

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

**VIRTUAL MEETING AGENDA  
Tuesday, November 1, 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](mailto:arobinson@ksbor.org).

- I. Call to Order** Regent Kiblinger, Chair
- A. Roll Call and Introductions
  - B. Approve minutes from October 4, 2022 p. 3
- II. Other Matters**
- A. Rpk GROUP Update Michael Daly
  - B. Approve AY 2021 Performance Reports Sam Christy-Dangermond
    - Cloud County Community College p. 5
    - Hutchinson Community College p. 8
    - Kansas City Kansas Community College p. 12
    - Flint Hills Technical College p. 16
    - Manhattan Area Technical College p. 20
    - Manhattan Area Technical College p. 24
    - North Central Kansas Technical College p. 28
    - Northwest Kansas Technical College p. 32
    - Salina Area Technical College p. 36
    - WSU Campus of Applied Sciences & Technology p. 40
  - C. Advantage Kansas Coordinating Council (AKCC) Update Regent Kiblinger
  - D. Educator Workforce Task Force Update Regent Lane
  - E. Strategic Plan Dashboard Update Regent Lane
  - F. Systemwide General Education Implementation Update Daniel Archer
- III. Suggested Agenda Items for November 16<sup>th</sup> Meeting at Kanas State University**
- A. TAAC Quality Assurance Report & 2022 KCOG Conference Update
  - B. Kansas First/Diploma Plus Update
- IV. Adjournment**

**BOARD ACADEMIC AFFAIRS STANDING COMMITTEE**

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

Shelly Kiblinger, Chair

Cynthia Lane

Blake Benson

Diana Mendoza

**Board Academic Affairs Standing Committee  
AY 2023 Meeting Schedule**

<i><b>BAASC Academic Year 2022- 2023 Meeting Dates</b></i>			
<b>Meeting Dates</b>	<b>Location</b>	<b>Time</b>	<b>Agenda Materials Due</b>
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 virtual meeting times are 9 a.m., and Board day meetings are 11 a.m. unless otherwise noted.

**Board Academic Affairs Standing Committee  
MINUTES**

**Tuesday, October 4, 2022**

The October 4, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 9:00 a.m. The meeting was held through Zoom, with an in-person option at the Board office.

**In Attendance:**

Members:	Regent Lane Regent Kiblinger	Regent Mendoza	Regent Benson
Staff:	Daniel Archer Karla Wiscombe Elaine Frisbie Julene Miller	Amy Robinson Tara Lebar John Yeary	Sam Christy-Dangermond Cindi Farrier Renee Burlingham
Others:	Andrew Hippisley, WSU Ashley Jack, WSU Chuck Taber, K-State Heather Morgan, KACCT Jean Redeker, KU Jennifer Roberts, KU JoLanna Kord, ESU Laura Stephenson, Washburn Melinda Roelfs, PSU Robert Klein, KUMC Todd Mobray, Barton CC Brent Thomas, ESU Ryan Ruda, Garden City CC	Angela Pool-Funai, FHSU Barbara Bichelmeyer, KU Corinne Bannon, KU Howard Smith, PSU Jennifer Ball, Washburn Jerry Pope, KCKCC Kim Jackson, Butler CC Linnea Glenmaye, WSU Matt Schuette, KUMC Shirley Lefever, WSU Wilson Baldrige, WSU Michelle Schoon, Cowley CC	Aron Potter, Coffeyville CC Bruce Moses, Allen CC Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jennifer Callis, SATC Jill Arensdorf, FHSU Kim Zant, Cloud County CC Marc Malone, Garden City CC Marlon Thornburg, Coffeyville CC Taylor Crawshaw, Independence CC Tosca Harris, Allen CC Anita Chappuie, Independence CC

Roll call was taken for members and presenters.

**Approval of Minutes**

Regent Lane moved to approve the September 14, 2022, meeting minutes, and Regent Benson seconded the motion. With no corrections, the motion passed.

**AY 2021 Performance Reports**

Sam Christy-Dangermond presented the AY 2021 Performance Reports for review and provided information on the performance funding process. Performance Agreement information can be found at [https://www.kansasregents.org/academic\\_affairs/performance-agreements](https://www.kansasregents.org/academic_affairs/performance-agreements).

Committee members received performance reports from the following eight institutions, each being recommended to receive 100% of any new legislative funding in July 2023 for which they are eligible based on achieving at least four out of six indicators:

- University of Kansas/KU Medical Center
- Fort Hays State University
- Pittsburg State University
- Barton Community College
- Coffeyville Community College
- Garden City Community College

- Allen Community College

- Independence Community College

Institutional representatives provided a summary of their reports, and the Regents asked follow-up questions.

Regents agreed by consensus to approve the eight institutions to receive 100% of any new legislative funding in July 2023 for which they are eligible.

### **Consent Agenda**

Shirley Lefever, Andrew Hippisley, and Wilson Baldrige presented a BA in American Sign Language at WSU for approval. It will be housed with other languages in the Department of Modern and Classical Languages and Literatures. There is an increased need for sign language skills and interpreter training in South Central Kansas.

Regent Benson moved to place the WSU new program proposal as presented under the Board consent agenda in November. Following the second of Regent Kiblinger, the motion passed unanimously.

### **Adjournment**

The next BAASC meeting is scheduled for November 1, 2022, at 9:00 a.m.

Regent Benson moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 9:49 a.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.*

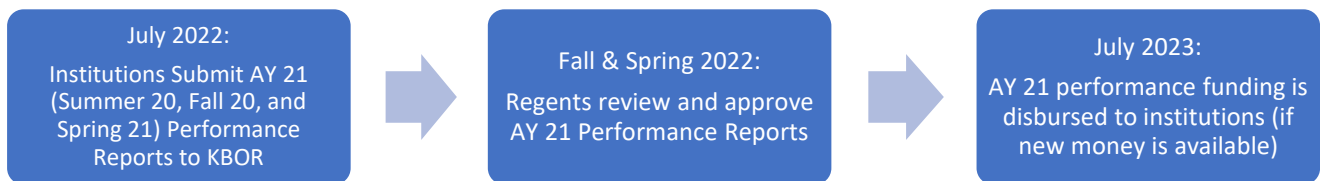
*November 1, 2022*

## 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<sup>1</sup> 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.



