufacturing and engineering competitive advantage.

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	10	210	90
Year 2	25	15	645	225
Year 3	40	20	1,140	405

The headcount projection of full-time and part-time students for years one through three are provided in the above table. Full-time status for graduate students is defined as nine or more credit hours per semester. Full-time credit hours are calculated assuming the student takes a full load of nine credits in the fall and spring semesters, plus – on average – each full-time student takes a single three-credit class in the summer. Part-time credit hours are calculated assuming – on average – each part-time student is half-time enrolled in the fall and spring semesters. The total number of Semester Credit Hours Per Year is calculated based on the projected cumulative number of enrollments for both full-time and part-time students.

VI. Employment

The Bureau of Labor Statistics (BLS) predicts that the national need for materials engineers will remain flat over the 2018–2028 ten-year period (2021). The BLS assessment specifically states, “Materials engineers will be needed to design uses for new materials both in traditional industries, such as aerospace manufacturing, and in industries focused on new medical or scientific products.” Moreover, they stress the importance of materials engineering to manufacturing, making the need in South Central Kansas particularly important. Focusing on specific occupational and wage data for materials engineers in Kansas, the state currently has approximately 270 materials engineers, with an annual average salary of \$105K, which is in the highest stratum that the BLS has defined nationally for this occupation (2020). Given that no Kansas university currently offers a master’s degree in Materials Engineering, the proposed program fills a much-needed workforce training gap for the state.

VII. Admission and Curriculum

A. Admission Criteria

Students admitted to the MS in Materials Engineering program will possess a Bachelor of Science (BS) degree in one or more of the following majors: Materials Engineering, Material Science, Metallurgical Engineering, Mineral Engineering, Mechanical Engineering, Aerospace Engineering, Industrial Engineering, Manufacturing Engineering, Biomedical Engineering, Electrical and Computer Engineering, Chemical Engineering, Process Engineering, Physics, Chemistry, Geology, or a closely related discipline, upon approval by the Graduate Program Coordinator. Entering students must have a cumulative bachelor’s grade point average (GPA) of at least 3.0 (out of 4.0) and must satisfy all other entrance requirements of the Graduate School at Wichita State University.

B. Curriculum

The proposed MS in Materials Engineering curriculum is designed to give students maximum flexibility to tailor courses to their professional goals. Specifically, students must complete at least nine credit hours (three courses) from the set of CORE courses listed in the table below. In addition, students must take an additional 24 credit hours (typically corresponding to eight additional courses) from the union of “core” and “technical elective” course sets. Core courses will typically be offered once a year, and technical elective courses will be offered every one to two years. To satisfy the “applied learning” requirement of Wichita State University, students must take at least one course with significant applied learning components or complete an approved semester-long graduate internship/cooperative education, or a one-credit MS Directed Project, or present one of their class

projects/term papers to outside professionals. As a course-only master's program, no comprehensive exit examination is required for completion of the degree.

The following is a sample curriculum (with advanced structural materials focus) for a full-time graduate student (with nine credit hours enrollment during fall and spring semesters) to complete the program in two years. Typically, CORE courses will be offered once every year and Technical Elective courses will be offered once every one to two years.

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

Course #	Course Name	9
AE 753	Mechanics of Laminated Composites (Core)	3
ME 762	Polymeric Composite Materials (Core)	3
AE 733 or ME 760	Advanced Mechanics of Materials (Elective) or Fracture Mechanics (Elective)	3

Year 1: Spring

Course #	Course Name	9
ME 665	Selection of Materials for Design and Manufacturing (Core)	3
IME 755	Design of Experiments (Elective)	3
AE 853	Advanced Mechanics of Laminated Composites (Elective)	3

Year 1: Summer

Course #	Course Name	3
BME 771 or IME 775	Polymer Processing and Technology (Core) or Computer Integrated Manufacturing (Core)	3

Year 2: Fall

Course #	Course Name	9
AE 831	Continuum Mechanics (Elective)	3
ME 672 & L	Manufacturing of Composites and Laboratory (Core)	3
IME 758	Analysis of Manufacturing Processes (Elective)	3

Year 2: Spring

Course #	Course Name	3
AE 737 or ME 866 or ME 890	Mechanics of Damage Tolerance (Elective) or Advanced Fracture Mechanics (Elective) or Independent Study in Mechanical Engineering (Elective)	3

Total Number of Semester Credit Hours **33**

VIII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track (Y/N)	Academic Area of Specialization	Percent FTE Devoted to Proposed Program
Muhammad Mustafizur Rahman*	Professor	PhD	Y	Thermodynamics, Phase Change Materials	10

Ramazan Asmatulu	Professor	PhD	Y	Nanomaterials, Corrosion	5
Suresh Keshavanarayana	Professor	PhD	Y	Composite Materials	5
Anil Mahapatro	Associate Professor	PhD	Y	Biomaterials, Polymer	5
Wilfrido Moscoso	Associate Professor	PhD	Y	Machining of Materials	5
Bhisham Sharma	Assistant Professor	PhD	Y	Meta-Materials	5
Gamal Weheba	Professor	PhD	Y	Additive Manufacturing	5
Eylem Asmatulu	Assistant Professor	PhD	Y	Recycling of Materials	5
Bin Li	Associate Professor	PhD	Y	Polymer Materials	5
Davood Askari	Associate Professor	PhD	Y	Composite Materials	5
Rajeev Nair	Associate Professor	PhD	Y	Laser Machining	5
Tewodros Zewde	Assistant Teaching Professor	PhD	N	Wireless-Powered Communications	5

*Graduate Program Coordinator Note:

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Number of graduate assistants assigned to this program 0

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	\$60,520	\$62,335	\$64,206
Administrators (<i>other than instruction time</i>)	7,508	7,734	\$7,966
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	23,810	24,524	\$25,260
Other Personnel Costs			
Total Existing Personnel Costs—Reassigned or Existing	\$91,838	\$94,593	\$97,431
Personnel—New Positions			
Faculty	\$10,000	\$20,000	\$30,000
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			

Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	3,500	\$7,000	\$10,500
Other Personnel Costs			
Total Existing Personnel Costs—New Positions	\$13,500	\$27,000	\$40,500
Start-Up Costs—One-Time Expenses			
Library/Learning Resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-Up Costs			
Operating Costs—Recurring Expenses			
Supplies/Expenses	\$2,000	\$3,500	\$3,500
Library/Learning Resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs	\$2,000	\$3,500	\$3,500
GRAND TOTAL COSTS	\$107,338	\$125,093	\$141,431

B. FUNDING SOURCES	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition/State Funds		\$130,060	\$383,630	\$680,300
Student Fees		\$26,096	\$68,435	\$121,209
Other Sources				
GRAND TOTAL FUNDING		\$156,156	\$452,065	\$801,509
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$48,818 (surplus)	\$326,972 (surplus)	\$660,078 (surplus)

Based on full-time students taking 9 credits in Fall, 9 credits in Spring, and 3 credits in summer the first year, and 9 credits in Fall and 3 credits in Spring in the second year for a total of 33; and part-time students taking 6 credits in Fall and 3 credits in Spring for three years and then taking the last 6 credits in fall of year 4 for a total of 33.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Year 1	The previous table listing Core Faculty was used to multiply faculty salaries by the faculty FTE devoted to the new program. Note that this merely represents a slight reorganization as this cost is latent. Note that all of these faculty have their primary teaching responsibilities in their home departments, and the courses that they teach for this program are already being taught.
	Administrator is calculated as 5% of the Associate Dean for Graduate Program's salary (again, a latent cost).
	Fringe is calculated based on current WSU fringe rates.
Year 2	Accounting for raises, all salary costs are increased by 3%.
Year 3	Accounting for raises, all salary costs are increased by another 3%.

Personnel – New Positions

Year 1	10% effort of a new faculty member's salary + fringe is budgeted.
Year 2	A second 10% effort of a new faculty member's salary + fringe is budgeted (plus costs carried over from year 1).
Year 3	A third 10% effort of a new faculty member's salary + fringe is budgeted (plus costs carried over from years 1 and 2).

Start-up Costs – One-Time Expenses

Years 1–3	Given that the proposed program is based on existing courses, no one-time start-up costs are necessary.
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Operating Costs – Recurring Expenses

Year 1	Consumable office supplies are estimated at \$2,000.
Year 2	Consumable office supplies are estimated at \$3,500.
Year 3	Consumable office supplies are estimated at \$3,500.

