KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, October 4, 2022
9:00 – 10:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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 on the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Cynthia Lane

Blake Benson

Diana Mendoza

Board Academic Affairs Standing Committee
AY 2023 Meeting Schedule

BAASC Academic Year 2022- 2023 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 30, 2022	Virtual Meeting	9:00 a.m.	August 9, 2022
September 14, 2022	Topeka	10:30 a.m.	August 24, 2022
October 4, 2022	Virtual Meeting	9:00 a.m.	September 13, 2022
November 1, 2022	Virtual Meeting	9:00 a.m.	October 11, 2022
November 16, 2022	Kansas State University	11:00 a.m.	October 26, 2022
November 29, 2022	Virtual Meeting	9:00 a.m.	November 8, 2022
December 14, 2022	Topeka	11:00 a.m.	November 23, 2022
January 3, 2023	Virtual Meeting	9:00 a.m.	December 13, 2022
January 18, 2023	Topeka	11:00 a.m.	December 28, 2022
January 31, 2023	Virtual Meeting	9:00 a.m.	January 10, 2023
February 15, 2023	Topeka	11:00 a.m.	January 25, 2023
February 28, 2023	Virtual Meeting	9:00 a.m.	February 7, 2023
March 22, 2023	Topeka	11:00 a.m.	March 1, 2023
April 4, 2023	Virtual Meeting	9:00 a.m.	March 14, 2023
April 19, 2023	Pittsburg State University	11:00 a.m.	March 29, 2023
May 2, 2023	Virtual Meeting	9:00 a.m.	April 11, 2023
May 17, 2023	Topeka	11:00 a.m.	April 26, 2023
May 30, 2023	Virtual Meeting	9:00 a.m.	May 9, 2023
June 14, 2023	Topeka	11:00 a.m.	May 24, 2023

*Please note that virtual meeting times are 9 a.m., and Board day meetings are 11 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES

Wednesday, September 14, 2022

The September 14, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:30 a.m. The meeting was held at the Board office, with a virtual option through Zoom,

In Attendance:

Members:	Regent Kiblinger	Regent Mendoza	Regent Lane
	Regent Benson		

Staff:	Daniel Archer	Amy Robinson	Sam Christy-Dangermond
	Karla Wiscombe	Tara Lebar	Julene Miller
	Marti Leisinger	Judd McCormack	Lisa Beck
	Tom Kugler		

Others:	Luke Dowell, SCCC	Ryan Stanley, FHSU	Khadija Ceesay, PSU
	Susan Castro, WSU	Bella Price, ESU	Kris Mengarelli, FSCC
	Logan Cone, K-State	Kameron James-Rose, K-State	Heather Morgan, KACCT
	Ani Kokobobo, KU	Aron Potter, Coffeyville CC	Barry Bailey, JCCC
	Chuck Taber, K-State	Elaine Simmons, Barton CC	Cindy Hoss, Hutchinson CC
	Howard Smith, PSU	Jean Redeker, KU	Jennifer Callis, SATC
	Jennifer Roberts, KU	Jill Arensdorf, FHSU	JoLanna Kord, ESU
	Karen Johnson, PSU	Kim Krull, Butler CC	Kim Zant, Cloud County CC
	Linnea Glenmaye, WSU	Marc Malone, Garden City CC	Michelle Schoon, Cowley College
	Monette DePew, Pratt CC	Nate Brunsell, KU	Shirley Lefever, WSU
	Tonya Gonzalez, K-State	Tom Nevill, Butler CC	Taylor Crawshaw, Independence CC
	Shayden Hanes, Washburn		

Roll call was taken for members and presenters. Student Advisory Committee representatives Ryan Stanley, FHSU, and Khadija Ceesay, PSU, were introduced.

Approval of Minutes
Regent Lane moved to approve the August 30, 2022, meeting minutes, and Regent Benson seconded the motion. With no corrections, the motion passed.

AY 2021 Performance Reports
Regent Benson moved to approve the eight AY 2021 performance reports discussed on August 30, 2022, to be placed on a future Board consent agenda. Following the second of Regent Mendoza, the motion passed unanimously.

Advantage Kansas Coordinating Council (AKCC) Update
AKCC was formed to create synergy between post-secondary, K-12, business, and industry. It is a collaboration between the Kansas Chamber of Commerce, Kansas Department of Commerce, Governor's office, Kansas State Board of Education, and the Kansas Board of Regents. They are working towards developing the talent pipeline in Kansas and aligning education with state agencies and business needs. Regent Kiblinger stated that AKCC is in the process of advertising and interviewing for a Director, and the group will create a strategic plan and hold a

meeting in the meantime.

Dual and Concurrent Enrollment Work to Increase Access for Underserved Students

Regent Lane noted there had been ongoing conversations on the 35% of high school graduates in Kansas who do not go on to post-secondary education and have learned that building a post-secondary vision starts with the K-12 pipeline. They want to focus on high school students who qualify for free and reduced lunch and may not have access to personal funds or scholarships for dual and concurrent courses while in high school. A small group, led by Regent Lane, came up with a concept called Kansas First/Diploma Plus which will focus on these students and support them in taking nine general education hours in Kansas that transfer into any institution upon high school graduation. The group has an agreed-upon standardized tuition rate by community colleges in Kansas and will align work around essential entry-level courses. Kansas First/Diploma Plus is in the concept stage, and more information will be provided at future Board and BAASC meetings.

Open Education Resources (OER) Annual Report

Tara Lebar and Barry Bailey, Reference Librarian from JCCC, presented the report. The full report and additional information can be found at https://www.kansasregents.org/academic_affairs/open-educational-resources.They highlighted the following:

- A majority of our KBOR institutions have a policy, program, or committee to support OER
- A limited number of institutions have OER grant programs or funding to support transitioning to OER
- Time, resources, and awareness, are challenges to OER adoption
- For the second year in a row, funding was the most common support indicated to overcome these barriers
- The 2023 survey will include additional questions on external funding sources that institutions may be used to address this barrier
- Data from 2019 shows that if all Kansas public institutions adopted OER options for English Composition I, student savings would be $295,360 (based on Fall 2019 numbers)

Transformative System Change Through Innovation and Performance Funding

Daniel Archer provided information on creating project-based performance funding. Projects discussed included corequisite remediation, math pathways, course placement, and degree maps.

Daniel provided data from the University System of Georgia (USG) showing that students taking traditional remediation are significantly less likely to complete gateway courses than students taking corequisite remediation. Kansas data shows we have opportunities to improve through corequisite remediation, and students would benefit from a decrease in time to degree completion and costs.

Math pathways are based on the idea of getting away from College Algebra being the default in math general education. College Algebra has been shown to have lower completion rates, and only about 20% of students need that specific math course based on their chosen academic program. Math pathways will better align math courses with a student's specific major and skill set and create a more seamless transfer experience across Kansas public institutions. In September 2022, the Dana Center awarded Kansas a grant to participate in a systemwide math pathways initiative with the charge to align majors with specific math general education courses by June 2023.

In standardizing course placement, institutions would use multiple measures. High school GPA and/or grades in certain courses, which have been shown to be better predictors of success, would be used in addition to standardized tests such as SAT, ACT, or placement exams. Using multiple measures would still allow institutions to use local and/or other standardized assessment tools, but would create common entry point

standards for the system.

Lastly, the National Institute for Student Success (NISS) has recommended using degree maps to communicate specific degree requirements, improve semester-by-semester course planning, and communicate expectations to students. Many of our community and technical colleges, and some pockets within our universities, have utilized these. This simple communication tool can advance the Board's commitment to on-time completion and affordability.

The current performance reports are based on six indicators; three from a predefined list and three that the institution chooses. The approved funding level is based on how many indicators they meet, and institutions are allowed to make a case to increase funding levels. Using a project-based funding model, institutions would be approved for funding levels simply by taking action on projects like those discussed. The soonest we could implement changes is for the fall of 2024. In the meantime, we would have 1.5 years to start planning for implementation without the results being attached to funding. Daniel recommends that Kansas utilize a free membership with Complete College America (CCA), which 41 out of 50 states have joined. CCA can help connect us with national experts and faculty to provide assistance with building detailed plans, professional development, and grant opportunities. Daniel is working with CCA to have them attend and possibly present at the November 16 Board meeting held on the Kansas State University campus.

