KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL AGENDA
September 5, 2017
11:00 am

CONFERENCE CALL INFORMATION
DIAL: 866.620.7326
CONFERENCE CODE: 1366296630

Board Academic Affairs Standing Committee
Meeting Schedule

MEETING DATES		TIME
September 5, 2017	Conference Call	11:00 am
September 20, 2017	Face to Face	10:30 am

Request Approval for a Bachelor of Science Degree in Interior Architecture and Design at the University of Kansas

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. University of Kansas has submitted an application for approval to add a Bachelor of Science degree in Interior Architecture and Design. The proposing academic unit has responded to all the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.   *September 2017*

Criteria	Program Summary
1. Program Identification	Bachelor of Science in Interior Architecture and Design 04.0501
2. Academic Unit	School of Architecture, Design and Planning
3. Program Description	This Bachelor of Science degree, serving undergraduate students on the Lawrence Campus, draws on courses and strengths from the School of Architecture, Design and Planning. It will prepare students to work as National Council for Interior Design Qualification (NCIDQ)-licensed Interior Designers and/or Interior Architects in architecture firms, design firms, corporate architecture/design offices, and public or private organizations that manage and operate complex public and commercial buildings or companies that design equipment, furnishings, and technologies to improve the use of buildings. Students who complete the eight-semester, sequential curriculum are trained to work collaboratively with architects, engineers, and other design and construction professionals. In addition to specialized interior architecture courses, an integrated senior design project, and a professional internship, students must also fulfill a six-credit study-abroad requirement.
4. Demand/Need for the Program	The demand for this program at KU has grown significantly in the last seven years due to three factors. First, the design and construction industries have recovered from the 2008-09 recession and prospective students are aware of increased employment opportunities. Second, many school districts have launched specialized programs that direct students toward careers in architecture, design, and engineering (e.g., Blue Valley Center for Advanced Professional Studies, Shawnee Mission Project Lead the Way, Olathe Environmental Design, and others). And, third, when the KU Design department joined the School of Architecture and Urban Planning in 2010, the interior design program was dissolved due to the need to reallocate faculty. Thus, without seeking prospective students, KU continues to receive 30-35 inquiries, applications, and visits each year from students who wish to study Interior Architecture and Design and who must go elsewhere or find a different major. The need for this program is clear. The Kansas Bureau of Labor Statistics shows an expected 15.1 percent annual growth in positions for interior architects/designers and the U.S. Bureau of Labor Statistics showed 13 percent growth in this field in 2015 and a projected rate of growth of 20 percent through 2024. Additionally, a survey conducted in February 2017 of 90 firms that are connected to the School of Architecture, Design and Planning showed that 89.5 percent of the respondents are interested in hiring entry-level graduates of the proposed program. Several leading national design firms have already expressed interest in joining the internship network for the degree and providing other learning opportunities; a substantial donation in support of the program was recently pledged by a distinguished graduate.

5. Comparative /Locational Advantage	Four-year Interior Design degrees are found at three of the State's universities (FHSU, PSU, and KSU). The only Interior Architecture degree in Kansas is KSU's five-year Master of Interior Architecture and Product Design degree. Interior Design programs are found in the major universities of the neighboring states. KU is the only major university in the region that does not have a Council for Interior Design Accreditation (CIDA)-accredited degree that focuses on Interior Architecture or Interior Design. Yet, KU has the largest and closest market of potential Interior Architecture and Design students as well as the largest and closest network of Interior Architecture and Design employers. The proposed degree differs from all of the programs mentioned in the following ways: 1) The degree is designed to be completed in four years with content and coursework drawn from both Architecture and Design; 2) Graduates of this program will have the option of completing the accredited Master of Architecture degree upon completion of the 4-year Interior Architecture and Design program; 3) It will include the fundamental, technological strengths of an architecture degree with advanced course work from our Visual Communications and Industrial Design programs; 4) Students will have unparalleled opportunities for internships with leading firms in the US and abroad; and 5) Students will participate in a design-build studio experience that has no comparable experience within the region. Proximity to local firms in the Kansas City-Topeka corridor offers a significant local advantage for students seeking internships and professional connections.
6. Curriculum	The classes that make up the Interior Architecture and Design curriculum can be divided into six groups: *Studio* (33 credits). Students will complete seven project-based classes that require synthesis and application of content knowledge. *Support* (27 credits). Students will complete nine support classes focusing on history, theory, computing, structures, environmental systems and other areas that overlap with Architecture and Design. *Specialized* (24 credits). Students will complete seven, required, fundamental courses and three career-specialized electives. *External Courses* (25 credits). Students must meet the KU Core requirements and complete basic course work in English, Calculus, and Physics. *Study Abroad* (6 credits). Students will complete this requirement either during the summer or winter intersession. The School has developed a broad range of programs in Europe, Asia and the Caribbean, all led by faculty. *Professional Internship* (5 credits). Students will spend at least the fall semester of their final year in a professional internship.
7. Faculty Profile	Core faculty who teach support courses, studios and some of the specialized Interior Architecture and Design are listed below.

Faculty Name	Faculty Rank	Highest Degree	FTE
Colistra, Joe	Assoc Professor	M.Arch.	1.0
Castillo, Roberto	Lecturer	Ph.D.	0.5
Grabow, Stephen	Professor	Ph.D.	1.0
Sheward, Hugo	Asst Professor	Ph.D.	1.0
Vakil, Nilou	Lecturer	M.Arch.	0.5
Karim, Farhan	Asst Professor	Ph.D.	1.0
Hascall, Jason	Lecturer	M.S.	0.5
Hossler, Tim	Asst Professor	M.Arch.	1.0
Van de Riet, K.	Asst Professor	Ph.D.	1.0
Shellhorn, J.	Assoc Professor	M.F.A.	1.0
Chang, Jae	Assoc Professor	D.Arch.	1.0
Johnson, W.	Lecturer	M.Arch.	0.5

	Huang, Thomas	Assoc Professor	M.Arch.	1.0
	Three additional tenure-line core faculty members will be hired in the first three years of the program's operation to cover studios and specialized Interior Architecture and Design classes.			

8.	Student Profile	Students who will be drawn to this interactive program will likely have interests in design, ergonomics, spatial lighting and acoustics, energy efficiency, and architectural designs from a variety of cultures. Students in this architectural program tend to focus more on the human use of a building, including sustainability, comfort, and health. Typically, these students have a great interest in creating an "experience" within a space. They tend to focus more on the human use of a building than the typical architectural student. Because there will be a limited number of seats available, admission will be competitive and will follow the same guidelines and requirements established for the professional Master of Architecture degree. Thus, the School attempts to attract the highest quality applicants within the pool, measured both by objective metrics (GPA, standardized test scores, class rank and other numerical indices of academic achievement) and by other screening tools such as interviews, required essays, portfolios, and questionnaires that focus on maturity, preparedness, and character.
9.	Academic Support	Students and faculty have access to KU's extensive research library system and holdings. Additionally, they will be served by the Murphy Art & Architecture Library, as well as the following collections and resources housed in the School of Architecture, Design and Planning: the Hatch Resource Center, the Donald E. & Mary Boyle Hatch Reading Room, the Art & Cultural Heritage Digital Image Collection, the Amos Rapoport Image Collection of Vernacular Design, the ARTstor Digital Library, and Material ConneXion. Advising services are sufficient and available for students in the Student Services Center, and no additional hires are needed here. A half-time administrative assistant and a student support officer will be hired for the program.
10.	Facilities and Equipment	The proposed program will be housed in Marvin Hall with faculty offices and initial studio spaces made available in 2017 by the relocation of the Urban Planning Program. The following support facilities, labs, and shops required for this program are well equipped and easily accessible: *Dedicated Computer Labs* include the Architecture Bridge Lab, the Design Print Lab, the Snow Teaching Lab, and other specialty computer labs. *Wood and Metal Shops* include space in the Marvin Shop, the Snow Model-Building Shop, and the East Hills Design-Build Center. *Digital Fabrication Labs* include the 3-D Printer Lab, the Laser Cutter Lab, the CNC Lab, and the Robotics Lab. *Specialized Support Facilities* include the East Hills Furniture Design Studio, the Architectural Acoustics Lab, and the Photo Lab and darkroom. Differential tuition revenues generated by enrollment in the program will be used to support funding for studio workstations and projectors.
11.	Program Review, Assessment, Accreditation	The Bachelor of Science in Interior Architecture and Design will be reviewed and assessed within the School with a focus on content, scheduling, expectations, and attainment of learning outcomes. These course-based assessments are supplemented by instructor/course student evaluations conducted each semester. The program will also be assessed at the university-level each year following standard university procedures utilizing metrics that address expectations, performance, and learning outcomes. Additionally, this program will be included in the Board of Regents program review schedule for assessment. Furthermore, dependent upon KBOR approval, as a Council for Interior Design Accreditation (CIDA) candidate program, the degree will undergo a complete accreditation review following the graduation of the second class from the program. Finally, some of the courses and projects included in the degree will also fall within

	the scope of accreditation reviews conducted by the National Architecture Accrediting Board (NAAB) and the National Association of Schools of Art and Design (NASAD).
12. Costs, Financing	For the implementation of this program, salaries and fringe benefits total $132,000. This includes $84,000 for tenure-track instruction, $25,000 for support staff, $18,000 for graduate teaching assistants, and $5,000 for administration. Other operating costs (travel, office expenses, recruitment) and equipment/furnishings (workstations and audio-visual equipment) total $36,250 for the implementation year. Overall costs are $168,250 for the implementation year, $308,500 for year two, and $443,500 for year three. The School of Architecture, Design and Planning is following a new business model, approved by the university administration, in which tuition revenues generated by new enrollment in this program can be used to finance the development of the program. Projected enrollments will cover the full cost of the program. Differential tuition revenues produced by the new enrollment may also be used to purchase new studio furnishings and classroom equipment.

KU SCHOOL OF ARCHITECTURE & DESIGN
The University of Kansas

Draft 3- 08.29.2017
Draft 1- 10.11.2016 -Draft 2- 10.19.2016

Proposed CIDA Accredited B.S. in Interior Architecture and Design 120 credits

Year 1 (31 credits)

Fall (15 credits)		KU Core	**Spring** (16 credits)		KU Core
IAD 103 Introduction to Architecture	3		IAD 104 Principles of Modern Architecture	3	
IAD 108 Arch Foundations I	6		IAD 109 Arch Foundations II	6	
ENGL 101 Composition I (3) L.Arts.S	3	2.1	IAD XXX Intro to Design Computing	3	
MATH 105, 115 or 365 (3) L.Arts.S	3	1.1	PHSX 114 College Physics I L.Arts.S	4	1.2
	15			16	

Summer: Proposed mentorship Program or Courses Meeting KU Core or L.Arts.S

Year 2 (30 credits)

Fall (15 credits)			**Spring** (15 Credits)		
IAD XXX Interior Architecture Studio I	3		IAD XXX Interior Architecture Studio II	3	
IAD 540 Global History I L.Arts.S	3	3.1	IAD XXX History of Interior Architecture L.Arts.S	3	4.2
IAD 524 Structures I	3		IAD 624 Structures II - Required for March II	3	
IAD 510 Ergonomics	3		IAD 510 Human Centered Design	3	
KU Core Class, Goal 2, Learning Outcome 2 L.Arts.S	3	2.3	ENGL 102/105 Critical Reading & Writing L.Arts.S	3	2.2
	15			15	

Summer: Proposed mentorship/internship Program or Study Abroad

Year 3 (32 Credits)

Fall (15 credits)			**Spring** (12 Credits)		
IAD 509 Design Build Studio Focus on Interior Architecture	6		IAD XXX Interior Architecture Studio III	3	
IAD XXX Products Materials and Specifications	3		IAD 552 Professional Practice	3	5.1
ARCH 530 Environmental Systems I	3		IAD XXX Furniture Design	3	
IAD 201 Visual Communication	3		IAD 531 Environmental Systems II -Required for March II	3	
	15			12	

Summer or Winter (5 Credits)
Study Abroad 5 4.1

Year 4 (27 Credits)

Fall (12 credits)			**Spring** (12 Credits)		
IAD XXX Professional Internship	6		IAD XXX Integrated Interior Architecture Design Studio	6	6.1
Professional Enrichment Elective in Design or Architecture	3		IAD XXX Branded Environments	3	
Elective Meeting L.Arts.S	3		Elective Meeting L.Arts.S	3	
KU Core Class, Goal 3, Learning Outcome 2 L.Arts.S	3	3.2			
	15			12	

Notes:

L.Arts.S = CIDA requires 30 Liberal Art and Sciences Credits from these areas: English Composition, Oral Communication, Logic, Literature, Foreign Language, History, Fine Arts History, Philosophy, Biology, Botany, Zoology, Mathematics, Physics, Chemistry, Anthropology, Archeology, Sociology, Psychology, Economics.

IAD = Is used as a placeholder for the Interior Architecture & Design courses instead of the use of ARCH or INDD

New courses are noted in blue

Existing or new specialty courses with concentration on: Health and Wellness, Design Build, Spatial Typography, Smart Spaces, Digital Fabrication, Exhibition Design, Lighting Design, Virtual Environments

IMPLEMENTATION YEAR FY 2018

Fiscal Summary for Proposed Academic Programs

Institution: University of KansasProposed Program: Bachelor of Science in Interior Architecture and Design

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	15	0	43	0	70	0
B. Total semester credit hours taken by all students in program	465		1,398		2,331	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, year two, and year three, please list all identifiable costs.						

	Implementation Year	Year 2	Year 3
<u>Salaries and Fringe…Total</u>	132,000	258,000	393,000
Instruction: GTAs	*18,000*	*42,000*	*66,000*
Instruction: Adjuncts	*-*	*27,000*	*45,000*
Instruction: Tenure-Line	*84,000*	*168,000*	*252,000*
Administration	*5,000*	*5,000*	*5,000*
Support Staff	*25,000*	*25,000*	*25,000*
<u>OOE…Total</u>	22,000	22,000	22,000
Travel	*6,000*	*6,000*	*6,000*
Office Expenses	*12,000*	*12,000*	*12,000*
Recruitment	*4,000*	*4,000*	*4,000*
<u>Equipment/Furnishings…Total</u>	14,250	28,500	28,500
Studio Workstations	*11,250*	*22,500*	*22,500*
Studio AV Equipment	*3,000*	*6,000*	*6,000*
<u>TOTAL</u>	168,250	308,500	443,500

Indicate source and amount of funds if other than internal reallocation:

Salaries and OOE will be funded with tuition revenue generated by the program. Equipment and furnishings will be funded with differential tuition collected from new enrollments in the program and with new tuition revenue generated by the program.

Revised: January, 2017

KANSAS BOARD OF REGENTS ACADEMIC AFFAIRS STANDING COMMITTEE
2017-2018 AGENDA TOPICS

BAASC 18-01 Review Requests for Approval of Undergraduate Degrees in Excess of 120 Credit Hours

BAASC 18-02 Approve AY 2016 Performance Reports

BAASC 18-03 Approve Distinguished Professor Comprehensive Performance Evaluation

BAASC 18-04 Approve Distinguished Scholar Comprehensive Performance Evaluation

BAASC 18-05 Receive Accreditation Report

BAASC 18-06 Receive Program Review Report

BAASC 18-07 Receive Qualified Admissions Report

BAASC 18-08 Receive Transfer and Articulation Council Report

BAASC 18-09 Receive Private Postsecondary Report

BAASC 18-10 Receive Adult Education Report

BAASC 18-11 Receive Concurrent Enrollment Report

BAASC 18-12 Receive Update on Credit for Prior Learning

BAASC 18-13 Review Proposed Revisions to Policies as They Arise

BAASC 18-14 Review Proposed Revisions to Regulations as They Arise

Act on Endorsement of the Kansas Placement/Assessment Guidelines   **Jean Redeker**
                                                                         VP, Academic Affairs

Summary and Staff Recommendation

In September 2013, the Board initiated a study of development education calling for "a set of recommendations for redesigning developmental education across the system." The Developmental Education Working Group was formed and is recommending the Board endorse the Kansas Placement/Assessment Guidelines. The Guidelines establish common exams and practices for assessing a student's readiness for college-level work. Staff recommends approval.
                                                                                    September 2017

Background

An area of significant concern for remedial education is the mechanism used to determine whether students should be placed in remedial education. In September 2013, the Board initiated a study of development education calling for "a set of recommendations for redesigning developmental education across the system." It charged a working group with three actions in response to its goal of initiating a study on developmental education in the higher education system in Kansas:

> To assess the level and types of remedial education at state community and technical colleges and make recommendations about: (1) state level policy and actions to promote effective remediation; (2) strategies that may be implemented locally, at the discretion of individual institutions; and (3) appropriate state level goals and local performance measures.

The Developmental Education Working Group, which consisted of twenty faculty and staff from fifteen universities, community colleges, and technical colleges, presented its final report to the Board of Regents in June 2014. The report provided data about the state of developmental education at public colleges in Kansas, outlined national initiatives to improve developmental education, and recommended state and local policies, actions, and goals. One recommendation was for placement assessment test options and cut-off scores be standardized statewide.

The Developmental Education Working Group tasked the Placement Assessment Policy Committee with further refining this recommendation. The Committee subsequently drafted the Kansas Placement/ Assessment Guidelines.

Kansas Placement/Assessment Guidelines

To increase consistency among colleges in Kansas and reduce the number of over- or under-placed students, the Guidelines recommend assessment test options be standardized statewide. In Kansas, classic ACCUPLACER is the primary placement assessment exam available nationwide and the Board recommends the use of classic ACCUPLACER as an institution's primary basic skills assessment test. The Board negotiated a contract with College Board to allow public postsecondary institutions in Kansas to take advantage of substantially discounted pricing ($1.85 vs. $2.20 per unit test) for classic ACCUPLACER exams.

The Guidelines also standardize cut-off scores for placement in developmental education courses[1]. However, the Guidelines do not require institutions to administer placement tests. Instead, the Guidelines encourage the use of other measures such as scores on the ACT or SAT exams, scores on the GED test, or performance in college courses to gauge college readiness. The recommended cut scores are detailed below.

Placement into	Classic ACCUPLACER Subtest	Score Range
Intermediate Algebra	Elementary Algebra	60-80
College Algebra	Elementary Algebra	81 or above
College Composition 1	Sentence Skills	69-120
College level reading	Reading Comprehension	69-120

In cases where an institution chooses to administer a placement test, the Guidelines establish common practices for testing and placement. Those common practices include:

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[1] The Placement Assessment Policy Committee is committed to assessing the effectiveness of the cut-off scores after at least two full years of implementation. However, College Board has announced it is retiring classic ACCUPLACER in January of 2019. The Committee is re-convening to establish common cut scores for the redesigned ACCUPLACER, which is known at Next Generation ACCUPLACER.

- Using at least one other measure in addition to placement testing before placing students in developmental instruction.
- Administering placement tests prior to enrollment.
- Communicating the high-stakes nature of placement testing to students.
- Having and publishing re-test policies.
- Promoting and providing test and re-test preparation materials.
- Following the testing procedures of the test publisher.

Recommendation
The System Council of Chief Academic Officers and the System Council of Presidents endorse the Guidelines. Staff recommends the Board Academic Affairs Standing Committee also endorse the Guidelines.

Placement Assessment Policy Committee Members

Regena Aye
Allen Community College

Jennifer Brown
North Central Kansas Technical College

Nancy Alleman Byers
Johnson County Community College

Bethany Chandler
Butler Community College

Mary Ann Dickerson
Johnson County Community College

Cheryl Duffy
Fort Hays State University

Jim Genandt (Co-Chair)
Manhattan Area Technical College

Jake Gunden
Hutchinson Community College

Cheryl Johnson
Butler Community College

Katheryn McCoskey (Co-Chair)
Butler Community College

Carol Murphy
Barton Community College

Regena Lance
Fort Scott Community College

Ryan Ruda
Garden City Community College

Mike Vitale
Kansas City Kansas Community College

Kansas Placement/Assessment Guidelines

A Best Practices Guide for Assessing and Placing Students in Developmental Education Courses at Public Postsecondary Institutions

★ LEADING HIGHER EDUCATION ★

INTRODUCTION

The Kansas Board of Regents is committed to a 10-year strategic agenda for the state's public postsecondary education system. Entitled *Foresight 2020*, the plan sets long-range achievement goals that are measurable, reportable, and ensure the State's postsecondary education system meets Kansans' expectations. The three strategic goals for *Foresight 2020* are:

1. Increase higher education attainment among Kansans
2. Improve alignment of the State's higher education system with the needs of the economy
3. Ensure state university excellence

One means by which to increase the attainment of postsecondary credentials is to implement standardized procedures for the placement and assessment of students so the state has a common definition of college readiness.