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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<sup>1</sup> 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 comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2021.**

<b>University/College</b>	<b>Funding Recommendation</b>	<b>Page</b>
Cloud County Community College	100% funding	8
Hutchinson Community College	100% funding	12
Kansas City Kansas Community College	100% funding	16
Flint Hills Technical College	100% funding	20
Manhattan Area Technical College	100% funding	24
North Central Kansas Technical College	100% funding	28
Northwest Kansas Technical College	100% funding	32
Salina Area Technical College	100% funding	36
Wichita State University Campus of Applied Sciences & Technology	100% funding	40

### Performance Agreement Model

Sectors			
Indicators	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> <li>1. Increasing Higher Education Attainment                             <ul style="list-style-type: none"> <li>• First to second year retention rates</li> <li>• Number of certificates and degrees awarded</li> <li>• Six-year graduation rates</li> </ul> </li> <li>2. Meeting the Needs of the Kansas Economy                             <ul style="list-style-type: none"> <li>• Performance of students on institutional assessments</li> <li>• Percent of certificates and degrees awarded in STEM fields</li> </ul> </li> <li>3. Ensuring State University Excellence                             <ul style="list-style-type: none"> <li>• Selected regional and national rankings</li> </ul> </li> </ol>	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> <li>1. Increasing Higher Education Attainment                             <ul style="list-style-type: none"> <li>• First to second year retention rates</li> <li>• Number of certificates and degrees awarded</li> <li>• Six-year graduation rates</li> </ul> </li> <li>2. Meeting the Needs of the Kansas Economy                             <ul style="list-style-type: none"> <li>• Performance of students on institutional assessments</li> <li>• Percent of certificates and degrees awarded in STEM fields</li> </ul> </li> <li>3. Ensuring State University Excellence                             <ul style="list-style-type: none"> <li>• Performance on quality measures compared to peers</li> </ul> </li> </ol>	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> <li>1. Increasing Higher Education Attainment                             <ul style="list-style-type: none"> <li>• First to second year retention rates of college ready cohort</li> <li>• Three-year graduation rates of college ready cohort</li> <li>• Number of certificates and degrees awarded</li> <li>• Student Success Index</li> </ul> </li> <li>2. Meeting the Needs of the Kansas Economy                             <ul style="list-style-type: none"> <li>• Performance of students on institutional quality measures<sup>2</sup></li> <li>• Percent of students employed or transferred</li> <li>• Wages of students hired<sup>3</sup></li> <li>• Third party technical credentials and WorkKeys, if applicable</li> </ul> </li> </ol>
<i>Institution-Specific Indicators<sup>4</sup></i>	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.

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

<sup>3</sup> As provided by the Kansas Department of Labor.

<sup>4</sup> 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.

Cloud County Community College Performance Report AY 2021						AY 2021 FTE: 1,049 Date: 9/21/2022		
Contact Person: Kimberly Zant  Phone: 785-243-1435, ext. 248 email: Kimberly.zant@cloud.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
<b>1</b> Increase first to second year retention rates of "college ready" cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% <b>Baseline: 270/495 = 54.5%</b>	99/163 = 60.7%*	↑	70/116 = 60.3%	↑		
<b>2</b> Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 302 AY 2014: 936 AY 2015: 596 <b>Baseline: 611</b>	467	↓	447	↓		
<b>3</b> Increase number of third party credentials attained**	2	AY 2018: 237 AY 2019: 218 AY 2020: 180 <b>Baseline: 212</b>			162	↓		
<b>4</b> Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% <b>Baseline: 216/492 = 43.9%</b>	100/222 = 45.0%	↑	62/125= 49.6%	↑		
<b>5</b> Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt	2	AY 2013: 657/1,552=42.3% AY 2014:574/1,383=41.5% AY 2015: 551/1,335=41.3% <b>Baseline: 1,782/4,270= 41.7%</b>	848/1058 = 80.2%	↑	735/1,106= 66.5%	↑		
<b>6</b> Increase the Student Success Index**	1 <i>KBOR data</i>	AY 2010: 284/621 = 45.7% AY 2011: 311/646 = 48.1% AY 2012: 382/741 = 51.6% <b>Baseline: 977/2,008 = 48.7%</b>			385/596 = 64.6%	↑		

\*Reflects data corrections made by institution 9/9/2022.

\*\*New indicator approved 9/21/21.



## Cloud County Performance Report AY 2021

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

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

**Result:** CCCC reports retaining 70/116 (60.3%) of the “college ready” cohort from the first year to the second year, which is an increase over the baseline of 54.5% and over last year’s results (55.7%). The college employs a retention and engagement specialist to assist in early intervention of students that are at risk. CCCC implemented the retention platform called Dropout Detective as an additional tool to enhance communications between instructors, advisors and the retention and engagement specialist concerning student success. Several training sessions on Dropout Detective transpired for instructors and advisors to help ensure full participation of the tool.

### **Indicator 2: Increase number of certificates and degrees awarded**

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

**Result:** The total number of certificates and degrees, 447, is below the baseline of 611; however, AY14 had an extremely high number (936) that has proven to be an outlier that is skewing the data. This is the result of the previous Vice President for Academic Affairs going through and hand auditing certificates and/or degrees that were missed in prior years. This year’s results were slightly down from last year’s results (467). CCCC believes several factors impacted the results to include: COVID; the change in the status of the Business CIP code (52.0201) from being considered a technical program CIP; and the loss of the college soccer team.

### **Indicator 3: Increase number of third party credentials attained**

**Description:** With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, Cloud County Community College (CCCC) will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by students who receive their Certified Nurse Aide (CNA) and Certified Medication Aide (CMA), Home Health Aide (HHA), students receiving a Commercial Driver License (CDL), those who pass the National Council Licensure Exam (NCLEX), Emergency Medical Technician (EMT) certification, as well as those passing the Occupational Safety and Health Administration 10 and 30 (OSHA 10 and OSHA 30) certification, National American Board of Certified Energy Practitioner (NABCEP) exam, American Composites Manufacturing Association (ACMA) certification and the Federal Aviation Administration Part 107 Drone Pilot exam. Additionally, CCCC would like to include students receiving their American Welding Society (AWS) certification, those passing the Pharmacy Technician Certification Board Exam (CPhT), the Kansas Department of Agriculture (KDA) credential, and the Child Development Association (CDA) National credential beginning in Spring 2022.

**Result:** The reported amount of third party credentials is 162, which is below the baseline measurement of 212. CCCC saw a decline in third party credentials of CNA and NCLEX due to the impacts of COVID and the inability to secure clinical sites. In January 2021, the college merged the Allied Health program with the Nursing Department to provide the program more support. The Allied Health Program created the set-up of a Lab/Clinical Classroom Setting and CNA and CMA class clinical sessions were held per KDADS Regulation/Standards on campus. With the creation of the Lab/Clinical Classroom Setting, the college was able to enhance their experiential learning opportunities; however, the total number of credentials earned was still low. The college added Welding and Pharmacy

Technician programs and reoffered Home Health Aide in 2021-2022 which should positively impact the indicator in the future.

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

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

**Result:** CCCC’s retention rate of “Non-college ready” cohort met the baseline measurement. The college reports retaining 62/125 of the “non-college ready” cohort from the first to second year. This percentage of 49.6% is above the baseline of 43.9%. The trend is positive. CCCC has several measures in place to assist “non-college ready” students. One example is the CM 101 English Composition I course is accompanied by a workshop. Any student who tests below the requirement to enroll directly into CM 101 English Composition I is placed into the supplemental workshop. The workshop portion of the course provides supplemental instruction to help students perform at the expected level to succeed in the college level course. Another factor in retaining “non-college ready” students are retention tools such as the retention and engagement specialist and the online Dropout Detective platform that instructors use to provide alerts on students who are identified as being at risk. Any student identified as being at risk is provided extra support from the retention and engagement specialist, advisors and/or instructors.