B. Revenue: Funding Sources

Revenue is calculated based on the projected enrollment from the table in Section V. In-state graduate tuition of \$307.98/CH is calculated for 60% of the full-time student credit hours, whereas given the large number of international students expected to be interested in this program, out-of-state tuition of \$756.38/CH is calculated for the remainder of the full-time credit hours. All part-time student credit hours are calculated using the in-state rate.

Students pay mandatory and student support fees on a semester basis and the fee is based on the number of credit hours they take in each semester. For the student support fees, the full-time students (7 or more credit hours) pay \$679.18 for fall and spring semesters and \$339.60 for summer semester. The part-time students (4 – 6.75 credit hours) pay \$452.78 for fall and spring semesters and \$226.40 for summer semester. And the student support fees for up to 3.75 credit hours are \$226.40 in fall and spring semesters and \$113.21 for summer. The other mandatory fees are calculated at a rate of \$7.75/CH, which includes the campus infrastructure and support fee (\$6/CH), the campus technology fee (\$1/CH), and the campus transportation fee (\$0.75/CH). Funding will be allocated through existing resources in the College of Engineering.

C. Projected Surplus/Deficit

A modest surplus is projected in year 1 (\$48.8K), which increases to healthy surpluses in years 2 and 3 (\$326.9K and \$660K, respectively).

XI. References

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Summary

In accordance with K.S.A. 74-3202d and the Board-approved [Performance Agreement Funding Guidelines](#), the Academic Year 2020 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.

November 2, 2021

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines. The performance agreement model, which is attached, guides institutions in developing their performance agreements, in which each institution typically chooses six “indicators” by which their performance will be measured. Recently, these agreements have been restructured every three years.

In 2019, the last time in which performance agreements were scheduled to be restructured, the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreement model at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 – Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating “bridge agreements.” Originally, the bridge agreements were approved to cover two years: AY 2020 and AY 2021. However, because the Board has engaged Georgia State’s National Institute for Student Success (NISS) to work with some institutions to improve certain outcomes, we wanted to be able to use some of that work to further inform us on possible indicators for performance. As a result, BAASC approved adding AY 2022 to the bridge agreements to cover the time period which NISS conducts its analysis and issues recommendations on ways in which participating institutions can improve. This allows the AY 2022 performance agreements to continue without disruption and provides ample time to utilize insights gained from NISS, develop potential new metrics, seek feedback, and ultimately finalize new metrics for AY 2023 (which will start on June 1, 2022).

For these bridge agreements, covering AY 2020 - AY 2022, about half the institutions continued using the same indicators that were used in the older agreements, while the other half made one or more updates to their existing indicators or replaced at least one of them.¹

As any new funding awarded depends upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2020. These reports will be the basis of awarding any new funds in July 2022. 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 2020 performance reporting, reviewing, and funding cycle is detailed below.



¹ For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

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:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
 - 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:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
 - The performance report includes specific plans for improvement.
- No New Funding Awarded
The institution did not make a good faith effort, as defined by:
 - Lacking an approved performance agreement;
 - Failing to submit a performance report; or
 - Maintaining or improving from the baseline in only **one indicator, or none of the indicators.**

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

Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the most recent report for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and AY 2020. However, it is the comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2020.

University/College	Funding Recommendation	Page
Kansas State University	100% funding	29
Pittsburg State University	100% funding	33
Washburn University	100% funding	37
Colby Community College	100% funding	41
Cowley Community College	100% funding	45
Garden City Community College	100% funding	49
Hutchinson Community College	100% funding	53
Johnson County Community College	100% funding	57
Flint Hills Technical College	100% funding	61
Manhattan Area Technical College	100% funding	65
North Central Kansas Technical College	100% funding	69

Performance Agreement Model

	Sectors		
Indicators	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> Increasing Higher Education Attainment <ul style="list-style-type: none"> First to second year retention rates Number of certificates and degrees awarded Six-year graduation rates Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> Performance of students on institutional assessments Percent of certificates and degrees awarded in STEM fields Ensuring State University Excellence <ul style="list-style-type: none"> Selected regional and national rankings 	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> Increasing Higher Education Attainment <ul style="list-style-type: none"> First to second year retention rates Number of certificates and degrees awarded Six-year graduation rates Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> Performance of students on institutional assessments Percent of certificates and degrees awarded in STEM fields Ensuring State University Excellence <ul style="list-style-type: none"> Performance on quality measures compared to peers 	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> Increasing Higher Education Attainment <ul style="list-style-type: none"> 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 Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> Performance of students on institutional quality measures² Percent of students employed or transferred Wages of students hired³ Third party technical credentials and WorkKeys, if applicable
<i>Institution-Specific Indicators⁴</i>	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.

² e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

³ As provided by the Kansas Department of Labor.

⁴ 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.

Kansas State University Performance Report AY 2020				AY 2020 FTE: 18,939 Date: 7/9/2021		
Contact Person: Bin Ning Phone: 785-532-3931 email: bning@ksu.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 <i>KBOR data</i>	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% Baseline: 9,286/11,237 = 82.6%	2,753/3,161 = 87.1%	↑		
2 Increase Number of Degrees and Certificates awarded	1 <i>KBOR data</i>	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 Baseline: 5,060	5,500	↑		
3 Increase Rank for Total Research Expenditures	3	FY 2012: \$154.9M, control rank = 71 FY 2013: \$163.5M, control rank = 71 FY 2014: \$169.9M, control rank = 70 Baseline: rank average = 70.7	71	↓		
4 Increase Rank for Annual Giving	3	FY 2012: \$66.9M, control rank = 61 FY 2013: \$75.4M, control rank = 56 FY 2014: \$108.1M, control rank = 37 Baseline: rank average = 51.3	54	↓		
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 Baseline: 500	740	↑		
6 Increase percent of degrees and certificates awarded in STEM fields	2 <i>KBOR data</i>	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) Baseline: 38.3% (5,819/15,179)	2,667/5,500 = 48.5%	↑		

Kansas State University Performance Report AY 2020

Indicator 1: Increase First to Second year Retention rates

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

Result: The first-to-second year retention rate for AY 2020 is the highest in university history. Retention rates have been a focus of our K-State 2025 strategic plan. We believe that the continued increase is due to a combination of the increased quality of our incoming freshman classes, and the increased resources devoted to assisting first-year students' success.

Indicator 2: Increase number of degrees and certificates awarded

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

Result: We continue to see the number of completions increase. The data for AY 2020 reflect among the highest in school history. This is in part due to our commitment to advising students, as well as improving the efficiency of the paths to graduation for transfer students

Indicator 3: Increase Rank for total research expenditures

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

Result: While we have increased in the dollar amount of research expenditures, we did not improve our ranking above the baseline. Our ranking of 71 is practically equivalent to the baseline average of 70.7, but mathematically higher. So while the ranking rose slightly above the baseline, the increase is not very significant. We were ranked at #71 last year's report as well. For this year (AY2020), specific financial information is no longer available from the external source at UMass.

Indicator 4: Increase Rank for annual giving

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

Result: In recent years, our annual giving has been trending more toward endowed gifts than expendable gifts. Since endowed gifts are not counted in this metric, it affects our ranking. This is not the case for overall annual giving, only on the expendable funds. We have made great strides in annual giving, as last year's report showed a ranking of #64. For this year (AY2020), specific financial information is no longer available from the external source at UMass.

Indicator 5: Increase number of students from underrepresented groups receiving degrees

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

Result: As with indicators #1 and #2, our performance on this metric is the highest recorded in school history. We have strong student organizations for underrepresented groups. Our Black Student Union has been named the best in the Big XII 12 times in the past 15 years. Academic support for underrepresented groups includes programs for First Generation students and the Academic Assistance Center. Also, each college employs a diversity point person who works with students in that specific college, assisting with financial aid questions and other advising.