Discuss 2021-2022 and 2022-2023 Academic Program Review Cycles & Reports
Currently, university degree programs must be reviewed at least once every eight years. Program review must address specific criteria, and each program being reviewed must include one of the following four recommendations; continue, enhance, additional review, or discontinue programs. Daniel Archer noted that the Board would review reports in the spring of 2023, but there is ongoing program review work with rpk GROUP to redesign this process. The rpk GROUP plans to present its work in December 2022. Daniel recommended suspending the current program review process and resetting it for next year when we can start using new criteria. This will allow institutions to review programs next year based on any new criteria and prepare program review reports to be presented to the Board in the spring of 2025. Regent Kiblinger noted that this will also prevent unnecessary work from being performed. No objections to this recommendation were presented.

Educator Workforce Task Force Update
Regent Lane indicated that the Deans of Schools of Education, in collaboration with the KSDE and others, have started a committee to look at reshaping, redesigning, and reinvigorating Kansas teacher education programs to address shortages. This committee will look at topics such as licensure, apprenticeship, and literacy strategies. They plan to provide a report to the KBOR around December 2022.

Systemwide General Education Update
An FAQ document is being created to provide advice and clarification and will be posted to the website in the future. KBOR is also working on creating a general education committee that will hold some responsibility in the program exemption process. A suggestion was made to create a webpage to house the new policies and other Systemwide General Education information.

Adjournment
The next BAASC meeting is scheduled for October 4, 2022, at 9:00 a.m. With no further discussion, the meeting adjourned by consensus at 12:07 p.m.

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Funding Guidelines, the Academic Year 2021 Performance Reports are presented for review. Staff recommends approval of the attached performance reports and associated funding levels.

October 4, 2022

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, both of which have been updated periodically over the years. The current performance agreement model, which is attached, has guided institutions in developing their performance agreements, in which each institution typically chooses six "indicators" by which their performance will be measured through reporting on those indicators each year. 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 agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating "bridge agreements." Ultimately, the bridge agreements were approved to cover three years: AY 2020, AY 2021, and AY 2022. For these bridge agreements, about half of the institutions replaced at least one of their indicators[1] while the remaining institutions continued using the same indicators that were used in the older agreements.

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 2021. These reports will be the basis for awarding any new funds in July 2023. 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 2021 performance reporting, reviewing, and funding cycle is detailed below.

July 2022:		Fall & Spring 2022:		July 2023:
Institutions Submit AY 21 (Summer 20, Fall 20, and Spring 21) Performance Reports to KBOR	→	Regents review and approve AY 21 Performance Reports	→	AY 21 performance funding is disbursed to institutions (if new money is available)

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

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

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[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.

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. 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 first page of those reports for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and the reporting year of AY 2021. However, it is the <u>comparison to the baseline data</u> that indicates the direction of the arrow and determines the outcome for each indicator for AY 2021.

University/College	Funding Recommendation	Page
University of Kansas/KU Medical Center	100% funding	9
Fort Hays State University	100% funding	14
Pittsburg State University	100% funding	18
Allen Community College	100% funding	22
Barton Community College	100% funding	26
Coffeyville Community College	100% funding	30
Garden City Community College	100% funding	34
Independence Community College	100% funding	38

Performance Agreement Model

Indicators	Universities — Research Universities	Universities — Comprehensive Universities	Community Colleges — Technical Colleges
Sectors			
Sector-Specific Indicators	Research universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include the Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Selected regional and national rankings	Comprehensive universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Performance on quality measures compared to peers	Community and technical colleges must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. Institutions must include at least one indicator from each Goal. 1. Increasing Higher Education Attainment • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional quality measures[2] • Percent of students employed or transferred • Wages of students hired[3] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[4]	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population.

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[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.

University of Kansas and University of Kansas Medical Center
Performance Report AY 2021

Contact Person:
Jean Redeker

Phone: 785-864-1025
email: jredeker@ku.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**	6,059 + 864 = 6,923	↑	5,965 + 850 = 6,815	↑		
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**	3,492/4,082 = 85.5%	↑	3,160/3,738 = 84.5%	↑		
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**	9th	↔	9th	↔		
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 *KBOR data*	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**	2,657/6,923 = 38.4%	↑	2,844/6,815 = 41.7%	↑		
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**	$41.9 mil	↑	$41.0 mil	↑		
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**	530	↑	573	↑		
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**	3,864	↑	4,035	↑		

University of Kansas and University of Kansas Medical Center Performance Report AY 2021

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

Result: During AY 2021, the university awarded 6,815 degrees/certificates exceeding the baseline by 5.2 percent. Growth from the baseline can be attributed to increased awards in STEM fields which is detailed in indicator 4 – in addition to growth in non-STEM areas. Growth in non-STEM areas includes increased awards from the School of Business, the advanced standing master of social work program which is designed for those with a bachelor of social work degree, and the 2013 creation of the bachelor of science in exercise science and the bachelor of science in sport management.

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

Result: KU has significantly increased first-year retention and 84.5% of the Fall 2019 freshmen cohort returned for Fall 2020. KU assisted students to remain in school during the pandemic by revising academic and administrative policies and processes to respond to students' concerns and hardships brought about by the pandemic. These responses included 1) leveraging our KU Emergency Aid Network to quickly deliver federal CARES Act and institutional funding to students in need; 2) offering telemedicine and teletherapy appointments for students; 3) adjusting CR/NC grading option and withdrawal deadlines; 4) updating medical and compassionate withdrawal policies; 5) using targeted advising campaigns focused on connecting with students who still needed to enroll in courses; 6) implementing a course adaptation system where students who could not return to campus or who had to quarantine could request to have their course transformed to an online format to support their continued degree progression; 7) creating a laptop-lending program and the loaning of hotspots for students in need; 8) expanding the availability of WIFI hotspots on-campus including in newly-installed tents; and 9) investing in the Jayhawk Cloud platform that can connect up to 10,000 Jayhawks on a single team and allow up to 500,000 different teams with video, calls, chat, instant messaging, and live events for the academic as well as social needs.

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

Result: KU's total research and development expenditures increased for the fifth consecutive year, allowing us to sustain a steady ranking relative to peer institutions in the Association of American Universities. Importantly, that growth occurred across a range of funding sources, including the federal government, state/local government, and private industry/business. Through our Jayhawks Rising strategic plan, we are working to communicate the societal impacts of KU research and to enhance our national preeminence in five strategic research areas that align with major global challenges and represent opportunities to build upon KU's historic and emerging strengths.

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

Result: For AY 2021, 41.7% of the 6,815 degrees and certificates awarded were in STEM fields. This is a significant increase over the baseline by 5.7 percent. For the Lawrence campus, part of this growth can be attributed to the Engineering Initiative. In AY 2021, KU's School of Engineering awarded 515 degrees as part of the Initiative. For the Medical Center campuses, the growth can be attributed to increased awards in Physical Therapy program, the Biostatistics program, the MD

program and the bachelor of science in nursing (BSN) program. This growth in the BSN can be attributed to offering the degree at KUMC's Salina campus and growth in the Community College Nursing Partnership – a partnership KUMC has with multiple community colleges. The program allows students to stay in their local community while simultaneously pursuing both the Associate Degree in Nursing (ADN) from the community college and BSN from KUMC. After completing the program, students are awarded both an ADN and a BSN, and are eligible to take the National Council Licensing Exam (NCLEX).

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

**Result:** In FY 2021, KU Endowment provided $183.9 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $183.9 million, $41.0 million went to student support and scholarships. In addition, during FY 2021 donors established 89 new endowed permanent funds for student scholarship and support – a 13% increase in new endowed funds for student scholarship and support when compared to FY 2020. This is remarkable given the pandemic hampered travel for Endowment staff.

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

**Result:** The Medical Center graduated 573 students from entry-level health career programs during the 2020-21 academic year. This is 24% higher than our baseline. Recent increases to class sizes in the physical therapy program and nurse anesthesia practice program were first realized this academic year in terms of number of graduates. The Community College Nursing Partnership program graduated 34% more students from the prior year.

Indicator 7: Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)
**Description:** The indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care. Interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at the KU Medical Center, and the Schools of Pharmacy, Law, and Social Welfare at the KU Lawrence campus are included in the metric.