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

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

**Result:** CCCC’s success rates of students passing gateway courses (CM 101 English Composition I, MA 111 College Algebra) on the first attempt met the baseline measurement. CCCC reports that 735/1,106 students pass gateway courses on the first attempt. This equates to 66.5%, which is above the baseline of 41.7%. This success can be attributed to realigning outcomes from Intermediate Algebra to College Algebra as well as the addition of the Composition Workshop that supplements CM 101 English Composition I for students that test just below the level required to go directly into CM 101: English Composition I.

**Indicator 6: Increase the Student Success Index**

**Description:** The Student Success Index, as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates after the end of year three of each cohort enrolling at Cloud County Community College (CCCC). The Student Success Index includes the following in defining success: all students who were retained or completed a degree, certificate or stand-alone program (occupational programs) or who were retained at a Kansas or other out-of-state higher education institution. The success rate is calculated at the end of year three of each cohort and an overall success rate is reported. CCCC believes this indicator allows for improved accuracy in the measure of performance in CCCC’s efforts to increase student success.

**Result:** CCCC’s student success index was 385/596=64.6% which is above the baseline measurement of 48.7%. The Student Success Index (SSI) measures success rates after the end of year three of each cohort enrolling at CCCC. The measurement reflects our comprehensive approach to measuring student success. The metric better demonstrates Cloud’s students’ successes.

Cloud County Community College Performance Report AY 2019							AY 2019 FTE: 1,229	
Contact Person: Amber Knoettgen			Phone and email: (785) 243-1435, ext. 248; aknoettgen@cloud.edu				Date: 9/2/2020	
Cloud County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1 Increase first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑	65.2% (103/158)	↑	62.9% (95/151)	↑
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑	557	↓	498	↓
3 Increase number of 3 <sup>rd</sup> party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓	192	↓	162	↓
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑	101/175=57.7%	↑	98/195=50.3%	↑
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%	**77.4%	↑	**916/1154=79.4%	↑	839 / 1088 = 77.1%	↑
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑	145	↓	136	↓

\*Updated 7/12/18

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

Hutchinson Community College Performance Report AY 2021					AY 2021 FTE: 3,409 Date: 7/13/2022			
Contact Person: Cindy Hoss  Phone: 620-665-3427 email: hossc@hutchcc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		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 rate of degree-seeking, first-time, full-time college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% <b>Baseline: 669/1,139 = 58.7%</b>	414/603 = 68.7%	↑	413/631 = 65.5%	↑		
2 Increase three-year graduation rate of college-ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% <b>Baseline: 317/1,084 = 29.2%</b>	280/588 = 47.6%	↑	261/557 = 46.9%	↑		
3 Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 <b>Baseline: 1,465</b>	1,662	↑	1,502	↑		
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% <b>Baseline: 1,039/1,356 = 76.6%</b>	164/208 = 78.8%	↑	119/154 = 77.3%	↑		
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY 2015: 503/615 = 81.8% <b>Baseline: 1,553/1,896 = 81.9%</b>	475/600 = 79.2%	↓	490/619 = 79.2%	↓		
6 Increase the number of students successfully completing the second level or above of a stackable credential program	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 <b>Baseline: 152</b>	121	↓	126	↓		

## Hutchinson Community College Performance Report AY 2021

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

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

**Result:** The AY 2021 retention rate for those enrolled for two consecutive fall terms is again higher than the baseline. HutchCC continues to successfully retain former concurrent students, many of whom started their degree completion goals with HutchCC. Our Enrollment Management team also monitors enrollment of first-time students and offers assistance to those who have not enrolled for future terms. The AY 2021 retention rate for those enrolled for two consecutive fall terms is again higher than the baseline. HutchCC has fulfilled this outcome.

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

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

**Result:** The AY 2021 graduation rate is steadily higher than the baseline, and this is an amazing result of student persistence given the healthcare turmoil of the last few years. HutchCC has fulfilled this outcome.

### **Indicator 3: Increase number of certificates and degrees awarded**

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

**Result:** The AY2021 indicator (total 1,502) continues to remain above the baseline with 37 certificate and degree awardees beyond the baseline of 1,465. HutchCC has been improving our processes and awarding certificates as soon as they are earned along the way to degree completion. HutchCC has fulfilled this outcome.

### **Indicator 4: Increase enrollee success rate in developmental math**

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

**Result:** The AY2021 indicator is slightly above the baseline. There were 119 successful completers with grades of A, B, and C as compared to the 154 total completers which then includes D and F awards. Accelerated eight-week sections of the course are offered, with student attendance four days per week; the more frequent engagement with math adds to success. Further, two specific faculty members are dedicated to teaching only developmental math. Additional math resources are provided in our Learning Zone LMS. HutchCC has fulfilled this outcome.

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

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

**Result:** The AY 2021 indicator is 2.7% below the baseline. This percentage resulted from a loss of 619 students who were no longer enrolled in technical programs, and we find that the nationwide pandemic affected our enrollments, our students’ persistence, and our overall completions numbers. Although HutchCC has not fulfilled this outcome, we stalwartly served the technical students who attended on-ground classes and continued their education during this period of turmoil.

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

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

**Result:** Since 2018, HutchCC has been down over 100 students annually taking the Certified Nurse Aide (CNA) course and that provides the basis for the Certified Medication Aide (CMA) or Home Health certifications. Then beginning in 2019 (during the nationwide sweeping COVID outbreak) the state of Kansas did not authorize course offerings in order to prevent further outbreaks in healthcare facilities, nursing homes, and educational institutions. These restrictions continued into 2021-2022. Nonetheless, HutchCC did see stackable activity from certificate to degree completion (27%) in two program areas; Emergency Medical Technician (EMT) to Paramedic (30%) and Geriatric Aide—CNA certificate to Licensed Practical Nurse (LPN) (18%); however, these continuations do not alone fully support the previous baseline indicator. HutchCC has not fulfilled this outcome.

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

Kansas City Kansas Community College Performance Report AY 2021							AY 2021 FTE: 3,002 Date: 7/11/2022	
Contact Person: Jerry Pope  Phone: 913-288-7100 email: jpope@kckcc.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
<b>1</b> Increase the First to Second Year Retention Rate of First-time Full-time College Ready students	1 <i>KBOR data</i>	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% <b>Baseline: 482/936 = 51.5%</b>	246/407 = 60.4%	↑	227/343 = 66.2%	↑		
<b>2</b> Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 <b>Baseline: 1,270</b>	1,135	↓	1,081	↓		
<b>3</b> Increase the Percent of Students Employed or Transferred	2 <i>KBOR data</i>	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% <b>Baseline: 2,096/3,823 = 54.8%</b>	764/1,272 = 60.1%	↑	644/1,122 = 57.4%	↑		
<b>4</b> Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	1	AY 2013: 1,534/2,337 = 65.6% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% <b>Baseline: 4,379/6,539 = 67.0%</b>	896/1,370 = 65.4%	↓	660/974 = 67.8%	↑		
<b>5</b> Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 <b>Baseline: 1,348</b>	2,095	↑	1,690	↑		
<b>6</b> Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% <b>Baseline: 2,216/3,235 = 68.5%</b>	(191/291) = 65.6%	↓	(37/60) = 61.7%	↓		



## Kansas City Kansas Community College Performance Report AY 2021

### **Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students**

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

**Result:** This is an increase of almost 15% over the baseline (51.5% to 66.2%) and almost 6% from AY 2020 (60.4%). The increase in retention rate suggests that strategies which were implemented in previous years prepared KCKCC to support student degree progression during the impacts of COVID-19. Additional strategies that have been implemented this year include expanding the food pantry, hiring an additional mental health counselor, adopting a student planner to help students plan future semester courses, and offering remote/virtual advising sessions to provide more access to students.