PURPOSE STATEMENT

Developmental education is offered in recognition that some students enter college unprepared in the core areas of mathematics, reading, and writing to succeed either in college or the workplace. For the college or university, this means those students require additional preparation and fostering in some subjects to be successful at the college level. Data show that nearly a third of Kansas students who undertake developmental education fail to complete it, and of those who do successfully complete, most fail to graduate.

Developmental education has always been crucial to the success of some students. Emerging research and better data have revealed, however, that many underprepared students are not well served by existing developmental education policies and practices. This is of concern to Kansas. Aside from its potential benefit to individual students, improved outcomes for students enrolled in developmental education is critical to the success of the Board of Regents' *Foresight 2020* goal of increasing higher education attainment. We must also decrease the high costs of developmental education both in terms of actual costs and opportunity costs.

State guidelines provide the necessary foundation for consistency across the public postsecondary system. These guidelines establish that common exams and common requirements for placement/ assessment are essential to provide a statewide definition of college readiness. Common exams and requirements also make it more feasible for the system to track developmental education outcomes.

The Kansas Board of Regents offers these guidelines to Kansas public universities and community/ technical colleges. Each public university and college in Kansas is encouraged to use the guidelines to establish, document, and regularly update policies for placement and assessment of students in developmental education.

DEFINITIONS

The list below is provided for convenience and is not intended to be exhaustive. Kansas institutions may consider adopting these common definitions for their own communications, policies, and internal purposes to simplify and improve the student-user experience.

ACCUPLACER – a suite of tests created by the College Board to assess a person's college readiness in reading, writing, math and computer skills.

ACT – a standardized college entrance exam created by ACT, Inc. with four sections: English, Reading, Math, and Science.

ACT Engage – a noncognitive assessment created by ACT, Inc. that seeks to identify students who are more likely to struggle with academics, timely graduation, and college entrance requirements.

Cut Score – a score, or a score range, on the ACCUPLACER which represents sufficient knowledge and skills for placement in a credit-bearing college course.

Developmental Education – courses designed to increase the likelihood of student success in entry-level college courses. The content of developmental education courses is at a level below that normally included in the first- and second-year college-level curricula. Such courses do not fulfill any degree requirements. (Also referred to as remedial education.)

ETS Success Navigator – a noncognitive assessment tool created by ETS measuring a holistic view of the student including factors such as academic development, commitment, self-management, and social support.

GED – a four-subject high school equivalency test that measures skills required by high schools and requested by colleges and employers.

Multiple Measures – at least two college readiness indicators used to place students either into developmental education or credit-bearing college courses.

Noncognitive Assessment Tools – exams designed to measure skills like temperament or personality characteristics such as attitudes, preferences, interests, or values that contribute to person's success in college and the workforce.

Placement Test – an exam used to assess a person's college readiness in reading, writing, math, and/or computer skills.

SAT – a standardized college entrance exam created by the College Board measuring mathematical and verbal reasoning, and others measuring specific subject areas.

Smarter Measure – an assessment tool used to measure a student's readiness for learning in distance education or technology-rich courses**.**

Wonderlic Assessment RISK Profile – a general assessment tool to identify potential risk factors, including academic and noncognitive, that contribute to student's decision to leave school.

BACKGROUND

An area of significant concern for developmental education is the mechanism used to determine whether students should be placed in developmental education. In September 2013, the Board initiated a study of development education calling for "a set of recommendations for redesigning developmental education across the system." It charged a working group with three actions in response to its goal of initiating a study on developmental education in the higher education system in Kansas:

To assess the level and types of developmental education at state community and technical colleges and make recommendations about:

> (1) state level policy and actions to promote effective remediation;
> (2) appropriate state level goals and local performance measures; and
> (3) strategies that may be implemented locally, at the discretion of individual institutions.

The Developmental Education Working Group, which consisted of twenty faculty and staff from fifteen universities, community colleges, and technical colleges, presented its final report to the Board of Regents in June 2014. The report provided data about the state of developmental education at public colleges in Kansas, outlined national initiatives to improve developmental education, and recommended state and local policies, actions, and goals. Recommendations included the study of placement assessment test options, how scores are tied to prerequisite courses, and identification of additional appropriate measures to be used in conjunction with test scores to promote accurate and appropriate placement of students. The Placement/Assessment Policy Committee, a subcommittee of the Developmental Education Working Group, further studied these issues and recommended that in addition to the use of additional measures for placement, that test options and cut-off scores be standardized statewide.

STANDARDIZED TEST FOR PLACEMENT/ASSESSMENT

To increase consistency among two-year colleges in Kansas and reduce the number of over- or under-placed students, the Kansas Board of Regents (the Board) recommends placement assessment test options be standardized statewide.

ACCUPLACER is the primary placement assessment exam available nationwide and the Board recommends the use of ACCUPLACER as an institution's primary basic skills assessment test. The Board negotiated a contract with College Board to allow public postsecondary institutions in Kansas to take advantage of substantially discounted pricing ($1.85 vs. $2.20 per unit test) for ACCUPLACER exams.

STANDARDIZED CUT SCORES FOR PLACEMENT/ASSESSMENT

To also increase consistency among two-year colleges in Kansas and reduce the number of over- or under-placed students, the Board recommends cut-off scores be standardized statewide. The Board's recommendations for standardizing cut scores that place/assess degree or certificate-seeking students should be conducted as follows.

1. Institutions should administer placement tests prior to student enrollment.

   In researching state policies, twenty-seven states reported policies in place requiring community colleges to administer a placement test at the time of enrollment as best practice (Collins, 2010).

2. Institutions should communicate the high-stakes nature of placement testing to students.

   The high stakes of placement testing can create unnecessary barriers to completion. Students are often unaware of how the results of placement testing will impact their course choices and that poor results may add additional semesters and cost to their completion (Venezia, et al., 2010).

3. Institutions should have published re-test policies.

   Students are often unaware of re-testing policies or confused by the variation of re-take policies among institutions. Having ready access to re-test policies eliminates confusion and may diminish test anxiety for students by removing the panic of "one shot and done" testing (Venezia, et al., 2010).

4. Institutions should promote and provide test and re-test preparation materials.
   Students improve their placement accuracy by preparing before they take or re-take placement tests. Students often do not know how to access preparation resources and/or do not recognize that they should prepare. Fifty percent of students who complete a review course gained one level in reading and English (Hodara, et.al., 2012).

5. To assess reading, writing, and math skills, institutions should use one of the following:

   - College admissions tests, e.g., ACT or SAT
   - Transcript(s) of transfer courses
   - ACCUPLACER
   - GED® 2014 Test

   For technical programs (certificate and/or AAS levels), institutions should use one or more of the following to assess the reading, writing, or mathematics skills as required by the technical program students intend to pursue. If students change programs, they should be required to take any additional placement portions required.

   - College admissions tests, e.g., ACT or SAT
   - Transcript(s) of transfer courses
   - ACCUPLACER
   - GED® 2014 Test

Students who enter with college-ready ACT, SAT or GED College Ready® scores as defined by the test publisher, or are transferring in passed credit from Gateway Courses (College Algebra, English Composition I, etc.), should not take a placement test. These students should be placed directly into college-level courses.

6. Institutions should follow the testing procedures given by the test publisher to increase the likelihood of accurate placement.

   Following testing procedures as documented increases the accuracy of the test. Test reliability increases as students may test at one institution and transfer their scores to enroll at other institutions. Validity studies rely on accurate and consistent testing procedures as published.

7. Institutions should use the cut-scores below for placement in the courses listed[2].

Placement into	ACCUPLACER Subtest	Score Range
Intermediate Algebra	Elementary Algebra	60-80
College Algebra	Elementary Algebra	81 or above
College Composition 1	Sentence Skills	69-120
College level reading	Reading Comprehension	69-120

   The Developmental Education Working Group recommends statewide standardized cut-scores for placement. As noted in the Developmental Education Working Group Report, placement scores amongst two-year colleges in Kansas vary widely. A survey given by the Placement/Assessment committee confirmed the findings from the Working Group. Inconsistency in cut-scores creates confusion for entering students and in preparing students for college (Jaggars & Hodara, 2011). Standardized scores assist students with seamless transfer and provides a consist definition for high schools of "college-ready." Developing a common understanding among Kansas two-year institutions was a noted recommendation from the Developmental Education Working Group report.

8. Institutions should use at least one other measure in addition to placement testing before placing students in developmental instruction[3].

   Placement test guidelines (ACCUPLACER) advise users to implement multiple measures when using the test as a placement tool. Placement tests can be weak predictors for those students scoring near the cut-score. Using another measure increases the accuracy of placement. Multiple measures, including high school transcripts and noncognitive tests, provide additional information in regards to student readiness such as resilience and motivation.

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[2] These scores will be reviewed by the Placement Assessment Policy Committee after at least two full years of implementation.
[3] See attached list of Nationally Recognized Measures of Student Readiness.

Students who do not demonstrate the academic skills (reading, writing, or math) for the degree/certificate sought should begin developmental courses in the first semester (if courses are available or during the first year if courses are not available) and continue in each subsequent semester of enrollment until all developmental requirements are completed.

Completion rates and time-to-completion increase when students begin the developmental sequence early in their college careers. This recommendation was also noted in the Working Group report as a best practice in developmental education.

INFORMATION DISSEMINATION

Institutions should publish on their websites full information regarding their placement/ assessment policies to students. The KBOR website should include links to all institutions' web pages.

PLACEMENT/ASSESSMENT GUIDEBOOK REVIEW

The Kansas Placement/Assessment Guidebook should be reviewed by the System Council of Chief Academic Officers on an annual basis and updated or revised as needed. The Board Academic Affairs Standing Committee should review and approve the Placement/Assessment Guidebook in preparation for the Board of Regents. KBOR will regularly audit adherence to the Placement/Assessment Guidebook.

Sources

Collins, M. L. (2010, June 18). *Overview of the National Landscape for Developmental Education Improvement: Testimony Before the Texas Senate Higher Education Committee*. Retrieved from Jobs for the Future: http://www.jff.org/publications/overview-national-landscape-developmental-education-improvement-testimony-texas-senate

Jaggars, S.S. & Hodara, M. (2011, November). *The Opposing Forces That Shape Developmental Education: Assessment, Placement, and Progression at CUNY Community Colleges.* New York, NY: Community College Research Center.

Hodora, M., Jaggars, S. & Karp, M. (2012). *Improving developmental education assessment and placement: Lessons from community colleges across the country*. New York, NY: Community College Research Center.

Venezia, A., Bracco, K. R., & Nodine, T. (2010). *One-shot deal? Students' perceptions of assessment and course placement in California's community colleges*. San Francisco, CA: WestEd.

Appendix A

NATIONALLY RECOGNIZED MEASURES OF STUDENT READINESS

These measures are nationally recognized for placement in postsecondary coursework and should be used in addition to a single placement test score:

Skills Assessment Tools
ACCUPLACER sub-tests not named in the placement assessment policy, e.g., *Write Placer, Arithmetic,* or *College-Level Math*

ACCUPLACER *Diagnostics*

Standardized tests used for college admissions, e.g., ACT or SAT

Locally developed tests that predict performance in college's curriculum

College grades from accredited institutions

High School GPA (Not more than three years old)

Grades in relevant high school courses (Not more than three years old)

Military records

Score of 165 or above on relevant GED® sub-test

Noncognitive Assessment Tools

ETS Success Navigator

ACT Engage

Smarter Measure

Wonderlic Admissions Risk Profile

Performance Reports Academic Year 2016

> **Summary and Recommendation:** *In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2016 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.* *9-5-17*

Background

Any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement. Institutions submitted reports to Board staff on performance for Academic Year 2016; these reports will be the basis of awarding any new funds in July 2018. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions.

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

University/College	Funding Recommendation	Page
Emporia State University	100% funding	20
Fort Hays State University	100% funding	23
Kansas State University	100% funding	26
Pittsburg State University	100% funding	29
University of Kansas	100% funding	32
University of Kansas Medical Center	100% funding	35
Wichita State University	100% funding	38
Washburn University	100% funding	41
Washburn Institute of Technology	100% funding	44
Allen Community College	100% funding	47
Barton Community College	100% funding	50
Butler Community College	100% funding	53
Cloud County Community College	100% funding	56
Coffeyville Community College	100% funding	59
Fort Scott Community College	100% funding	62
Hutchinson Community College	100% funding	65
Johnson County Community College	100% funding	68
Labette Community College	100% funding	71
Flint Hills Technical College	100% funding	74
Manhattan Area Technical College	100% funding	77

Fall 2016 FTE: 5,163

Contact Person: David Cordle   Phone and email:620-341-5171; dcordle@emporia.edu

Date: 6/30/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of the college-ready cohort	1	2009 = 72.7 (480/660) 2010 = 68.3% (421/616) 2011 = 70.2% (403/574) Baseline: 70.8% (1304/1850)	72.6% (485/668)	↑	72.4% (530/732)	↑	71.5% (522/730)	↑
2. Performance of students on institutional assessments - core workplace skills: communication	2	CAAP Writing Skills (MS) 2011=63.8 (233 students) 2012=63.6 (195 students) 2013=63.4 (225 students) Baseline: 63.6 (653 students)	63.1 (257 students)	↓	64.0 (228 students)	↑	64.3 (246 students)	↑
3. Increase % growth of annual private philanthropy for cash gifts and pledges in comparison to peers	3	ESU % Growth % Peer Growth 2010 = 3.3% 2010 = 27.6% 2011 = 8.9% 2011 = 32.4% Baseline = 6.1% Baseline = 30.0%	52.4%	↑	23.5%	↑	191.6%	↑
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	2010 = 3,332 2011 = 3,139 2012 = 3,075 Baseline: 3,182	3,306	↑	3,355	↑	3,249	↑
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	CAAP Mathematics Skills (MS) 2011 = 57.7 (279 students) 2012 = 58.3 (216 students) 2013 = 57.8 (254 students) Baseline: 57.4 (749 students)	57.5 (245 students)	↑	58.1 (254 students)	↑	58.2 (258 students)	↑
6. Growth of SCH completed through Distance Education	1	2010 = 24,199 2011 = 25,569 2012 = 27,334 Baseline: 25,701	32,173	↑	34,111	↑	35,044	↑

Emporia State University Performance Report AY 2016

Indicator 1: Increasing first-to-second year retention rates of the college-ready cohort
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the college ready cohort defined specifically for this indicator as first-year, full-time students.

Outcome/Results:
Over the past year, the retention rate (71.5%) dropped slightly (- .9%) compared to the previous year but remained above the baseline (70.8%). After modest gains from 68.3% to 73.2% (2010-2012), the current retention improvement strategies appear to have leveled over the past three years. However, we are anticipating an increase in retention rates for the 2017 academic year as the Academic Center for Excellence and Success will have been operational for a year. In addition, based on data metrics related to the center's impact and use, the findings suggest that the impact in retention will be positive as 1st to 2nd term (fall 2016 to spring 2017) retention rates were up by 1.4%. Strategically, ESU is currently in consultation with Hardwick-Day on student success strategies to identify those common characteristics that can be focused upon to enhance students' academic success in subsequent years.

Indicator 2: Increase performance of students on institutional assessments: core communication skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University requires that every student, in order to complete a bachelor's degree, must achieve a specific writing competency level as measured by the Collegiate Assessment of Academic Proficiency (CAAP) writing test score. The CAAP writing skills instrument measures the understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. The scores on this test module are generalizable and student motivation to perform is high stakes. The graduation competency requirement was rescinded in the spring of 2016, however students seeking admission into the teacher education preparation programs are required to take the CAAP examination to confirm competency in written communication skills prior to admission into the education program.

Outcome/Results:
The incremental improvement (64.0 to 64.3) in the core skill written communication is a positive sign of effective instruction in teaching the conventions of standard written English. Annually, the English Composition Director engages instructors of Composition I and II courses in assessment of students' portfolios. These consist of a sample of assignments from all sections of Composition I/II courses offered in the fall and spring terms. The findings from these assessments are then applied to course improvement strategies relative to pedagogy, delivery, content knowledge and application skills. In addition, the General Education Assessment Team (GEAT) just completed an annual review of General Education Goal 1: Core Skills 1.A – Demonstrate effective skills in written communication. This review resulted in multiple recommendations to improve the student learning outcomes for written communication that will be presented to the General Education Council in the fall of 2017.

Indicator 3: Increase private philanthropy for cash gifts and pledges in comparison to peers
Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase private philanthropy for cash gifts and pledges to enhance educational quality. Cash gifts and pledges are identified as per IRS Form 990 in the Revenues - Part 1 Summary, Line 8, Contributions and Grants (Part VIII, line 1h) for ESU and its ten peer/aspirational institutions. Specifically, ESU expects to achieve higher annual percentage increases over its baseline than the increases achieved by the majority of ESU's ten peer and aspirational institutions.

Outcome/Results: In IRS reporting year 2015, ESU continued to grow its private philanthropy revenue stream through $9,144,880 in cash gifts and pledges. This is a remarkable 191.6% increase in annual giving as compared to the 2010-2011 2-year average baseline of $3,327,965 (6.1% average growth rate). Peer institutions also continue to enhance their revenues through cash gifts and pledges. ESU focuses contributions from these revenues to student scholarships and enhancing educational quality.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger.

Outcome/Results: The 2016 census day enrollment of traditional undergraduate students is slightly lower (3,249) than the 2015 census day enrollment of 3,355; however, this enrollment figure is 67 students above the baseline of 3,182 students. These slight fluctuations are typical as we continue to refine our efforts on recruiting and retaining this most important student population. Currently, we are working strategically on leveraging our consultation with Hardwick-Day to establish new recruitment strategies aligned with the characteristics and expectations of this target market. ESU has shifted personnel and is retooling its' admissions recruitment staff to remain competitive. The entire campus community is engaged in the recruiting process and we are welcoming a new Chief Marketing Officer in June of 2017. We are eager to see how these key strategies impact census day 2017 enrollment numbers for the 24 and younger undergraduate student population.

Indicator 5: Increase performance of students on institutional assessments: core mathematics skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University requires that every student, in order to complete a bachelor's degree, must achieve a specific mathematics competency level as measured by the CAAP mathematics test score. The CAAP mathematics skills instrument emphasizes quantitative reasoning while measuring student's proficiency in solving mathematical problems encountered in many postsecondary curricula. The scores are considered generalizable and student motivation to perform is high stakes. The graduation competency requirement was rescinded in the spring of 2016, however students seeking admission into the teacher education preparation programs are required to take the CAAP examination to confirm competency in mathematics skills prior to admission into the education program.

Outcome/Results: The mean score for the CAAP mathematics core skill increased by .1 to 58.2. This mean score was .8 above the baseline figure of 57.4. These mean scores are stable over time and it is anticipated that students will continue to excel in their quantitative reasoning and mathematics proficiencies. Similar to written communication, ESU employs multiple assessment strategies to continuously improve the student learning experience for this key success metric. The college algebra courses are assessed holistically using the AAC&U value rubric and findings drive decisions related to curricular and pedagogy changes. In addition, the General Education Assessment Team (GEAT) just completed an annual review of General Education Goal 1: Core Skills 1.C – Demonstrate effective skills in Quantitative and Mathematical Reasoning. This review resulted in multiple recommendations to improve the student learning outcomes for mathematics skills that will be presented to the General Education Council in the fall of 2017.

Indicator 6: Increase student credit hours (SCH) completed through distance education
Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning.

Outcome/Results: ESU continues to grow its distance education programs and is positioning for further growth this upcoming year. An increase in 933 hours from the AY2015 is 9,343 hours above the baseline. We are adding an additional cohort in SLIM (South Dakota) and growing the Mathematics MS program as there is increased demand for these two programs. Our online master's in Elementary Education program will be available for the first time in the fall of 2017, as well.