**Result:** There were 4,035 IPE participations in the 2020-21 academic year, exceeding the baseline by 13%, despite several learning activities canceled due to COVID-19. Continuing IPE foundational courses and other opportunities maintained strong enrollment across the spectrum.

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

*Updated 6/27/2018
**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.

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

*January 2019 – BAASC approved the removal of commercialization and entrepreneurship indicator.

**BAASC approval is requested to repeat data value – see Narrative

Fort Hays State University Performance Report AY 2021

Contact Person:
Angela Pool-Funai

Phone: 785-628-4241
email: aepoolfunai@fhsu.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 *KBOR data*	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% **Baseline: 1,949/2,905 = 67.1%**	732/935 = **78.3%**	↑	640/878 = 72.9%	↑		
2 Increase number of degrees awarded	1 *KBOR data*	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 **Baseline: 3,267**	3,941	↑	4,286	↑		
3 Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers	3	AY 2013: 37/40 = 92.5% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% **Baseline: 113/120 = 94.2%**	37/40 (92.5%)	↓	35/40 (87.5%)	↓		
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 **Baseline: 5,463**	5,935*	↑	5,695	↑		
5 Increase number of degrees awarded in STEM fields	2 *KBOR data*	AY 2013: 451 AY 2014: 447 AY 2015: 443 **Baseline: 447**	648	↑	753	↑		
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 **Baseline: 136,586**	136,451*	↑	137,783	↑		

*Reflects corrections made by institution on 6/22/2022.

Fort Hays State University Performance Report AY 2021

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

Result: FHSU's performance on this indicator continues to well exceed the baseline. This success can be attributed to our ongoing focus on high-impact practices geared toward Freshmen in their first year at FHSU. Initiatives include the First-Year Experience Program, Learning Communities, and the Early Alert System. The University continues to implement co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), diagnostic assessments, policy audits, faculty training, and promoting Learning Communities for second-year students, as well. Our move to a centralized advising model will also assist us in continuing to surpass our baseline indicator.

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

Result: Our performance on this indicator shows a trajectory of improvement, with the most recent figures indicating more than 1,000 degrees awarded above the baseline expectation with another record year of graduates. The University continues to focus on retention and graduation rates at all levels, with particular emphasis on efforts to better serve our international students both on campus and through our partnerships.

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

Result: Our performance on this metric was below the baseline; however, FHSU remains committed to always improving our program delivery across modalities. The University offers a variety of high-quality, low-cost undergraduate and graduate degrees in an online format specifically designed for adult learners. The indicator this year decreased to 35/40 (87.5%). We finished 1st among our peers for our online graduate nursing program, 4th among our peers on the MBA, and 2nd for our online bachelor's and online graduate education categories this year. FHSU continues to review the methodology of these ranking systems and look for ways to improve our program delivery for higher ranking. Our programs provide rich academic offerings in an online delivery mode specifically designed for adult learners. FHSU provides comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military support services, and more.

Indicator 4: Increase number of students (age 25 and above) enrolled
Description: This indicator is the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite

institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. This group is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Result: While we are down from the previous year, the number of students (age 25 and above) enrolled was maintained above the baseline. FHSU has added several process improvements to better serve adult learners, including the expansion of our professional advising and the number of workforce-focused degree programs available online. We strategically add and expand high-demand programs and are working on opportunities for students to complete their credentials more rapidly through short courses and other stackable credentials.

Indicator 5: Increase number of degrees awarded in STEM fields
Description: This indicator is an AY count of the number of degrees awarded in STEM fields (coded by particular CIPs). Historically, the University has positioned itself in the undergraduate STEM arena through our successful Kansas Academy of Mathematics and Science (developed as the statewide academy for top-performing high school juniors and seniors) and our strong programs in the sciences and technology. The University continues to improve our undergraduate programming in these areas, and expand our technology programs through distance education, when possible. Completion of STEM programs is a challenge nationally, but FHSU closely monitors student achievement in these areas through personalized advising and partnerships with industry to facilitate rapid student placement upon graduation.

Result: Once again, FHSU exceeded the baseline by more than 300 additional degrees awarded in STEM fields. Through initiatives such as the Kansas Academy of Mathematics and Science (KAMS) program serving Kansas high school students, as well as new curriculum development in STEM programs, the University actively seeks to increase STEM degree awards. Nearly all of our STEM graduates participate in undergraduate research projects. Our current Strategic Enrollment Plan also includes components focused on growing enrollment within the Werth College of Science, Technology, and Mathematics.

Indicator 6: Increase Credit Hours completed through distance education
Description: This indicator is a FY count of the number of credit hours successfully completed through FHSU Online. FHSU continues to make great advances in distance education. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade. Moving this indicator is possible through a comprehensive online course development process which assures adherence to high levels of academic quality in the online environment.

Result: The number of credit hours completed through distance education was maintained above the baseline. FHSU continues to make advances in online course development at both the undergraduate and graduate levels, and the University is committed to assuring a high level of academic quality across modalities. A comprehensive online course development and redevelopment process aids us in ensuring this high quality online education.

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

Pittsburg State University Performance Report AY 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)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 *KBOR data*	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% **Baseline: 2,393/3,247 = 73.7%**	640/865 = 74.0%	↑	596/790 = 75.4%	↑		
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)	↓	71.7% (2.1507/3)	↓		
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	↓	3.0 (3+4+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	↑	57,916	↑		
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)	↑	154 (of 942)	↑		
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	↑	$8,325,772	↑		

Pittsburg State University Performance Report AY 2021

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

Result: Performance above the baseline was achieved in AY 2021 through continued focus on proactive strategies that broadly address improving student success combined with targeted efforts that identify students experiencing academic difficulties and then providing on-time direct assistance and referrals to those students. The first term course launched in fall 2019 (Gorilla Gateway) was assessed, and the review resulted in several changes that were implemented in fall 2020. Learning communities in biology, communication, the College of Business, and School of Construction increased engagement with faculty and with students in the same or similar majors for these programs. Student Success Programs coordinated tutoring for challenging first-year courses, academic skills workshops, and peer mentoring for many students in the Gorilla Gateway class. The retention management system allowed instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations. An ongoing collaboration (Registrar, Student Success, Academic departments) to advise and enroll continuing students helps to address and overcome enrollment barriers.

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 for AY 2021 improved by approximately 2 ½ percentage points as compared to AY 2020; however, 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 general education Math classes, especially College Algebra. This is further evidenced by the focus on College Algebra in the university's Quality Initiative for 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. 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. PSU's six-year graduation rate of first-time, full-time cohort, moved from a ranking of third to fourth, trading spots with one peer institution by a 1% difference. (Beginning in AY 2019 national, comparative data regarding research expenditures were no longer available, eliminating the ability to use that measure. PSU consistently ranked first in research expenditures when that data were available during the earlier years of the performance agreement.)

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 a dramatic increase from last year and is now approaching triple the baseline number. Over the last several years, the primary strategy for increasing number of distance education credits has been significant expansion of online programs, primarily graduate programs. However, in AY 2021, there was a significant increase in the number of distance education courses offered due to the pandemic. To support instruction of the increased number of online courses, PSU offered numerous COVID response training sessions through the Center for Teaching, Learning and Technology in the summer leading up to fall 2020. Nearly 300 faculty participated in these sessions. PSU also continues to incorporate Quality Matters in training opportunities and had 18 faculty complete training in AY 2021.

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: We continue to see a small incremental shift upward on the number of bachelor's degrees granted to domestic minorities as compared to the total number of graduates given our efforts to provide a transformational education, despite our students facing trauma associated with COVID 19 along with the racial discrimination being experienced in our country. We attribute much of this success to our faculty and staff who have exercised a high level of empathy for students who struggled academically and emotionally. The Office of Student Diversity and Student Success Programs continued to provide intervention programming and strategies to assist students in meeting their educational goals. The Tilford Group implemented a "Tilford Read" focusing on selecting a book for the campus to read and discuss surrounding national issues that our students are facing. Additionally, we credit our success to academic advisors being present with students and helping them understand the degree plan and academic success workshops. Our campus climate survey was released, and the data will be used to drive our decision making and the next strategic plan which will begin being written in fall 2022.

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 $6.26 million over baseline. The total does not include an additional amount of $61,600 documented in FY 2021 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 FY 2021; the total raised was $31M.