### **Indicator 2: Increase the Number of Certificates and Degrees Awarded**

**Description:** The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs with fewer than sixteen credit hours.

**Result:** This is a decline from the baseline of 1,270 to 1,081. As reported last year, while the absolute number of certificates and degrees awarded has declined, the number of degrees awarded compared to FTE enrollment as a ratio has continued to increase. For example, the average number of credentials for the baseline years was 1,270 and divided by the average FTE for those same years, 4,350, you get 29.2. The current year is 1,081 credentials for 3,002 FTEs, or 36.0, which is a substantial increase from AY 2020's ratio of 31.6. The college believes it is doing better in getting students to degree/certificate completion but that this is masked by the continued downward trend in enrollment, most recently related to COVID-19, and is consistent with trends across higher education.

### **Indicator 3: Increase the Percentage of Students Employed or Transferred**

**Description:** The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC.

**Result:** The reported 57.4% is an increase from the baseline 54.8%. The college believes this increase is the result of various strategies, including the intentional creation of internship/employment opportunities, more targeted career fairs, student transfer clubs, college transfer fairs, etc. Recently, the college implemented a career services portal to promote career-connected learning and post-graduation employment. Unfortunately, in AY 2021 the college was unable to offer these events in large face-to-face formats due to the pandemic. As the pandemic has waned, we are once again offering these outreach opportunities face-to-face and are hopeful the trend will continue to be positive in future years.

### **Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses**

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

students after completing developmental courses.

**Result:** This is a slight increase over the baseline years from 67.0% to 67.8%. We have implemented several strategies in an effort to increase the student success rate. For example, the Student Success Team meets with all students who have earned less than 12 credits at KCKCC before self-enrollment is permitted. Advisors work diligently counseling students on academic planning, including course load and employment load comparisons, to ensure students are enrolling in the appropriate amount of credit hours for academic mastery and success. The academic divisions have also implemented pilot co-requisite developmental education models to better prepare students for college level courses after completion of developmental education. The Student Success Team works closely with coordinators of these pilot programs to advise and enroll students into appropriate developmental education coursework based on students' abilities, interests, and goals. Instructors of these programs also work closely with the Student Success Team to ensure advising can appropriately intervene with resources and support for students participating in the pilot programs.

#### **Indicator 5: Increase the Number of Hispanic Students Enrolled at KCKCC**

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

**Result:** The reported 1,690 Hispanic students is an increase over the baseline 1,348. The college is very proud that the percentage of Hispanic students enrolled has increased from 10.4% in AY 2013 to 21.7% in AY 2021, and we expect the upward trend to continue in subsequent years. Intentional acts the college has taken to increase this number include the following; (1) a Spanish-Speaking college operator for all general questions via phone and chat; (2) each department in Enrollment Management has at least one fluent Spanish-speaking employee; (3) all recruiting and financial aid materials converted to Spanish; (4) partnering with the Hispanic Development Fund to host an advising and registration day for Bishop Ward High School, which has a high enrollment of Hispanic students; (5) bilingual staff in the Financial Aid Office assisting Spanish-speaking students and parents; and (6) the Registrar's office assisting Hispanic students in completing HB 2145 forms to ensure they are receiving Kansas in-state tuition if qualified, and assisting students with obtaining their Social Security Number or Tax Identification Numbers number in the system for 1098T forms, which provides the total dollar amount paid by the student for what is referred to as qualified tuition and related expenses in a single tax year.

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

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

**Result:** The reported 61.7% is below the baseline 68.5%. The college continues to take active steps to increase the Fall to Spring retention rate of non-college ready students. Examples of intentional actions to address this indicator include adding a TRIO FAFSA counselor to assist students with completing their FAFSA in one-on-one work sessions to ensure students do not have an additional barrier to success. As mentioned in the discussion of Indicator 4 above, the academic divisions have also implemented pilot co-requisite developmental education models to better prepare students for college level courses after completion of developmental education. The Student Success Team works closely with coordinators of these pilot programs to advise and enroll students into appropriate developmental education coursework based on students' abilities, interests, and goals. Instructors of these programs also collaborate with the team to ensure advising can appropriately intervene with resources and support for students participating in the pilot programs.

Kansas City Kansas Community College Performance Report AY 2019							AY 2019 FTE: 3,659	
Contact Person: Jerry Pope			Phone and email: 913-288-7100; jpope@kckcc.edu				Date: 6/30/2020	
Kansas City Kansas 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 First to Second Year Retention Rate of First time Full time College Ready students	1	Fall 12 Cohort:47.1% (154/327) Fall 13 Cohort: 55.3% (167/302) Fall 14 Cohort: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑	62.1% (226/364)	↑	62.5% (227/363)	↑
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓	1,267	↓	1,288	↑
3 Increase the Percent of Students Employed or Transferred	2	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) *2014: 56.4% (677/1,201) *Baseline: 54.8% (2,096/3,823)	56.6% (697/1,232)	↑	56.5% (691/1,223)	↑	56.3% (706/1,253)	↑
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses		AY2013: 65.6% (1,534/2,337) AY2014: 66.7% (1,544/2,314) AY2015: 68.9% (1,301/1,888) Baseline: 66.9% (4,379/6,539)	68.9% (1,329/1,930)	↑	67.8% (2,010/2,963)	↑	65.4% (1,172/1,792)	↓
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑	1,806	↑	1,912	↑
6 Increase Fall to Spring Retention of Non-College Ready Students		AY2013: 68.1% (833/1,223) AY2014: 68.2% (717/1,052) AY2015: 69.4% (666/960) Baseline: 68.5% (2,216/3,235)	69.1% (808/1,170)	↑	66.6% (745/1,119)	↓	64.9% (716/1,104)	↓

\*Updated 4/20/2018

Flint Hills Technical College Performance Report AY 2021						AY 2021 FTE: 562 Date: 8/4/2022		
Contact Person: Lisa Kirmer  Phone: 620-341-1325 email: lkirmer@fhct.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% <b>Baseline: 255/359 = 71.0%</b>	86/121 = 71.1%	↑	57/79 = 72.2%	↑		
<b>2</b> Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 446 AY 2014: 557 AY 2015: 460 <b>Baseline: 488</b>	403	↓	334	↓		
<b>3</b> Increase the wages of students hired	2 <i>KBOR data</i>	AY 2012: \$26,128 AY 2013: \$25,006 AY 2014: \$29,370 <b>Baseline: \$26,835</b>	\$39,070	↑	\$36,757	↑		
<b>4</b> Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% <b>Baseline: 71/123 = 57.7%</b>	25/37 = 67.6%	↑	35/45 = 77.8%	↑		
<b>5</b> Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 <b>Baseline: 280</b>	1313	↑	991	↑		
<b>6</b> Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% <b>Baseline: 433/669 = 64.7%</b>	172/240 = 71.7%	↑	202/270 = 74.8%	↑		