Fall 2016 FTE: 9,649

Contact Person: Sangki Min   Phone and email: 785-628-4540; s_min2@fhsu.edu   **Date: 6/14/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates	1	Fall 2010 = 571/827 - 69.0% Fall 2011 = 540/869 - 62.1% Fall 2012 = 642/954 - 67.3% Baseline: 1753/2650 - 66.2%	67.5%	↑	68.6% 669/975	↑	72.2% (655/907)	↑
2. Increase number of degrees awarded	1	FY2010 = 2353 FY2011 = 2606 FY2012 = 1933 Baseline: 2297	3,252	↑	3,208	↑	3,376	↑
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	Fall 2010 = NA Fall 2011 = 39/40 - 97.5% Fall 2012 = 35/40 - 87.5% Baseline: 92.5%	95% 38/40	↑	95% 38/40	↑	95% 38/40	↑
4. Increase number of students (age 25 and above) enrolled	1	Fall 2010 = 3943 Fall 2011 = 4250 Fall 2012 = 4745 Baseline: 4312	5,468	↑	5,468	↑	5,836	↑
5. Increase number of degrees awarded in STEM fields	2	FY2010 = 282 FY2011 = 336 FY2012 = 339 Baseline: 319	447	↑	443	↑	507	↑
6. Increase SCH completed through distance education	2	FY2011 = 113,954 FY2012 = 124,219 FY2013 = 129,686 Baseline: 122,619	135,172	↑	144,900	↑	155,949	↑

Fort Hays State University Performance Report AY 2016

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

Outcome/Results:
Our performance on this indicator shows a continuous improvement over the last several years. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen students in that first year. FHSU has taken substantive action to solidify our focus on the first-year transition of Freshmen students. The university has taken several steps to build a First-Year Experience Program that helps Freshmen students with transition events. The university initiated a Learning Community approach that has completed its sixth academic year with positive results for these Freshmen students. The Learning Community has grown over the years and most recently from 13 communities for Fall 2016 to 18 for Fall 2017. The University has also implemented an early alert system (Starfish) designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. In Spring, 2016, FHSU was selected to be one of 44 AASCU campuses to engage in a three-year project entitled "Re-Imagining the First Year." Important strategies include, but are not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, implementing Predictive Analytics Reporting (PAR) student-success intervention measurement tool this fall, and the 2nd year learning communities. Lastly, the new admissions policies set by KBOR have shown no discernable effect on our retention rates thus far.

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

Outcome/Results:
The increase in the number of degrees awarded continues. The University expanded Student Engagement and Advising Center to focus on student retention and graduation. FHSU has also added process improvements to serve international student enrollment and program completion better.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by USNWR as compared to KBOR peers
Description: This indicator is a comparison of online FHSU degrees ranked by US News and World Report compared to the KBOR approved peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelor's programs). With our history of success operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria that manufacture the comparisons. The combination of access/quality criteria elevate the USNWR rankings above competitors like GetEducated.com that tend to weight access and affordability over other indicators.

Outcome/Results: FHSU reviews the methodology of all ranking bodies and looks for ways to improve our program delivery. FHSU offers a number of high quality, low cost Bachelor's degree programs that provide rich academic offerings in an online delivery mode specifically designed for adult learners. Also contributing to higher rankings than our peers is the comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military support services, and more.

Indicator 4: Increase number of students (age 25 and above) enrolled
Description: This indicator is a count of the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. As Foresight 2020 intimates, this is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Outcome/Results:
FHSU has added several process improvements to serve adult learners better, including our recently expanded Student Engagement and Advising Center and expansion of the number of workforce-focused degree programs available online. We strategically add and expand high demand programs. We increase outreach efforts to recruit adult students. We also recently approved a new CPL (Credit for Prior Learning) course and processes.

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

Outcome/Results:
FHSU continues to show strong performance in this area largely because of three initiatives. First, FHSU is the designated institution for the Kansas Academy of Mathematics and Science (KAMS) program and now serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science related areas. Second, FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. Finally, FHSU has a successful Information Networking and Information Assurance degree program. FHSU added a College of Science, Technology, and Mathematics that is currently growing a student base.

Indicator 6: Increase SCH completed through distance education
Description: This indicator is an FY count of the number of credit hours successfully completed through our Virtual College. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade.

Outcome/Results: FHSU continues to make great advances in distance education. Moving this indicator was possible through a comprehensive online course development process, which assures adherence to high levels of academic quality in the virtual environment.

Kansas State University Performance Report AY 2016

Contact Person: Brian Niehoff Phone and email: 785-532-4797; niehoff@ksu.edu

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase 1st to 2nd year Retention	1	2010 - 81% (2843/3540) 2011 - 81.7% (2832/3465) 2012 - 80.3% (2771/3420) Baseline: 81.0%	2013-81.2% (3082/3795)	↑	2014 – 83.4% (3077/3688)	↑	85.1% (3,029/3,559)	↑
2. Increase Number of Degrees and Certificates awarded	1	2010 - 4,645 2011 - 4,815 2012 - 5,255 Baseline: 4,905	5,325	↑	5,461	↑	5,324	↑
3. Increasing Rank for Total Research Expenditures	3	2007 - $123.9M control rank =80 2008 - $137.5M control rank = 77 2009 - $146.3M control rank = 75 Baseline: rank average = 77	2011-$163.5M Control Rank = 71	↑	2012-$169.9M Control Rank=70	↑	2013-$177.5M Control Rank=68	↑
4. Increase Rank for Annual Giving	3	2008 - $56.1M control rank = 69 2009 - $53.0M control rank = 65 2010 - $58.6M control rank = 63 Baseline: rank average = 65	2012-$75.4M Control Rank = 56	↑	2013-$108.1M Control Rank=37	↑	2014-$156.3M Control Rank=20	↑
5. Increase number of students from underrepresented groups receiving degrees (UG & Grad)	1	2010 - 293 2011 - 363 2012 - 423 Baseline: 360	2014 = 512	↑	2015=527	↑	2016=581	↑
6. Increase number of students who successfully complete First Year Seminar	1	2010 - 478 2011 - 610 2012 - 727 Baseline: 605	2014 = 955	↑	2015=1,048	↑	2016=823	↑

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Kansas State University Performance Report AY 2016

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

Description: The 1st- to-2nd year retention rate is a key metric of student success for institutions across the country, as well as one of K-State's key metrics in its K-State 2025 strategic plan goal of becoming a Top 50 Public Research Institution by 2025. Using the fall cohort, the rate is the percent of first-time full-time students who return to the institution the following year. A number of factors could influence this rate. The selectivity of the university, the ability to receive financial aid and earn scholarships, student engagement with university activities, direct interaction with faculty, and strong mentoring all influence new students' likelihood to persist at the institution. In addition to new admission requirements, K-State has initiated a number of programs designed to connect with more students.

Outcome/Results: The retention rate of 85.1% for 2016 was the highest in K-State history, as far as we know. One factor that contributes to the high rate is the initial quality of the incoming freshman class in 2015, which was one of the strongest in terms of ACT scores and qualifications. In addition, the university has made enhancements to the quality of advising for students by supporting two on-campus conferences for advisors each year, in addition to an increase in the number of advisors in some colleges. The institution has also implemented a number of programs aimed at enhancing the connection with incoming freshmen and the university community in a variety of ways. One such program, K-State First, is a voluntary program for first-year students, which includes access to small entry-level classes, study skill sessions, and living communities where students from similar backgrounds are able to live and take classes together.

Indicator 2: Increase number of degrees and certificates awarded

Description: This metric is the sum of all degrees and certificates conferred for the summer, fall and spring semesters. The goal of all students is to earn the degree or certificate to which they aspire. The students' path to the degree or certificate depends on many factors – continued retention of the students through their academic careers, quality advising to help them stay on target for graduation, adequate financial aid and scholarships, and other programs to increase student success.

Outcome/Results: The outcome showed 5,324 degrees and certificates awarded in 2016. K-State's total enrollment was at an all-time high in 2014. With such a high enrollment in 2014, it is not surprising that in 2016, we experienced two of our largest graduating classes in recent years for spring and fall graduations. There was also a significant increase in the number of certificates awarded from 2015 to 2016. In addition, it is important to note that the quality of advising has improved, as discussed in the Outcome/Results section of Indicator 1. Better advising keeps more students on track for graduation.

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

Description: Total research expenditures are an indicator of the relative success of an institution to obtain and use extramural funding from grants and contracts. As K-State strives to become a Top 50 Public Research Institution by 2025, we will need to continue to increase our total research expenditures, and in turn, our national ranking in this metric. The data are from the Arizona State University Center for Measuring University Performance (ASU) annual publications, which produces the rankings based on data from all institutions across the country. The 2011 rank was released in the 2013 Report.

Outcome/Results: K-State had $177.5M in total research expenditures in 2013, the most recent year in the ASU data, earning a ranking of 68, which is the largest amount of research expenditures and the best ranking received by the institution in its known history. Faculty submitted 2,075 grant proposals in FY 2016, and have obtained over $700M in grant funding since FY2012. The university's strategic initiative, K-State 2025, has provided a focus for faculty hiring and departmental research activity, which have increased the number of proposals and amount of research funding.

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

Description: This indicator is the amount of all contributions (excludes public funds, earnings on investments held by the institution, and unfilled pledges) actually received by the university through the KSU Foundation during the fiscal year. The data (dollars and rankings) are from the Arizona State University

Center for Measuring University Performance 2013 annual publication. We entered the public phase of a $1B fundraising campaign in the fall 2015, and expect annual giving to increase steadily in the coming years.

Outcome/Results: K-State received $156.3M in annual giving, moving up in the ASU rankings from #37 in FY2013 to #20 in FY2014. Both the amount of annual giving and the ranking are records for the university. The $1B fundraising campaign gathered considerable momentum in 2014, involving the KSU Foundation and leaders in all academic units. Annual giving has been one of the most successful areas of focus for donors during the campaign.

Indicator 5: Increase number of historically under-represented students receiving degrees (UG & Grad)
Description: This indicator is the count of degrees awarded to underrepresented domestic students during AY 2015, and includes both graduate and undergraduate degrees. Increasing the diversity of our student population is an important element of K-State 2025. Underrepresented domestic students include Black, Hispanic, mixed race, Native American, and Hawaiian/Pacific Islander.

Outcome/Results: Our data showed that 581 students from underrepresented groups received degrees in 2016, an increase of over 50 students from 2015. Some of the increase is due to sheer enrollments, as noted in Indicator #2. The institution's enrollment of students from under-represented groups increased 13% from FY 2011 to FY 2016. The Office of Diversity has provided some of the leadership in the recruitment and retention of many of these students, as well as providing support for multicultural student organizations. K-State has received increased support for scholarships and has placed more students in internship opportunities, while also enhancing mentoring programs for students. The discussions above in Indicators 1 and 2 also apply here, as K-State has taken steps to enhance the quality of advising across the institution, as well as increase the number of advisors over the past few years.

Indicator 6: Increase number of students who successfully complete the First Year Seminar

Description: The First Year Seminars have been in existence for seven years. They assist first-year students by offering small class sizes (average of 20 students per section), more personal interaction with faculty, engaging teaching methodologies, and a focus on improving study skills. Such practices directly influence students' connection and success in the university, and thus affect retention rates. The metric used for this indicator is the actual headcount of students who successfully completed the First Year Seminars in the fall or spring semester with a grade of C or better.

Outcome/Results: The First Year Seminars are one aspect of our K-State First program, and the number of students who completed the seminar showed an increase in 2016 relative to the baseline (823 students in 2016 compared to 605 at baseline). The success of the program is directly related to the efforts of and funding for the K-State First faculty and staff. While the number of students who completed the First Year Seminars showed a slight decrease from 2015 to 2016, early indicators suggest that the numbers will grow again in 2017, as we expect over 1,000 students to participate in the First Year Seminars.

Fall 2016 FTE: 6,717

Contact Person: Lynette Olson   Phone and email: 620-235-4113; lolson@pittstate.edu   **Date: 3/28/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1.Increase First to Second Year Retention Rates	1	2009 cohort = 70.1% (693/988) 2010 cohort = 71.0% (764/1,076) 2011 cohort = 67.6% (776/1,148) Baseline: 69.5%	72.3% (816/1,128)	↑	74.5%	↑	74.8% (782/1,045)	↑
2. Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA)	2	AY 2011 = 95.8% (1,067/1,114) AY 2012 = 100.2% (1,117/1,115) AY 2013 = 97.7% (1,092/1,118) Baseline: 97.9%	101.1% (1,135/1,123)	↑	97.6% (1,088/1,115)	↓	101.5% (1,134/1,117)	↑
3. Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2009 = 2.5 AY 2010 = 1.5 AY 2011 = 2.3 Baseline: 2.1	1.8	↑	1.8	↑	1.8	↑
4. Increase Credit Hours Completed through Distance Education	1	AY 2011 = 10,535 SCH AY 2012 = 11,802 SCH AY 2013 = 15,333 SCH Baseline: 12,557 SCH	18,493	↑	21,495	↑	22,234	↑
5. Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2011 = 96 of 988 AY 2012 = 83 of 1,113 AY 2013 = 113 of 1,051 Baseline: 97	127 of 1,136	↑	153 of 1,218	↑	163 of 1,179	↑
6. Increase Amount of Scholarship Funds Raised	3	AY 2011 = $2,232,575 AY 2012 = $2,303,580 AY 2013 = $1,800,098 Baseline: $2,112,084	$2,014,240	↓	$2,149,830	↑	$3,343,165	↑

Pittsburg State University Performance Report AY 2016

Indicator 1: Increase First to Second Year Retention Rates
Description: An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., Fall 2013 to Fall 2014). We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year.
Outcome/Results:
First to second year retention showed directional improvement, representing a significant increase of over 5.0% from baseline during the AY 2016 year. PSU has invested significantly in increasing first to second year retention rates, including partnering with the John H. Gardner Institute to implement a comprehensive Retention Performance Management project. This initiative directly targets retention of first year students and involves close collaboration between Academic Affairs and Student Life to develop an integrated approach to student retention involving both academic/curricular areas and social/co-curricular aspects of the first year experience. Other ongoing initiatives include: (1) an early alert program, using a retention management system, to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services such as tutoring in targeted courses; (3) use of a peer mentor telecounseling unit; (4) offering of five learning communities (Communication, Family & Consumer Sciences, General Biology, Music, and Calculus I); and (5) implementation of a communication plan for freshman to promote intentional, right on time, contact with freshmen and to provide referrals and support to students as they make their transition to PSU.

Indicator 2: Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA+)
Description: This is a value-added indicator for the CLA+ total score expressed as a percentage of seniors' actual CLA+ score to their expected performance. This score takes into account how close the average PSU senior score is to what would be expected, given entering academic ability and the average PSU freshman score. The CLA+ is a national, standardized test of college students' skills in analyzing and evaluating information, solving problems, and writing effectively. During this 90-minute online test, students read information about a realistic situation, make decisions that can be supported by appropriate information, and write cohesive arguments, justifying their positions with information.
Outcome/Results:
AY 2016 scores on the CLA+ show directional improvement, with a close to 4% increase over baseline. Most notably, two Performance Task areas contributed to the increase in mean scores on the CLA+, specifically Writing Effectiveness and Writing Mechanics. This improvement connects to prior year increases in scores reported by faculty using the PSU Writing rubric in the areas of writing assignment "development" and "editing." As well as ongoing use of assessment data to improve General Education outcomes, one additional strategy to impact student writing effectiveness was faculty training by the Center for Teaching, Learning, and Technology (CTLT) on the creation and use of scenario-based test questions and case studies as effective assignments to improve student writing abilities.

Indicator 3: Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers
Description: To determine relative rank among five peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of faculty with terminal degrees, and research expenditures.
Outcome/Results:
PSU maintained overall high ranking compared to peer institutions. PSU ranks first in percentage of full-time faculty with terminal degrees and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks second in fall retention rate and third in six-year graduation rates compared to peer institutions with available comparative data.

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: This indicator assesses growth in distance education opportunities for students by tracking semester credit hours (SCH) completed through online courses. Using the credit hour metric allows us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning.

Outcome/Results:

Distance education credit hours showed directional improvement, with close to double the number of credit hours in AY 2016 compared to baseline. The online environment has always been competitive and it is more so now than ever before. PSU has allocated resources and implemented numerous strategies to increase online enrollment. The strategies implemented have included: (1) increased promotion of the 19 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program in Business Administration with three emphases; and (3) addition of 81 online new classes across 26 disciplines, with 5 courses being in general education. Furthermore, faculty training in online instruction is at the core of this initiative, and PSU has developed an eLearning Academy incorporating Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2106, twelve faculty completed the eLearning Academy's QM training.

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

Description: This indicator tracks increases in the number of degrees awarded to domestic minority students, whether students started at PSU or matriculated at another institution and transferred to us. In recent performance agreements, our focus has been on access as measured by increases in applications and headcount enrollment of domestic minorities. Our enrollment has increased significantly as we strive to mirror the demographic profile of the state. Though we will continue outreach efforts to attract more domestic minority students, this indicator shifts the focus to student success and completion, a logical next step.

Outcome/Results:

Number of bachelor's degrees granted to domestic minorities showed directional improvement, with 163 students receiving degrees in AY 2016 compared to 97 at baseline. We have seen an overall increase in our domestic minority enrollment over the past five fall terms and AY 2016 represents another record number of minority graduates. Retention and completion initiatives have centered on collaborative efforts among the Office of Student Diversity, Student Success Programs, and faculty advisors in the academic programs. These efforts have included: (1) our Office of Student Diversity providing support and tools to navigate a university environment while providing opportunities for leadership and involvement in campus life; (2) inclusive activities that support academic success and excellent academic advisement; (3) early academic alert program; and (4) mentoring activities.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator tracked success in increasing funding available for student scholarships, with the specific metric being cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families.

Outcome/Results:

Amount of scholarship funds raised showed directional improvement, with an impressive increase of over $1.2 million over baseline. PSU remains committed to reducing the financial burden for our students and their families. Scholarships is one of the four areas of focus for our capital campaign, Proven.Promise.PittState., which will conclude in fiscal year 2018. The amount listed does not include an additional $571,000 secured in planned giving for scholarships that will be realized in the future.

Fall 2016 FTE: 22,335

Contact Person: Neeli Bendapudi   Phone and email: 785-864-4904; neeli@ku.edu   **Date: 7/28/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase Number of Certificates and Degrees Awarded	1	AY 2010 6,093 AY 2011 6,066 AY 2012 6,431 Baseline: 6197	5,953	↓	5,768	↓	5,985	↓
2. Increase First to Second Year Retention Rates	1	AY 2010 79.2% (3,088/3,897) AY 2011 80.1% (2,942/3,672) AY 2012 79.3% (2,818/3,554) Baseline: 79.5%	80.5% (3,191/3,963)	↑	80.1% (3,237/4,043)	↑	80.8% (3,359/4,155)	↑
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2010 23.1% (1,408/6,093) AY 2011 23.1% (1,404/6,066) AY 2012 23.5% (1,512/6,431) Baseline: 23.2%	28.5% (1,697/5,953)	↑	28.9% (1,669/5,768)	↑	30.2% (1,810/5,985)	↑
4. Federally Financed Research and Development Expenditures Ranking among public institutions	3	FY 2009 43rd FY 2010 40th FY 2011 39th Baseline: 41st	38th	↑	38th	↑	39th	↑
5. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2011 750 FY 2012 772 FY 2013 887 Baseline: 803	1,199	↑	1,257	↑	1,219	↑
6. Increase Level of Philanthropic Support	3	FY 2010 $125M FY 2011 $131M FY 2012 $151M Baseline: $135.7M	$162M	↑	$220M	↑	$187M	↑
7. Increase Number of Experiential Learning Certificates	1	AY 2010 960 AY 2011 1,161 AY 2012 1,383 Baseline: 1,168	1,252	↑	1,171	↑	514	↓

University of Kansas Performance Report AY 2016

Indicator 1: Number of Certificates and Degrees Awarded

Description: This indicator records the number of degrees and certificates conferred. The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.

Outcome/Results: Our degrees awarded did increase in AY 2016 and was higher than the past two years but was still not back up to our baseline. We had a record number enrolled in the Fall 2008 freshman class, which resulted in a record high number of bachelor's degrees awarded as those students worked their way through the pipeline. The number of entering freshmen since Fall 2008 has been significantly lower, resulting in fewer degrees awarded in AY 2016. The number of first-time freshmen has been steadily increasing in recent years so we anticipate the number of certificates and degrees to continue to rise in future years.

Indicator 2: First to Second Year Retention Rates

Description: This indicator records the percent of first-time, full-time freshmen retained after one year. Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when students are most likely to discontinue their studies.

Outcome/Results: Second year retention is a remarkably stable indicator and is difficult to improve significantly. Improving retention is our highest priority, and rates have generally been inching up. KU has implemented/revised or increased capacity of a variety of programs and approaches to improve retention rates, such as first-year seminars, a revamped new student orientation, learning communities, early warning alert system, individual academic support plans for conditionally admitted students, among others, and we are slowly seeing the impact of these efforts. There was a slight increase for AY 2016, bringing our retention rate to the highest it has been in the past six years.

