

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

**CONFERENCE CALL AGENDA
September 3, 2019
11:30 am**

CONFERENCE CALL INFORMATION

DIAL: 785-422-6104

CONFERENCE CODE: 685843731

- I. Call To Order** *Regent Schmidt*
- A. Approve Minutes from the June 19, 2019 committee meeting *p. 3*
- II. Agenda Planning for September 18th Board Meeting**
- A. *Consent Agenda*
1. Act on Request to Change Kansas State University's 2021 and 2022 Spring Break dates *Daniel Archer* *p. 6*
2. Act on Request to Change Emporia State University's 2020 Fall Break date *Daniel Archer*
- B. *Discussion Agenda*
1. Act on Request for Change of Ownership for the Kansas Health Science Center *Crystal Puderbaugh* *p. 10*
- III. Other Committee Matters**
- A. **BAASC 20-01:** Approval of Performance Reports for Academic Year 2018 *Samantha* *p. 12*
Christy-Dangermond
- IV. September 18th 10:30 am Draft Agenda**
- *Introduction of Student Liaisons*
 - *Approve September 4th meeting minutes*
 - *Discuss BAASC AY2020 Work Topics*
 - **2018 Board Goal:** *Simplify the Undergraduate Admission Application Process*
 - **BAASC 20-01:** *Approval of Performance Reports for AY 2018*
- V. Adjourn**

Board Academic Affairs Standing Committee

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

Allen Schmidt, Chair

Cheryl Harrison-Lee

Shelly Kiblinger

Helen Van Etten

Board Academic Affairs Standing Committee AY 2020 Meeting Schedule

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
November 4, 2019	11:30 am	Conference Call	October 16, 2019
November 20, 2019	10:30 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:30 am	Conference Call	November 13, 2019
December 18, 2019	10:30 am	Topeka	November 26, 2019
December 30, 2019	11:30 am	Conference Call	December 11, 2019
January 15, 2020	10:30 am	Topeka	December 26, 2019
February 3, 2020	11:30 am	Conference Call	January 15, 2020
February 19, 2020	10:30 am	Topeka	January 29, 2020
March 2, 2020	11:30 am	Conference Call	February 12, 2020
March 18, 2020	10:30 am	University of Kansas Medical Center	February 26, 2020
March 30, 2020	11:30 am	Conference Call	March 11, 2020
April 15, 2020	10:30 am	Kansas State University	March 25, 2020
May 4, 2020	11:30 am	Conference Call	April 15, 2020
May 20, 2020	10:30 am	Topeka	April 29, 2020
June 1, 2020	11:30 am	Conference Call	May 13, 2020

**Kansas Board of Regents
Board Academic Affairs Standing Committee**

**MINUTES
Wednesday, June 19, 2019**

The June 19, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Murguia at 11:00 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Murguia Regent Van Etten	Regent Schmidt	Regent Thomas
Staff:	Jean Redeker Karla Wiscombe Charmine Chambers	Daniel Archer Cindy Farrier Natalie Yoza	Samantha Christy-Dangermond Connie Beene
Others:	Jon Marshall, Allen CC Greg Schneider, ESU Lynette Olson, PSU Linnea GlenMaye, WSU Carl Lejuez, KU Charles Taber, KSU	Brad Bennett, Colby CC Jill Arensdorf, FHSU Robert Klein, KUMC Rick Muma, WSU Brian Niehoff, KSU Scott Lucas, WSU Tech	Lori Winningham, Butler CC Michelle Schoon, Cowley CC Adam Borth, Fort Scott CC Marc Malone, Garden City CC Michael Fitzpatrick, Pratt CC Matt Pounds, NCK Tech

Regent Murguia welcomed everyone.

Committee Matters

- Regent Thomas moved to approve the May 15th and June 3rd meeting minutes. Following the second of Regent Van Etten, the motion carried.
- Daniel Archer, Vice President for Academic Affairs, KBOR was introduced to BAASC.
- AY2018 Board Goal: Simplify the Undergraduate Admission Application Process was presented by Jean Redeker. The proposed changes support the First Generation Taskforce's goal of removing barriers for first generation students and the Board's desire to provide additional options to admit otherwise qualified students who may not meet the ACT requirement for qualified admissions. The recommendations also achieve the Board's goal of simplifying the admissions process to help all students by focusing on the cumulative GPA instead of specific high school courses. This shortens the application process because students do not have to list each high school course taken along with the grade. Finally, the recommendations provide the Board an opportunity to respond to feedback received from students during the strategic planning process asking for the college application to be simplified.