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.

Allen Community College Performance Report AY 2021			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 SU21, FA21, SP 22)	
Contact Person: **Deanna Carpenter** Phone: **620-901-6338** email: carpenter@allencc.edu	**Foresight Goal**	**3 yr. History**	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1 *KBOR data*	Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% **Baseline: 62/343 = 18.1%**	162/299 = 54.2%	↑	147/293 = 50.2%	↑		
2 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% **Baseline: 151/277 = 54.5%**	138/230 = 60.0%	↑	190/311 = 61.1%	↑		
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2 *KBOR data*	AY 2012 Cohort: 371/556 = 66.7% AY 2013 Cohort: 370/537 = 68.9% AY 2014 Cohort: 274/406 = 67.5% **Baseline: 1,015/1,499 = 67.7%**	320/482 = 66.4%	↓	241/390 = 61.8%	↓		
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% **Baseline: 728/1,404 = 51.9%**	219/334= 65.6%	↑	172/282 = 61.0%	↑		
5 Increase the Success Index Rate for student completion and retention	2 *KBOR data*	AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 =51.5% AY 2012 Cohort: 680/1,202 = 56.6% **Baseline: 2,463/4,649 = 53.0%**	264/426 = 62.0%	↑	276/450 = 61.3%	↑		
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% **Baseline: 2,044/2,639 = 77.5%**	528/661 = 79.9%	↑	546/683 = 79.9%	↑		

AY 2021 FTE: 1,397
Date: 7/21/2022

Allen Community College Performance Report AY 2021

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

Result: In AY 2016, Allen implemented an Auto Grad evaluation process, during which transcripts were evaluated for graduation requirements. This, along with improvement to our advising processes and the practice of reverse transfer, has provided dramatic improvement to our graduation rate. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English, resulting in significantly fewer students placed in developmental education and an increase in the college ready cohort. Additionally, in Fall 2019, to better align with most Kansas community colleges, Allen moved Intermediate Algebra to a college-level course, also increasing the number of college-ready students. While there was a slight decline in graduates in AY2021 from the previous year, the fluctuation is relatively small.

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

Result: The addition of a full-time Director of Advising and Enrollment who works closely with academic advisors on both campuses to ensure consistent, quality advising has led to an increase in the retention rate of Allen's college ready cohort. Training and development of advisors continues to evolve and we expect to see retention rates continue to improve. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English. This practice has resulted in significantly fewer students placed in developmental education and an increase in the college ready cohort.

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

Result: This metric has been the most inconsistent for Allen. In AY 2021, Allen had the sharpest decline in results. The College believes that this decline is in direct result of the COVID-19 pandemic and continues to have concerns about the use of this metric in light of the unemployment rates caused by COVID-19 pandemic.

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

used to increase student success.

Result: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen's math faculty and math tutoring center, including online tutoring services, have had a positive impact on student success. Evaluation of students who enrolled in College Algebra for the past several years show that, with very few exceptions, Allen's post-secondary students who successfully complete Intermediate Algebra have a higher retention and success rate in College Algebra than post-secondary students who place directly into College Algebra.

Indicator 5: Increase the Success Index Rate for student completion and retention
Description: Using data provided through the KBOR KHEDS, cohorts will be tracked for 3 years and reported into a success index that measures completion of a certificate or degree for each student or if they have not received a certificate or degree, if have been retained in higher education. Students who have completed a certificate or degree or are still retained in higher education are counted in the success rate. Since the majority of students at Allen have at least a bachelor's degree as a goal, this indicator should reflect success in both those who obtain an associate degree as well as students who leave Allen and move on to a university before graduating. The 2+2 agreements and transfer agreements with universities will contribute to the success of Allen students. The Jenzabar degree check now available in each student's portal should also help students move seamlessly to degree completion.

Result: Successful advising for completion at Allen and/or subsequent transfer to a university, as well as reverse transfer and the Auto Grad evaluation process have been key factors in maintaining a Success Index Rate for student completion and retention that has stayed well above the baseline for the last three years.

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

Result: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen's English faculty and writing tutoring center, which includes online tutoring services, have proven to have a positive impact on student success. Allen English faculty review benchmarking data for English Composition I and are consistently above average among national and peer group comparisons as well.

Allen Community College Performance Report AY 2019

AY 2019 FTE: 1,498

Contact Person: Deanna Carpenter | Phone and email: 620-901-6338; carpenter@allencc.edu | Date: 7/2/2020

Allen Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase graduation rate of first-time, full-time, degree-seeking, college ready freshmen	1	Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93) Baseline: 18.1% (62/343)	23.20% (19/82)	↑	27.4% (20/73)	↑	50.0% (44/88)	↑
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓	417	↓	511	↑
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2	2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7% (1,015/1,499)	65.3% (264/404)	↓	71.8% (301/419)	↑	67.6% (269/398)	↔
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑	65.7% (205/312)	↑	63.5% (169/266)	↑
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	49.7% (360/724)**	↑	51.5% (266/517)	↓	55.6% (281/505)	↑
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline:77.4% (2044/2639)	81% (600/741)	↑	79.6% (541/680)	↑	82.8% (599/723)	↑

*updated 7/12/2018

**updated 6/14/2019

Barton County Community College Performance Report AY 2021			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)		**AY 2021 FTE: 3,469** Date: 7/5/2022
Contact Person: Elaine Simmons Phone: 620-792-9214 email: simmonse@bartonccc.edu	**Foresight Goal**	**3 yr. History**	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	
1 Increase the number of Barton degrees and certificates awarded	1 *KBOR data*	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 **Baseline: 946**	922	↓	938	↓			
2 Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses	2	AY 2016: 1,885/2,604 = 72.4% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% **Baseline: 4,648/6,275 = 74.1%**	1,643/2,032 = 80.9%	↑	1,339/1,707 =78.4%	↑			
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% **Baseline: 843/1,059 = 79.6%**	230/273 = 84.2%	↑	251/292 = 86.0%	↑			
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n = 2,171) **Baseline: 2.27 GPA**	2.74 GPA (n=2,042)	↑	2.51 GPA (n= 2,012)	↑			
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 *KBOR data*	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% **Baseline: 379/1,280 = 29.6%**	153/476 = 32.1%	↑	168/478 = 35.1%	↑			
6 Increase the percentage of students performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education	2	AY 2013: 645/1,430 = 45.1% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% **Baseline: 1,875/4,460 = 42.0%**	222/621 = 35.7%	↓	258/666 =38.7%	↓			

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

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by "Number of degrees produced". Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan.

Result: Barton's 938 degrees and certificates awarded demonstrated a fifth straight year of upward growth since AY2017: AY 17 (869), AY 18 (902), AY 19 (914), and AY 20 (922). Although we did not surpass the baseline of 946, the percentage of degrees and certificates per FTE has increased vs. the period (2013-2015) since the baseline was established. We are up from 22% (2,839/12,627) in the years that were used as the baseline (AYs 13, 14 and 15) to 27% (938/3,469) in AY 21. In fact, AY 21 was Barton's most efficient of the last 10 years in this degrees and certificates awarded by almost 2%. With dropping enrollment rates across the system, efficiency and retention take on even more importance.

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

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected percentage of successful responses.

Result: Barton exceeded baseline on this indicator. Barton credits its faculty and staff for their continued effort and support in improving student learning in this area. The awareness, understanding and use of assessment has improved on all Barton campuses due to the launch of the Barton Assessment Institute, initiated in the school year 2018-2019. To date, the institute has graduated 31 faculty and staff members. In addition, the College is supporting multiple assessment committees (classroom, course, program and co-curricular) to round out added awareness and participation.

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

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

Result: We continue to strive for excellence and high pass rates for our students receiving third-party healthcare certification and licensure. Barton healthcare programs provide several different opportunities to assist students in their preparation for testing for certification and licensure, such as remediation, study halls/sessions, tutoring, review courses and individual study plans. The healthcare credentials that are tracked and monitored annually are: Nursing (Registered Nurse & Licensed Practical Nurse - National Council of State Boards of Nursing), Medical Lab Technician – (Medical Lab Technician -American Society for Clinical Pathology), Emergency Medical Services (Emergency Medical Technician, Advanced Emergency Medical Technician and Paramedic – National Registry), Dietary Manager (Certified Dietary Manager - Association of Nutrition & Foodservices Professionals), Pharmacy Technician (Pharmacy Technician Certification Board), Medical Assistant and Adult Healthcare (Certified Nurse Aide & Certified Medication Aide - Kansas Department for Aging and Disability Services).