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

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

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

Kansas State University Performance Report AY 2019							AY 2019 FTE: 19,570	
Contact Person: Brian Niehoff		Phone and email: 785-532-4797; niehoff@ksu.edu					Date: 6/12/2020	
Kansas State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase 1 st to 2 nd year Retention	1	Fall 12 Cohort = 81.2% (3,081/3,794) Fall 13 Cohort = 83.3% (3,128/3,755) Fall 14 Cohort = 83.4% (3,077/3,688) Baseline: 82.6% (9,286/11,237)	84.3% (2,975/3,531)	↑	85.4% (2,826/3,308)	↑	85.8% (2,922/3,405)	↑
2 Increase Number of Degrees and Certificates awarded	1	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 *Baseline: 5,060	5,353	↑	5,359	↑	5,363	↑
3 Increasing Rank for Total Research Expenditures	3	FY 2012 = \$154.9M, control rank = 71 FY 2013 = \$163.5M, control rank = 71 FY 2014 = \$169.9M, control rank = 70 Baseline: rank average = 70.7	67 \$178.3M	↑	69 \$180.1M	↑	71 \$181.9M	↓
4 Increase Rank for Annual Giving	3	FY 2012 = \$66.9M, control rank = 61 FY 2013 = \$75.4M, control rank = 56 FY 2014 = \$108.1M, control rank = 37 Baseline: rank average = 51.3	53 \$98.1M	↓	52 \$96.6M	↓	64 \$84.9M	↓
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑	657	↑	670	↑
6 Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.8% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) *Baseline: 38.3% (5,819/15,179)	41.8% (2,237/5,353)	↑	46.1% (2,471/5,359)	↑	44.5% (2,387/5,363)	↑

*Updated 11/26/2019

Pittsburg State University Performance Report AY 2020					AY 2020 FTE: 6,138 Date: 6/28/2021	
Contact Person: Howard W. Smith Phone: 620-235-4009 email: hwsmith@pittstate.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 <i>KBOR data</i>	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% Baseline: 2,393/3,247 = 73.7%	640/865 = 74.0%	↑		
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013: 2.2186/3 = 74.0% AY 2014: 2.2789/3 = 76.0% AY 2015: 2.2349/3 = 74.5% Baseline: 6.7324/9 = 74.8%	69.1% (2.0736/3)	↓		
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013: (3+1+2+1)/4 = 1.8 AY 2014: (2+2+1+2)/4 = 1.8 AY 2015: (2+3+1+1)/4 = 1.8 Baseline: 21/12 = 1.8	2.7 (3+3+2)/3	↓		
4 Increase Credit Hours Completed through Distance Education	1	AY 2014: 18,493 AY 2015: 21,495 AY 2016: 22,234 Baseline: 20,741	40,229	↑		
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013: 113 (of 1,051) AY 2014: 127 (of 1,136) AY 2015: 153 (of 1,218) Baseline: 131	151 (of 1,004)	↑		
6 Increase Amount of Scholarship Funds Raised	3	AY 2013: \$1,800,098 AY 2014: \$2,232,575 AY 2015: \$2,149,830 Baseline: \$2,060,834	\$6,189,950	↑		

Pittsburg State University Performance Report AY 2020

Indicator 1: Increase First to Second Year Retention Rates

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

Result: Performance just above the baseline was achieved in AY20 through an emphasis on proactive initiatives to broadly address improving student success, as well as targeted efforts to identify students who are experiencing academic challenges, and then providing on-time direct assistance and referrals to identified students. A newly redesigned first term course, peer mentoring for first-year students, learning communities in multiple areas (Biology, Communication, Geography, the College of Business, and new for fall 2019 - the School of Construction), tutoring for challenging first-year courses, and academic skills workshops are examples of PSU's proactive approach. Use of a retention management system allows instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations in the first three to eight weeks of the term. Programs traditionally offered face-to-face, such as student success counseling, academic advising, tutoring and academic skills workshops, were shifted to online delivery due to the pandemic in spring 2020. Early enrollment dates for fall and summer 2020 were delayed and then extended to allow additional time for faculty advisors, as well as students, to prepare to meet electronically.

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

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

Result: The Index continues to perform below the initial level. It is worth noting, however, that every year the passing rate has increased since PSU began using the Math Index. The Math department has adopted several practices intended to increase student retention and success in all gen ed Math classes, especially College Algebra. This is further evidenced by the focus on College Algebra in the university's Quality Initiative for the Higher Learning Commission (HLC).

Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers

Description: To determine relative rank among five identified peer institutions, four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., Integrated Postsecondary Education Data System, National Science Foundation), and the institutions were ranked on each variable. An average rank is computed to both establish baseline and measure annual progress.

Result: PSU showed a decline in overall ranking compared to peer institutions. A major contributing factor continues to be a change in reporting at the national level. PSU consistently ranked first in research and development expenditures over the duration of the performance agreement, but comparative data are no longer available. PSU's six-year graduation rate of first-time, full-time cohort, moved from a ranking of second to third, trading spots with one peer institution by a 1% difference. PSU continues to rank second in percentage of faculty with terminal degrees. This is below the baseline ranking in this area, resulting from a deliberate decision to hire more part-time faculty as a strategy to address continued financial pressures. For fall-to-fall retention rate of full-time first-time cohort, PSU continues to rank third compared to peer institutions. It is noted that PSU ranks in the top-half of all reported rankings of peer institutions, consistently ranking higher than the bottom half of the peer group.

Indicator 4: Increase Credit Hours Completed through Distance Education

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

Result: This indicator showed an increase from last year and is now approaching double the baseline number. The primary strategy for increasing number of distance education credits has been significant expansion of online programs, primarily graduate programs. In addition, there has been significant enrollment growth in the online graduate programs. From AY19 to AY20, total graduate credit hour production increased by 20.7%. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY20, an additional 16 faculty completed QM training.

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

Description: This indicator tracks number of degrees awarded to domestic minority students, whether students started at PSU or transferred to us. Retention and completion initiatives center on collaborative efforts among the Academic Affairs and Student Life divisions.

Result: Number of bachelor's degrees granted to domestic minorities was well above the established baseline, and the percentage of minority graduates as compared to the total number of graduates increased slightly from the previous year. Success initiatives continue to be centered on collaborative efforts among faculty advisors along with support from staff within the Office of Student Diversity and the Office of Student Success Programs, and from the Tilford Group on campus. These efforts include: support and tools to navigate a campus environment and become involved in student organizations; excellent academic advisement supported by annual advisor training campus-wide inclusive activities to support academic success, such as Diversity Brown Bags; mentoring activities from upperclassmen; and academic skills workshops. In AY 2020, planning commenced for a campus-wide diversity climate study to begin in fall 2020 as part of PSU's long-term strategic diversity plan.

Indicator 6: Increase Amount of Scholarship Funds Raised

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

Result: Scholarship funds raised total \$4.13 million over baseline. The total does not include an additional amount of \$55,000 documented in FY20 that are designated in planned gifts for scholarships to be realized in the future. One goal of the Proven.Promise.PittState. Capital Campaign was to raise \$10 million for scholarships through FY21; PSU is on target to surpass that goal.

Pittsburg State University Performance Report AY 2019							AY 2019 FTE: 6,235	
Contact Person: Howard Smith, Provost & VPAA			Phone and email: 620.235.4113, hwsmith@pittstate.edu				Date: 6/11/2020	
Pittsburg State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase First to Second Year Retention Rates	1	Fall 12 Cohort = 800/1,076=74.3% Fall 13 Cohort = 816/1,128=72.3% Fall 14 Cohort = 777/1,043=74.5% Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔	75.1% (740/986)	↑	73.7% (705/957)	↔
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%	70.31% (2.1094/3)	↓	71.93% (2.1578/3)	↓	68.6% (2.0580/3)	↓
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013 = (3+1+2+1)/4=1.8 AY 2014 = (2+2+1+2)/4=1.8 AY 2015 = (2+3+1+1)/4=1.8 Baseline: 1.8	1.5 (1+3+1+1)/4	↑	2.0 (1+3+2+2)/4	↓	2.3* (3+2+2)/3	↓
4 Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741	28,086	↑	30,484	↑	38,066.5	↑
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1,051) AY 2014 = 127 (of 1,136) AY 2015 = 153 (of 1,218) Baseline: 131	158 (of 1,231)	↑	157 (of 1,182)	↑	160 (of 1,125)	↑
6 Increase Amount of Scholarship Funds Raised	3	AY 2013 = \$1,800,098 AY 2014 = \$2,232,575 AY 2015 = \$2,149,830 Baseline: \$2,060,834	\$3,638,791	↑	\$5,574,431	↑	\$6,581,115	↑

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

Washburn University Performance Report AY 2020					Washburn AY 2020 FTE: 4,768 Washburn Tech AY 2020 FTE: 1,263 Date: 8/3/2021	
Contact Person: JuliAnn Mazachek Phone: 785-670-1648 email: juliann.mazachek@washburn.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of first time full-time freshmen at Washburn University	1 <i>KBOR data</i>	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% Baseline: 1,540/2,335 = 66.0%	498/715 = 69.7%	↑		
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 <i>KBOR data</i>	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,391	↓		
3 Increase the ranking among the state public universities as measured by the endowment per FTE student	3	2012 Rank: 2 2013 Rank: 2 2014 Rank: 2 Baseline: Rank 2	2	↔		
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% Baseline: 79,766/467,082 = 17.1%	31,451/138,593 = 22.7%	↑		
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 Baseline: 1,938	1,207	↓		
6 Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,399	↓		
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	64	↑		

Washburn University Performance Report AY 2020

Indicator 1: Increase first to second year retention rates of first time full-time freshmen at Washburn University.