The recommended changes in gray are:

Current Freshmen Criteria – Under 21 Requirements for Accredited High School Graduate	Proposed Changes Accredited High School Graduate	
ESU, PSU, FHSU, KSU, and WSU	ESU, PSU, FHSU, and WSU	K-State
ACT: 21+ <u>or</u> Rank in top third of class	ACT: 21+ <u>or</u> Cumulative GPA of 2.25	ACT: 21+ <u>or</u> Cumulative GPA of 3.25
Complete Precollege Curriculum with a 2.0 GPA (Resident)/2.5 GPA (Nonresident). Curriculum consists of: -English (4 units) -Math (3 units with ACT benchmark of 22 or 4 units with one taken in senior year), -Natural Science (3 units with one unit in chemistry or physics), -Social Science (3 units) -Electives (3 units) <i>Note: As part of the admission application, students list each high school course taken along with the grade.</i>	Units (but not specific courses) are recommended; units are not required.	Units (but not specific courses) are recommended; units are not required.
2.0 cumulative GPA on any college courses taken while in high school	2.0 cumulative GPA on any college courses taken while in high school	2.0 cumulative GPA on any college courses taken while in high school

Current Freshmen Criteria – Under 21 Requirements for Accredited High School Graduate	Proposed Changes Accredited High School Graduate	
KU	KU	
Cumulative GPA of 3.25 and ACT 21+ <u>or</u> Cumulative GPA of 3.0 and ACT 24+	Cumulative GPA of 3.25 and ACT 21+ <u>or</u> Cumulative GPA of 3.0 and ACT 24+	
Complete the Precollege Curriculum as described above	Units (but not specific courses) are recommended; units are not required.	
2.0 cumulative GPA on any college courses taken while in high school	2.0 cumulative GPA on any college courses taken while in high school	

Discussion was held and Regent Murguia had further questions.

Regent Schmidt moved to approve the recommended changes in admissions requirements providing Regent Murguia's questions are answered satisfactorily before the afternoon Board meeting. If the questions are not answered satisfactorily, the issue will be removed from the June 19th Board agenda and tabled until the September 2019 BAASC meeting. Following the second of Regent Thomas, the motion carried.

Other Matters

- Credit for Prior Learning (CPL) Update was presented by Samantha Christy-Dangermond.
 - Track 15 different types of CPL for AY2018
 - Top five types of CPL are Military, Advanced Placement, Institutional Exams, Industry-Recognized Credentials, and Portfolio
 - Universities awarded 48,451 credit hours
 - Community Colleges awarded 22,493 credit hours
 - Technical Colleges awarded 1,902 credit hours
 - 5,915 students received CPL with an average of 12 credit hours awarded per student
 - Calculated approximately 12 and one half million dollars savings based upon CPL

Discussion was held throughout the presentation. BAASC appreciates the update and the awarding of CPL by all the institutions.

- Reverse Transfer Update was presented by Samantha Christy-Dangermond.
 - Students are eligible with 45 transferred hours
 - Students may opt in upon invitation
 - No additional transcript fees for system institutions
 - 713 degrees awarded through Reverse Transfer since AY2015
 - Universities have chosen partner institutions to work on efficiencies within the process

Discussion was held throughout the presentation. BAASC appreciates the update and the work of the institutions to award degrees to students.

- Information on the Inter-Institutional Memorandum of Understanding of Clinical Affiliation Site Cooperation was presented by Rick Muma, WSU, Charles Taber, KSU, and Robert Klein, KUMC. KSU, WSU, and KUMC recently developed a memorandum of understanding outlining an inter-institutional commitment to state-wide collaboration regarding clinical site affiliation agreements to ensure maximum educational benefit and administrative efficiency. The MOU was written broadly enough to encourage other universities to join the collaboration, and several have expressed interest in doing so. WSU has also met with Kansas Health Science Center, a private institution in Wichita, to ensure an understanding of clinical site availability to all institutions.