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses

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

Result: Barton exceeded baseline on this indicator. We have improved our response to bi-weekly grade reports provided by Institutional Effectiveness with an emphasis on communication. Full time advisors in the Advisement Center and the department of Student Academic Development (as well as a few other advisors who have requested) receive a grade report for assigned cohorts. When a student is identified as struggling in a class, advisors and Student Academic Development follow up with that student and faculty, when appropriate, to provide specific recommendations to better assist students and their connection with resources. This process creates more awareness by the faculty of support efforts, thereby increasing referrals, and increased the access to support services such as tutoring and academic mentoring that impact the positive effects on student GPAs from the baseline data. (2.51 AY 21 vs. Baseline of 2.27).

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

Result: Barton again surpassed the baseline for Indicator 5 with a graduation rate (35.1%) 5.5% higher than the baseline. The continued progress is due to improved advising processes using targeted student communication based on data of their enrollment status and degree progression. Our HLC Student Success Academy is a three-year project which began in 2019. The progress of the Student Success Academy has established a plan for a sustainable structure that more directly collects and analyzes student feedback and data. Barton has also used student data in the form of feedback from the CCSSE 2010 through 2020 and Ruffalo-Noel Levitz in 2021, and internal student surveys to create data-driven professional development for faculty training. The Executive Leadership Team utilized this data and feedback with the institution's recent review of the Mission Statement and incorporates it with ongoing strategic planning.

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

Result: Barton unfortunately fell below baseline on this indicator, but there have already been improvements when compared to the AY 2020 data. Additionally, when comparing sequential courses an increase can be seen. Although 34% of students in English Composition I in Fall 2020 scored proficient, in Spring 2021, 46% of students in English Composition II scored proficient. Although Barton fell below baseline on this indicator, positive movement is clear.

Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓	902	↓	914	↓
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑	84.1% (849/1010)	↔	85.5% (1127/1318)	↑
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑	88.1% (258/293)	↑	85.5% (219/256)	↑
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%)	51.4% (142/276)	↓	**51.9% (126/243)	↔	51.9% (124/239)	↔
*5 Increase three-year graduation rate.	2	Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280)	27.6% (125/453)	↓	31.6% (155/490)	↑	**146/449 = 32.5%	↓
6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%)	51.7% (881/1704)	↑	49.9% (407/816)	↑	46.7% (287/615)	↑

*Updated 7/19/18

**Updated 09/05/2019 after report was approved. (Originally 25%.) No change to final outcome.

Coffeyville Community College Performance Report AY 2021								AY 2021 FTE: 1,135 Date: 7/5/2022
Contact Person: Aron Potter Phone: 620-251-7005 email: potter.aron@coffeyville.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percentage of first to second-year retention rates for college-ready students	1 *KBOR data*	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% **Baseline: 464/745 = 62.3%**	137/245 = 55.9%	↓	133/208 = 63.9%	↑		
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 499 AY 2014: 560 AY 2015: 524 **Baseline: 528**	402	↓	348	↓		
3 Increase the number of students successfully completing industry recognized third party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 **Baseline: 526**	590	↑	547	↑		
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 **Baseline: 30**	8	↓	23	↓		
5 Increase the three-year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% **Baseline: 212/634 = 33.4%**	105/279 = 37.6%	↑	99/287= 34.5%	↑		
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% **Baseline: 634/898 = 70.6%**	288/377 = 76.4%	↑	268/315= 85.1	↑		

Coffeyville Community College Performance Report AY 2021

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

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

Result: The percentage of first to second-year college-ready students retained exceeded the baseline. The three-year history baseline was created from Fall 2012, 13 & 14 cohorts. The current retention of college-ready students is 63.9%, exceeding the baseline percentage of 62.3%.

Indicator 2: Increase the number of certificates and degrees awarded

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

Result: The number of certificates and degrees fell below the baseline of 528. Indicator 2 continues to be impacted due to the Pandemic in mid-March 2020. The 2021 completers are linked to the effects spring 2020 had on students returning to the institution. The full-time equivalencies (FTE) reduced for the second year in a row (AY2020 – 1,286; AY2021 – 1,135) after experiencing the highest FTE (2019 – 1,427) in over five years. The Career and Technical Education Programs (CTE) did see an insignificant increase (+6) in certifications awarded. The CTE programs continue to try and regain pre-pandemic numbers. The medical programs continued to have the most significant impact on the uncertainties of the medical and health professions regarding students entering into facilities on part-time bases.

Indicator 3: Increase the number of students successfully completing industry recognized third party credentials

Description: Data will be collected from the Kansas Higher Education Data System to determine the number of industry-recognized third-party credentials. The third-party credentials CCC students receive include; American Society of Mechanical Engineers, Auto Service Excellence, National Center for Construction Education & Research Certification, Microsoft Office Word 2007, Microsoft Office PowerPoint 2007, Occupational Safety & Health Administration (OSHA) 10-hour certification, Occupational Safety & Health Administration (OSHA) 30-hour certification, American Welding Society, EPA Section 608 approved certification, Certified Dietary Manager, American Medical Technologist Examination, Registered Nurse (National Council Licensure Examination), Licensed Practical Nurse (Kansas State Board of Nursing Examination), Emergency Medical Technician – Intermediate National Registry Exam/Kansas Skills Examination, Certified Nurse Aid, Certified Medical Aid, and Home Health Aide. CCC chose the indicator to increase the number of students attaining recognized third-party credentials, as it will enable more students of all ages the opportunity to build careers with family-sustaining, middle-class incomes.

Result: CCC exceeded the baseline of 526 to 547 students in AY 2021 completing third-party credentials.

Indicator 4: Increase the number of credit hours awarded through Credits for Prior Learning

Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently, the institution accepts Credit for Prior Learning for Military, Fire Science, and Advanced Placement. We chose this indicator to improve the time to graduation rates for students who are seeking a degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from both enrolling in post-secondary education and not completing the degree or certification requirements.

Result: The total number of credit hours awarded through credit for prior learning fell below the baseline of 30. The AY 2021 report showed a significant increase from the previous year of eight to twenty-three.

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

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

Result: CCC saw the completion rates of minority students in AY2021 exceed the baseline of 33.4% to 34.5%. By exceeding the baseline, the institution has surpassed the baseline for the fourth year in a row.

Indicator 6: Increase Success Rates of Students in Developmental Courses

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

Result: Students required to enroll in developmental coursework continue to perform above the baseline of 70.6% to 85.1% in AY 2021. CCC continues to exceed the baseline percentage of students being successful in developmental courses.

Coffeyville Community College Performance Report AY 2019						AY 2019 FTE: 1,427	
Contact Person: Aron Potter		Phone and email: 620 251-7005, potter.aron@coffeyville.edu				Date: 6/15/2020	

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

Garden City Community College Performance Report AY 2021							AY 2021 FTE: 1,441 Date: 8/1/2022	
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)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	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	↓	59	↓		
2 Increase Number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 488 AY 2014: 515 AY 2015: 504 **Baseline: 502**	626	↑	584	↑		
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	↑	10.1	↑		
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%	↑	110/122 = 90.2%	↑		
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	↑	17,154	↑		
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort	1 *KBOR data*	Fall 2010 Cohort: 76/152 = 50.0% Fall 2011 Cohort: 96/232 = 41.4% Fall 2012 Cohort: 101/289 = 34.9% **Baseline: 273/673 = 40.6%**	71/192 = 37.0%	↓	97/194 = 50.0%	↑		

Garden City Community College Performance Report AY 2021

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

Result: 59 credit hours were completed by veteran students in AY 2021, a continued decrease from AY 2020. This is an expected decline based on the suspension of a partnership with the Kansas National Guard.

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: 584 degrees and certificates were awarded in AY 2021. This number represents a slight decrease (6.7%) from AY 2020, but remains above the baseline.