## Flint Hills Technical College Performance Report AY 2021

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

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

### **Result: Increase from the baseline**

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

### **Indicator 2: Increase the number of certificates and degrees awarded**

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

### **Result: Decrease from the baseline**

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

### **Indicator 3: Increase the wages of students hired**

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

### **Result: Increase from the baseline**

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

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

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

**Result: Increase from the baseline**

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

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

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

**Result: Increase from the baseline**

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

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

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

**Result: Increase from the baseline**

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

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

\*Updated 7/10/2018

Manhattan Area Technical College Performance Report AY 2021						AY 2021 FTE: 473 Date: 10/5/2022		
Contact Person: Kimberly Withroder Phone: 785-320-4564 email: kimberlywithroder@manhattantech.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 400 AY 2014: 365 AY 2015: 396 <b>Baseline: 387</b>	345	↓	368*	↓		
2 Upon completion of their programs, increase the percent of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% <b>Baseline: 787/1,162 = 67.7%</b>	210/314 = 66.9%	↓	207/288 = 71.9%	↑		
3 Upon completion of their programs, increase the number of industry credentials earned by students	2	AY 2013: 302 AY 2014: 341 AY 2015: 405 <b>Baseline: 349</b>	656	↑	612	↑		
4 Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course	1	AY2016: 27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% <b>Baseline: 128/186 = 68.8%</b>	33/39 = 84.6%	↑	30/33 = 90.9%	↑		
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2	AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% <b>Baseline: 77.2%</b>	77.4% (n=525)	↑	69.6% (n=473)	↓		
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% <b>Baseline = 51% + 13% = 64%</b>	AY 2016 57.9 + 9.8 = 67.7%	↑	AY 2017 56.0 + 8.4 = 64.4%	↑		

\*Fourteen certificates that had not been counted in the AY 2021 Collection were added to the original total.



## Manhattan Area Technical College Performance Report AY 2021

### **Indicator 1: Increase the number of certificates and degrees awarded**

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

**Result:** While MATC is below the baseline, the college reported an increase in completers from the prior year despite the continuing effects of the COVID-19 pandemic. Pandemic-related effects have accelerated a demographic trend in declining enrollment rates as well as interrupted students' completion of their education journey. These factors have combined to affect student success. Additionally, MATC has continuously reviewed programs and finances to ensure institutional financial stability and good stewardship of the resources provided to the institution which has resulted in some program closures. While enrollment has been relatively steady due to the increase in concurrent students, these program closures have reduced the number of students majoring in technical programs and thus eligible to be conferred certificates and degrees. MATC has diligently conferred with state, regional, and community partners to create programs in needed workforce areas as identified by the Perkins Regional Needs Assessment. As these programs are developed and continue to grow, MATC anticipates increasing the number of certificates and degrees awarded.

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

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

**Result:** MATC's continued effort of fostering industry partnerships is reflected in the increased percentage of students obtaining employment upon completion of their program. While we encourage students to continue their higher education, our mission in training a workforce is our focus.

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

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

**Result:** For AY2021, MATC was above the baseline by over 75%. While it dropped from AY2020 due to losing a credential opportunity in a program, we continue to identify and increase availability of credentials across technical programs.

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

**Description:** Completion of general education requirements, including Math and/or English, is one of the main obstacles for students to finish their Certificate or AAS Degree. Students who test into developmental English per placement guidelines must enroll in a 1-credit hour companion course Composition Workshop (COM-101) when they register for Technical Writing (COM-110) or English Composition (COM-105). Students who test into developmental math preplacement guidelines must participate in required recitation.

**Result:** While we don’t have developmental English or Math courses, the supportive approaches implemented by the college have continually shown to be effective not only for completion of English and Math course requirements, but programs of study, as is evident in the increased pass rate.

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

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

**Result:** As the next step in our assessment plan, in AY2021 the college piloted assessing core ability assessment within dual credit sections, specifically CNA. Quantitative literacy was assessed in fall 2020 and written communication in spring 2021. Due to the increased number of students being assessed, COVID disrupting the student learning environment resulting in decreased success statewide by high school students, and no minimum reading level limit for students to take CNA, this lowered the assessed core ability average, resulting in not meeting the baseline. However, institutionally, core ability assessment continued to be above what we consider mastery level (3.0) on a 5-point scale.

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

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

**Result:** MATC is slightly above the baseline, maintaining the percent of students who complete their certificate or degree within two years or are retained at the institution. This is despite the COVID-19 pandemic and a strong job market which provided opportunities for many students to be hired directly into the workforce with no and/or partial training. Since 2017, MATC has increased communications and partnerships with industry to educate them on the benefits of students obtaining a certificate/degree, and to support potential employees towards completion of their education. In reviewing more recent KHEStats data, this approach has increased our success rate to exceed the baseline.

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

\*updated 7/10/18

North Central Kansas Technical College Performance Report AY 2021							AY 2021 FTE: 579 Date: 6/30/2022	
Contact Person: Jennifer Brown  Phone: 785-738-9085 email: jbrown@ncktc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase the first to second year retention rates of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% <b>Baseline: 372/506 = 73.5%</b>	76/101 = 75.2%	↑	92/133 = 69.2%	↓		
<b>2</b> Increase the graduation rate of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% <b>Baseline: 328/509 = 64.4%</b>	96/137 = 70.1%	↑	73/103 = 70.9%	↑		
<b>3</b> Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 <b>Baseline: 637</b>	814	↑	888	↑		
<b>4</b> Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% <b>Baseline: 119/134 = 88.8%</b>	86.7% (65/75)	↓	91.3% 21/23	↑		
<b>5</b> Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 <b>Baseline: 298</b>	253	↓	250	↓		
<b>6</b> Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 <b>Baseline: 968</b>	1,279	↑	1,874	↑		

## North Central Kansas Technical College Performance Report AY 2021

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

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

**Result:** NCK Tech did not make directional improvement in first to second year retention from the baseline. Retention continues to be a focus for the College. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. NCK Tech's early alert system (SOS) was implemented in fall 2017 and continues to be in operation. Faculty and staff can issue an alert for any at-risk student, triggering an intervention response. The College has increased support in tutoring, both face-to-face and online options using Tutor.com. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

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

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

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

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

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

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

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

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

**Result:** NCK Tech made directional improvement from the baseline percentage in students enrolled in remedial courses who completed their sequential college-ready courses. NCK Tech implemented a co-requisite model for remedial courses in AY2019. Students enroll in the College-level course during the same semester they enroll in a remedial section. Students are provided additional supports and extended time via the remedial section to increase persistence and completion of the college-ready course. Remedial sections are offered for Essential Math, Intermediate Algebra and English Composition I. The small number of students enrolled in remediation creates volatility in trend data. This year, the number of remedial students was significantly smaller. This is due to lower enrollment for academic year 2021, increase in the number of students transferring concurrent credit, and utilizing multiple measures. The College is still working through implementing multiple measures for placement in co-requisite remediation. NCK Tech will continue to use the co-requisite model for remediation.