Indicator 3: Percent of Certificates and Degrees Awarded in STEM Fields

Description: This indicator records the percent of students who earned degrees or certificates in science, technology, engineering, or mathematics fields. STEM education is crucial for Kansas workforce development to meet the needs of the state economy.

Outcome/Results: KU's continued successful boost to the percent of students awarded certificates and degrees in STEM fields is in part due to the increase in engineering students and the additional support staff focused on student recruitment, retention, and support activities for these students. KU is also redesigning basic science and mathematics courses in order to increase student success and graduation in these fields.

Indicator 4: Federally Financed Research and Development Expenditures Rankings among Public Institutions

Description: This ranking in federally financed research and development expenditures compared with other national public universities based on the NSF survey indicates the competitiveness of the research conducted by KU faculty and students, and demonstrates how KU's research strength is an asset for the state. The University supports the state's economy through discoveries in human health, education, energy and other fields that generate prosperity and well-being for people across the state.

Outcome/Results: KU has added support for faculty to pursue larger and more impactful research grants, as well as seed funding for early research development that will translate into successful grant applications. These activities have raised KU in this ranking in recent years. In a very competitive research climate and with fewer federal resources, KU researchers have been successful in obtaining external support for their work at a rate comparable to peers.

Indicator 5: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)

Description: A leading indicator of the university's knowledge-based entrepreneurial culture is the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. One example of a material transfer agreement would be the transfer of proprietary animal cells to a

company for a fee. KU retains ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: KU has stabilized the number of active entrepreneurship and vibrant external partnerships. KU Innovation & Collaboration partners with corporations and helps bring KU innovation to the marketplace. KU has a strong tradition of effective technology transfer in such fields as drug development and delivery; education and human development; biosciences; biofuels and bioengineering; information technologies and informatics; and remote sensing

Indicator 6: Philanthropic Support
Description: This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.

Outcome/Results: We are still seeing the impact of KU Endowment's *Far Above: The Campaign for Kansas* launched in April 2012. This campaign seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future. The FY 2015 totals were difficult to improve on because of a major ($58 million) estate gift that year.

Indicator 7: Number of Experiential Learning Certificates
Description: Experiential learning certificates, which provide academic credentials for service learning, global awareness, research experience, leadership studies, arts engagement, and entrepreneurship, increase employer interest in our graduates and support workforce development. The requirements vary by program and include specific experiences such as research projects, leadership roles, volunteer work, or study abroad along with specific coursework and typically reflection on how the experience has enriched and broadened the perspective of the participant. These credentials are annotated on the transcript and reflect efforts beyond the requirements for a degree. These experiences also are an innovative way for students to satisfy one of the requirements of the KU CORE, which is KU's general education curriculum. Engagement leads students to increase their graduation rates through these high impact rich educational experiences.

Outcome/Results: The Experiential Learning Collaborative, which brings together leadership from Civic and Social Responsibility, Study Abroad, International Programs, University Career Center, and Undergraduate Research, works to strengthen recruitment of students into these programs, to assist faculty in identifying opportunities to support the programs, to help students successfully complete the experiences, and to develop, expand, and promote experiential learning on campus. In the past three years, we have had significant changes within and across the various certificate programs. The bulk of the students completing certificates complete one of three programs: Service Learning; Research Experience, and Global Awareness. Subsequent to the 2015 report, we created and standardized each of the certificate programs through a standard process and policy. The certificate policy was approved by the University Core Curriculum Committee and standardizes the minimum number of credit hours and the process for approving new certificate programs. In addition, in 2016 we have implemented a Certificate Management Interface (CMI) that allows students to apply for all the experiential learning certificates through the KYOU portal. This streamlines the ability for students to add certificate programs to the degree plan and it gives KU a consistent process to handle the completion of these programs. For the past three years, experiential learning and the experiential learning certificate programs have a greater presence in Orientation; HawkWeek activities and as part of the students enrolled in UNIV 101. With the standardization of the learning certificates and with the implementation of the KU Core, more students are opting for a Major/Minor or Double Major combination, rather than a Major/certificate.

Fall 2016 FTE: 2,654

Contact Person: Robert Klein   **Phone and email: 913-588-1258 / rklein@kumc.edu**   **Date: 7/27/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase Number of Certificates and Degrees Awarded	1	AY 2010: 677 AY 2011: 692 AY 2012: 753 Baseline: 707	783	↑	729	↑	781	↑
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2010: 90.1% (610/677) AY 2011: 90.6% (627/692) AY 2012: 86.7% (653/753) Baseline: 89.1%	89.8% (703/783)	↑	90.9% (663/729)	↑	90.9% (695/765)	↑
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	2011: 23 2012: 26 2013: 25 Baseline: 25	27	↑	24	↓	24	↓
4. Increase Number of Medical School Graduates (MDs)	2	AY 2011: 166 AY 2012: 166 AY 2013: 160 Baseline: 164	187	↑	189	↑	198	↑
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	2010: 49.3% (3,127/6,338) 2011: 49.0% (3,178/6,483) 2012: 48.7% (3,304/6,786) Baseline: 49.0%	49.1% (3,269/6,652)	↑	51.0% (3,152/6,134)	↑	50.9% (3,217/6,325)	↑
6. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2011: 750 FY 2012: 772 FY 2013: 887 Baseline: 803	1,199	↑	1,257	↑	1,219	↑
7. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2011: N/A AY 2012: 258 AY 2013: 426 Baseline: 342	1,963	↑	2,970	↑	3,082	↑

University of Kansas Medical Center Performance Report AY 2016

Indicator 1: Number of Certificates and Degrees Awarded
Description: The indicator is the number of certificates and degrees conferred by the University of Kansas Medical Center (KUMC).

Outcome/Results: Since AY 2014 was the first year that certificates were counted in KUMC data with the Board of Regents, the narrative will focus on degrees awarded. With 765 degrees conferred (out of the 781 degrees and certificates awarded), the Medical Center exceeded our baseline by 58 (or 8%), and is the highest total we've ever had.   This figure continues to reflect the dedication of our faculty, students, and staff to provide the next generation of highly skilled physicians, nurses, health professionals, and biomedical researchers, and the continuous support of multiple stakeholders across the State of Kansas.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields
Description: The indicator records the percent of certificates and degrees awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields.

Outcome/Results: In AY 2016, 90.9% of all certificates and degrees awarded at KUMC were considered STEM-related by the Board of Regents. This is above our baseline figure for the third consecutive year of this agreement. STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings
Description: The indicator is the number of departments and academic programs nationally-recognized based upon aspirational criteria (outlined below). Improving our recognition as a regional and national leader in healthcare and academic research is a high priority at the Medical Center. Overall research funding for our faculty from the National Institutes of Health were improved from the prior year.

Outcome/Results: A total of 24 department and academic programs met aspirational targets, one fewer than the baseline.
- 6 departments in the KU School of Medicine ranked in the top 25 of public U.S. medical schools receiving National Institutes of Health (NIH) research funding, including Family Medicine (#4) and Anatomy and Cell Biology (#6) in the top ten.
- A total of 7 KU School of Nursing and School of Health Professions graduate programs landed in the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings.
- The University of Kansas Hospital and KUMC's clinical departments received 11 of the possible 12 medical/surgical specialties within the top 50 in the *U.S. News* Best Hospitals rankings marking the 3rd consecutive year of having at least 11 specialties on this list.

Leaders at our institution continue to make strides aimed at raising national recognition for our high-quality and well respected programs. Our faculty submitted projects to the NIH during federal fiscal year 2016 totaling $475M in direct and indirect costs, compared to $363M the prior year and $275M in 2014. This growth demonstrates renewed efforts to increase federally-funded research.

Indicator 4: Number of Medical School Graduates (MDs)
Description: The indicator reports on graduates of the MD program at the Kansas City, Wichita and Salina campuses. The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

Outcome/Results: The 198 graduates from the MD program is 34 (or 20%) higher than the baseline and is the second highest on record for the School of Medicine. In AY 2016, 8 students from the second-ever student class at the Salina campus and 24 students from the second-ever first-year class from the

expanded program in Wichita graduated. This growth illustrates the hard work of our students, faculty, and benefactors who value rural and community-based medical education in Kansas.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC
Description: This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC. Studies indicate that the location of graduate training is a strong indicator of practice location. The KU School of Medicine increased the number of medical residents/fellows completing training at KUMC by over 20% from 2007 to 2013.

Outcome/Results: Of the known 6,325 active practicing physicians in Kansas in 2016, nearly 51.0% were trained at KUMC, a mark that is above our baseline. The Medical Center has risen to the challenge of addressing the national shortage of primary-care doctors and critical shortage of rural physicians. With the opening of the Salina campus and expansion in Wichita, KUMC desires to see more of its graduates practice in either underserved or rural areas in Kansas.   There are 70 Kansas counties designated by the Governor as medically underserved. During 2016, over half the physicians in these counties (191/356, or 54%) were trained at the Medical Center.

Indicator 6: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
Description: A leading indicator of the university's knowledge-based entrepreneurial culture is the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. One example of a material transfer agreement would be the transfer of proprietary animal cells to a company for a fee. KU retains ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: KU has stabilized the number of active entrepreneurship and vibrant external partnerships. KU Innovation & Collaboration partners with corporations and helps bring KU innovation to the marketplace. KU has a strong tradition of effective technology transfer in such fields as drug development and delivery; education and human development; biosciences; biofuels and bioengineering; information technologies and informatics; and remote sensing.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities
Description: This indicator reflects student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn in a team environment to improve collaboration and quality of care. Evidence suggests that interprofessional teams enhance patient quality, lower costs, decrease patients' length of stay, and reduce medical errors. Academic and clinical studies are designed for students from different health disciplines to learn using simulation technologies and clinical practice environments. The Medical Center and its partner KU Hospital have begun implementing the next phase of technology-based innovations to support IPE.

Outcome/Results: There were 3,082 student enrollments in IPE opportunities during AY 2016. This is more than 9 times the baseline figure, but it should be noted that the methodology and tracking for IPE activities on campus was in its infancy at that time. A more reasonable comparison is that an AY 2013 figure using the current methodology was 1,779 participants, meaning the AY 2016 total topped this figure by over 70%. Faculty continue to develop new programs for students as IPE continues to mature at the Medical Center.

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY 2010: 2,936 AY 2011: 2,911 AY 2012: 3,025 Baseline: 2,957	3,087	↑	2,975	↑	3,152	↑
2. Increase the percent of STEM degrees conferred	2	AY 2010: 28.8% (846/2,936) AY 2011: 33.0% (960/2,911) AY 2012: 33.0% (998/3,025) Baseline: 31.6% (935/2,957)	34.8% (1,074/3,087)	↑	38.5% (1,144/2,995)	↑	36.1% (1,139/3,152)	↑
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2009: $12,600,000/ranking: N/A AY 2010: $20,500,000/ranking: 1 AY 2011: $23,500,000/ranking: 1 Baseline: $18,867,000/ranking: 1	$28,700,000 ranking: 1 (ranking FY13)	↑	$29,100,000 ranking: 1 (ranking FY14)	↑	$30,897,000 ranking:1 (ranking FY15)	↑
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2011: 241 AY 2012: 261 AY 2013: 271 Baseline: 258	301	↑	302	↑	353	↑
5. Increase the second year retention rate of first-time/full-time freshmen	1	Fall 2009: 69.7% (840/1,206) Fall 2010: 72.6% (801/1,103) Fall 2011: 70.2% (835/1,190) Baseline: 70.8% (825/1,166)	74.6% (909/1,218)	↑	72.0% (996/1,384)	↑	72.4% (903/1,247)	↑
6. Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY 2011: 3,226 AY 2012: 3,377 AY 2013: 3,207 Baseline: 3,270	2,991	↓	2,902	↓	2,745	↓

Wichita State University Performance Report AY 2016

Indicator 1: Increase number of certificates and degrees awarded
Description: The main initiative to address indicator 1 is the Graduation Partnership (GP). The GP is a campus-wide multi-pronged collaborative initiative (includes a student success course [WSU 101], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [Student Early Alert System – SEAS]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Outcome/Results: Actual degree and certificate productivity increased 177 compared to AY 2015 and 195 over baseline. Continued enhancements to the GP (e.g., a new early alert system [SEAS] and a proposed first year seminar, replacing WSU 101) will continue to increase degrees/certificates awarded.

Indicator 2: Increase the percent of STEM discipline undergraduate and graduate degrees among all degrees conferred
Description: Several initiatives continue to increase the number of STEM discipline graduates. Funding from the State University Engineering Act has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group continue to operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

Outcome/Results: STEM degree productivity exceeds our baseline goal by 204 degrees for AY 2016. Continued implementation of STEM initiatives will assure growth in this area.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past several years (per the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. 2010 was the first-year data and rankings were available in terms of expenditures from industry.

Outcome/Results: The last year in which data were available [FY 2015], WSU was ranked 1st according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures. While FY 16 rankings are not yet available, FY 16 expenditures were $12,030,000 million higher than our baseline. Our new innovation university concept provides opportunities to maintain our ranking through more partnerships with industry. New endeavors as part of the WSU innovation initiative include Airbus Americas engineering offices located on campus and other new entities established on campus (WSU Ventures and Shocker Start-up) are good examples.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)
Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach to under-represented minority groups such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural

to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students.

Outcome/Results: Our initiatives focused around recruiting and retaining URM students continue to be successful with 95 new degrees being awarded over our baseline. Continuation of these initiatives will assure success.

Indicator 5: Increase Second Year Retention Rate of First-Time/Full-Time Freshmen
Description: Three main initiatives are the focus of this indicator and include: 1) The Graduation Partnership (GP), a campus-wide multi-pronged collaborative initiative (includes a student success course [WSU 101], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [Student Early Alert System – SEAS]) aimed at increasing retention and graduation rates 10 percent by 2020. 2) The University opened a new dormitory (Shocker Hall) fall 2014 at the center of campus for traditional freshmen students to increase their engagement with the campus, which will likely lead to increased retention. 3) Our honors program was expanded to an honors college concept (located in Shocker Hall as a living-learning community) with a more robust curriculum aimed at recruiting and retaining high performing students.

Outcome/Results: WSU retained 78 more students above our baseline for AY 2016. The GP is our primary retention initiative, along with newer initiatives such as residential and non-residential living-learning communities, a OneStop student service center with 24/7/365 live help available to keep students on track, as well as numerous proactive outreach campaigns to assist students with their financial aid and enrollment issues. Together, these initiatives should assure our continued success.

Indicator 6: Increase the number of undergraduate Kansas degree seeking adult learner students ages 25-64
Description: The main initiative to address this constituency is WSU complete, a flexible program (full-time or part-time) that starts on 8-week cycles and is offered during the evening and weekends at WSU West. As fully online programs at WSU have increased, more students are electing these types of programs, particularly our online degree completion programs. This initiative supports our goal to provide flexible opportunities for adult learners to obtain a college degree.

Outcome/Results: The number degree seeking adult learners for academic year 2016 continued to fall below our baseline measurement. Efforts going forward include more centralized programming from the new Office of Adult Learning, collaboration with Wichita Area Technical College on the Shocker Pathway initiative, comprehensive recruiting and awareness campaigns, and additional academic and program delivery options to increase the opportunities for degree completion. $2,500 scholarships (from the Osher Reentry Scholarship Program [part-time students can receive $1,500]) are awarded to help undergraduate students who have experienced a five-year cumulative gap in their education re-enroll. Targeted marketing efforts for adult learners have been implemented.

Fall 2016 FTE: 5,010

Contact Person: Nancy Tate **Phone and email: 785-670-1648; nancy.tate@washburn.edu** **Date: 7/5/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of first time full-time freshmen.	1	2009 Cohort 65.7% (465/708) 2010 Cohort 62.1% (486/782) 2011 Cohort 66.4% (564/850) Baseline: 64.7%	65.3% (509/779)	↑	68.3% (514/573)	↑	71.4% (542/759)	↑
2. Increase the number of Certificates and Degrees awarded.	1	2010 1,248 2011 1,276 2012 1,330 Baseline: 1285	1,354	↑	1,351	↑	1,342	↑
3. Increase the ranking among the state public universities as measured by the endowment per FTE student.	3	2010 Rank 2 2011 Rank 2 2012 Rank 2 Baseline: Rank 2	2	↔	2	↔	2	↔
4. Increase the percentage of students passing undergraduate professional/licensure board exams.	2	FY10 - 469/498 = 94.2% FY11 - 445/473 = 94.1% FY12 - 494/527 = 93.7% Baseline: 94%	89.3% (336/376)	↓	87% (361/414)	↓	89% (333/381)	↓
5. Increase the number of online student credit hours completed.	2	FY11 - 25,773 FY12 - 28,611 FY13 - 27,329 Baseline: 27,238	26,313	↓	25,736	↓	27,814	↑
6. Increase the number of transfer students from Kansas technical/community colleges.	1	FY11 - 402 FY12 - 433 FY13 - 403 Baseline: 413	358	↓	395	↓	323	↓

Washburn University Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of first time full-time freshmen.
Description: The data regarding full-time first-time freshmen is provided to the Kansas Board of Regents annually as a subset of our fall census data.

Outcome/Results:
Washburn's retention rate increased to 71.4% which is over the baseline of 64.7%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full-time freshmen. We have also become more adept using technology after creating a new position for a data analyst who generates a data rich environment that allows us to focus our efforts on identified at risk students.

Indicator 2: Increase the number of Certificates and Degrees awarded.
Description: The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD KBOR database file.

*Outcome/Results***:**
Washburn's academic year degrees and certificates awarded was 1,342 in academic year 2015-16, up from the three-year baseline average of 1,285. While there was a small increase in the number of degrees offered in the School of Business, the majority of the increase can be attributed in large part to the College of Arts and Sciences' new Associate of Liberal Studies degree and a large increase in the number of Master of Science in Nursing awards from the School of Nursing (a 6% increase in the number of School of Nursing awards since 2010-11).

Indicator 3: Increase ranking among the state public universities as measured by the endowment per FTE student.
Description: Alumni giving is becoming increasingly important as state support of higher education remains stagnant or decreases. The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student Full Time Equivalent (FTE) is collected from institutions participating in the annual NACUBO/Commonfund Endowment Study.
Outcome/Results:
Washburn University maintained its ranking of second in the state of Kansas. This list indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions. The values have been generally trending upward, while the ranking has remained relatively stable as we all continue to raise funds each year. *(FY16, $28,356, 48th/FY15, $30,353, 44th/FY 14, $30,944, 39th /FY 13, $26,820, 42nd /FY 12, $24,793, 36th /FY 11, $25,957, 35th)*

Indicator 4: Increase the percentage of students passing undergraduate professional/licensure board exams.
Description: Maintaining high pass rates on national/state board licensure exams reflects the quality of the learning provided by our faculty and provides better opportunities for students to obtain employment in their field of study. These pass rates are calculated by the professional organizations and relayed to WU.
Outcome/Results:

FY15	Washburn Pass Rate	State/National Percentage Pass Rate
Nursing (NCLEX)	109/135=81%	84.57%
Clinical Laboratory Science	3/3=100%	82%
Diagnostic Medical Sonography	18/20=90%	65%
Health Information Technology	4/5=80%	69%
Physical Therapist Asst	18/23=78%	94%
Radiation Therapy	37/39=95%	88.4%
Radiologic Technology	16/17=94%	87.2%
Respiratory Therapy	12/13=92%	90%

Magnetic Resonance Imaging	6/6=100%	77.7%
Occupational Therapy Asst	16/17=94%	93%
Education (PRAXIS II)	74/74=100%	96%
Social Work	20/29=69%	69%
TOTAL	**333/381=87%**	

Washburn did not meet or exceed the baseline percentage pass rate (94%) in FY16. This reduction to 87% is due in large part to the decrease in the pass rate of the NCLEX by Nursing students. The School of Nursing pass rate dropped after changes were made to the national exam in the spring of 2013; this drop in pass rate was experienced by many nursing programs throughout the state and nation. To better prepare our students for the NCLEX exam faculty have added more questions during class time and on course exams similar to those which are prevalent on the NCLEX. During spring 2015 NCLEX prep classes were added as a required component of the Capstone course. These changes have resulted in an increase in the pass rate percentage (from 77% in 2015 to 81% in 2016). The significant decline in the number of students listed as completing the PRAXIS II occurred because the Department of Education changed how it reports the pass rates of candidates completing the program and taking the required content tests for licensure. Previously, data were reported on all the tests taken by candidates. This has been changed to report on the number of candidates taking the tests to better reflect the actual number of program completers for the academic year and to be consistent with data reported to and from Educational Testing Service and State Department of Education Title II Teacher Preparation. The number of completers has remained consistent from the baseline numbers through FY15. While we will continue to work diligently to increase the percentage of Washburn students passing their board licensure exams, a comparison of Washburn University students' pass rates on board/licensure exams with the national and/or state pass rates indicates that, with the exception of Nursing and Physical Therapist Assistant, the pass rate percentage of Washburn students is at or above the state/national pass rate percentages.