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

Result: Washburn's retention rate increased to 69.7% which is up slightly from 2019 and is well over the baseline of 65.9%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full-time freshmen. We have also become more adept using technology after implementing the EAB (Education Advisory Board) Student Success Collaborative software system which generates a data rich environment allowing us to focus our efforts on identified at-risk students.

Indicator 2: Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech

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

Result: Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,391 in AY20, down slightly from the three-year baseline average of 2,444. This decrease is accounted for by the Tech campus, which experienced a decrease in the number of students completing their certificates in the Spring of 2020 due to the COVID-19 pandemic. Washburn University's degrees and certificates were up slightly (about 1%) from AY19.

Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student

Description: The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO (National Association of College & University Business Officers)/Commonfund Endowment Study. Our goal is to continue to maintain or increase our ranking.

Result: Washburn University maintained its ranking of second in the state of Kansas. The list that follows indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions participating in the annual NACUBO/Commonfund Endowment Study. The values have been generally trending upward, while the ranking has remained relatively stable as we continue to raise funds each year. *FY20 \$32,977 (48th), FY19 \$32,930 (41st), FY18 \$31,077 (Unknown), FY17 \$31,131 (43rd), FY16 \$28,356 (48th), FY15 \$30,353 (44th).*

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually

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

Result: Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY20 with 22.7% (31,451/138,593) online student credit hours awarded. Washburn increased the number of online course sections being offered as well as the number of new online programs offered.

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

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

Result: Although we did not achieve our baseline goal of 1,938, enrollments of adult learners in undergraduate programs did increase slightly from AY19 in AY20, from 1,177 to 1,207. Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. An external firm has been hired to conduct market research, and leadership from all units on campus met with the research team in January 2020 to strategize regarding adult learners. Unfortunately, the COVID-19 crisis and subsequent planning took the focus off this project for several months, but we are returning to this planning presently.

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

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

Result: Unfortunately, there was a decrease in the number of attempts at and earning of credentials due to COVID-19 for AY20 at Washburn Tech. Instructors reported 1,399 industry credentials earned out of 1,594 attempted, for a pass rate of 87.8%.

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

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

Result: For AY20, 64 students completed their GED through Washburn Tech. While substantially above institution baseline (42), this number is down from AY19 due to building and testing location closure due to COVID-19.

Washburn University Performance Report AY 2019

AY 2019 FTE: 4,994 – Washburn

AY 2019 FTE: 1,270 – Washburn Tech

Contact Person: JuliAnn Mazachek

Phone and email: 785-670-1648; juliann.mazachek@washburn.edu

Date: 7/22/2020

Washburn University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of first time full-time freshmen (Washburn University).	1	Fall 12 Cohort: 517/803 = 64.3% Fall 13 Cohort: 509/779 = 65.3% Fall 14 Cohort: 514/753 = 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑	70.1% (574/819)	↑	68.9% (501/727)	↑
2 Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,590	↑	2,496	↑	2,673	↑
3 Increase the ranking among the state public universities as measured by the endowment per FTE student.	3	2012: Rank 2 2013: Rank 2 2014: Rank 2 Baseline: Rank 2	Rank 2	↔	Rank 2	↔	Rank 2	↔
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.	2	FY13: 27,329/162,754 = 16.8% FY14: 26,386/155,304 = 17.0% FY15: 26,051/149,024 = 17.5% *Baseline: 79,766/467,082 = 17.1%	19.6% (28,908/147,227)	↑	20.3% (30,223/148,605)	↑	22.1% (32,047/145,258)	↑
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13: 2,152 FY14: 1,940 FY15: 1,722 Baseline: 1,938	1,466	↓	1,432	↓	1,177	↓
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,179	↓	1,896	↑	1,994	↑
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	129	↑	130	↑	79	↑

*Updated 7/17/2018

Colby Community College Performance Report AY 2020					AY 2020 FTE: 1,021 Date: 7/9/2021	
Contact Person: Dr. Tiffany Evans Phone: 785-460-5403 email: tiffany.evans@colbycc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 324	381	↑		
2 Increase the first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% Baseline: 261/449 = 58.1%	85/143 = 59.4%	↑		
3 Increase the percentage of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% Baseline: 489/897 = 54.5%	160/321 = 49.8%	↓		
4 Increase the percentage of students who successfully complete Beginning Algebra (MA076) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% Baseline: 281/418 = 67.2%	85/101 = 84.2%	↑		
5 Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 363	445	↑		
6 Increase the Student Success Index	1 <i>KBOR data</i>	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% Baseline: 925/1,444 = 64.1%	300/526 = 57.0%	↓		

Colby Community College Performance Report AY 2020

Indicator 1: Increase the number of certificates and degrees awarded

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

Result: Increased. With intention, CCC strives to bring excellence to every action within every enrollment, persistence, retention, and completion activity. Through an emerging initiative, students are more closely monitored, in regard to their academic progress, their transfer goals, and their career goals. Further, because students' progress is more closely monitored, faculty and staff are able to interject both cognitive and non-cognitive supports. In so doing, students are better positioned to understanding the correct sequence of courses they are supposed to take to complete their studies in a positive and time-efficient fashion, while gaining support through supplemental instruction, intrusive advising, tutoring, library support, career exploration and advising, and through special no-cost programming regarding financial literacy, and proper study and organizational techniques. All of these strategies result in most students having a positive image of themselves and of the College, because these students tend to be more academically successful and engaged with the programming and services of the College.

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

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

Result: Increased. With an eye toward eventual full implementation of the Guided Pathways model, the College has taken small (but impactful) steps to begin boosting student enrollment, retention, and persistence rates, which naturally lead to higher completion, transfer, and job placement rates. These steps have included clarifying enrollment pathways, sequencing, and academic support services. The credit-bearing FYE Seminar (First Year Experience—Student Success Seminar) provides students with ample opportunities to become knowledgeable about, and active with, the College community, and expounds on appropriate goal setting and goal achievement. Orientations, special programming, and formal and informal student support networks, helped to ensure that students would know about available support services, and where, and when, to find them, and had the personal confidence to seek them out. Further, personal confidence was enhanced through avenues including athletics, clubs, and service learning opportunities, where students were able to push themselves in new and different directions, experience new people and ideas, and see themselves as successful transfer students or as sought-after members of the workforce. Together, these interventions, programs, and services, coalesced to have CCC students make strides in the persistence and retention.

Indicator 3: Increase the percentage of students employed or transferred

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

Result: Decreased. Tragically, early 2020 saw the beginning of a global pandemic, crippling the world with an unknown illness, and people everywhere shuttered in place. Educational delivery was abruptly stopped and then shifted to online only, thereby causing a significant disruption for many students. Some students became ill, lost their sources of employment and/or financial stability, and became caretakers for family and friends. COVID-19 impacted all aspects of life. Although COVID-19 is somewhat controlled, its lasting effects still negatively impact the health of the public, the delivery of education, and the financial vitality of many students. As a resilient and forward-looking educational institution, CCC is committed to continue offering quality and affordable education, leading to transfer and/or employment. CCC continues to work with students to ensure persistence, retention, completion, transfer (if desired), and ultimately employment in a high wage and high demand career. Although the percentage of students employed or transferred had decreased, CCC views this as temporary setback and fully

expects the percentage of students employed or transferred to increase as life returns to a more normalized state. CCC is strategically implementing pedagogical and support mechanisms to help ensure the health and safety of students, while keeping them on the pathway to completion, transfer, and employment.