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment
Description:
In 2014-15, GCCC began using an internal tool to assess student skills, including written communication skills. This tool used a 4-point Likert scale with 12 total points possible on the rubric. It is this scale that the college's benchmark and previous reporting is based. Beginning in AY 2019, however, GCCC adopted the VALUES Rubrics for assessing student learning, which use a 21.25-point scale. Beginning in Fall 2020 and based on faculty feedback, the college's Student Learning Assessment Team customized the rubric, resulting in a total point scale of 20. Because GCCC's baseline scores and previous performance agreement reporting is based on a 12-point scale, we have used a simple conversion to equate the results for AY 2021 to the 12-point scale.

Result: On the 20-point scale the written communication score for AY 2021 was 16.84, which equates to 10.1 out of 12. This is both above the baseline and an increase from AY 2020 indicating the college's initiatives to strengthen written communication at the major level are having the intended positive effect.

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: 90.2% of students met this indicator. Beginning Fall 2020, the English department launched a co-requisite reform of developmental education. The remedial course (ENGL-091) was largely phased out in favor of a 1-credit ENGL 098 support course enrolled simultaneously with ENGL 101. This indicator counts success when students either completed ENGL 091 and then ENGL 101 with a "C" or better OR enrolled in the ENGL 098+ENGL 101 and passed both courses with a "C" or better. This is a significant increase year over year and expected based on scholarly literature related to co-requisite reform.

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: 17,154 credit hours in hybrid and online courses were successfully completed for AY 2021. This number is 30% above the baseline.

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: 50% three-year graduation rate for AY 2021. This is a significant increase over AY 2020 reporting, but we understand the AY 2020 data was artificially deflated as a result of a brief change in how the college classified developmental courses, which resulted in an abnormally large college-ready cohort. This classification change was temporary, and we understand this year's result of 50% to be a more accurate reflection of the success of our college ready cohort in future reporting years.

Garden City Community College Performance Report AY 2019

Contact: Ryan Ruda   Phone and email: 620-276-9597; ryan.ruda@gcccks.edu

AY 2019 FTE: 1,515   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)	↑

Independence Community College Performance Report AY 2021			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)		AY 2021 FTE: 615 Date: 7/18/2022
Contact Person: Taylor Crawshaw Phone: 620-332-5457 email: tcrawshaw@indycc.edu	**Foresight Goal**	**3 yr. History**	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% **Baseline: 131/338 = 38.8%**	38/95 = 40.0%	↑	49/88 = 55.7%	↑			
2 Increase number of certificates and degrees awarded to ICC students	1 *KBOR data*	AY 2013: 314 AY 2014: 272 AY 2015: 214 **Baseline: 267**	166	↓	204	↓			
3 Increase the retention rate of students who participate in our Student Support Services program	1	AY 2009: 88/194 = 45.4% AY 2010: 100/189 = 52.9% AY 2011: 106/195 = 54.4% **Baseline: 294/578 = 50.9%**	96/150 = 64.0%	↑	82/119 = 68.9%	↑			
4 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% **Baseline: 347/678 = 51.2%**	33/95 = 34.7%	↓	80/127 = 63.0%	↑			
5 Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% **Baseline: 64/83 = 77.1%**	9/13 = 69.2%	↓	7/9 = 77.8%	↑			
6 Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% **Baseline: 1,099/1,615 = 68.0%**	1,221/1,736 = 70.3%	↑	1,284/1,909 = 67.3%	↓			

Independence Community College Performance Report AY 2021

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

Result: At a retention rate of 55.7%, this indicator is up 16.9% above the baseline. Independence Community College has improved the retention of the college ready cohort from the baseline as well as made improvement from the previous academic year.

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

Result: While this indicator remains down by 63 students from the overall baseline of 267, Independence Community College has seen an increase in the number of degrees and certificates awarded from the previous reporting year and recognizes this as a gain. Current measures in place to assist continual improvement of this measure include: faculty advising initiatives, success coach monitoring and intervention, reverse transfer initiatives, and military friendly processes.

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

Result: Retention rate of students who participate in our Student Support Services program was 68.9%, an increase from last year and significantly above the baseline indicator.

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

Result: ICC's baseline for this indicator is 51.2%. ICC's rate of students employed in a related field and/or continuing their education within one year of successfully completing any program for AY 2021 is at 63.0% - 11% over the baseline. Improved communication strategies with students and graduates and the overall employment rate health have assisted with the increase in this indicator.

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

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

Result: This indicator shows an increase above the baseline. ICC continues to assess and monitor student need for and success in developmental English coursework through regular course assessment and annual and comprehensive program review.

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

Description: The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F.

Result: This indicator shows a decrease from the baseline of less than 1%. ICC continues to monitor student success in online courses and works towards continuous improvement through online course curriculum and pedagogy development.

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

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.

October 4, 2022

I. General Information

A. Institution   Wichita State University

B. Program Identification
Degree Level:	BA
Program Title:	American Sign Language
Degree to be Offered:	Bachelor of Arts in ASL
Responsible Department or Unit:	Modern & Classical Languages & Literatures
CIP Code:	16.1601
Modality:	TCI or Hybrid
Proposed Implementation Date:	Spring 2023

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The proposal for a baccalaureate program in American Sign Language (ASL) is consistent with Wichita State University's applied learning and research vision and addresses our stated mission to be an essential educational, cultural, and economic driver for Kansas. It also meaningfully addresses our core value to make the campus inclusive and accessible for everyone. In cooperation, the colleges of Liberal Arts and Sciences (LAS) and Health Professions (CHP) propose this new degree to enable both deaf and hearing students to advance in their chosen careers. Indeed, candidates requesting to sit for the Certified Deaf Interpreter Examination now must have a bachelor's degree: our Interpreting Methods track provides the best preparation for this exam of any plan of study at Wichita State. Precisely because of this new requirement, Johnson County Community College closed its interpreter-training program; KU (Edwards campus) now offers a pathway from the JCCC associate degree to the BA/BGS. Their initiative shows, moreover, that an *ASL-specific* bachelor's degree is the only one that truly prepares sign language professionals for the workforce.

Because of increasing demand in south-central Kansas for sign language coursework, KBOR previously approved Wichita State's proposal for a minor in Signed Languages (AY 2018-2019). Offered through the Department of Communication Sciences and Disorders (Health Professions), this minor ensures proficiency in standard foundation courses (ASL I-IV) with additional hours in Interpreting, Deaf Culture, and Nonverbal Communication. Our joint proposal now offers a truly interdisciplinary and comprehensive degree: a research-focused BA in ASL together with a high-quality interpreter education program. Furthermore, since there is a preference in the sign language discipline for bachelor's degree programs accredited by the Commission on

Collegiate Interpreter Education (CCIE), Wichita State developed this new program in accordance with CCIE accreditation standards (knowledge, skills, and perspectives necessary to enter the field of professional interpreting).Wichita State's advanced program will be one of only two in Kansas where learners can train to become certified ASL interpreters. Building upon instruction provided by Lecturers reappointed through Modern & Classical Languages (LAS), our unique feature will be to teach ASL linguistics and conduct research on the same in accordance with the following summary:

- THE STRUCTURE OF LANGUAGE: the nature of language, language acquisition, and ASL linguistics;
- LANGUAGE AND CULTURE IN CONTEXT: historical foundations of the interpreting profession, deaf culture, deaf studies, social justice, language in society; interpreting needs of deaf, deafblind, and hearing consumers;
- INTERPRETING METHODS: theories of interpretation and translation along with ethics and protocols for interpreting in a variety of settings — legal, medical, and educational.

Creating a new bachelor's degree with these three content tracks fortifies the integrated and interdisciplinary nature of ASL education in Kansas. This rich, interprofessional learning experience will enhance the training of BA graduates by providing advanced technical and professional skills suited to the workplace of the future.

According to the position statement on ASL issued by the American Speech-Language-Hearing Association, the National Institute of Health and the National Science Foundation both identify American Sign Language as a complete, non-English language associated with its own culture. Wichita State thus proposes to house this new BA program in the Department of Modern & Classical Languages & Literatures. The Modern Language Association classifies ASL as the third most popular language of study in higher education, after Spanish and French. The number of employed sign language interpreters in south-central Kansas is on the rise: our aim is to offer a high-quality program for regional practitioners and provide additional levels of research expertise to Wichita State's already strong programs in linguistics, world languages, and cultural anthropology.