Indicator 5: Increase the number of online student credit hours completed.
Description: Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses are compiled and summed for the academic year (summer, fall, and spring semesters).

Outcome/Results:
Washburn University exceeded the baseline target (27,238) for FY16 with 27,814 online credit hours awarded. In an effort to address the desire to increase online student credit Hours, Washburn increased the number of online course sections being offered through the addition of new online programs in Nursing and Allied Health as well as the Master of Arts degree in Communication and Leadership which is being offered online in a compressed format.

Indicator 6: Increase the number of transfer students from Kansas technical/community colleges.
Description: Each student who enrolls at Washburn is coded with a student type at time of admission. The code for transfer students is a "T." Each semester, Institutional Research reports on the number of transfer students.

Outcome/Results:
Washburn University did not exceed the baseline target (415) receiving only 323 transfer students in AY 2016. The decline in the community/technical college transfer numbers parallels the drop in number of students attending community colleges. We saw a significant decrease from one of our major feeder transfer colleges (ACC –100 to 64), a slight decrease in an additional feeder school (JCC – 62 to 56), and we were disappointed in the decreased number of transfer students from Washburn Tech (35 to 26). We have acted to address these decreases. Washburn will more widely disseminate to community colleges the recently approved transfer friendly change in the policy for accepting general education courses. We are currently in discussion with Washburn Tech to minimize hurdles to seamless transfer between our two affiliated institutions.

Fall 2016 FTE: 1,180

Contact Person: Clayton Tatro   **Phone and email: 785-670-3331; clayton.tatro@washburn.edu**   **Date: 8/11/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the number of certificates and degrees awarded	1	2010 - 802 2011 - 826 2012 - 846 Baseline: 825	1,229	↑	1,080	↑	1,163	↑
2. Increase or maintain the Student Success Index	1	2008 - 69.4% 508 2009 - 87.7% 401 2010 - 90.1% 546 Baseline: 81.1%	82.7%	↑	75.2%	↓	69.3%	↓
3. Increase the number of third party technical credentials, including WorkKeys	2	2010 - 654 2011 - 688 2012 - 693 Baseline: 678	1,909	↑	1,986	↑	1,901	↑
4. Increase the percentage of students enrolled in Bridge Program courses who successfully complete the course.	1	2010 - 0 - no data is available 2011 - 0 - no data is available 2012 - 60/92 =65% Baseline: 65%	53% (67/126)	↓	72/1% (80/111)	↑	86.5% (77/89)	↑
5. Increase the total number of traditional aged students enrolled in Fall semester - 20th day unduplicated headcount	2	2010 - 120 2011 - 173 2012 - 139 Baseline: 144	204	↑	203	↑	196	↑
6. Increase the three-year completion rate of college ready cohort	2	2010 - 122/135 =90% 2011 - 110/126 =87% 2012 - 96/121 = 79% Baseline: 86%	83% (63/76)	↓	74% (67/90)	↓	60.5% (133/220)	↓

Washburn Institute of Technology Performance Report AY 2016

Indicator 1: Increase the number of certificates awarded

Description: This indicator will measure the number of KBOR approved certificates awarded to Washburn Tech graduates.

Outcome/Results: Washburn Tech is pleased to report that once again we have seen an increase in the three-year average of the number of KBOR-approved technical certificates awarded. These certificates are awarded to students who complete the course work in the programs at Washburn Tech with a 2.0 GPA or better and no D's on their transcript. 1163 certificates and degrees were awarded according to KBOR data provided. This is a significant improvement over the baseline of 825. These values demonstrate the strong commitment of the faculty and staff to student success.

Indicator 2: Increase or maintain the Student Success Index

Description: This indicator is a measure of the institutional effectiveness for students within the system and, for Washburn Tech, it includes the following measures: Completed Home Institution, Retained Home Institution, Retained System Institution and Retained Elsewhere.

Outcome/Results: Washburn Tech has a Student Success Index of 69.3% for AY 16. This value includes 59.7% who completed a program at Washburn Tech as well as 0.7% who completed at another system institution, 4.45% who were retained at Washburn Tech but not completed, 3.98% who were retained at a system institution, and another 0.47% who were retained elsewhere.

As enrollments at Washburn Tech have increased significantly over the past few years and the economy has improved, student retention and student completion have been decreasing. Challenges of student risk factors with a growing student population and competing demands from industry for the need for skilled workers place pressure on both student retention and student completion. In an attempt to reverse these trends, Washburn Tech has enhanced the efforts of the Advantage Center (student tutoring and retention services). In addition, Washburn Tech has hired a Director of Student Transition to assist students in their education journey after Washburn Tech.

Indicator 3: Increase the number of third party technical credentials, including WorkKeys

Description: This indicator will measure the number of students who receive industry recognized credentials either during or at the completion of their program of study.

Outcome/Results: 2131 certifications were attempted. Of these 2131 certifications attempted, 1901 (89%) were earned. These students are being well prepared by the programs for the certifications and for their potential employers. Washburn Tech has worked closely with business and industry and KBOR to identify the relevant certifications in each of its programs. Many more students now have the opportunity to take industry-recognized certifications in their programs or at the completion of the program. These certifications indicate to our business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed.

Indicator 4: Increase the percentage of students enrolled in Bridge Program courses who successfully complete the course.

Description: Students who do not meet the criteria to enter a college program at Washburn University or Washburn Tech are offered the opportunity to enter the Bridge program. This program enables them to work on their basic skills in Mathematics, Reading, and Writing.   They also take College Skills and Computer Applications. These students are retested using COMPASS a standardized ACT test that measures college readiness at the end of the program to determine if they are ready for college level work. The program is new so only one year of baseline data is available.

Outcome/Results: In AY 2016, there were a total of 89 enrollments in Mathematics, Reading, and Writing courses in the Bridge program. Of these enrollments, 77 (86.5%) passing grades were awarded with six course withdrawals. The percentage of completers that passed their course work was 71/77 (92.2%). This represents an increase in pass rate from AY 2015. Washburn Tech changed the way we provide this instruction starting in Fall 2016 with the addition of the Advantage Center.

Indicator 5: Increase the number of traditional aged students enrolled

Description: This measure will track the number of traditional-aged students enrolled in Washburn Tech programs. These students are defined as post-secondary students who are less than 20 years old on census day.

Outcome/Results: Washburn Tech is pleased to report an increase in the rolling three-year average of traditional-aged students who enrolled in Fall 2016. 196 post-secondary students aged less than 20 years old on census day were enrolled, an increase over the three-year average of 182. This demographic was underserved in recent years, possibly because we have served so many students from this area while they were in high school. We are pleased to see that our efforts to recruit students who have recently finished high school have been successful.

Indicator 6: Increase the three year completion rate
Description: This data was gathered from IPEDS and measures the completion rate for full-time first-time students. This rate is measured after 150% of the normal (or expected) graduation point for the cohort of students that enter in the fall.

Outcome/Results: The completion rate for those students decreased from 67/90 (74%) in 2015 to 133/220 (60.5%) in 2016. At the same time, though, the numbers of students included in the college-ready cohort increased significantly from 90 to 220. Washburn Tech has made a concerted effort over the last two years to recruit postsecondary students.

Over the past several years, Washburn Tech has seen a decline in the number of students who are attending full time. One of the reasons that fewer students are choosing the option of attending full time is the improving economy. More students are choosing to work and attend class part time. The competing demands from industry for skilled workers have definitely impacted the completion percentage of this cohort. While student employment continues to reduce completion rates, we are encouraged to see the numbers of full-time students increase from 2015 to 2016 (from 90 to 220).

Fall 2016 FTE: 1,630

Contact Person: John Masterson   Phone and email: 620-365-5116 x211; masterson@allencc.edu   **Date: 6/6/2017**

Allen Community College	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1	2007 28.5% 57/200 2008 22.1 25/113 2009 26.1% 52/199 Baseline: 26.2% 134/512	26.9% (32/119)	↑	19.4% (18/93)	↓	17.9% (19/106)	↓
2. Increase the total number of certificates and degrees awarded	1	2010=193 2011=279 2012=617 Sum=1089/3years Baseline: 363	432	↑	425	↑	429	↑
3. Increase the employment and transferred rate of Allen graduates in Kansas	2	AY 2010 125/193 = 64.8% AY 2011 197/279 = 70.6% AY2012 372/556 = 66.9% Baseline: 694/1028 = 67.5%	68.9% (370/537)	↑	65.8% (267/406)	↓	67.5% (274/406)	↔
4. Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2010-2011 53.9% 321/596 2011-2012 51.3% 286/558 2012-2013 51.5% 272/528 Total 879/1682 Baseline: 52.3%	56.2% (264/470)	↑	47.3% (192/406)	↓	52.7 (187/355)	↑
5. Increase the Success Index Rate for student completion and retention	2	2008 62.0% 1,253 2009 54.5% 1,006 2010 56.1% 1,074 Baseline: 57.6%	58.3% 996	↑	61.6% 1,124	↑	61.0% 1,090	↑
6. Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2010-2011 718/941=76.3% 2011-2012 711/953=74.6% 2012-2013 673/888=75.8% Baseline: 75.6%	78.6% (730/929)	↑	77.9% (641/822)	↑	80.3% (637/793)	↑

Allen Community College Performance Report AY 2016

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen
Description: Using the Kansas Higher Education Data System (KHEDS) report, a three-year graduation rate for the cohort consisting of first-time, full-time, degree seeking, college ready freshmen is reported (fall 2013 cohort). Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen used counseling and reverse transfer agreements to increase the graduation rate.

Outcome/Results: This indicator continues to disappoint. The indicator was off 8.3% from the baseline. Reverse transfer has been less than effective. We hired a full-time Institutional Research person for the 2017-2018 academic years and one of her tasks is to look into our graduation rate and why it is so low considering the Success Rate Index is 61%. We know that the majority of our freshmen plan to transfer to a university and that a large number of those students bring a substantial number of concurrent and duel enrollment hours when they enroll at Allen. We will investigate what percentage of those students transfer successfully before they graduate.

We have also hired three Retention Specialists, one whose primary responsibility is students taking classes on the Iola Campus, one whose primary responsibility is students on the Burlingame Campus, and one who concentrates on online students. Their goal is improved retention and graduation of our students.

Indicator 2: Increase the number of certificates and degrees awarded
Description: Using the KHEDS report, the total number of certificates and degrees issued in AY2016 were reported.

Outcome/Results: Numbers of certificates and degrees awarded continue to be above the baseline. This is noteworthy in light of the fact that the Certified Nursing Assistant certificate is no longer required for a nursing degree, which has drastically decreased the number of students enrolling in that course.

Indicator 3: Increase the employment rate of Allen graduates in Kansas
Description: The Board's Data, Research, and Planning staff updated the methodology for this indicator to include transfer data in addition to employment data. The universe is students who received degrees/certificates during the academic year and/or transferred. Transfer refers to transfer within the KBOR system during the following academic year. Employment refers to employment in Kansas by the 4th quarter after the academic year. New baseline data were calculated as well.

Outcome/Results: This indicator is exactly at the baseline. It has only varied +/- 1.7% in the three years reported. We have increased internship and job shadowing opportunities for students in the service area. This will hopefully lead to more students taking full-time employment as graduates.

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better
Description: The Allen Information Technology Department provided data on the total number of students who completed Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes, to provide a success ratio for comparison.

Outcome/Results: This indicator improved from 47.3% last year to 52.7% this year. We hired a full-time Math Center Coordinator and have begun to utilize NetTutor, an online tutoring service. We also removed an instructor whose retention and success rates were below par. The results are encouraging.

Indicator 5: Increase the Success Index Rate for student completion and retention
Description: Data provided through the KBOR KHEDS tracked cohorts for two years and reported into a success index completion of a certificate or degree or retention in higher education.

Outcome/Results: Indicator is 3.4% above baseline. Significant increase in the completion rate, which has been a concern.

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better
Description: The Allen information Technology Department provided data on the total number of students who completed the initial college level writing course, COL 101, English Composition, with a C or better, and the total number enrolled in those courses on the 20th day of classes, to provide a success ratio for comparison.

Outcome/Results: Proudest of this indicator. This has been an indicator for many years. 80.3% success rate is highest yet. Our Writing Center and OWL (Online Writing Laboratory) have helped students improve their writing abilities and confidence.

Fall 2016 FTE: 4,252

Contact Person: Charles Perkins   **Phone and email: 620-792-9303; perkinsc@bartonccc.edu**   **Date: 8/29/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the number of Barton degrees and certificates awarded	1	2010 = 556 2011 = 636 2012 = 799 [Baseline: 664]	977	↑	830	↑	968	↑
2. Increase the percentage of successful student technical & numerical literacy responses for assessment of general education	2	2010 = 800/1,010 (79%) 2011 = 738/1,020 (72%) 2012 =960/1,239 (77%) [Baseline: 76%]	82.9% (1,298/1,566)	↑	85% (1,188/1,398)	↑	82.4% (1,371/1,664)	↑
3. Enhance student receipt of third-party technical program certification and licensure credentials	2	2010 =429/506 (85%) 2011 = 244/307 (79%) 2012 = 171/230 (74%) [Baseline: 79%]	79.4% (277/349)	↑	82.6% (334/404)	↑	91.56% (263/288)	↑
4. Increase fall-to-spring retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math)	2	2010 = 16/41 (39%) 2011 = 38/58 (66%) 2012 = 32/73 (44%) [Baseline: 50%]	56.3% (27/48)	↑	43% (23/53)	↓	67.9% (19/28)	↑
5. Increase the number of Adult Basic Education (ABE) participants	1	2010 = 154 2011 = 157 2012 = 199 [Baseline: 170]	167	↓	176	↑	184	↑
6. Increase the percentage of student performing at the "Proficiency" level on written communication assessments of general education	2	2010 = 325/876 (37%) 2011 = 321/923 (35%) 2012 = 389/1,004 (39%) [Baseline: 37%]	44.5% (680/1,528)	↑	37% (550/1,502)	↔	48.6% (1,068/2,197)	↑

Barton Community College Performance Report AY 2016

Indicator 1: Increase the number of degrees and certificates awarded.
Description: Barton made a focused effort utilizing both data from Institutional Research and a concerted effort by advisors, faculty and staff to move more students towards completion. The data used was both departmental performance reports and advising reports. By using a two-prong method of coupling faculty and advisors together, Barton hopes to continue this trend. In the future Barton is reviewing online retention efforts to determine areas of improvement.

Outcome/Results: Barton shows an increase above baseline from 664 to 968.

Indicator 2: Increase the percentage of successful student technical & numerical literacy responses for assessment of general education.
Description: The Board of Trustees END's (END statements are part of Barton's governance guiding the college as to what the desired state of the college should be) statement relating to Essential Skills requires the assessment of general education outcomes.   Questions are identified within a course final exam, which assess specific competencies of a course. The student's correct answers (1371 correct responses out of 1664 total responses) are tabulated to show how well students perform on these questions. This type of specific questioning is measured using five courses for which two competencies were selected measuring the general education outcome relating to technical and numerical literacy. Faculty utilizes the tabulated and itemized results to identify areas of weakness within their courses such as, when most students fail a question about binomial's, the faculty can focus on explaining the concept more completely in future courses. Competency specific discussions also take place among departments allowing faculty to compare results and best practices for a given area to learn from each other's experiences. In this case, for a given class, two of the questions from the final were pooled together with the other four courses giving us the overall percentage of correct answers.

Outcome/Results: Barton shows an increase above baseline from 76% to 82.4%. 1371 is the number of correct responses out of a total of 1664 responses.

Indicator 3: Enhance student receipt of third-party technical program certification and licensure credentials.
Description: For this report, Barton focused on Healthcare programs. Healthcare programs rely heavily on data obtained from test results. All Healthcare test questions are analyzed to determine, almost in real time, the areas students are lacking in understanding. The faculty can emphasize needed concepts starting the class period following the tests. Currently all programs that lead to a certification and licensure credential are making a conscious effort to focus on Certification/Licensure pass rates and also student retention and completion.

Outcome/Results: We believe these factors will continue to increase this indicator and Barton shows an increase above baseline from 79% to 91.56%. 263 Healthcare students received the certification of the 288 who attempted.

Indicator 4: Increase fall-to-spring retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).
*Description***:** Barton's developmental education area has gone through both a physical and instructional review/change/upgrade. These efforts are meeting the needs of developmental students moving them forward through the processes and preparing them for college level work. These courses move the students into college level courses with both the confidence and knowledge necessary to succeed. As noted below the rate of success is improving. Over the course of one year, 28 low performing students were reported in what Barton refers to as Developmental Education or Essential Skills courses.

Outcome/Results: Barton was able to increase above baseline from 50% to 67.9%.

Indicator 5: Increase the number of Adult Basic Education (ABE) participants.
Description: During a time when Adult Education enrollment is down statewide, we have stepped up recruiting efforts at all of our sites as well as for our AO-K programs. We are hopeful that the expansion of our on-campus Healthcare Pathway and the addition of an on-campus Welding pathway will help us to increase enrollment in the coming academic year. Barton has also begun developing a distance learning option to provide access to students who might have conflicts with our traditional course schedule.

Outcome/Results: The number of Adult Basic Education participants increased above baseline 170 to 184.

Indicator 6: Increase the percentage of student performing at the "Proficiency" level on written communication assessments of gen ed.
Description: This indicator initially comes from our Board of Trustees END mandate to assess our general education outcomes. Included within these is written communication, another essential skill our graduates need to be successful. In this case, English Composition I and II, were selected to assess our students' writing using a rubric with a scale of Proficient, Competent, and Emerging where Proficient is the highest rating. The data looked at is the number of students able to score at the highest level "Proficient" when utilizing all external resources at their disposal. Barton wanted students to excel in both writing and research skills. The percentage below refers to moving from less than "Proficient" to "Proficient" across multiple sections. Based on these results, faculty can adjust how this topic is covered and then when the assessment is used again in the following section of the course, the effectiveness of the adjustment can be improved upon.

Outcome/Results: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers processed. Barton results are above our baseline from 37% to 48.6%. 1068 represents the number of students performing at the proficiency level. 2197 represents the total number of student in the courses being assessed.

Fall 2016 FTE: 6,053

Contact Person: Lori Winningham   **Phone and email: 316-322-3110; lwinning@butlercc.edu**   **Date: 8/10/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Number of certificates and degrees awarded annually	1	2010 = 1,332 2011 = 1,247 2012 = 1,415 Baseline: 1,331	1,492	↑	1,445	↑	1,435	↑
2. First to second year retention of college-ready cohort (*fall-to-fall retention of first-time, full-time, degree-seeking students*)	1	2009 = 61.9% (461/745) 2010 = 64.9% (497/766) 2011 = 64.2% (467/727) Baseline: 63.7%	61.5% (450/732)	↓	62.2% (530/852)	↓	62.1% (579/933)	↓
3. Award of third party technical credentials	2	2013 = 205 Baseline: 205	973	↑	973	↑	1,091	↑
4. Percentage of developmental English students who pass accelerated course and succeed in the college-level composition course	1	2012 (pilot year) = 39% (252/644) Baseline: 39%	69% (650/957)	↑	64.2% (88/137)	↑	60.4% (137/227)	↑
5. Increase in number of STEM technical certificates and degrees	2	2011 = 31 awards 2012 = 57 awards 2013 = 60 awards Baseline: 49 awards	65	↑	63	↑	58	↑
6. Award of Butler degrees through Reverse Transfer system	1	2012 (first year of implementation) = 90 Baseline: 90	130	↑	101	↑	87	↓
7. Directional Improvement in College Algebra Pass Rates	1	2011 = 68.13% (710/1,107) 2012 = 68.12% (735/1,079) 2013 = 64.14% (716/1,051) Baseline: 66.79%	67.24% (1,248/1,856)	↑	63.60% (1,092/1,717)	↓	64.68% (1,174/1,815)	↓

Butler Community College Performance Report AY 2016

Indicator 1: Number of certificates and degrees awarded annually
Description: This indicator is a count of the number of credentials Butler awards each academic year.