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

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

**Result:** NCK Tech did not make direction improvement in the number of adult learners (25+) enrolled in AY2021. The number of adult learners was 250 students, consistent with 253 the previous year. The College has had success in attracting adult learners to short-term programs such as Commercial Driving License (CDL), Certified Nursing Assistant (CNA), and others. Enrollment in these programs was impacted by COVID-19 for the fall of 2020. To increase enrollment from this demographic, NCK Tech has expanded the CDL courses to the Hays campus, added a summer CMA course, and continues to teach summer sections for CNA. In response to demand for short-term programs, the College has added a Certificate A for Pharmacy Technician, reducing the time to complete and entry to the workforce. The College continues the partnership with The Dane Hansen Foundation to provide grant funding focused on assisting adult learners earn a credential for tuition, fees and living expenses to full-time adult students.

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

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

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

**North Central Kansas Technical College Performance Report AY 2019**

AY 2019 FTE: 616

Contact Person: Jennifer Brown Phone and email: 785-738-9085; Jbrown@ncktc.edu Date: 7/31/2020

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

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

Northwest Kansas Technical College Performance Report AY 2021						AY 2021 FTE: 527 Date: 6/27/2022		
Contact Person: Ben Schears  Phone: 785-890-1501 email: ben.schears@nwktc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase first to second year retention rates of the college-ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% <b>Baseline: 307/462 = 66.5%</b>	109/171 = 63.7%	↓	62/78 = 79.5%	↑		
<b>2</b> Increase the number of students who achieve a third-party credential	2	AY 2013: 247 AY 2014: 416 AY 2015: 574 <b>Baseline: 412</b>	50	↓	313	↓		
<b>3</b> Increase the total number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 243 AY 2014: 274 AY 2015: 254 <b>Baseline: 257</b>	328	↑	393	↑		
<b>4</b> Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	1	AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% <b>Baseline: 56/108 = 51.9%</b>	60/110 54.5%	↑	57/67 85.1%	↑		
<b>5</b> Increase the number of students employed or transferred in their field of study within one year of graduation	2 <i>KBOR data</i>	AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% <b>Baseline: 248/706 = 35.1%</b>	84/251 = 33.5%	↓	68/239 = 28.5%	↓		
<b>6</b> Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% <b>Baseline: 247/771 = 32.0%</b>	110/328 33.5%	↑	137/393 34.9%	↑		



## Northwest Kansas Technical College Performance Report AY 2021

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

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

**Result:** Northwest Tech returned to classes in Fall 2020 fully face-to-face, with appropriate COVID protocols in place, a decision which was received well by our students. It was our observation that a return to near-normalcy in course delivery created an environment where students returned to campus, engaged, and worked towards degree completion.

### **Indicator 2: Increase the number of students who achieve third party credentials**

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

**Result:** Northwest Tech experienced a significant increase in third-party credentials earned by our students during AY21. This is attributed to a return in AY21 to standard testing procedures and timelines that were negatively impacted by COVID in AY20. With the return to face-to-face instruction, more students were able to complete third-party credentials. While we dramatically exceeded the AY20 benchmark, we still fell short of the baseline due to an overall reduction in enrollment during AY21. With enrollment increasing as the pandemic becomes less of a factor, we anticipate seeing this indicator increase above the baseline in future years.

### **Indicator 3: Increase the total number of certificates and degrees awarded**

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

**Result:** The number of certificates and degrees awarded has risen from the baseline and held relatively steady. We have experienced improved graduation rates due to the cohort model of education we employ at the college. Students in the cohort model move through the entire curriculum, including general education courses, as one cohesive class. With a highly structured advising system, students have a clear indication of what courses they will take over the entirety of their time at Northwest Tech.

### **Indicator 4: Of the students who test into developmental math, increase the percent who earn a certificate or degree**

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

**Result:** The dramatic improvement in this indicator is a direct reflection of recent efforts to leverage multiple-measures course placement, as well as math acceleration in our technical and algebra math pathways. During AY21, Northwest Tech removed the developmental courses *Fundamentals of Math* and *Pre-Algebra* from our math pathways, and incorporated review sections for developmental students who still needed additional support. We also incorporated multiple-measures course placement, utilizing data from high school transcripts, to place a higher percentage of students into degree-ready gateway math courses. This allowed us to reduce the number of students taking developmental courses, reduce barriers, and increase the percentage of students reaching degree completion. These efforts laid the groundwork for changes in AY22 and AY23 to remove developmental courses in their entirety from the Northwest Tech curriculum, and alternatively provide additional tutoring and instructional support during the semester the students are taking their accelerated math courses.

**Indicator 5: Increase the number of students employed in their field of study within one year of graduation**

**Description:** Increasing the employment rate within one year of graduation will have a positive impact on the regional economy and better serve business and industry partners. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation as well as developing new relationships with industry partners. Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates.

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

**Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree**

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

**Result:** Northwest Tech has actively recruited to expand the overall diversity of our student body. The implementation and growth of our athletic programs over the past several years has had a significant impact on increasing diversity. This has resulted in a campus population that is far more diverse than the geographic region in which we operate. As the diversity within our student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates and degrees.

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

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

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

\*Updated October 16, 2019

\*\*Updated 4/20/2018

<b>Salina Area Technical College Performance Report AY 2021</b>						AY 2021 FTE: 447 Date: 7/1/2022		
Contact Person: Denise Hoeffner Phone: 785-309-3110 email: denise.hoeffner@salinatech.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase the Student Success Index*	1 <i>KBOR Data</i>	AY 2010: 331/422 = 78.4% AY 2011: 312/386 = 80.8% AY 2012: 170/225 = 75.6% <b>Baseline: 813/1,033 = 78.7%</b>			232/291 = 79.7%	↑		
<b>2</b> Increase percent of students employed in Kansas one calendar year after graduation	2 <i>KBOR Data</i>	AY 2012: 410/552 = 74.3% AY 2013: 418/541 = 77.3% AY 2014: 346/422 = 82.0% <b>Baseline: 1,174/1,515 = 77.5%</b>	303/408 = 74.3%	↓	296/397 = 74.6%	↓		
<b>3</b> Increase the wages of students hired	2	2013: \$27,516 2014: \$19,930 2015: \$21,912 <b>Baseline: \$23,119</b>	\$25,594	↑	\$28,974	↑		
<b>4</b> Increase the number of college-level credit hours completed by concurrently-enrolled students	1	AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 <b>Baseline: 1,803</b>	5,735	↑	6,342	↑		
<b>5</b> Increase the number of students completing programs in high demand occupations in Kansas	2	AY 2013: 64 AY 2014: 73 AY 2015: 67 <b>Baseline: 68</b>	334	↑	289	↑		
<b>6</b> Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% <b>Baseline: 166/225 = 73.8%</b>	54/76 = 71.1%	↓	53/75 = 70.7%	↓		

\*New Indicator approved 9/21/21.