IV. Program Demand

The only university in Kansas offering a bachelor's degree in American Sign Language and Deaf Studies is the University of Kansas, in collaboration with Johnson County Community College. The BA and BGS degrees in ASL and deaf studies are offered in four tracks: Deaf Studies and Social Justice, Advanced ASL, Becoming an Interpreter, and Professional Interpreting. Emporia State University, Fort Hays State University, Pittsburg State University, and Kansas State University offer neither a major nor a minor in ASL. The new BA degree program at Wichita State builds on an existing ASL minor.

A. Survey of Student Interest

Number of surveys administered: ………………	104
Number of completed surveys returned: ……….	104
Percentage of students interested in program: …	56%

An online/paper survey was given to 104 current ASL students at WSU Haysville, WSU Main, and WSU West campuses. Fifty-one percent of the respondents were in their senior year; 49% were female and 10 percent male. Ninety-five percent of the students who took the online/paper survey had previously taken an ASL class at WSU; 100% recommend ASL classes to their friends. Ninety-one percent responded that the major will benefit students at WSU. Fifty-six percent would be interested in the major at WSU and 83% will recommend the major to their friends. Fifty percent would be interested in an ASL interpreting license after completing an ASL major at WSU.

B. Market Analysis

The Datausa website shows that 647 ASL degrees were awarded in 2017. It is a major with a growing demand as there is a need for a program of study offering students opportunities to examine and focus on several aspects of ASL, such as the linguistics of ASL, deaf culture and social justice, and ASL interpretation. It is a known fact that to work in healthcare, many students need to have specialized degrees. There is a growing demand for ASL interpreters in South-Central Kansas and a need to make communication accessible to all. Career paths for individuals completing this degree include social work, education, interpreting, human resources, and counseling.

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

Year	Total Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation (AY 2023-2024)	15	0	450	0
Year 2 (AY 2024-2025)	30	0	900	0
Year 3 (AY 2025-2026)	50	0	1500	0

VI. Employment

Website for job listings	Number of ASL interpreting jobs listed
Glassdoor	378
Ziprecruiter	371
Indeed	727
SimplyHired	1,183

Students graduating from the BA degree program can work in jobs as diverse as interpreting, finance, market research, healthcare, counseling, special education, and social justice fields. The interdisciplinary tracks in the program offer education and training for a wide variety of careers. The U.S Bureau of Labor Statistics estimated there were 81,400 jobs in 2020 for ASL interpreters and translators. The projected job growth for ASL interpretation is 24% between 2020-2030, greater than average. The median salary for ASL interpreting jobs with a bachelor's degree is $49,110 or $23.61 per hour.

Some specific career opportunities for ASL majors are:
   a. Childcare worker
   b. Audiologist
   c. Psychologist
   d. Sign language interpreter/translator
   e. Speech language pathologist
   f. Counselor

These organizations regularly hire ASL majors:
   a. Healthcare—hospitals and clinics
   b. Mental health clinics
   c. Hearing and speech agencies
   d. Government institutions
   e. Schools

VII. Admission and Curriculum

A. Admission Criteria

Freshmen are assured admission to Wichita State if they meet the following:
1. Have a cumulative 2.25 or higher GPA on a 4.00 scale, OR
2. Achieve an ACT composite of 21 or higher OR a minimum combined SAT ERW+M score of 1060 (test optional for admission)

And, if applicable, achieve a 2.0 GPA on all college credit taken in high school.
Students who do not meet the guaranteed admission requirements are still encouraged to apply. The application will be reviewed individually.

Students who graduated from a non-accredited high school or were homeschooled must:
1. Achieve an ACT of 21 or higher, OR a minimum combined SAT ERW+M score of at least 1060, have a cumulative 2.25 or higher GPA on a 4.00 scale.
If students enroll in college courses while in high school, they must also achieve a 2.00 GPA or higher in those courses.

If a student obtained a GED, they must:
1. For GED tests from 2002-2013: Have a minimum score of 510 on each sub test and an overall score of 2550 to be admitted.
2. For GED tests from 2014 and on: Have a minimum score of 150 on each sub test and an overall score of 680 to be admitted.

Curriculum

120 hours are required for graduation, and students must earn a 2.0 overall GPA, a 2.0 Wichita State GPA, and a 3.0 GPA in the major. Students must also complete all courses required for Liberal Arts and Sciences General Education. In addition, Foreign Language courses (or the equivalents) are required for every BA degree in the College of Liberal Arts and Sciences. See Appendix A for three focus areas: Structure of Language track, Language and Culture in Context track, and Interpreting Methods track.

American Sign Language – Generic Plan for all Tracks

Year 1: Fall

ENGL 101	College English 1	3
FYS	First-Year Seminar Humanities or S&B Science	3
MATH 111	College Algebra	3
Gen Ed	Fine Arts	3
CSD 270	American Sign Language I	3

Year 1: Spring

ENGL 102	College English 2	3
COMM 111	Public Speaking	3
Gen Ed	Social and Behavioral Science	3
TRACK COURSE	Varies depending on track	3
CSD 370	American Sign Language II	3

Year 2: Fall

Literature	Counts as Humanities General Education	3
HIST 131/2 or POLS 121	Fulfills LAS Civics requirement and Humanites/S&B Science Gen Ed	3
Gen Ed	Humanities	3
TRACK COURSE	Varies depending on track	3
CSD 470	American Sign Language III	3

Year 2: Spring

Gen Ed	Natural Science – Biological Science	3
Gen Ed	Social and Behavioral Science	3
Elective	Open Elective	3
CSD 480	American Sign Language IV	3
CSD 518	Deaf Culture	3

Year 3: Fall

Gen Ed	300-Level Social and Behavioral Science	3
Gen Ed	Natural Science – Physical Science	3
Elective	Open Elective	3
TRACK COURSE	Varies depending on track	3
CSD 490D	Intro to Signed Language Interpreting (cross-listed w/CSD 490D)	3

Year 3: Spring

Gen Ed	300-Level Natural Science	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
CSD 520	ASL Nonverbal Communications	3

Year 4: Fall

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
TRACK COURSE	Varies depending on track	3

Year 4: Spring

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
TRACK COURSE	Varies depending on track	3

Total hours   **120**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

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

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program	FTE Salary
Wilson Baldridge	Professor and Chairperson	PhD in French Literature	Y	French Literature	0.25	Salary: $20,403 Fringe: $2,703
Mythili Menon	Assistant Professor	PhD in Linguistics	Y	Syntax, Semantics, Morphology, Psycholinguistics, Language Documentation	0.25	Salary: $13,940 Fringe: $2,703
Rachel Showstack	Associate Professor	PhD in Hispanic Linguistics	Y	Sociolinguistics	0.25	Salary: $14,803 Fringe: $2,703
Andrew Hippisley	Professor and Dean of Liberal Arts and Sciences	PhD in Linguistics	Y	Computational Linguistics, Morphology, Syntax, Typology, Historical Linguistics	0.25	Salary: $49,731 Fringe: $9,081
Jens Kreinath	Associate Professor	PhD in Anthropology	Y	Anthropological Linguistics, Fieldwork	0.25	Salary: $14,780.25 Fringe: $2,703
James Clark Kimberly Hoffman Lorita Slieter Melody Manlove	Adjunct Lecturers	Master's Degrees in ASL and Interpreting	N	American Sign Language	4.00	Salaries: $99,000 Fringe: $8,600
New Hire in Linguistics (In First FY)	Associate Professor	PhD in or Edd in Signed Languages	Y	American Sign Language	1.0	Salary: $62,000 Fringe: $11,000

IX. Expenditure and Funding Sources

A. Expenditures	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Adjunct Faculty	$99,000	$99,000	$99,000
Existing Faculty reassigned .25	$113,657	$113,657	$113,657
Graduate Assistants			