Outcome/Results:
In surpassing the baseline, Butler is proud to contribute, through its institutional Strategic Priority of "Students Finish What They Start", to the State's Foresight 2020 goal of a greater proportion of the population with post-secondary credentials.

Indicator 2: First to second year retention of college-ready cohort *(fall-to-fall retention of first-time, full-time, degree-seeking students)*
Description: This indicator tracks the number of first-time, full-time degree-seeking students who enroll in a fall term without need for developmental course work and who persist to the next fall term as full-time, degree-seeking students at Butler.

Outcome/Results:
Though we came close to meeting the baseline, the target was missed by a small (1.6 %) measure. This is an important area of student success for the institution and improvements are being made through adopting intensive, customized, and proactive advising for entering students in the upcoming academic year; such an improvement will help make the institution deliver better results on retention.

Indicator 3: Award of third party technical credentials
Description: This indicator tracks the number of industry-recognized credentials Butler students receive in an academic year. For the most part we rely on third-party testing entities or the students to report these numbers.

Outcome/Results:
The institution surpassed its baseline as our students–particularly in the nursing and allied fields–continue to earn respected third party credentials that allow them to contribute to their own professional success and to the economic health of the communities they serve.

Indicator 4: Percentage of developmental English students who succeed in both the developmental course and college-level composition
Description: Butler continues to deploy the Accelerated Learning Program (ALP), a model that has proven to accelerate students' learning in developmental English and significantly improve the same students' success in college-level composition. The ALP model allows students to enroll concurrently in EG 060 (developmental composition) and EG 101 (college composition). Specially trained instructors teach the rigorous courses separately, but integrate them through carefully aligned syllabi and backward design from academic goals. Students engage in active and collaborative learning, receive individualized academic support with scaffolding, and work toward better management of non-cognitive issues that present obstacles to learning. Students who pass both the developmental and college-level course earn six credit hours in one semester, essentially saving time in the pursuit of a certificate or degree while gaining knowledge and skills needed to succeed in other college courses. Student success is computed by dividing the total number of students in the accelerated EG060/101 courses who receive a C or better by the total number of students who receive an A, B, C, D, F or who withdraw at the end of the term. In spring 2016, the previous two levels of ALP, EG 052/060 and EG 060/101 were combined into one level, EG 060/101 only.   In fall 2016, lower level reading students were allowed to enroll and all developmental English students were required to enroll in ALP. More students, including students who place lower on standardized placement tests, and more instructors are now part of the larger EG 060/101 ALP.

Outcome/Results:
By surpassing the baseline three years in a row, the college's innovative Accelerated Learning Program (ALP) continues to deliver good results for its students.

Indicator 5: Increase in the number of STEM technical certificates and degrees
Description: The programs included in this indicator are Database Administration, Systems Administration, Computer Programming, Engineering Technician, Engineering Graphics Technology, Cybersecurity, Integrated Manufacturing Technology, Internetworking/CISCO, Web Development, and Multimedia.

Outcome/Results:
In aligning with the state's goal of a more technically skilled workforce, Butler Community College continues to excel in this area by surpassing the baseline for increasing the number of STEM graduates.

Indicator 6: Award of Butler degrees through Reverse Transfer system
Description: This indicator counts the number of former Butler students who received an associate's degree from Butler after they transferred to a Regents institution and transferred their hours back to our institution.

Outcome/Results:
We fell very slightly short of the baseline in this indicator. We will continue to work with our regional partners WSU and ESU to articulate more courses and increase outreach to potential beneficiaries of Reverse Transfer. However, the change in KBOR state policy on reverse transfers two years ago–from an 'opt out' default to an 'opt in' default for affected students appears to be negatively impacting the performance of this indicator.

Indicator 7: Directional Improvement in College Algebra Pass Rates
Description: This indicator tracks the number of students who complete College Algebra with a C or better. The success rate is calculated by dividing the number of College Algebra students who receive a grade of C or better by the number of students who receive an A, B, C, D, F grade or who withdraw from the class.

Outcome/Results:
College Algebra is a continuing challenge for a large plurality of college students in America, and this challenge is all the more acute in community colleges because of the larger proportion of incoming students who are not college-ready. Butler fell short of the baseline by a small margin (2%). We have redesigned the math sequence, including College Algebra, that customizes specific mathematics skills modules to fit the needs of students; this redesign should help significantly improve performance in this area.

Fall 2016 FTE: 1,344

Contact Person: Nancy Zenger-Beneda   Phone and email:785-243-1435 bedleston@cloud.edu   **Date: 7/28/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of "college ready" cohort	1	FA09: 69/145=47.6% FA10: 51/85=60.0% FA11: 128/214=59.8% Baseline: 167.4/3=55.8%	50% (82/164)	↓	57.6% (110/191)	↑	66.7% (100/150)	↑
2. Increase number of certificates and degrees awarded	1	2010: 574 2011: 392 2012: 586 Baseline: 1,552/3=517 awards	936	↑	596	↑	673	↑
3. Increase number of 3rd party credentials attained (CNA, CMA, CDL, NCLEX)	2	09-10: 242 10-11: 368 11-12: 308 Baseline: 918/3=306 certificates	324	↑	406	↑	320	↑
4. Increase first to second year retention rates of "non-college ready" cohort	1	FA09: 81/131=61.8% FA10: 77/126=61.1% FA11: 69/132=52.3% Baseline: 175.2/3=58.4%	66.34% (67/101)	↑	46.6% (89/191)	↓	58.0% (98/169)	↔
5. Increase the number of CTE credit hours completed by high school students	2	2010-2011: 496 credit hours 2011-2012: 451 credit hours 2012-2013: 719 credit hours Baseline: 1,666/3=555.3 credit hours	1,028	↑	1,578	↑	892	↑
6. Increase enrollment in online allied health and nursing CEU courses	1	09-10: 121 students 10-11: 152 students 11-12: 112 students Baseline: 385/3= 128 students	139	↑	248	↑	288	↑

Cloud County Community College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of "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" (students who were not enrolled in any developmental courses in their initial term) from the "non-college ready" (students enrolled in at least one developmental course in their initial term) students.

Outcome/Results: CCCC surpassed the baseline for this indicator. The College has increased its efforts to implement early and regular interventions with students based on instructor notification of at risk behaviors. CCCC employs two fulltime retention specialists – one at each campus. One of these specialists works with all online students and created an online course in personal assessment and academic planning for this population. These retention interventions and the College's focus on completion are two aspects of this success that will be continued.

Indicator 2: Increase number of certificates and degrees awarded
Description: Provide a wide range of learning opportunities including concurrent, online, distance learning/ITV, hybrid, community outreach, on-campus, and business & industry courses to increase the number of certificates and degrees awarded.

Outcome/Results: CCCC surpassed the baseline for this indicator. CCCC academic advisors (faculty members) have increased their efforts to explain the pathways created by stackable credentials which build to a degree. More students are understanding the benefits of this approach and are pursuing additional certificates. The College has also expanded the availability of courses through technology and innovative scheduling to address the needs of nontraditional students and online students. Through this reporting cycle, the College has offered 54 hybrid courses with a total of 397 students, 200 concurrent courses with a total of 910 students, and 351 online courses with a total of 1,583 students. CCCC is using internet technology to combine classes on both of its campuses into one class, enabling the College to continue courses that under other circumstances would have been cancelled due to low enrollment. This action promotes degree completion.

Indicator 3: Increase number of 3rd party credentials attained
Description: With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by CNA and CMA students, students receiving a CDL license, and those who pass NCLEX exams.

Outcome/Results: CCCC surpassed the baseline for this indicator. The number reported (320) counts only the students awarded certificates for CNA, CMA, and NCLEX. We enrolled 55 students in courses leading to a Commercial Driver's License; however, we cannot verify the actual number of licenses issued. With changes in personnel in that department, our feedback process was not continued. The College will create a method for obtaining this information.

Indicator 4: Increase first to second year retention rates of "non-college ready"
Description: CCCC will track retention rates of first-time, full-time degree seeking students by separating the "college ready" (students who were not enrolled in any developmental courses in their initial term) from the "non-college ready" (students enrolled in at least one developmental course in their initial term) students.

Outcome/Results: CCCC maintained the benchmark for this indicator. Focused efforts of the Retention Specialists and faculty will continue.

Indicator 5: Increase the number of career and technical education credit hours completed by high school students

Description: Students have the opportunity to take college level career/technical courses and earn industry-recognized credentials while still in high school or shortly after graduating. It is a "win-win" for students and industry. Students are then able to work while continuing to complete coursework towards college certificates and degrees while businesses are able to hire a qualified workforce to meet their needs.

Outcome/Results: CCCC surpassed the benchmark for this indicator.   Despite the State removing courses from the CTE inventory which reduced the number of courses considered CTE, CCCC was able increase CTE credit hours completed by high school students without including courses removed from the CTE list.

Indicator 6: Increase enrollment in online allied health and nursing CEU courses
Description: In north central Kansas, there is a significant need for credit and non-credit online allied health and nursing continuing education unit (CEU) opportunities due to people balancing financial and family commitments, employment responsibilities, and are often place bound with no availability to travel long distances to take college courses and maintain licensing requirements.

Outcome/Results: CCCC surpassed the benchmark for this indicator. The results more than doubled the benchmark. Where online course options are not available, the College meets the need for allied health continuing education courses by increasing the number of locations throughout the service area in which to offer such courses. C.N.A. courses are often hybrid and C.M.A. completely online, which better accommodates place-bound students.

Fall 2016 FTE: 1,279

Contact Person: Aron Potter   **Phone and email: 620-251-7700 ext. 7005; potter.aron@coffeyville.edu**   *Date: 7/25/2017*

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the percentage of first to second year retention rates for college ready students.	1	2009 - 179/310 57.7% 2010 - 156/311 50.2% 2011 - 178/294 60.5% Baseline: 56.1%	61.2 (169/276)	↑	58.8 (130/221)	↑	61.3% (157/256)	↑
2. Increase the number of certificates and degrees awarded.		2010 - 578 2011 - 570 2012 - 551 Baseline: 566	560	↓	524	↓	494	↓
3. Increase the number of students successfully completing industry recognized third party credentials.	2	2010 - 62 2011 - 390 2012 - 288 Baseline: 247	686	↑	621	↑	705	↑
4. Increase the percentage of developmental students successfully completing their first subsequent college level math or English course.		Cohort 2007 - 106/147 72% Cohort 2008 - 84/134 62% Cohort 2009 - 93/132 70.5% Baseline: 68%	62.4% (73/117)	↓	86.4% (102/118)	↑	67.4% (95/141)	↓
5. Increase the three-year completion rate of minority students graduating with an Associate degree or certificate.		2010 - 54/137 39% 2011 - 72/203 35% 2012 - 61/190 32% Baseline: 35%	32.3% (69/213)	↓	36.7% (66/180)	↑	39.7% (81/204)	↑
6. Increase Success Rates of Students in Developmental Courses		2010 - 177/286 61.9% 2011 - 196/341 57.5% 2012 - 171/271 63.1% Baseline: 60.5%	67.1% (212/316)	↑	73.3% (200/273)	↑	71.8% (222/309)	↑

Indicator 1: Increase the percentage of first to second year retention rates for college ready students.
Description: Percentage of first to second year retention of college ready students will be calculated based on first time, full time, and degree seeking students who are enrolled on the 20th day for two consecutive fall terms and are not enrolled in any developmental courses in the first term. Coffeyville Community College chose first to second year retention, as it is the key to improvement in student success for most first year students.

Outcome/Results:
Coffeyville Community College is and will continue to focus on the retention of first year to second year students. The institution's retention rate has improved to 61.3%, up 5.2% over the baseline. This improvement above the baseline has been a trend over the last three years. The institution continues to evaluate our student services area so that the institution can address students' needs that will enhance their experiences at CCC. CCC has transitioned from a three week first year experience to a semester long offering for our freshman transitioning to college.

Indicator 2: Increase the number of certificates and degrees awarded.
Description: The number of certificates and degrees awarded as indicated in the Kansas Higher Education Data System will be used to determine indicator two. Increasing the number of students who have a certificate or degree is critical in supporting the Foresight 2020 goal of increasing higher education attainment among Kansas citizens.

Outcome/Results:
The total number of certificates and degrees awarded fell below the baseline of 566 to 494 for AY 2016. The institutions enrollment was down during this timeframe, as well as, the high school enrollment in Southeast Kansas. Coffeyville Community College continues to pursue and identify the needs of local and regional industries in the Southeast Kansas Area. The administration and curriculum teams continue to evaluate our current programs that are offered, as well as meeting the expectations and requirements that may change from academic year to academic year. The restructuring of our course offerings from a traditional setting of 16-week courses to 8-week courses has been created to assist students in easier access for completion time. In an effort to address this reduction, course scheduling is being evaluated to meet the needs of our constituents.

Indicator 3: Increase the number of students successfully completing industry recognized third party credentials.
Description: Data was collected from the Kansas Higher Education Data System to determine the number of industry recognized third party credentials.

Outcome/Results:
The number of students successfully completing industry recognized third party credentials have increased over the baseline of 247 to 705. Coffeyville Community College have pushed to incorporate more industry-recognized 3rd party-assessments into the curriculum and is advising students to take certification to improve employability. CCC continues to work with our local high school administration to form partnerships with our technical campuses that create more opportunities for those secondary students to earn credentials.

Indicator 4: Increase the percentage of developmental students successfully completing their first subsequent college level math or English course.
Description: Data was collected from our institutional data base on students enrolled in developmental math or English courses prior to enrolling in their first college level math or English course. We will compare developmental students enrolled in their first subsequent college math or English course who have completed the course with a C or better to those developmental students in the same courses who did not complete with a C or better. Intermediate Algebra is the first college level math course and Composition I is the first college English course.

Outcome/Results:
The percentage of developmental students successfully completing their first subsequent college math or English courses has fallen slightly below the baseline of 68% to 67.4%. In the AY 2016, CCC saw the largest number of students enrolling in their first subsequent course in five years. During this timeframe the institution has seen an increase in the number of students requiring developmental work. A developmental committee has been established to address the needs of our students who are required to enroll in developmental courses. A statistical analysis will be conducted by the Developmental Committee, English and Math Departments to break down the variables impacting this decline.

Indicator 5: Increase the three-year completion rate of minority students graduating with an associate degree or certificate.
Description: Data reported and published in the Federal Government IPEDS report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine minority student completion rates the number of minority students who graduate or earn a certificate in three years is divided by the number of minority students enrolled full time.

Outcome/Results:
There was a 39.7% completion rate of minority students graduating with an Associate's degree or certificate, which was an increase over the baseline of 35%. Coffeyville Community College has focused on programming and curriculum that addresses the needs of our minority population. The office of Student Services has taken a more active role in promoting student engagement and providing support for transitioning students. The International Student Director and faculty members have begun initiating cultural opportunities for students to gather and grow on the CCC campus.

Indicator 6: Increase Success Rates of Students in Developmental Courses
Description: Data was collected from the institutional data base on students enrolled in developmental courses on the 20th day. Data was collected on students receiving a grade of C or better at course completion. The percentage of success was determined by the number of students who successfully completed with a C or better divided by the number of students who completed a developmental course.

Outcome/Results:
The success rate of students in developmental courses is currently up from the baseline of 60.5% to 71.8%. The 71.8% is a three year rise from the baseline. Historically, Coffeyville Community College has focused on providing a quality academic support system for students in developmental courses. The commitment by the faculty and the Student Success Center has impacted the success of the developmental student. Coffeyville Community College has focused on developmental students by assessing each course so needs of the current student may be addressed as they move forward in completing their course work. The redesigning of course offerings and pedagogical practices are being implemented to address current trend in developmental issues.

Fort Scott Community College Performance Report AY 2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1 Increase the percent of first to second year retention rates of college ready cohort	1	AY09AY10–56.2%(154/274) AY10AY11–59.3%(146/246) AY11AY12–53.1% (93/175) Baseline: 56.4%	59.1% (156/264)	↑	53.9% (110/204)	↓	52.7% (87/165)	↓
2 Increase the three-year graduation rates of college ready cohort	1	F07 cohort - 38% (67/178) F08 cohort - 36% (67/187) F09 cohort - 46% (151/330) Baseline: 40%	35.0% (62/177)	↓	35.8% (58/162)	↓	33.7% (70/208)	↓
3 Increase the percent of students earning job-ready certifications	2	AY10 - 69% (339/488) AY11 - 55% (338/615) AY12 - 55% (380/691) Baseline: 60%	58.7% (522/890)	↓	65.2% (442/678)	↑	67.1% (519/774)	↑
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	Institutional non-college ready	AY11-73.5% (86/117) AY12-80.2% (93/116) AY13-77% (77/100) Baseline: 76.9%(256/333)	82.4% (98/119)	↑	73.2% (60/82)	↓	85.5% (53/62)	↑
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	Institutional	AY11 – 84.6% (356/421) AY12 – 80.1% (366/457) AY13 -78.7% (487/619) Baseline:80.8% (1,209/1,497)	83.3% (562/675)	↑	82.6% (551/667)	↑	82.9% (602/726)	↑
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional	AY11-94.2% (260/276) AY12-90.2% (248/275) AY13-95.1% (231/243) Baseline: 93.1% (739/794)	91.9% (273/297)	↓	96.5% (277/287)	↑	94.2% (278/295)	↑

Fort Scott Community College Performance Report AY 2016

Indicator 1: Increase the percent of first-to-second year retention rates of the college-ready cohort.
Description: First to second year retention rates of college ready cohort is defined as first-time, full-time, degree seeking students who enrolled at the same institution for two consecutive fall terms and were not enrolled in any developmental courses in the initial year. Data represented in the numerator (87) represents the number of second year students retained, while the denominator (165) represents the number of first year students for the AY16 year. The retention rates are based on data acquired through KBOR and KHEDS.

Outcome/Results: There is a drop of 3.7% in the first-to-second year retention rates of the college ready cohort in 2016 from the baseline. Over the last 5 years this retention trend continues to have an up and down pattern. The retention data provides increased informed decision making at Fort Scott Community College in regard to improved student persistence for e.g. "Our Attendance Matters" campaign shows improved student attendance each semester. One factor for the decline in this year's data may be the number of students finding jobs in technical fields especially in the health related area. Another factor of this decline is our students transferring to other institutions after taking first year of classes but the number of reverse transfer is improving from past years. Future retention rates will be further enhanced through our invitation to the Open Pathway HLC accreditation, where the main focus will be to improve retention strategically.

Indicator 2: Increase the three-year graduation rates of the college-ready cohort.
Description: The graduation data is acquired through KBOR and KHEDS. Data is based on first-time, full-time, degree-seeking, college-ready students who complete their degree at Fort Scott Community College. In this data the numerator (70) reflects the number of graduates in the respective cohorts and the denominator (208) reflects all students representing the AY16 cohort.

Outcome/Results: The three-year graduation rates of college-ready cohort have decreased by 6.3% compared to baseline. One of the contributing factors for the declining graduation rate is a larger percentage of students abandoning their academic goal to enter or return to the work force. Most of our students work while being full time students. Unemployment rates in our service area have significantly decreased since our baseline year providing more job opportunities for our students. Another factor could be that a growing number of our students are unable to continue from one semester to the next because of financial suspension. To improve the graduation rates, FSCC will be significantly increasing scholarship support to students. This important investment is designed to mitigate the financial burden our students' experience. All Bourbon county residents will have opportunity to attend FSCC full time for one semester with free tuition by taking advantage of tuition waiver up to 15 credit hours. Intensive efforts are also being directed toward improving student graduation by increasing the involvement of students in the TRIO program. Advising services will intensify degree completion initiatives with early alert, degree pathway assistance and career goal setting.

Indicator 3: Increase the percent of students earning job-ready certifications.
Description: FSCC is working hard to increase the percent of students earning job-ready certifications. The data collected through the KHEDS basic counts report for follow up 2016 shows a significant increase in the percent of the students earning job-ready certifications. The numerator (519) reflects the number of students earning an industry recognized credential and the denominator (774) reflects all students seeking an industry recognized credential from the CTE programs approved by KBOR.

Outcome/Results: The percent of students earning job-ready certification in AY 16 has significantly improved by 7.1% from the baseline. Industry recognized credentials are monitored through continuous communication channels with college's employment partners such as John Deere and Harley Davidson. We have advisory meetings and also use direct measures such as site visits, telephone and email communication to keep abreast of training needs and employment opportunities. This feedback also provides corrective actions. All job-ready completion certificates are given pre and post-test performance indicators including Work-Keys providing an additional portfolio for their competency verification.