Indicator 4: Increase the percentage of students who successfully complete Beginning Algebra (MA076) with a C or better

Description: CCC is focused on preparing non-college ready students to be successful in college-level courses. Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and retention rates. The CCC Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA076 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes (numerator, students enrolled in MA076 sets the denominator). This will provide information to determine a success ratio for the course. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

Result: Increased. CCC has implemented strategic interventions to help students in MA076 earn a C or better. Instructors offer voluntary supplemental instruction sessions, and students may also receive assistance through peer tutoring and online, through the ThinkingStorm platform. By participating in the supplemental instruction sessions, students receive extra instruction, more classroom time with their instructors, additional supplemental instruction materials, and have the opportunity to receive additional one-on-one and small group tutoring to complete assignments and prepare for exams.

Indicator 5: Increase the financial literacy of students

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

Result: Increased. CCC weaves financial literacy concepts through many credit bearing business courses, through First Year Experience, Financial Aid workshops, and specialized periodically offered workshops. CCC is committed to preparing students not only for transfer and the contemporary workplace, but to be successful in life. Being financially literate is a foundational life skill, and Colby Community College plans to further expand financial literacy programming options to reach an even greater number of students. A free of charge self-paced online non-credit course is being developed, and plans to have additional financial literacy programming opportunities have been solidified for the next academic year.

Indicator 6: Increase the Student Success Index

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

Result: Decreased. CCC posits that the drop in their Student Satisfaction Index (SSI) scores was directly tied to the instructional delivery changes that were necessary during the COVID outbreak. Courses were first slightly delayed, and then put entirely online. As demonstrated through a vast body of educational research, not all courses are good candidates for online instruction, and students tend to be less satisfied with totally online courses. Not all students have access to the appropriate technology to be successful in online learning, nor do many students have developed, the motivation and discipline to be successful online learners. Coupled together, these factors likely led to the dip in the College's SSI. CCC is committed to raising student perceptions about their educational journeys at CCC, through data driven and data informed decision making, and by consistently offering the highest quality educational experience. CCC is also committed to providing high impact academic support services, and improving student online learning experiences through the provision of instructional design support for faculty, and the purchase of technological enhancements to improve student learning and engagement in the virtual classroom.

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

*Updated 4/20/2018

**Updated 6/14/2019

Cowley Community College Performance Report AY 2020					AY 2020 FTE: 1,921 Date: 3/4/2021	
Contact Person: Michelle Schoon Phone: 620-441-5204 email: michelle.schoon@cowley.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college-ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 278/449 = 61.9% Fall 2013 Cohort: 204/348 = 58.6% Fall 2014 Cohort: 175/275 = 63.6% Baseline: 657/1,072 = 61.3%	233/349 = 66.8%	↑		
2 Increase the completers success rate in the gateway courses of English Composition I and College Algebra	1	Fall 2015 Cohort: 846/1,182 = 71.6% Fall 2016 Cohort: 823/1,042 = 79.0% Fall 2017 Cohort: 941/1,126 = 83.6% Baseline: 2,610/3,350 = 77.9%	540/650 = 83.1%	↑		
3 Increase the percentage of students who completed, became employed or transferred	2 <i>KBOR data</i>	AY 2012 Cohort: 555/915 = 60.7% AY 2013 Cohort: 505/881 = 57.3% AY 2014 Cohort: 534/871 = 61.3% Baseline: 1,594/2,667 = 59.8%	377/684 = 55.1%	↓		
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College	1	Fall 2010 Cohort: 506/829 = 61.0% Fall 2011 Cohort: 508/778 = 65.3% Fall 2012 Cohort: 450/786 = 57.3% Baseline: 1,464/2,393 = 61.2%	249/376 = 66.2%	↑		
5 Increase the persistence rates (fall to fall) for students in developmental courses	1	Fall 2012 Cohort: 249/462 = 53.9% Fall 2013 Cohort: 190/364 = 52.2% Fall 2014 Cohort: 137/259 = 52.9% Baseline: 576/1,085 = 53.1%	88/156 = 56.4%	↑		
6 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	AY 2012: 2.162 AY 2013: 2.201 AY 2014: 2.327 *Baseline: 2.214	2.201	↓		

*Baseline was corrected 5/27/2021.

Cowley Community College Performance Report AY 2020

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

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

Result:

Cowley College met this indicator with a 66.8% for AY2020 compared to the baseline of 61.3%. Cowley College has been developing data dashboards to better separate student populations and address student needs. Another factor that might have contributed to the success of this indicator is the clear transfer pathways that guide students to reenrollment and to transfer. The enrollment advisors have also been more proactive in contacting returning students to get them enrolled for the following year.

Indicator 2: Increase the completers success rate in the gateway courses of English Composition I and College Algebra

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

Result:

Cowley College met this indicator with 540 successfully completing the gateway courses for AY2020 out of 650 students in the cohort, for an 83.1% success rate when compared with the three-year baseline of 77.9%. Cowley College has adopted a corequisite English Composition I curriculum and a College Algebra with Review math sequence, leading to success in this indicator. This indicator was chosen as a way to continue to monitor student success in gateway courses, and even though the College met the goal, it was noticed in the data that the online sections of the corequisite English are not performing as well as the in-person sections. This will be a focus in the coming year.

Indicator 3: Increase the percentage of students who completed, became employed, or transferred

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

Result:

Cowley College did not meet this indicator, achieving a 55.1% in AY2020 compared to the 59.8% baseline. One factor that could be affecting this indicator is that Cowley College is in a county that borders Oklahoma. Approximately 7% of Cowley students are from Oklahoma and if they return to work in Oklahoma or transfer to an Oklahoma school, they would not be in the success indicator, compared to 5.4% of Oklahoma students when the baseline was established. Cowley has recently opened a Workforce and Career Center on campus to help guide students in career exploration and in job placement. Students using these services are being tracked with employment data with the goal of better job placement success of Cowley completers.

Indicator 4: Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College

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

Result:

Cowley College met this indicator with 66.2% of the students in the cohort for AY2020 completing or transferring within three years compared to the baseline of 61.2%. Some of the factors contributing to the success in this area include increasing the stackable credentials, clear program pathways to guide completion, and more intrusive advising to prompt students to complete degrees and certificates.

Indicator 5: Increase the persistence rates (fall to fall) for students in developmental courses

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

Result:

Cowley College met this indicator with 56.4% of the developmental cohort in AY2020 being retained from fall to fall, compared to the baseline of 53.1%. Even though this indicator was met, the College has identified this a focus for the coming year. A new data dashboard with predictive analytics has been developed to help identify students that may be falling behind. Intrusive advising will be used in working with these identified students with the focus of remediation and completion.

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

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

Result:

Cowley College did not meet this indicator, having a developmental student GPA of 2.201 GPA in AY2020 compared to the Baseline of 2.214 GPA. This is an indicator that Cowley has met consistently over the past three years. It is possible that the impact of COVID and transitioning all classes to a virtual setting during the spring of 2020 had a negative impact on the developmental students and also their success in developmental courses. This indicator is related to indicator 5, where we did see a decline in online developmental course success.

Cowley Community College Performance Report AY 2019						AY 2019 FTE: 2,006		
Contact Person: Michelle Schoon		Phone and email: 620-441-5204; michelle.schoon@cowley.edu				Date: 7/13/2020		
Cowley Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1	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	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓	666	↓	816	↓
3	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	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	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	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

Garden City Community College Performance Report AY 2020					AY 2020 FTE: 1,468 Date: 7/28/2021	
Contact Person: Ryan Ruda Phone: 620-276-9597 email: ryan.ruda@gcccks.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase satisfactory completion of credit hours for veteran students	1	AY 2014: 489 AY 2015: 377 AY 2016: 85 Baseline: 317	218	↓		
2 Increase Number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 488 AY 2014: 515 AY 2015: 504 Baseline: 502	626	↑		
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	AY 2014: 0 AY 2015: 8.78 AY 2016: 8.84 Baseline: 8.81	9.50	↑		
4 Increase Percent of students who complete English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year	1	AY 2013: 57/101 = 56.4% AY 2014: 108/166 = 65.1% AY 2015: 112/173 = 64.7% Baseline: 277/440 = 63.0%	108/168 = 64.3%	↑		
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	AY 2013: 8,540 AY 2014: 12,419 AY 2015: 18,485 Baseline: 13,148	18,553	↑		
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 76/152 = 50.0% Fall 2011 Cohort: 96/232 = 41.4% Fall 2012 Cohort: 101/289 = 34.9% Baseline: 273/673 = 40.6%	71/192 = 37.0%	↓		

Garden City Community College Performance Report AY 2020

Indicator 1: Increase satisfactory completion of credit hours for veteran students

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

Result: 218 credit hours were successfully completed by veteran students in AY 2020. This result is lower than the baseline, but higher than AY 2016, one of the baseline years.