## Salina Area Technical College Performance Report AY 2021

### **Indicator 1: Increase the Student Success Index**

**Description:** Salina Tech has consistently been at the top of the charts on the Student Success Index for colleges. The lofty status is challenging to maintain or increase, but attainable by working to achieve higher retention and graduation rates for the students entering college. By working toward improvements in those categories in addition to transfer articulations, the college hopes to improve the rate even higher. The baseline for this indicator is based on the Student Success Index after 3 years, as provided by KBOR, from entry years of 2010, 2011, and 2012: 78.7%.

**Result:** These data were provided by KBOR. Please note: KBOR determined the college's baseline including all student types, degree-seeking, and both full-time and part-time students. KBOR used the total success rate of this group of students; however, they used slightly different code from that which is used in KHEStats. The total student success rate for all degree-seeking students, as measured by KBOR, was 79.7%, which is higher than our baseline. In fact, per the current KHEStats Student Success Index data, Salina Tech is #1 in this category when compared with all the technical colleges in Kansas. Therefore, we met our goal of increasing our Student Success Index. We are proud of our students' success and plan to continue using our Early Alert program to have faculty identify students who are at risk of not successfully completing their courses and/or programs.

### **Indicator 2: Increase percent of students employed in Kansas one calendar year after graduation**

**Description:** Every SATC program has its own industry-based advisory board that guides the program instructors as to the best employment skills for the graduates. The valued opinions of the advisory board members give college faculty and instructional staff the information they need to ensure students are learning the necessary skills to find and keep employment in Kansas. SATC also works with the area KansasWorks office to develop and promote mini job fairs in the community and at the college each spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. To determine the baseline for this indicator, three years' worth of historical data were taken from KBOR and Kansas Department of Labor (KDOL).

**Result:** These data were provided by KBOR. For the year measured, 74.6% of our students were employed in Kansas one calendar year after graduating from Salina Tech. This is slightly lower than our baseline of 77.5%, so we did not meet this goal. We continue to focus on offering programs in occupations that are in high demand in Kansas. Our faculty work closely with local business and industry partners to help place our graduates in careers in their field of study. However, the pandemic affected things such as the local and statewide economy and job availability, among other things. For example, in 2020-21, we were unable to hold our annual career fair for students due to COVID concerns. Thankfully, we were able to restart our annual career fair in 2021-22, so we hope, for future graduating classes, this will positively impact the percentage of our students who are employed in Kansas one calendar year after graduation.

### **Indicator 3: Increase the wages of students hired**

**Description:** Many Salina Tech graduates have the potential to earn a higher wage after completing a 9-month or 2-year program than the average 4-year graduate. SATC recruits students into high-wage, high-demand occupations like Commercial Truck Driving, Nursing (Practical Nursing and Associate Degree Nursing), HVAC (Heating, Ventilation, and Air Conditioning), Computer Aided Drafting, Emergency Medical Technician, and Electrician. These high-demand occupations offer many employment opportunities across Kansas. The student wages were provided by the KDOL and were included in the KBOR K-TIP Report.

**Result:** These data were provided by KBOR. For the year measured, Salina Tech's students were earning an average of \$28,974 annually, which is substantially higher than our baseline of \$23,119. So, we clearly surpassed our goal of increasing the wages of our students. Offering programs which lead to occupations in high demand in Kansas, as well as having a very involved group of faculty members who help place our students in jobs even before they graduate, contributes to our students' success in this area.

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

**Description:** Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has invested significant time and effort partnering with local and area high schools to expose students to career and technical education. We continue to develop and implement new partnerships and agreements. For this indicator, three years of historical data were taken from KHEDS Academic Year Collection files. These data represent college-level credit hours successfully completed (with grades of A, B, C, or P) by concurrently-enrolled students.

**Result:** During the 2020-21 academic year, concurrently-enrolled high school students completed a total of 6,342 college-level credit hours through Salina Tech. This includes high school students taking college-level classes on the high school campus as well as classes taught on Salina Tech's college campus. The courses taken on the high school campus were taught by high school faculty and Salina Tech faculty. So, both Concurrent Enrollment Partnerships and various types of dual enrollment were included in these figures. We continue to grow in this area, which helps high school students get a head start on earning college credits, and often even Technical Certificates or degrees, before they have graduated from high school. Our baseline was 1,803 college-level credit hours earned each year, so we met our goal of increasing the number of college-level credit hours earned by concurrently-enrolled students. In fact, we even exceeded the prior year's total of 5,735 college-level credit hours completed by concurrent students.

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

**Description:** The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry-based advisory board that guides the program instructors regarding the best employment skills for graduates. SATC has collaborated with the area Kansas Works office to hold mock interviews on campus each spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. Each year, we identify the high-demand programs for this indicator by using the most recent annual data compiled by the Kansas Department of Labor, which can be found [here](#). From this list of high-demand occupations, we exclude those occupations which require an award beyond an associate degree. Once we identify the high-demand occupations which are represented by our college's programs, we pull the number of completions by our students in our KHEDS Completions file. Each completer is only counted once, regardless of the number of awards the student completed during the AY.

**Result:** During AY21, 289 individual (unduplicated) students completed one or more programs which are in a high demand occupation per the most recent labor market information on the Kansas Department of Labor website. This number is much higher than our baseline of just 68 completers in high demand occupations. Therefore, we met this goal. We will continue to grow in this area. For example, we have a three-year agreement with our local school district to increase the number of CEP courses we offer.

**Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year**

**Description:** We identified our non-college-ready group based on math placement scores that would place students into Tech Math with Review or below. Our goal is to increase the percentage of degree/certificate-seeking, non-college-ready students who complete a program and/or are retained for the next academic year.

**Result:** Looking at the non-college-ready degree/certificate-seeking students who were enrolled during the 2020-21 academic year, we found that 70.7% of them either completed their program that year or returned for the 2021-22 year. While 70.7% is a commendable retention rate, it is lower than our baseline percentage of 73.8%. Therefore, we did not meet our goal. We continue to offer several types of academic support to all of our students. For example, beginning in 2019-20, we share resources with our students through our LMS, such as: resources on county and mental health other community resources, navigating our LMS, time management, and study skills. Also, our Learning Resources Coordinator offers Zoom and in-person visits with faculty, students, and entire classes to remind them of available resources such as those listed above as well as free tutoring that the college pays for via tutor.com, academic library resources, etcetera.