Indicator 4: Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.

Description: The denominator (62) in this indicator represents the total number of non-duplicated, non-college ready students who completed English 101 class during the AY16 while the numerator (53) indicates the total number of those students who passed the class with a "C" grade or higher. This data was collected through our administrative database system (POISE).

Outcome/Results: There has been a significant improvement of 8.6% in students who successfully completed English 101 after being identified as a non-college ready student in the area of writing from the baseline in AY16. Fort Scott Community College made a priority to address the importance of the success of developmental students. In March of 2016, we were the first community college in Kansas accepted for accreditation by the National Association of Developmental Education. FSCC was also the first Kansas community college to integrate Developmental Reading and Developmental Writing courses designed to shorten the time of completion in the course sequence. This design eliminates stop out points enhancing improved retention. We are taking additional measures to improve student success through course redesign using pre and post-tests from Bedford/St Martin's, Writing First with Readings. Measurements on these tests will be correlated to ACT and CAAP test scores. The Nelson Denny test will also be used to measure students' grammar and sentence structure.

Indicator 5: Increase the success rate of students completing online course(s) with a grade of "C" or better''.

Description: The denominator (726) indicates the total number of non-duplicated students who completed an online class during the AY16 while the numerator (602) indicates the total number of the students from the denominator who passed one of the online classes with a "C" grade or better. This data is collected through our student information system POISE.

Outcome/Results: The AY16 indicator showed an increase of 2.1% in the success rate of students completing online course(s) with a grade of "C" or better'' when compared to the baseline. FSCC has an online committee that meets once a month which overlooks all the policies and procedures for online courses and provides recommendations for continuous improvement. Since we have adopted a mandatory online coursework for the Instructors teaching online courses, we have seen a continuous improvement in the success rate of students completing online courses. Every online class utilizes the Learning Management System called Blackboard. All courses contain consistent information that make online learning more comfortable for students without compromising the quality of the course. An Online Coordinator is also available to oversee and provide support to the instructors and a Blackboard Support Specialist is available for the students. FSCC will provide a policy and procedure handbook for online instructors as well as videos on improving the effectiveness of the online courses.

Indicator 6: Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.

Description: Our current data was collected through Poise. The denominator (295) indicates the number of non-duplicated students who were enrolled in both ENG101 and ENG102 at one of our 20th days during the same AY 16 while the numerator (278) indicates the total number of those students who passed both of those courses with a "C" grade or better.

Outcome/Results: Indicator 6 showed an increase of 1.1% from the baseline in students completing English 101 and 102 with a "C" or better in the same academic year. This increase was due to the initiation of a co-requisite model designed for lower level English students. These students were required to take a five-credit hour Eng.101 with review instead of standard Eng.101 three-credit hour class. Success of the co-requisite of Eng. 101 with review had positive impact on passing Eng. 102 because of the extra academic support. Our plan is to develop the co-requisite model for mid and upper level students identified based on KBOR recommended cut scores. This plan includes the continued use of the five-credit hour course as well as additional development of a four-credit hour course.

Hutchinson Community College Performance Report AY 2016

Contact Person: Cindy Hoss   **Phone and email: 620-665-3427; hossc@hutchcc.edu**   **Date: 8/10/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	AY2010: 55.7% (209/375) AY2011: 59.9% (202/337) AY2012: 51.5% (185/359) Baseline: 51.5%	59.4% (240/404)	↑	61.2% (216/353)	↑	62.6% (206/329)	↑
2. Increase three-year graduation rate of college-ready cohort	1	2007: 27.2% (113/415) 2008: 30.8% (117/380) 2009: 28.9% (109/377) Baseline: 28.9%	24.5% (89/363)	↓	34.1% (131/384)	↑	32.5% (132/406)	↑
3. Increase number of certificates and degrees awarded.	2	2010: 685 2011: 817 2012: 868 Baseline: 790	1,758	↑	1,691	↑	1,710	↑
4. Increase enrollee success rate in developmental math, reading, or writing courses.	1	2010: 64.8% (501/773) 2011: 61.6% (486/789) 2012: 64.7% (488/754) Baseline: 63.7%	80.3% (923/1,150)	↑	78.7% (870/1,105)	↑	77.6% (812/1,046)	↑
5. Increase percent of Career Technical Education students who are program completers.	2	2011: 78.8% (417/529) 2012: 82.1% (476/580) 2013: 81.7% (517/633) Baseline: 80.9%	82.2% (533/648)	↑	81.8% (503/615)	↑	85.9% (511/595)	↑
6. Increase the number of students successfully completing the second level or above of a stackable credential program.	2	2010: 44 2011: 63 2012: 103 Baseline: 70	136	↑	163	↑	132	↑

Hutchinson Community College Performance Report AY 2016

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."

Outcome/Result: The AY 2016 retention rate for those enrolled for two consecutive fall terms is 11.1% higher than the baseline. HCC offers many sections of concurrent classes for juniors/seniors in partnership secondary institutions. These students are college-bound and the retention rate is high overall. HCC 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." Student data used will be the same data submitted to KBOR in the KHEDS system.

Outcome/Result: The AY 2016 graduation rate is 3.6% higher than the baseline. This outcome continues to improve as we examine our strategic planning PERC data (persistence, enrollment, retention, and completion) and reassess how we encourage graduation as an educational milestone. HCC 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 Hutchinson Community College 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.

Outcome/Result: The AY2016 indicator (total 1,710) continues to grow with 920 certificate and degree awardees beyond the baseline of 790. HCC has fulfilled this outcome.

Indicator 4: Increase enrollee success rate in developmental math, reading, or writing courses.
Description: Enrollee success rate for each developmental 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;" the success rate (%) is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Outcome/Result: The AY2016 indicator is 13.9% higher than the baseline. Our integration/development education emphasis is creating a cultural shift within the institution, gaining in faculty support, and employing strategic planning resources (dedicated faculty and curriculum changes) to improve this indicator. HCC has fulfilled this outcome.

Indicator 5: Increase percent of Career Technical Education students who are program completers.
Description: The percent of Career Technical Education students 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 time period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to completion of their program, or may have left postsecondary education for another reason. This data is collected as part of the reporting requirements for the Perkins program; the same student data will be used as submitted to KBOR in Career Technical Education reports for Perkins.

Outcome/Result: The AY 2016 indicator is 5% above the baseline. This indicator continues to trend upward throughout technical programs which are linear in skill development and follow both cohort and open-enrollment models. Cohort groups drive to completion whereas students in open-enrollment programs sometimes take longer time to completion. We are examining these program delivery methodologies/scheduling. HCC has fulfilled this outcome.

Indicator 6: Increase the number of students successfully completing the second level or above of a stackable credential program.
Description: Successful completion of the second level or above of a stackable credential program is defined as "the number of students receiving a degree or credential in a program in which the student has already earned a prior credential." Student data submitted to KBOR in Career Technical Education reports will be the sources of this information.

Outcome/Result: The AY 2016 indicator (total 132) reflects an increase of 62 students over the baseline of 70 students as delivery of technical education to high school students remains steady. HCC has fulfilled this outcome.

Johnson County Community College Performance Report AY 2016

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase Student Success: Success rate after 2 years reported for each cohort.	1	2008: 60.7% 2009: 61.4% 2010: 57.3% Baseline: 59.8%	58.6%	↓	57.4%	↓	55.4% (3,294/5,949)	↓
2. Increase the Number of Certificates and Degrees Awarded	1	2010: 2,102 2011: 2,513 2012: 2,588 Baseline: 2,401	2,934	↑	3,286	↑	3,112	↑
3. Increase the Percent of graduates employed and transferred in KS one year after graduation	2	AY2010: 1,015/1,935=52.5% AY2011: 1,166/2,345=49.7% AY2012: 1,195/2,371=50.8 Baseline: 3,376/6,651=50.8%	52.8% (1,232/2,335)	↑	59.4% (1,514/2,548)	↑	51.9% (1,322/2,548)	↑
4. Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	2009: 660/1,288 51.2% 2010: 955/1,744 54.8% 2011: 696/1,377 50.5% Baseline: 2,311/4,409 52.4%	54.7% (617/1,128)	↑	55.9% (667/1,192)	↑	57.3% (671/1,171)	↑
5. Increase First to second year retention rates of first-time, full-time college ready student population	1	2009: 360/589 61.1% 2010: 384/656 58.5% 2011: 322/484 66.5% Baseline: 1,066/1,729 61.7%	66.3% (411/620)	↑	66.8% (443/663)	↑	63.4% (406/640)	↑
6. Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	2007: 583/1,408 41.4% 2008: 650/1,405 46.3% 2009: 597/1,521 39.3% Baseline: 1,830/4,334 42.2%	42.1% (618/1,467)	↓	39.8% (547/1,374)	↓	44.8% (641/1,429)	↑

Johnson County Community College Performance Report AY 2016

Indicator 1: Increase Student Success
Description: The Student Success Index as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year two of each cohort enrolling at Johnson County Community College (JCCC). The Student Success Index includes the following in defining success - all students who were retained or completed a degree or certificate at JCCC, or who completed or were retained at a Kansas or other out of state higher education institution. The success rate is calculated at the end of year two of each cohort and an overall success rate is reported.

Outcome/Results: Goal one within the AY 2014-2017 Strategic Plan is to increase student success by improving student satisfaction, retention, persistence, graduation and transfer rates. The retention of students at JCCC and those who transferred outside a system institution declined by three percent. This impacted our overall success metric, decreasing below our baseline. The taskforce for Goal 1 Task 2 (Enhance student success by integrating academic offerings, advising, and student resources) of our plan continue to identify more efficient and effective ways to support student success. JCCC has focused on access and connectedness as it relates to the following: Increase student access to counseling; Create a guided experience for students and create a guided self-advising experience. Student Success and Engagement focused on implementing improvements to the advising process in AY16, and continue to do so. Special focus was given to creating guided pathways for students. As a result, we have transitioned six Success Advocates from part-time to full-time. The Success Advocates will be assigned student cohorts as their workload, and will follow up with students to assist with their overall success – specifically retention and completion. We anticipate this focus will provide a positive outcome related to this indicator

Indicator 2: Increase the Number of Certificates & Degrees Awarded
Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours.

Outcome/Results: Indicator 2 shows positive outcome compared to the baseline. As the college continues to pursue action projects to increase student retention and graduation rates as described in the narrative to indicator 1, the number of certificates and degrees awarded will increase. In addition to work being done to improve student success overall, JCCC continues to implement an auto graduation and reverse transfer projects. Spring 2015, JCCC expanded the auto graduation project further to include all degrees and certificates offered by the college. Through this process, an additional 143 degrees/certificates were awarded.

Indicator 3: Increase the Percent of Students Employed or Transferred
Description: Percent of students employed is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation.

Outcome/Results: Indicator 3 remained above the baseline. The Career Development Center has increased its offerings to support our students' pursuit for employment. Interactive tools for students have been developed to provide easy access to job advertisements, interviewing skills, and resume tools. JCCC hired a professional who continues to focus on improving the transfer experience for our students and continues to advance our articulation and reverse transfer agreements with other Kansas higher education institutions.

Indicator 4: Increase First to Second Year Retention Rates of Non-College Ready Student Population
Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester.

Outcome/Results: Indicator is up compared to the baseline. The College continues to develop a strategy to improve overall student retention. Additionally, the work being done related to Guided Pathways (Indicator 1), along with the development of predictive analytics will continue to improve our efforts and response related to student retention. Efforts have been made to ensure degree-seeking students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness. JCCC's academic affairs branch is reviewing placement practices, and identifying processes to provide students with early feedback about their performance. JCCC has developed the "Supplemental Instruction Embedded Tutors" program. The program embeds peer mentors in JCCC classes to model effective learning behaviors. Embedded tutors host meetings outside of class meeting times during which students obtain additional learning skills. An Early Alert program was created and serves as an intervention tool to communicate and reach out to students.

Indicator 5: Increase First to Second Year Retention Rates of College Ready Student Population
Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term.

Outcome/Results: Indicator 5 is up compared to the baseline. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2016, JCCC expanded the number of online offerings in an effort to increase flexibility in student schedules. As mentioned in Indicator 1, Student Success and Engagement division continues to focus on improving the overall student experience with focus on the development of guided pathways for students.

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students
Description: Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students who graduate from JCCC or transfer to another institution within 150% time of their expected degree or certificate completion time as reported by JCCC's Office of Institutional Research, and following the definitions used by the National Center for Educational Statistics – IPEDS data submissions. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse to identify enrollment at other post-secondary institution. Graduation rates are calculated by the degree/certificate being conferred within 150% time.

Outcome/Results: Indicator increased from the baseline. JCCC is optimistic that the work being done through the Strategic Plan and Key Performance Indicators will continue to have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 4 and 5, and include efforts to increase our overall graduation rates.

Labette Community College Performance Report AY 2016

Fall 2016 FTE: 997

Contact Person: Joe Burke   Phone and email: 620-820-1239; joeburke@labette.edu   Date: 7/25/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the first to second year retention rates of first-time, full-time college-ready freshmen	1	2009 80/185 43.2% 2010 53/104 51% 2011 79/125 63.2% Baseline 212/414 51.2%	61.3% (65/106)	↑	66.7% (70/105)	↑	49.0% (48/98)	↓
2. Increase the number of certificates and degrees awarded	1	2010 = 207 2011 = 470 2012 = 454 Baseline = 377	435	↑	391	↑	379	↑
3. Increase the % of students scoring at or above the national mean who take the Collegiate Assessment of Academic Proficiency (CAAP) Writing Exams	2	2010 158/329 = 48% 2011 167/292 = 57% 2012 172/316 = 54% Baseline 497/937 = 53%	44% (90/204)	↓	43% (109/249)	↓	53% (144/274)	↔
4. Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	2006 67/106 = 63% 2010 58/94 = 62% 2011 53/89 = 60% Baseline 178/289 = 61.5%	62.7% (79/126)	↑	64.7% (132/204)	↑	75.93% (101/133)	↑
5. Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	2010 79/83 95.2% 2011 74/82 90.2% 2012 88/101 87.1% Baseline 241/266 90.6%	88.5% (92/104)	↓	86% (76/88)	↓	93% (68/73)	↑
6. Increase three-year graduation rates of college ready cohort.	1	2007 13/95 13.7% 2008 31/159 19.5% 2009 36/188 19.1% Baseline 80/442 18.1%	30/127 23.6%	↑	29.8% (39/131)	↑	25.2% (27/107)	↑

Labette Community College Performance Report AY 2016

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen
Description: We chose this indicator to meet the portion of our mission statement regarding "…providing a supportive environment for success..."

Outcome/Results: We were not successful in improving from the baseline. One of the primary reasons for our decline is between the fall 2014 semester and fall 2015 semester, LCC lost four head coaches which led to many student athletes following their coaches to their new institutions and not returning to LCC for the following year. New coaches have been hired and have maintained employment at the college, and we have instituted additional new staff orientation for them. Another reason for a reduction in our student retention rate has to do with the loss of the Director for the Physical Therapist Assistant Program. We were not able to accept students into the program for fall 2015 due to not being able to hire a director in time to start the school year, so many of these students did not enroll during fall 2015. We hired a new PTA program director for the fall 2016 class and have completed a successful year.

Indicator 2: Increase the number of certificates and degrees awarded
Description: We chose this indicator to meet the portion of our mission statement regarding "…success in a changing world…."

Outcome/Results: There was a slight improvement over the baseline. For the 2014-2015 school year, enrollment was down and therefore the number of students for the next year's graduation class decreased. Enrollment is again increasing and continued efforts have been made in getting students to commit to completing their Associate's Degree through the Community College Completion Corp efforts of the Phi Theta Kappa honor society.

Indicator 3: Increase the % of students scoring at or above the national mean who take the Collegiate Assessment of Academic Proficiency (CAAP) Writing Exams
Description: For the past 12 years, LCC has been testing its students using the CAAP test for Writing and Math for a comparison analysis of our students with other students nationally. Our students have met LCC's targeted standard of ½ of a standard deviation of the national mean in both areas for all 12 years, oftentimes exceeding the national mean.

Outcome/Results: We maintained the baseline for this indicator, while increasing the number of students we have tested each of the last 3 years. To improve future performance, we plan to increase the knowledge of our English Composition instructors regarding the concepts of Usage/Mechanics and Rhetorical Skills that are included in the CAAP Writing Skills test through analysis of previous CAAP tests and through discussions of the findings among the full-time and adjunct instructors at in-service breakout sessions and throughout the year. These skills will then be incorporated into the English Composition curriculum which should result in improved scores. It is important to note that our students performed well enough on the CAAP Writing Skills test to be within ½ of a standard deviation when compared to the national mean.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program
Description: Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. SSS provides intensive academic advising and support to its qualified participants in order to increase their persistence, graduation, and transfer rates from Labette Community College.

Outcome/Results: For FY16, directional improvement from the baseline was again demonstrated. Students who are considered academically unprepared by one of the following measures are included in the bottom number 133 (denominator): High school GPA<2.0, college GPA<2.0, developmental course placement, GED or high school equivalency earner, out of the academic pipeline for 5+years, or limited English proficiency. The top number 101 (numerator) represents all students who were still enrolled at LCC at the beginning of the next academic year as well as students who had graduated from LCC by the beginning of the next academic year. We plan to continue to show improvements by continuing interventions by our full-time academic advisors tailored for each individual participant's academic needs and goals. These interventions may include peer or professional tutoring, supplemental instruction, or other appropriate interventions.

Indicator 5: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any of our Health Career Programs
Description: We initially chose this indicator for three reasons: to track our three new Health Career Programs developed with the help of our Title III grant (Dental Assisting, Physical Therapist Assistant, and Sonography), to track the great reputation of our other three long standing Health Career programs (Nursing, Radiography, and Respiratory), and to track any changes that the opening of our new Health Science building in fall of 2015 might bring. These 6 programs produced a total of 73 completers (graduates) in FY16. Of these, 68, or 93%, are either employed in their field or are continuing their education.

Outcome/Results: For FY16, we show significant directional improvement for this indicator. The primary reason for this improvement is that four of LCC's six healthcare programs reported 100% placement in related employment and/or continuing education for their FY16 graduates. This accounted for almost 60% of the total healthcare graduates. Another contributing factor for this increase is that the licensure pass rate for the Physical Therapist Assistant program has improved so therefore the number of graduates who are eligible to become employed in the field has increased. The four programs that reported 100% placement rates also reported excellent licensure pass rates, some also 100%.

Indicator 6: Increase three-year graduation rates of college ready cohort
Description: We chose this indicator to reflect all three components of our mission statement "Labette Community College provides quality learning opportunities in a supportive environment for success in a changing world." Students who are supported in their learning endeavors should graduate and find success after leaving LCC, and these graduation rates should continue to grow if the college is consistent in its efforts and reflect the needs of the student.

Outcome/Results: Directional improvement from the baseline was again demonstrated. The college has continued to strengthen the reverse transfer initiative by working with the universities in Kansas, and we have reestablished the PTA program. LCC has also taken advantage of the relocation of the advising center to the same building as the Admissions and Financial Aid Departments to strengthen advisement services for students.

Contact Person: Lisa Kirmer   Phone and email: 620-341-1325; lkirmer@fhtc.edu   **Date: 3/30/2017**

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of college ready cohort	1	2009: 57.1% (48/84) 2010: 76.3% (90/118) 2011: 62.4% (73/117) Baseline: 66%	79% (113/143)	↑	71.4% (65/91)	↑	77.6% (76/98)	↑
2. Increase the number of certificates and degrees awarded	1	2010: 408 2011: 445 2012: 420 Baseline: 424	557	↑	460	↑	433	↑
3. Increase the wages of students hired	2	2007-2009: $21,237 Baseline: $21,237	$25,004	↑	$26,062	↑	$26,247	↑
4. Increase the percentage of students completing a remedial math course who successfully complete a 100 level math course	2	2011: 70% (23/33) 2012: 65% (26/40) 2013: 60% (29/48) Baseline: 64% (78/121)	69% (41/59)	↑	65% (31/48)	↑	57% (8/14)	↓
5. Increase the number of students completing a GED who enroll	1	2010: 118 2011: 140 2012: 133 Baseline: 130	113	↓	93	↓	72	↓
6. Increase the number of Hispanic students who complete a certificate, technical certificate or AAS degree	1	2010: 52 2011: 60 2012: 57 Baseline: 56	62	↑	90	↑	101	↑

Flint Hills Technical College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of college ready cohort
**Description:** FHTC will increase the retention rates from the first to second year for college ready students.