Indicator 2: Increase number of certificates and degrees awarded

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

Result: 626 degrees and certificates were awarded in AY 2020. This number is 24% above the baseline and represents a 2% increase over AY 2019.

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

Description: For 2014-2015, GCCC used an internal tool to assess written communication. This tool used a 4-point Likert scale with 12 total points possible. It is this scale that the College's performance agreement benchmarks and previous data reporting is based. Beginning in AY 2019, GCCC adopted VALUES Rubrics, which use a 21.25-point scale. VALUES Rubrics are nationally normed, allowing GCCC to benchmark scores with institutions around the nation, providing more robust conversations around continuous improvement.

Result: Assessment of written communication skills indicated an AY 2020 score of 9.5. This number is higher than the baseline and also represents an increase from AY 2019.

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

Description: Garden City Community College will increase the percent of non-college ready students successfully completing college-level English classes. This indicator will be measured by the percentage of students completing the developmental level English class who successfully complete the first college level English class within the next year.

Result: 64.3% of students who completed developmental English 091 with a "C" or better successfully completed college-level English 101 with a "C" or better within one year. This number is higher than the baseline and in line with reporting from previous years, indicating substantial and stable success rates for students starting in a developmental pathway.

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

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

Result:

18,553 credit hours in hybrid, online, and distance courses were successfully completed for AY 2020. This number is above the baseline and in line with reporting from previous years.

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

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

Result: 37% three-year graduation rate for AY 2020. This number is lower than the baseline. We understand this decrease to be an aberration in the data resulting from a brief change in how the college classified developmental courses, resulting in an abnormally large college-ready cohort. This classification change was temporary, and we expect the data will more accurately reflect the success of our college ready cohort in future reporting years.

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

Hutchinson Community College Performance Report AY 2020					AY 2020 FTE: 3,434 Date: 8/2/2021	
Contact Person: Cindy Hoss Phone: 620-665-3508 email: hossc@hutchcc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% Baseline: 669/1,139 = 58.7%	414/603 = 68.7%	↑		
2 Increase three-year graduation rate of college-ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% Baseline: 317/1,084 = 29.2%	280/588 = 47.6%	↑		
3 Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,662	↑		
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% Baseline: 1,039/1,356 = 76.6%	164/208 = 78.8%	↑		
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY 2015: 503/615 = 81.8% Baseline: 1,553/1,896 = 81.9%	475/600 = 79.2%	↓		
6 Increase the number of students successfully completing the second level or above of a stackable credential program	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	121	↓		

Hutchinson Community College Performance Report AY 2020

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

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

Result: The AY2020 retention rate for first-time full-time college ready students enrolled for two consecutive fall terms is 10% higher (68.7%) than the baseline (58.7%). HutchCC continued to offer on-ground opportunities (including our partnerships classes with secondary institutions) throughout the pandemic and we maintained our annual enrollment goals. HutchCC has fulfilled this outcome.

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

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

Result: The AY2020 graduation rate is consistently higher by 18.4% (last year was 18.5%) which continues to exceed this indicator (47.6%) when compared to the baseline (29.2%). Our overall college goals are toward helping students be persistent in classes, remain retained at HutchCC for the completion of their goals, and/or succeed at completing a certificate/degree. We call this acronym PERC—persistence, enrollment, retention, and completion which are embedded concepts in all our student success goals. HutchCC has fulfilled this goal.

Indicator 3: Increase number of certificates and degrees awarded

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

Result: The AY2020 indicator (total 1,662) continues to remain above the baseline with 197 certificate and degree awardees beyond the baseline of 1,465. HutchCC continues to celebrate student carry-forward accomplishments (toward both new employment/job enhancement and/or transfer) after certificate and degree completions. HutchCC has fulfilled this outcome.

Indicator 4: Increase enrollee success rate in developmental math

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

Result: The AY2020 indicator at 78.8% is up 2.2% over the baseline of 76.6% which had previously included developmental reading, writing, and math. Now the indicator is only focused on developmental math. HutchCC hired several new instructors who have emphasized attendance with students to assist with completion of assignments/courses. HutchCC has fulfilled this outcome.

Indicator 5: Increase percent of Career Technical Education concentrators who are program completers

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

Result: The AY 2020 (79.2%) indicator is 2.7% below the baseline of 81.9%. One of the biggest differences occurred in our Practical Nursing (PN) program where we had 60 certificate recipients in AY2019 and the number dropped to 46 certificate recipients in AY2020. HutchCC does seem to be receiving fewer qualified applications for this program; however, HutchCC did advertise CTE programs heavily this past spring in hopes of increasing enrollments, CTE concentrators, and program completers. HutchCC did not fulfill this outcome.

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

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

Result: The AY2020 indicator (total 121 students) is less than the baseline of 152 students. The CNA classes were not able to enroll students in Spring 2020 because of COVID concerns as well as lack of access to clinical sites. Our HutchCC strategy was to heavily advertise CTE programs (both fall 2020 and spring 2021) in hopes to increase enrollments, CTE concentrators, and program completers. HutchCC did not fulfill this outcome.

Hutchinson Community College Performance Report AY 2019					AY 2019 FTE: 3,583			
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; hossa@hutchcc.edu			Date: 6/16/2020			
Hutchinson Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	Fall 12 Cohort: 55.8% (213/382) Fall 13 Cohort: 59.4% (240/404) Fall 14 Cohort: 61.2% (216/353) Baseline: 58.7% (669/1,139)	65.7% (362/551)	↑	65.0% (382/588)	↑	62.2% (345/555)	↑
2 Increase three-year graduation rate of college-ready cohort	1	Fall 10 Cohort: 28.8% (97/337) Fall 11 Cohort: 24.5% (89/363) Fall 12 Cohort: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑	40.6% (134/330)	↑	47.7% (263/551)	↑
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑	1,632	↑	1,732	↑
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑	77.5% (551/711)	↑	77.0% (488/634)	↓
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY 2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑	89.1% 489/549	↑	94.4% (523/554)	↑
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	159	↑	138	↓	152	↔

Johnson County Community College Performance Report AY 2020					AY 2020 FTE: 10,500 Date: 6/30/2021	
Contact Person: Michael McCloud Phone: 913-469-8500 ext. 2527 email: mccloud@jccc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Student Success: Success rate after three years reported for each cohort	1 <i>KBOR data</i>	AY 2010: 2,058/4,130 = 49.8% AY 2011: 2,098/4,275 = 49.1% AY 2012: 2,015/4,136 = 48.7% Baseline: 6,171 /12,541 = 49.2%	2,880/5,112 = 56.3%	↑		
2 Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,006	↑		
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 <i>KBOR data</i>	AY 2012: 1,195/2,371 = 50.4% AY 2013: 1,235/2,335 = 52.9% AY 2014: 1,322/2,548 = 51.9% Baseline: 3,752/7,254 = 51.7%	1,508/2,742 = 55.0%	↑		
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% Baseline: 1,890/3,515 = 53.8%	590/1,113 = 53.0%	↓		
5 Increase First to second year retention rates of first-time, full-time college ready student population	1 <i>KBOR data</i>	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% Baseline: 1,158/1,806 = 64.1%	506/798 = 63.4%	↓		
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% Baseline: 1,839/4,463 = 41.2%	738/1,524 = 48.4%	↑		

Johnson County Community College Performance Report AY 2020

Indicator 1: Increase Student Success: Success rate after three years reported for each cohort

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

Result: Student success is an institutional priority and JCCC has implemented a student success model that will provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College continues to work with AccuCampus, a student engagement tool, to help track student participation with campus activities and offices. Data collected from the tool feeds analytics to help provide students with an "Informed Choice" model to make personalized suggestions to individual students to improve the likelihood of success. Better connection with students along their journey has helped to increase outcomes. The College has also been involved in a project with co-sponsored by KU-Edwards Campus, to better facilitate transfer of students within the state system as supported by the Board of Regents. The project strengthens the partnership between JCCC and KU-Edwards improving the transfer options for students.