Fringe Benefits (total for existing faculty)	$19,893	$19,893	$19,893
Fringe Benefits (total for adjuncts)	$8,600	$8,600	$8,600
Other Personnel Costs -			
Total Existing Personnel Costs – Reassigned or Existing	$241,150	$241,150	$241,150
Personnel – New Positions Coordinator ASL			
Faculty (Program Coordinator of ASL)	$62,000	$62,000	$62,000
Administrators			
Graduate Assistants			
Support Staff for Administration (Graduate Staff Assistant)			
Fringe Benefits (total for all groups)	$11,000	$11,000	$11,000
Other Personnel Costs (lecturers)			
Total Existing Personnel Costs – New Positions	$73,000	$73,000	$73,000
Start-Up Costs – One-Time Expenses			
Library/Learning Resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other: Online Course Development			
Total Start-Up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expense (Cards Letter Head Advertisement)	$1,000	$1,000	$1,000
Library/Learning Resources			
Equipment/Technology			
Travel – to off West and South campus locations	$1,500	$1,500	$1,500
Other			
Total Operating Costs	$2,500	$2,500	$2,500
Grand Total Costs	$316,650	$316,650	$316,650
B. FUNDING SOURCES	1st FY 15 new students	2nd FY 15 new students +15 previous =30	3rd FY 20 new students +30 previous =50
Tuition/State Funds ($228)	$102,600	$205,200	$342,000
$667.41per student per semester ($1,334.82 annual)	$20,022	$40,044	$66,741
Mandatory Student Fees $20.75 per credit hour	$9,338	$18,676	$31,125
LAS Student Fee $7.75 per credit hour	$3,487	$6,975	$11,625
Other Sources			
Grand Total Funding	$135,447	$270,894	$451,491
C. Projected Surplus/Deficit (+/-)	-$130,559	-$45,756	+$134,841

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned, Existing, & New Positions

Several current faculty in the Linguistics program and the Department of Modern and Classical Languages and Literature (MCLL) will be reassigned to courses in the new ASL program. The only additional cost is one new tenure track faculty member who will serve as coordinator of the American Sign Language program, to be hired in the first year. This tenure track position would have responsibilities for teaching four courses (two in the fall and two in the spring), advising, administering the scheduling of courses, and recruitment and retention of students.

B. Revenue: Funding Sources
Tuition and fees will be the primary source of funding for the program. Projected tuition revenues were calculated using online and in-state tuition rates of $228 per credit hour multiplied by the number of credit hours projected to be earned by students enrolled in courses leading to a degree in American Sign Language (ASL). The fees listed include manadatory fees assessed to all students and fees assessed to students taking courses in the College of Liberal Arts and Sciences.

Although not included in the revenue described above, ASL courses currently attract over 100 students who minor in Sign Language or who take ASL to meet language requirements in the College of Liberal Arts and Sciences. These students generate approximately 1,500 student credit hours per year. If multiplied by tuition and fees, this would provide approximately $385,000 in additional revenue generated from the American Sign Language courses taken by students meeting degree requirements and minoring in American Sign Language.

C. Projected Surplus/Deficit

The proposed new ASL degree program is projected to have a revenue surplus by year three, with enrollment growth expected over the next several years.

XI. References

National Institute on Deafness and Other Communication Disorders (2019); National Science Foundation (2019). Retrieved from https://www.nidcd.nih.gov/health/american-sign-language and https://www.nsf.gov/news/special_reports/linguistics/sign.jsp

U.S. Bureau of Labor Statistics:(2022, May); Occupational Outlook Handbook. Retrieved from https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

Appendix A

American Sign Language – The Structure of Language Track

Year 1: Fall

ENGL 101	College English 1	3
FYS	First-Year Seminar Humanities or S&B Science*	3
MATH 111	College Algebra	3
Gen Ed	Fine Arts	3
CSD 270	American Sign Language I	3

Year 1: Spring

ENGL 102	College English 2	3
COMM 111	Public Speaking	3
Gen Ed	Social and Behavioral Science[1]	3
LING 151	The Nature of Language	3
CSD 370	American Sign Language II	3

Year 2: Fall

Literature	Counts as Humanities General Education	3
HIST 131/2 or POLS 121	Fulfills LAS Civics requirement and Humanites/S&B Science Gen Ed*	3
Gen Ed	Humanities	3
MCLL 351	Linguistics and Foreign Languages	3
CSD 470	American Sign Language III	3

Year 2: Spring

Gen Ed	Natural Science – Biological Science	3
Gen Ed	Social and Behavioral Science	3
Elective	Open Elective	3
LING 315	Intro to English Linguistics	3
CSD 480	American Sign Language IV	3

Year 3: Fall

Gen Ed	300-Level Social and Behavioral Science	3
Gen Ed	Natural Science – Physical Science	3
Elective	Open Elective	3
Elective	Open Elective	3
CSD 490D	Introduction to Signed Language Interpreting (cross-listed w/CSD 490D)	3

Year 3: Spring

Gen Ed	300-Level Natural Science	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
CSD 520	ASL Nonverbal Communications	3

Year 4: Fall

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
ANTH 352	Anthropological Linguistics	3
CSD 518	Deaf Culture	3

Year 4: Spring

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
ASL 670	Interpreting Interaction: Translation and Consecutive Interpretation	3

Total hours   **120**

American Sign Language – Language and Culture in Context Track

Year 1: Fall

ENGL 101	College English 1	3
FYS	First-Year Seminar Humanities or S&B Science*	3
MATH 111	College Algebra	3
Gen Ed	Fine Arts	3
CSD 270	American Sign Language I	3

Year 1: Spring

ENGL 102	College English 2	3
COMM 111	Public Speaking	3
Gen Ed	Social and Behavioral Science[1]	3
LING 151	The Nature of Language	3
CSD 370	American Sign Language II	3

Year 2: Fall

Literature	Counts as Humanities General Education	3
HIST 131/2 or POLS 121	Fulfills LAS Civics requirement and Humanites/S&B Science Gen Ed*	3
Gen Ed	Humanities	3
MCLL 351	Linguistics and Foreign Languages	3
CSD 470	American Sign Language III	3

Year 2: Spring

Gen Ed	Natural Science – Biological Science	3
Gen Ed	Social and Behavioral Science	3
Elective	Open Elective	3
CSD 480	American Sign Language IV	3
CSD 518	Deaf Culture	3

Year 3: Fall

Gen Ed	300-Level Social and Behavioral Science	3
Gen Ed	Natural Science – Physical Science	3
Elective	Open Elective	3
Elective	Open Elective	3
CSD 490D	Introduction to Signed Language Interpreting (cross-listed w/CSD 490D)	3

Year 3: Spring

Gen Ed	300-Level Natural Science	3
Elective	Open Elective	3
Elective	Open Elective	3
LING 663	Languages and Language attitudes in the US	3
CSD 520	ASL Nonverbal Communications	3

Year 4: Fall

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
ANTH 352	Anthropological Linguistics	3

Year 4: Spring

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
MCLL 670	Interpreting Interaction: Translation and Consecutive Interpretation	3

Total hours — **120**

American Sign Language – Interpreting Methods Track

Year 1: Fall

ENGL 101	College English 1	3
FYS	First-Year Seminar Humanities or S&B Science*	3
MATH 111	College Algebra	3
Gen Ed	Fine Arts	3
CSD 270	American Sign Language I	3

Year 1: Spring

ENGL 102	College English 2	3
COMM 111	Public Speaking	3
Gen Ed	Social and Behavioral Science[1]	3
LING 151	The Nature of Language	3
CSD 370	American Sign Language II	3

Year 2: Fall

Literature	Counts as Humanities General Education	3
HIST 131/2 or POLS 121	Fulfills LAS Civics requirement and Humanites/S&B Science Gen Ed*	3
Gen Ed	Humanities	3
MCLL 351	Linguistics and Foreign Languages	3
CSD 470	American Sign Language III	3

Year 2: Spring

Gen Ed	Natural Science – Biological Science	3
Gen Ed	Social and Behavioral Science	3
Elective	Open Elective	3
CSD 480	American Sign Language IV	3
CSD 518	Deaf Culture	3

Year 3: Fall

Gen Ed	300-Level Social and Behavioral Science	3
Gen Ed	Natural Science – Physical Science	3
Elective	Open Elective	3
MCLL 370	ASL Elocution	3
CSD 490D	Introduction to Signed Language Interpreting (cross-listed w/CSD 490D)	3

Year 3: Spring

Gen Ed	300-Level Natural Science	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
CSD 520	ASL Nonverbal Communications	3

Year 4: Fall

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
MCLL 570	American Sign Language and English Translation	3

Year 4: Spring

Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
Elective	Open Elective	3
MCLL 670	Interpreting Interaction: Translation and Consecutive Interpretation	3

Total hours — **120**