**Outcome/Result:** 77.6% (76/98) – Increase from the baseline

Retention is critical to the success of students and the programs of study at FHTC. The addition of general education courses at FHTC, after receiving Higher Learning Commission initial accreditation in 2007, helped boost retention rates of students completing a technical certificate into the associate of applied science degree portion of programs. FHTC faculty and staff have implemented several strategies to assist in the retention process including an early intervention plan for faculty to visit with and 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 a First Year Experience orientation course covering time and stress management, study skills and a variety of methods for college success.

Indicator 2: Increase the number of certificates and degrees awarded
**Description:** FHTC will increase the number of students earning a certificate or an associate degree award.

**Outcome/Result:** 433 – Increase from the baseline

FHTC had the largest full-time equivalency enrollment in the history of the college in the fall 2013 semester (AY 2014) due to a significant layoff at Hostess in Emporia. Although FTE decreased after AY 2014, the College was able to remain above the baseline number of certificates and degrees awarded.

Indicator 3: Increase the wages of students hired
**Description:** The salaries of FHTC graduates will increase.

**Outcome/Result:** $26,247 – Increase from the baseline

Some 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. Graduates, in the dental hygiene and power plant technology programs, in particular, can earn $40,000 - $50,000 as a starting salary upon graduation. FHTC faculty continue to adapt curriculum and acquire equipment to meet the current needs of employers, which increases a student's ability to become employed. FHTC faculty also meet regularly with their program advisory committees. The committees are 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 referrals for graduates.

Indicator 4: Increase the percentage of students completing a remedial math course who successfully complete a 100 level math course
Description: FHTC will increase the percentage of students who successfully complete a 100 level math course after successfully completing a remedial level math course.

Outcome/Result: 57% (8/14) – Decrease from the baseline

A decrease in the number of degree seeking students during AY 2016 resulted in fewer students taking math courses and fewer students enrolled in remedial math courses. Several of the remedial math courses sections during the AY 2016 year had to be cancelled due to low enrollment. More remedial math options are currently being offered for students and the College has started to see some increase in enrolment for the preparatory math courses.

Indicator 5: Increase the number of students completing a GED who enroll
Description: More students who have completed a GED will enroll at FHTC.

Outcome/Result: 72 – Decrease from the baseline

The Adult Education Center/Workforce Training Center in Emporia is a division of Flint Hills Technical College. The Adult Education Center staff works closely with students to help them complete their high school diploma or GED. The staff also works well with faculty and admissions staff at the College to ensure a seamless transfer into higher education upon GED completion. Classes and testing for the GED students are held on the FHTC campus and campus tours are organized to help the GED students feel comfortable in a post-secondary environment. Many GED graduates have been successful at FHTC. The FHTC Adult Education Center has seen a drop in students successfully completing a GED. The Adult Education Center attributes this drop to the new GED test implemented in January 2014 and the fact that students are no longer required to take a practice test to demonstrate readiness for the GED at a center, prior to taking the GED. This has resulted in fewer GED graduates matriculating to FHTC. The Adult Education Center will continue to provide GED preparation to assist students in the successful completion of their GED exams.

Indicator 6: Increase the number of Hispanic students who complete a certificate, technical certificate or AAS degree
Description: The number of Hispanic students completing a certificate, technical certificate or AAS degree will increase at FHTC.

Outcome/Result: 101 – Increase from the baseline

As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs. The FHTC Student Services Office at the main campus has two bilingual staff and one bilingual staff at the Downtown Campus to assist Hispanic students and increase their comfort level. The College continues to work closely with the Adult Education Center for academic support for students. For those who need academic assistance, the Adult Education Center helps students transition into higher education and has several bi-lingual staff available to assist students.

Fall 2016 FTE: 596

Contact Person: Richard Fogg   Phone and email: 785-320-4557; richfogg@manhattantech.edu   Date: 6/30/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the number of certificates and degrees awarded	1.1	2010: 313 2011: 400 2012: 407 Baseline = 373	365	↓	396	↑	437	↑
2. Upon completion of their programs, increase the percent of students employed or transferred	2.2	2010: 206/310 = 66.5% 2011: 256/397 = 64.5% 2012: 257/403 = 63.8% Baseline – 64.8% (719/1,110)	65.2% (260/399)	↑	73.0% (262/359)	↑	74.7% (268/359)	↑
3. Upon completion of their programs, increase the number of industry credentials earned by students.	2.5	2010: 90 2011: 171 2012: 175 Baseline = 145	341	↑	405	↑	448	↑
4. Increase percent of students with COMPASS writing scores below 70 and/or COMPASS PreAlgebra scores ≤ 38 who are retained to the next acacemic year	1.2	2011: 41.9% (13/31) 2012: 83.3% (10/12) 2013: 90.6% (29/32) Baseline = 68% (17/25)	75.5%	↑	76.1% (175/230)	↑	57.97% (40/69)	↓
5. Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	2011: Avg Score = 81.4% (107 students) 2012: Avg Score = 84.9% (613 students) 2013: Avg Score = 68.7% (543 students) Baseline = 78.3%	74.9% (643 students)	↓	78.2% (707 students)	↓	78.77% (668 students)	↑
6. Increase the number of traditional students enrolled in CTE courses/programs	1.1	2011: 431 2012: 519 2013: 660 Baseline = 536	635	↑	590	↑	664	↑

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Manhattan Area Technical College Performance Report AY 2016

Indicator 1: Increase the number of certificates and degrees awarded.
Description: MATC implemented initiatives geared toward more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, modifications were made to remedial courses to increase success rates in English and Math courses that fulfill general education requirements. Second, we implemented a computerized early alert system to identify at-risk students by facilitating Faculty and Student Services staff referrals to the Director of the Learning Resource Center. Finally, results from a Student Satisfaction Inventory provide data about the facets of the College that students feel are most important and also assesses their levels of satisfaction with 12 target areas. Collectively, these types of interventions should result in greater student retention and subsequent success in their goal of attaining a certificate or degree. This indicator is in line with Foresight 2020 Goal 1.1.

Outcome/Results: We awarded 437 Certificates and degrees in AY 2016, which is a 10.35% increase over the previous year and a 17.16% increase over the baseline of 373.

Indicator 2: Upon completion of their programs, increase percent students employed or transferred.
Description: This indicator is tied to Indicators #1 above and #3 below; thus, showing that retention is the key for all three indicators, and MATC takes steps to facilitate employment or transfer to another college. First, several programs (e.g., Computer-Aided Drafting Technology) ensure that their students have opportunities to meet and talk to individuals in program-related businesses, often on the day of their Program Advisory Committee meetings. In other programs (e.g., Welding and Heating, Ventilation and Air Conditioning), students work in local companies as part of their Occupational Work Experience so they have opportunities to talk with employees and supervisors from many local companies. Other programs (Associate Degree Nursing, Practical Nursing, Dental Hygiene, Medical Laboratory Technician, and Electrical Power & Distribution) have students scattered around the city/region/state doing clinical rotations or internships, and many students are hired by the companies at which they completed those rotations/internships. In terms of continuing education, over the last five years many new articulation agreements were developed, as well as statewide agreements facilitated by KBOR, which resulted in more students moving on to complete degrees at other institutions. This indicator is in line with Foresight 2020 Goal 2.2.

Outcome/Results: In AY 2016, 268 of 359 completers (74.70%) were employed or transferred to another institution. This represents a 1.70% increase over the previous year and nearly a 10% (9.90%) increase over the baseline.

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students.
Description: Currently, 13 of 16 programs (certificate only, certificate or degree, and SAPPs) 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. This indicator is in line with Foresight 2020 Goal 2.5.

Outcome/Results: AY 2016 saw a 10.62% increase from the previous year in students earning industrial credentials. The 448 earned in the target year is a 209% increase over the baseline of 145.

Indicator 4: Increase the percent of students with COMPASS writing scores below 70 and/or COMPASS Pre-Algebra scores of ≤ 38 who are retained to the next academic year.

Description: One of the main obstacles to finishing a Certificate or AAS Degree is the completion of general education requirements, including English and/or Math. MATC uses COMPASS exams to place incoming students in the appropriate reading, writing and math courses. Students who have COMPASS writing scores lower than 70 must take Workplace Writing (COM-100) and students who have COMPASS Pre-Algebra scores ≤ 38 must take either Workplace Math (MAT-099) or Technical Mathematics I with Review (MAT-102). Students must pass COM-100 and/or MAT-099 with a "C" or better to be eligible to take a course that fulfills the general education requirement for the certificate option. Students who pass MAT-102 with a "C" or better meet the general education math requirement for a certificate.

Outcome/Results: In AY 2016, there were 161 fewer students enrolled in COM-100, MAT-099, and/or MAT-102 than in the previous year (i.e., 69 vs. 230) and the retention rate for those 69 students was 57.79%, a decrease of 18.13% from the previous year. There are several reasons for the dramatic differences in number of students and success rates for those students. First, the three courses mentioned above were being phased out in AY 2016 and, while it does not affect the target year, they had zero enrollment in AY 2017. In lieu of the "Dev Ed" courses, existing Math courses now have recitation sections in which the students can obtain remediation in necessary areas and additional help with new material; an approach that seems to be working well. Second, in that last couple of years, KBOR has promoted a placement approach that allows more discretion on the part of the colleges. More specifically, using multiple measures to make placement decisions for Math and English/Communication courses and not just a score on a single placement test (e.g., COMPASS; and now ACCUPLACER). Implementing the new approach seems to be yielding positive results; thus, the number of students meeting the criteria for this indicator has decreased dramatically and the retention rates for those students saw a concomitant decrease.

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

Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. These core skills include oral and written communication, critical thinking/problem solving, and quantitative literacy, among others. The core skills are often viewed as having no real applicability in practice; however, they are regularly used in practice and the key is the recognition of them as such and therein lays the challenge of assessing these skills in the technical component of a program. Towards that end, we developed a series of rubrics that serve as guides to assessment. Each rubric consists of 20 criteria; 5 of which are broad enough to be used in any discipline, while the remaining 15 provided higher degrees of specificity and applicability in particular disciplines. This indicator is in line with Foresight 2020 Goal 2.1

Outcome/Results: In AY 2016, 668 students from all programs were assessed on their core workplace skills. That was 39 fewer students than the previous year but their scores increased 0.57% to 78.77%. That increase took us over the baseline of 78.30% by 0.47%.

Indicator 6: Increase the number of traditional students enrolled in CTE courses/programs.

Description: Since 2010, upon receiving full accreditation from the Higher Learning Commission, MATC has pursued strategic growth intitiatives, such as increasing capacities of some programs, initiating new programs, and expansion of general education course offerings. From a baseline of 431 traditional students in 2010, the initiatives yielded and increase in enrollment of traditional students by 20.42% (88) in 2012 and an additional 27.17% (141) in 2013. The pattern of strategic growth continues, so we expect to see continued gains in the enrollment of traditional students. This indicator is in line with Foresight 2020 Goal 1.1.

Outcome/Results: There were 664 traditional college students enrolled in AY 2016. That is a 12.54% increase from the prior year and a 23.88% increase over the baseline of 536.

KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

AGENDA

September 20, 2017
10:30 am – noon

The Board Academic Affairs Standing Committee will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

I.   Call To Order

II.   Committee Matters
- A.   Approve Minutes from June 14, 2017 and September 5, 2017 committee meetings
- B.   Welcome Student Advisory Committee liaison's Emily Brandt, FHSU, and Megan McReynolds, ESU
- C.   Follow up on issues/questions/clarifications raised during the September 5 teleconference regarding BAASC items on the Board's September 20th agenda
- D.   Discuss Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours
- E.   Discuss changing meeting day for BAASC teleconferences
- F.   Approve BAASC Work Plan

III.   Other Committee Business

IV.   Adjournment

Board Academic Affairs Standing Committee
Meeting Schedule

MEETING DATES		TIME	AGENDA MATERIALS DUE
September 20, 2017	Face to Face	10:30 am	September 5, 2017
October 31, 2017	Conference Call	11:00 am	October 16, 2017

Kansas Board of Regents
Board Academic Affairs Standing Committee

Wednesday June 14, 2017
MINUTES

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference Room at 10:30 a.m. on Wednesday, June 14, 2017.

In Attendance:

Members:	Regent Helen Van Etten	Regent Zoe Newton	Regent Dave Murfin
	Regent Shane Bangerter	Regent Dan Thomas	

Staff:	Jean Redeker	Karla Wiscombe	Jacqueline Johnson
	Scott Smathers	Chris Lemon	Connie Beene
	Jennifer Armour	Kathleen Mercer	

Others:	Lynette Olson, PSU	Robert Klein, KUMC	Clayton Tatro, Washburn Tech
	Stuart Day, KU	Ruth Dyer, KSU	Cindy Hoss, Hutchinson CC
	Michael McCloud, JCCC	Tiffany Bohm, KCKCC	Laura Meeks, Fort Scott CC
	Gurbhushan Singh, JCCC	Emily Brandt, FHSU	Michael Fitzpatrick, Pratt CC
	Rick Muma, WSU	Clark Coco, Washburn Tech	Chance Swain, WSU The Sunflower
	Erin Shaw, Highland CC	Harold Arnett, Cowley CC	Lori Winningham, Butler CC
	Steve Loewen, FHTC		

Meeting called to order at 10:30 a.m. by Regent Van Etten.

I.   Approve Minutes

   Regent Bangerter moved to approve the May 30, 2017 minutes. Regent Thomas seconded, and the motion carried.

II.   Discussion Items
*   Jennifer Armour presented the State Authorization Reciprocity Agreement (SARA) report. Highlights of the report included:
    o   As of June 1, 2017, 1,500 participating institutions representing 47 member states
    o   Within Kansas, 39 participating institutions which is a 15% increase from last year
    o   Data from AY 2016 showed 15,000 out-of-state students enrolled in Kansas institutions were approved to participate in SARA and 8,000 Kansans were enrolled in a SARA member state
    o   In July 2017, KBOR staff attending MHEC's annual State Portal Entities meeting

*   Jean Redeker presented the Performance Funding Model for review. The proposal could add flexibility for BAASC to recommend awarding new funding based upon four funding tiers.

    1.   100% of new funding by maintaining or improving from the baseline in the majority of indicators (i.e. four or more)
    2.   90% of new funding by maintaining or improving from the baseline in half of the indicators (i.e. three) and has specific plans for improvement
    3.   75% of new funding by maintaining or improving from the baseline in two indicators and has specific plans for improvement
    4.   0% of new funding by maintaining or improving from the baseline in one indicator or in no indicators.

    To allow additional flexibility for BAASC to tailor the funding recommendations to the actual performance, institutions that meet criteria #2, 3, or 4 above could use additional evaluation methods to request qualification for the next higher funding level. BAASC would review the requests and determine if an institution warrants the next higher funding level.

After discussion, Regent Newton moved to present the Performance Funding Model proposal to the full Board for approval. Regent Thomas seconded. The motion passed with four votes in favor and one member abstaining.

- BAASC Goal 17-10: Receive Report on Program Articulation Agreements. The report was presented by Karla Wiscombe and Kathleen Mercer. Highlights of the report include:
  - 70% of the students that graduate from a four-year institution have taken at least one course at a two-year college
  - Institutions created inventory of program articulation agreements and reported data to KBOR
  - Overall 1,867 Program Articulation agreements between institutions
  - Recommendations include the following
    - Continue the ongoing process of forming program articulation agreements to increase student completion.
    - Formal program articulations with other institutions should be on file in the appropriate administrative office and on websites to provide clarity and transparency for all.
    - The top ten majors for transfer students from system two-year institutions should be prioritized as critical when considering program articulations.
    - The top five majors for transfer students at each university deserve primary consideration for program articulation with all system two-year institutions.
    - Review and revise policies to insure consistency of implementation and reporting of agreements.

- Washburn Tech request for a Commercial Truck Driving Technical Certificate was presented. Scott Smathers addressed previous concerns from BAASC. This resolved all issues.

  Following discussion, Regent Bangerter moved to place the Washburn Tech Commercial Truck Driving Technical Certificate on the Board's consent agenda. Regent Newton seconded and the motion carried.

III. Other Matters
- Connie Beene gave a brief update on Credit for Prior Learning.

- Regent Van Etten stated it has been an honor to serve as the BAASC Chair and looks forward to seeing what happens in the next academic year.

IV. Adjournment

There being no other business, meeting adjourned at 11:10 am.

Discuss Process for Universities to Submit Justification for   Jean Redeker,
Baccalaureate Degrees Exceeding 120 Credit Hours   **VP, Academic Affairs**

Background

At its May 2017 meeting, the Board reviewed its policy on credit hour requirements for baccalaureate degree programs to determine if it met best practices for on-time completion and found 33% of system baccalaureate programs require 120 credit hours; 50% require 124 credit hours; and 17% exceed 124 credit hours. The Board decided to implement a process to evaluate which programs should exceed 120 credit hours and directed staff to develop such a process for discussion at the August 2017 retreat.

Staff developed the process below for discussion and recommend the Council of Faculty Senate Presidents and the Council of Chief Academic Officers review it and provide input.

For Discussion: Process to Evaluate Baccalaureate Degree Programs in Excess of 120 Credit Hours

The Board of Regents may approve a request for a bachelor's degree program to exceed 120 credit hours.

(1) Programs may be approved for the following reasons:

(a) Additional credit hours are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared; or

(b) Additional credit hours are required to meet state or federal mandated criteria for professional licensing; or

(c) Other compelling academic reasons.

(2) Requests for approval for a degree program to exceed 120 credit hours must be received by the second Friday in March[4]. In the request, the university must:

(a) identify all majors by program title and CIP code within the degree program and the number of credit hours required for each major;

(b) provide the full program of study for each major;

(c) identify which criterion selected as the basis for approval (1a, 1b, or 1c above), and provide documentation to support the justification. Such justification could also include the credit hour limits of similar programs regulated by state/federal agencies or accredited by the same accrediting body.

(3) The Board Academic Affairs Standing Committee reviews all requests and makes recommendations to the full Board.

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[4]Input on due date needed from state universities.

2017-2018 BOARD ACADEMIC AFFAIRS STANDING COMMITTEE WORK PLAN

September 5th (teleconference)	• Review Agendas for Sept 20th Board and BAASC meetings
September 20th (Topeka)	• Regular Board agenda items under BAASC • **BAASC 18-02** 2016 Performance Reports (20 institutions) • Finalize BAASC Work Plan • Discuss Process for Exceptions to 120 Credit Hour Degrees
October 31st* (teleconference)	• Review Agendas for November 15th Board and BAASC meetings
November 15th (Wichita)	• Regular Board agenda items under BAASC • **BAASC 18-02** 2016 Performance Reports (14 institutions) • **BAASC 18-07** Receive Qualified Admissions Report
December 5th* (teleconference)	• Review Agendas for December 20th Board and BAASC meetings
December 20th (Topeka)	• Regular Board agenda items under BAASC (including **BAASC 18-03** Distinguished Professor Comprehensive Performance Evaluation and **BAASC 18-04** Distinguished Scholar Comprehensive Performance Evaluation) • **BAASC 18-08** Receive Transfer and Articulation Council Report
January 2nd* (teleconference)	• Review Agendas for January 17th Board and BAASC meetings
January 17th (Topeka)	• Regular Board agenda items under BAASC • **BAASC 18-09** Receive Private Postsecondary Report • **BAASC 18-10** Receive Adult Education Report
January 30th* (teleconference)	Review Agendas for February 14th Board and BAASC meetings
February 14th (Topeka)	• Regular Board agenda items under BAASC
February 27th* (teleconference)	• Review Agendas for March 14th Board and BAASC meetings
March 14th (Pittsburg)	• Regular Board agenda items under BAASC (including **BAASC 18-05** Receive Accreditation Report)
May 1st* (teleconference)	• Review Agendas for May 16th Board and BAASC meetings
May 16th (KUMC)	• Regular Board agenda items under BAASC (including **BAASC 18-06** Receive Program Review Report and **BAASC 18-01** Review Requests for Approval of Undergraduate Degrees in Excess of 120 Credit Hours)
June 12th* (teleconference)	• Review Agendas for June 20th Board and BAASC meetings
June 20th (Topeka)	• Regular Board agenda items under BAASC • **BAASC 18-11** Receive Concurrent Enrollment Report • **BAASC 18-12** Receive Update on Credit for Prior Learning

*Date Subject to Change