Indicator 2: Increase the Number of Certificates & Degrees Awarded

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

Result: Indicator 2 shows positive outcome compared to the baseline. In an effort to clear the academic path to many of the credentials we offer, JCCC has worked to streamline course offerings over the past three academic years to avoid duplications of skills and outcomes that might lead to extended time to degree. Additional efforts to support student completions include progress with reverse transfer and auto-graduation. Efforts to increase student success – course completion and retention positively impact the number of awards.

Indicator 3: Increase the Percent of Graduates Employed or Transferred in Kansas one year after graduation

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

Result: Indicator 3 remained above the baseline. The Career Development Center continues to increase its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools. Additionally, physical and virtual career fairs are offered throughout the year, working to place students with area employers. This Indicator also benefits from the aforementioned partnership with KU-Edwards campus and will hopefully benefit from a change in board policy, allowing for more broad use of these strategies in transfer to institutions across the state.

Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population

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

or retained in the following fall semester. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persisted from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result: Indicator is down slightly when compared to the baseline. Due to obstacles associated with Covid and moving to a nearly 100% online delivery of courses in 2020, enrollment was impacted. Students were hesitant to enroll as the nation worked to get beyond Covid-19. The College continues to develop a strategy to improve overall student retention. We continue to have a positive outlook for future semesters, as the work being done related to JCCC Pathways (Indicator 1) continues. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness.

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

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

Result: Indicator 5 is down slightly when compared to the baseline. As mentioned within indicator 4, Covid-19 impacted overall enrollment including students returning in the fall semester. Non-degree seeking student retention was impacted at a higher rate than our degree-seeking students. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Wait-listing was introduced in 2018, providing assistance to scheduling. As mentioned in Indicator 1, Student Success and Engagement along with Academic Affairs divisions continues to focus on improving the overall student experience with focus on the development of JCCC Pathways for students. JCCC pathways encourages the institution to be more intentional in our efforts to support student success.

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

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

Result: Indicator increased from the baseline. JCCC is optimistic that the work being done through the new Strategic Plan and Key Performance Indicators will continue to have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 2, 4 and 5, and include efforts to increase JCCC's overall graduation rates. Additionally, the increase in articulated courses across Kansas institutions has assisted with a more seamless transfer for students.

Johnson County Community College Performance Report AY 2019 AY 2019 FTE: 10,624

Contact Person: Michael McCloud Phone and email: 913-469-8500 x2527; mccloud@jccc.edu Date: 7/1/2020

Johnson County Community	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase Student Success: Success rate after three years reported for each cohort.	1	AY 2010: 2,058/4,130 49.8% AY 2011: 2,098/4,275 49.1% AY 2012: 2,015/4,136 48.7% Baseline: 6,171 /12,541 49.2%	51.5% (1,815/3,527)**	↑	54.4% (2,884/5,298)	↑	55.2% (2,782/5,044)	↑
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP or 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,027	↑	3,066	↑	3,359	↑
3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	AY 2012: 1,195/2,371 50.4% AY 2013: 1,235/2,335 52.9% *AY 2014: 1,322/2,548 51.9% *Baseline: 3,752/7,254 51.7%	52.9% (1,345/2,542)	↑	55.4% (1,360/2,455)	↑	53.7% (1,361/2,533)	↑
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 12 Cohort: 606/1,195 50.7% Fall 13 Cohort: 617/1,128 54.7% Fall 14 Cohort: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	Fall 16 Cohort: 58.5% (753/1,287)	↑	Fall 17 Cohort: 55.1% (721/1,308)	↑	Fall 18 Cohort 57.2% (730/1,276)	↑
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	Fall 12 Cohort: 304/523 58.1% Fall 13 Cohort: 411/620 66.3% Fall 14 Cohort: 443/663 66.8% Baseline: 1,158/1,806 64.1%	Fall 16 Cohort: 70.9% (471/664)	↑	Fall 17 Cohort: 68.4% (464/678)	↑	Fall 18 Cohort 71.1% (431/606)	↑
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 10 Cohort: 674/1,622 41.5% Fall 11 Cohort: 618/1,467 42.1% Fall 12 Cohort: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	Fall 14 Cohort: 41.5% (631/1,520)	↑	Fall 15 Cohort: 46.1% (666/1,446)	↑	Fall 16 Cohort 47.7% (733/1,536)	↑
*Updated 4/20/2018			**Updated 6/14/2019					

Flint Hills Technical College Performance Report AY 2020					AY 2020 FTE: 652 Date: 7/6/2021	
Contact Person: Lisa Kirmer Phone: 620-341-1325 email: lkirmer@fhct.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% Baseline: 255/359 = 71.0%	86/121 = 71.1%	↑		
2 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 488	403	↓		
3 Increase the wages of students hired	2 <i>KBOR data</i>	AY 2012: \$26,128 AY 2013: \$25,006 AY 2014: \$29,370 Baseline: \$26,835	\$39,070	↑		
4 Of the students who matriculate to FHCT with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% Baseline: 71/123 = 57.7%	25/37 = 67.6%	↑		
5 Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 Baseline: 280	1313	↑		
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% Baseline: 433/669 = 64.7%	172/240 = 71.7%	↑		

Flint Hills Technical College Performance Report AY 2020

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

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

Result: Maintained the baseline

Flint Hills Technical College is continuing to improve advising and resources for students in an effort to retain students from 1st to 2nd year and semester to semester. A new advising module will be added soon to the enrollment management system. This module will provide faculty real-time access for grades, attendance and communication with students. Students will be able to quickly access their degree plans, grades, attendance and easily communicate with faculty.

Indicator 2: Increase the number of certificates and degrees awarded

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

Result: Decrease from the baseline

Although FHTC has remained flat or had a slight increase in enrollment over the last several years, the College is still challenged with increasing post-secondary enrollment. High school enrollment, especially students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased. Conversely, post-secondary enrollment of certificate or degree seeking students has declined. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement the orientation and early intervention strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded. FHTC continues to recruit at workforce centers across the state and utilize social media and other forms of advertisement to increase post-secondary enrollment.

Indicator 3: Increase the wages of students hired

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

Result: Increase from the baseline

As the relevance and importance of technical training continue to rise nationwide, the career opportunities for FHTC students increase. Throughout Emporia, the region and state, FHTC graduates are sought after by employers because of the level of knowledge and skill they gain during their training. FHTC faculty and administration will continue to work with employers to help place graduates in high-wage positions. Faculty will also continue to upgrade equipment and software and ensure that curriculum matches business and industry standards.

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

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

Result: Increase from the baseline

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

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

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

Result: Increase from the baseline

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

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

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

Result: Increase from the baseline

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

Flint Hills Technical College Performance Report AY 2019					AY 2019 FTE: 614			
Contact Person: Lisa Kirmer		Phone and email: 620-341-1325, lkirmer@fhct.edu			Date: 7/8/2020			
Flint Hills Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1. Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 77/125=61.6% Fall 13 Cohort: 113/143=79% Fall 14 Cohort: 65/91=71.4% Baseline: 255/359=71%	79.1% (68/86)	↑	72.0% (54/75)	↑	84.1% (69/82)	↑
2. Increase the number of certificates and degrees awarded	1	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 487	435	↓	376	↓	403	↓
3. Increase the wages of students hired	2	AY 2012: \$26,128 AY 2013: \$25,006 *AY 2014: \$29,370 *Baseline: \$26,835	\$29,362	↑	\$29,693	↑	\$34,386	↑
4. Increase the number of students who successfully complete a 100 level math course	1	AY 2013: 113 AY 2014: 144 AY 2015: 194 Baseline: 150	120	↓	97	↓	76	↓
5. Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 Baseline: 280	777	↑	922	↑	1,142	↑
6. Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 65% AY 2014: 152/221 69% AY 2015: 148/244 61% Baseline: 433/669=65%	72% 101/140	↑	68% 124/182	↑	67.6% 98/145	↑