Salina Area Technical College Performance Report AY 2019							AY 2019 FTE: 464	
Contact Person: Denise Hoeffner			Phone and email: 785-309-3110, denise.hoeffner@salintech.edu				Date: 7/27/2020	
Salina Area Technical College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the three-year graduation rates of college ready cohort.	1	Fall 09 Cohort: 61% (83/136) Fall 10 Cohort : 61.5% (91/148) Fall 11 Cohort : 65.1% (84/129) *Baseline: 62.5% (258/413)	76.5%** (127/166)	↑	69.9% (100/143)	↑	76.2% (77/101)	↑
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2	2012: 74.3% (410/552) 2013: 77.3% (418/541) *2014: 82.0% (346/422) *Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑	78.6% (298/379)	↑	76.1% (286/376)	↓
3 Increase the wages of students hired.	2	2013: \$27,516 2014: \$19,930 2015: \$21,912 Baseline: \$23,119	\$26,168	↑	\$23,508	↑	\$25,923	↑
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑	4,390	↑	5,726	↑
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑	309	↑	353	↑
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑	62.0% (119/192)	↓	70.2% (106/151)	↓

\*Updated 7/10/2018

\*\*Updated 8/2/2019

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2021							AY 2021 FTE: 2,996 Date: 7/19/2022	
Contact Person: Scott Lucas  Phone: 316-677-9535 email: slucas@wsutech.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 <b>Baseline: 1,036</b>	1,789	↑	1,424	↑		
<b>2</b> Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 <b>Baseline: 214</b>	343	↑	192	↓		
<b>3</b> Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 <b>Baseline: 855</b>	1,098	↑	918	↑		
<b>4</b> Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher	1	AY 2013: 646/1,004 = 64.3% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% <b>Baseline: 1,717/2,746 = 62.5%</b>	68.3% (218/319)	↑	82.1% (517/630)	↑		
<b>5</b> Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 <b>Baseline: 519</b>	1,518	↑	1,438	↑		
<b>6</b> Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% <b>Baseline: 4,045/4,453 = 90.8%</b>	94.7% (3,620/3,821)	↑	96.7% (4,723/4,882)	↑		



## Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2021

### **Indicator 1: Increase number of certificates and degrees awarded**

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

**Result:** WSU Tech emphasized students completing certificates and degrees and entering the workforce or transferring to a four-year university. AY 21 saw an increase of completers to 1,424, 388 over the baseline. Of these completers, 221 earned an Associate of Applied Science degree. Manufacturing programs saw the largest increase of AAS completers going from 33 in AY 20 to 61 in AY 21. 598 technical certificates were earned in AY 21. This was an overall decrease from AY 20 by 227 awards and was primarily in short-term aviation programs impacted by production slow-downs and layoffs caused by the COVID pandemic. Increases in technical certificates were seen in Welding, Design, and IT Programs. 431 certificate of completions were earned in short-term health programs.

### **Indicator 2: Increase the number of graduates in programs identified as high wage, high demand occupations in Kansas**

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

**Result:** The number of graduates in high wage, high demand occupations decreased below the baseline in AY 21 to 192, 22 graduates below the baseline. Several factors contributed to the decline in graduates in these occupational areas. The first is WSU Tech's decision to not offer courses in summer 2020. This decision was due to the shutdown in spring 2020 and the need to extend the spring semester well into June. Faculty needed time to regroup and better prepare to provide courses in the new, hybrid or online format or in a safely-distanced laboratory environment. The summer was used to make these plans and move forward in fall 2020. This disrupted students' pathways to completion. A number of the identified programs were also impacted by industry shutdowns and layoffs caused by the pandemic---specifically the aviation manufacturing industry. Aerospace Manufacturing had a decline of 143 completers from AY 20 and Aviation Maintenance Technology had a decline of 71 completers from the previous year. On a positive note, Industrial Maintenance and Climate and Energy had increases.

### **Indicator 3: Increase Number of third party technical credentials**

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

**Result:** WSU Tech along with several third-party entities awarded 918 individual students technical credentials in AY 21, an increase of 63 over the baseline. Health care and Aviation had decreases in CNA, HHA, OSHA, FAA Airframe and Power Plant, due to lower enrollment caused by the pandemic. Covid also caused disruptions in testing and in certain programs and dual-credit high school courses, limiting availability of some credentials. There were increases in NIMS (Machining), AWS (Welding) and Applied Technologies saw an increase with credentials in Climate and Energy and IT.

**Indicator 4: Increase Percent of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher**

**Description:** WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program. Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of “A,” “B,” or “C” will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

**Result:** In AY 2021, the definition of developmental education was clarified for KHEDS reporting to include courses with any developmental content: traditional prerequisite, corequisite, corequisite combination, and modular developmental courses. WSU Tech reported 630 developmental Math and English enrollments being completed for a grade. 517 of these were successfully completed (82.1%). This is a significant improvement over the baseline (62.5%) and prior year values (68.3%). MTH 101, Intermediate Algebra, had a success rate of nearly 90% and had an increase of 145 enrollments from AY 20 to AY 21. All individual developmental courses exceeded the baseline success rate. Nearly all, apart from MTH 020, Math Fundamentals, had an increase in the success percentage for AY 21. 110 students were awarded credit by exam in AY 21 for Math Fundamentals. WSU Tech also had a lot of success with adding MTH 050, Beginning Algebra with Review, for AY 2021. Nearly 200 students completed this course with an overall success rate of 72.4%.

**Indicator 5: Increase Number of Hispanic/Latino students enrolled in post-secondary education**

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

**Result:** The total number of Hispanic/Latino students was 1,438, an increase of 919 over baseline, the overall percentage of Hispanic/Latino students increased to 19% from 18.1%. More students enrolled in Applied Technology (programs such as IT, Climate and Energy, Construction, and Automotive ), increasing from 70 to 95 Hispanic/Latino students. Other programs such as Dental Assistant, Welding, and Surgical Technology also had more Hispanic/Latino students enroll.

**Indicator 6: Increase Percent of high school students successfully completing courses**

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

**Result:** High school students successfully completing courses increased to 96.7% over the baseline of 90.8%. Even during the pandemic, WSU Tech continued focus on supporting Excel in CTE and dual-credit partners who provided general education courses. WSU Tech focused on building relationships and support to high school concurrent enrollment instructors and provided advising and assistance to high school students enrolled in classes on WSU Tech's campus.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2019							AY 2019 FTE: 3,425	
Contact Person: Scott Lucas/ Pam Doyle			Phone and email: 316-677-9535; <a href="mailto:slucas@wsutech.edu">slucas@wsutech.edu</a> / <a href="mailto:pdoyle@wsutech.edu">pdoyle@wsutech.edu</a>				Date: 8/6/2020	
WSU Tech	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/degrees award earned.	2013: 869 2014: 1,085 2015: 1,153 Baseline: 1,036	1,408	↑	1,657	↑	2,027	↑
2	Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred.	2013: 2.53 - 2,199/869 2014: 1.98 - 2,152/1,085 2015: 2.12 - 2,441/1,153 *Baseline: 2.21 – 6,792/3,107	2.10 (2,959/1,408) (Decrease is a positive)	↑ *	2.25 (3,734/1,657) (Increase is a negative)	↓	2.16 (4,382/2,027) (Decrease is a positive)	↑
3	Increase number of third party technical credentials earned.	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑	902	↑	880	↑
4	Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.	2013: 64.3% - 646/1,004 2014: 64.7% - 731/1,130 2015: 55.6% - 340/612 Baseline: 62.5% - 1,717/2,746	67.4% (294/436)	↑	67.6% (261/386)	↑	61.5% (268/436)	↓
5	Increase number of Hispanic/Latino students enrolled in post-secondary education.	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑	1,148	↑	1,417	↑
6	Increase percent of high school students successfully completing courses.	*2013: 90.6% - 601/663 2014: 89.7% - 1,456/1,624 2015: 91.8% - 1,988/2,166 *Baseline: 90.8% - 4,045/4,453	92.7% (2,451/2,642)	↑	95.7% (2,688/2,810)	↑	92.1% (3,259/3,539)	↑
*Updated 7/2019								