*Updated 7/10/2018

Manhattan Area Technical College Performance Report AY 2020					AY 2020 FTE: 526 Date: 9/2/2021	
Contact Person: Kimberly Withroder Phone: 785-320-4564 email: kimberlywithroder@manhattantech.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 400 AY 2014: 365 AY 2015: 396 Baseline: 387	345	↓		
2 Upon completion of their programs, increase the percent of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% Baseline: 787/1,162 = 67.7%	210/314 = 66.9%	↓		
3 Upon completion of their programs, increase the number of industry credentials earned by students	2	AY 2013: 302 AY 2014: 341 AY 2015: 405 Baseline: 349	656	↑		
4 Of the students testing into developmental math or English, increase percent who obtain a grade of “C” or better in college level math or English course	1	AY2016: 27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% Baseline: 128/186 = 68.8%	33/39 = 84.6%	↑		
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2	AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% Baseline: 77.2%	77.4% (n=525)	↑		
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%	AY 2016 57.9 + 9.8 = 67.7%	↑		

Manhattan Area Technical College Performance Report AY 2020

Indicator 1: Increase the number of certificates and degrees awarded

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

Result: As a result of the pandemic that affected the world in 2019 and continues today, our completion rates for students in AY2020 were below the target baseline. While the college has made strides in academic resources to assist in retention of students towards completion of a certificate or degree, the unfortunate nature of the pandemic affected many in meeting their educational goals.

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

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

Result: While we are just below our baseline, we saw a flux in students being able to obtain and/or maintain employment during the pandemic. With so many companies laying individuals off, even trained students struggled to find a job. Additionally, MATC is continuously reviewing our process in how we can more effectively obtain follow-up data that greatly affects us meeting this benchmark.

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

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

Result: With the increased number of students that can take welding going to 50, the addition of EMT, and identifying additional certifications that students can earn in current and potential programs, along with continued improved processes of capturing credentials earned by students, the college has seen a considerable increase in available credentials earned by students from last year's reporting of 368 to 656 this year. With the college's team based approach of bringing pertinent individuals together to form our Data Team to review processes and identify means of effectiveness in capturing this information and the potential increased enrollment amongst programs the college's goal to increase credential earned is on track.

Indicator 4: Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course

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

Result: With the current structure of students who test into developmental Math having to attend scheduled recitation while they take college level math and those who test into developmental English being enrolled in a companion writing course concurrently with college level composition, and additionally with the tutoring and online resources through the college's Teaching and Learning Center, student success in those courses has exceeded our baseline by over 15%. With this notable success we have expanded this structure into students struggling in science courses and into the adult education program also available on campus.

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

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

Result: While we met our baseline, AY2020 was the second year of completing the new assessment process measuring MATC Core Abilities and completion of the full cycle of measuring all four core abilities. Our goal is to improve upon this process and our current results as we continue to obtain measurable data with hopes of the Assessment Committee being able to implement professional development opportunities for faculty towards improving the teaching effectiveness of these core workplace skills.

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

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

Result: While the college exceeded the baseline of students completing their certificate or degree within two years or were retained, the goal of the institution is to continue to work with area high schools to provide career pathways that allow students to start college courses in high school and potentially earn a certificate while in high school and/or continue after high school towards completion and potentially earn an Associates of Applied Science degree. Additionally, while the pandemic probably slowed student progress towards completion, the additional technological capabilities that the institution implemented during that time with Zoom and Canvas has allowed for flexibility for students to overcome barriers and continue their studies. It is the goal of MATC to increase the percentage of students each year towards earning a certificate and/or AAS.

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

*updated 7/10/18

North Central Kansas Technical College Performance Report AY 2020					AY 2020 FTE: 633 Date: 7/29/2021	
Contact Person: Jennifer Brown Phone: 785-738-9085 email: jbrown@ncktc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% Baseline: 372/506 = 73.5%	76/101 = 75.2%	↑		
2 Increase the graduation rate of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% Baseline: 328/509 = 64.4%	96/137 = 70.1%	↑		
3 Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 Baseline: 637	814	↑		
4 Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% Baseline: 119/134 = 88.8%	86.7% (65/75)	↓		
5 Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298	253	↓		
6 Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968	1,279	↑		

North Central Kansas Technical College Performance Report AY 2020

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

Description: NCK Tech offers both certificate and Associate of Applied Science (AAS) degrees. This indicator will target AAS degree seeking students. NCK Tech will use data gathered through the KHEDS collection to track retention.

Result: NCK Tech made directional improvement in first to second year retention from the baseline. Retention continues to be a focus for the College. NCK Tech's early alert system (SOS) was implemented in fall 2017 and continues to be in operation. Faculty and staff can issue an alert for any at-risk student, triggering an intervention response. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. Student persistence and completion are woven throughout NCK Tech's strategic plan, ASPIRE 2022, including objectives to increase retention and increase completion. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

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

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

Result: NCK Tech made directional improvement on this indicator from the baseline and the previous academic year. NCK Tech continues to focus on improving the graduation rate, including specific objectives within the strategic plan. To improve graduation rates, NCK Tech continues to assist students to complete by intervening early in students' academic careers and connecting them with campus resources, utilizing the campus Student Success Center and institutional advisors. NCK Tech practices proactive advising; advisors check-in with students at pre-determined checkpoints throughout each semester. To note, week six each semester is an advising checkpoint. Data shows this a critical time in student persistence. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Success Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech's student success course, Tech Connect, is a requirement for all incoming students. This course serves to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at the institution.

Indicator 3: Increase the number of third-party credentials awarded to students

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

Result: NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from the established baseline. We believe the industry credentials and licensures NCK Tech graduates earn provide opportunities in the workforce. Credentialing and licensure exams also serve as program-level assessment tools in many of our programs by validating student learning. NCK Tech is in compliance with curriculum alignment, offering credentials as outlined. Students are offered more opportunities to take credential exams, as several departments offer more than one credential to students (including Diesel Technology, Welding Technology and Automotive Technology as example). NCK Tech, through advisory boards and industry partners, continues to find meaningful credentials to make our graduates competitive.

Indicator 4: Increase the completion rate for the college-level course for students enrolled in remedial courses

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

Result: NCK Tech did not make directional improvement from the baseline percentage in students enrolled in remedial courses who completed their sequential college-ready courses, missing the baseline by one percentage point. NCK Tech implemented a co-requisite model for remedial courses in AY2019. Students enroll in the College-level course during the same semester they enroll in a remedial section. Students are provided additional supports and extended time via the remedial section to increase persistence and completion of the college-ready course. Remedial sections are offered for Essential Math, Intermediate Algebra and English Composition I. The small number of students enrolled in remediation creates volatility in trend data. Despite not making the benchmark, 87% of students are successful in completing the college-ready course. Students tend to be more successful in English (95%) than math (75%). NCK Tech will continue to use the co-requisite model for remediation.

Indicator 5: Increase the number of adult learners (25+) enrolled

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

Result: NCK Tech did not make direction improvement in the number of adult learners (25+) enrolled in AY2020. The number of adult learners was 253 students, down from 308 the previous year. The College has had success in attracting adult learners to short-term programs such as Commercial Driving License (CDL), Certified Nursing Assistant (CNA), and others. Enrollment in these programs was impacted by COVID-19 and the pivot to online in spring 2020. The CDL program was completely shut down from the drive training portion from March to June. Likewise, enrollment in CNA/CMA (Certified Medical Assistant) courses was halted as clinical opportunities were not available for students to complete the course. To increase enrollment from this demographic, NCK Tech has expanded the CDL courses to the Hays campus, added a summer CMA course, and continues to teach summer sections for CNA. The College continues the partnership with The Dane Hansen Foundation to provide grant funding focused on assisting adult learners earn a credential for tuition, fees and living expenses to full-time adult students.

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

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

Result: NCK Tech continued to make directional improvement on this indicator, improving from the baseline and the previous academic year. The College experienced an increase in online enrollment following the national trends as students consider a variety of enrollment choices to meet their educational needs. NCK Tech's online offerings include General Education courses and short-term courses such as CNA (Certified Nursing Assistant) and CDL (Commercial Driving License). Growth in online is stemming from high school students enrolling in online courses. More high schools in the region are using online courses for areas in which they are unable to recruit credentialed instructors. NCK Tech has also experienced growth in this area by students earning the required pre-requisites for Nursing. The College encourages faculty to continue to develop online offerings, seeking more technical course offerings.

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

*Updated 7/10/2018
**Updated 7/24/2019