Discussion was held, and it is important for the Board to stay informed on the effect of private institutions on public institutions on all aspects. BAASC appreciates the proactive approach to the situation.

Adjournment

There being no further business, Regent Murguia adjourned the meeting at 11:53 am.

Summary

Board of Regents policy requires consideration of academic calendars proposed by the Regents universities for any deviation for reasons other than natural disaster or national emergencies. This month, two institutions are seeking board approval for academic calendar changes: 1) Kansas State University requests to change its 2021 and 2022 Spring Break dates and 2) Emporia State University requests to change its 2020 Fall Break dates. The proposed changes to the academic calendars conform to existing policies and guidelines. Staff recommends approval.
September 3, 2019

Background

Kansas Board of Regents Policy states the following:

1. ACADEMIC CALENDAR

- a. The Academic Calendar of each state university shall provide for an academic year minimally consisting of two sixteen-week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.*
- b. Each state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.*

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984 and 1990 has forced considerable consistency in the number of instructional days, exam days and vacation days. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

Proposed Change to Academic Calendar

Kansas State University (K-State) requests moving its 2021 Spring Break from March 8-14 to March 15-21 and 2022 Spring Break from March 21-27 to March 14-20. The reason for the change is to structure the Spring Semester in a more balanced format for classes. The ninth week spring break creates a center point to the semester, and allows faculty to structure their syllabi - classes, assignments, and exams- more symmetrically.

It should be noted that the proposed changes will coincide with March KBOR meetings. K-State faculty senate leadership, student leadership, and administration overwhelmingly support the proposed changes and the representatives from these groups are committed to attending the council, committee, and KBOR meetings during their Spring Break periods.

K-State		
Break	Currently Approved Dates	Proposed Date Changes
2021 Spring Break	March 8-14, 2021	March 15-21, 2021
2022 Spring Break	March 21-27, 2022	March 14-20, 2022

Emporia State University (ESU) requests to move its 2020 Fall Break from October 15-16 to October 8-9. This request is based on the Mid-America Intercollegiate Athletic Association scheduling an ESU home football game on October 17, 2020, which coincides with the currently scheduled 2020 Fall Break. The schedule change will provide a seamless Fall Break on campus and create an avenue for more students to attend the October 17 football game.

ESU		
Break	Currently Approved Dates	Proposed Date Changes
2020 Fall Break	October 15-16, 2020	October 8-9, 2020

June 14, 2019

Dr. Blake Flanders
President and CEO, Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dr. Flanders:

Kansas State University is requesting a change to their academic calendars for 2021 and 2022. Specifically, we would like to change our Spring Break to the 9th week of the semester, rather than the current model we had developed. This would affect our posted calendars on the KBOR website. For 2021, Spring Break would change from March 8-14 to March 15-21. For 2022, we would shift from March 21-27 to March 14-20.

This change was initiated and approved by K-State Faculty Senate, and endorsed by the Student Governing Association and USS Senate as well. The reason for the change is to structure the spring semester in a more balanced format for classes. The ninth week spring break creates a center point to the semester, and allows faculty to structure their syllabi – classes, assignments, and exams – more symmetrically.

We are fully aware that this change in our Spring Break time will create instances where our spring break coincides with KBOR meetings in March. In fact, in both 2021 and 2022, this will be the case. This issue has been discussed in depth among student leadership, Faculty Senate leadership, and administration. All are aware that this will entail that the President, Provost, VP for Administration and Finance, and Director of Government Relations, as well as Faculty Senate President, USS Senate President, and Student Governing Association President, all be available during spring break for the KBOR meeting. All groups have supported the change. They feel that the impact on the faculty and students at large is worth the time for the few.

Please let me know if you have any questions on this request. I am fully supportive of the request and look forward to making the change to our calendars.

Thank you for your consideration.



Charles S. Taber, Ph.D.
Provost and Executive Vice President

EMPORIA STATE UNIVERSITY

■ Office of THE PROVOST

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Emporia, Kansas 66801-5415
620-341-5171
www.emporia.edu

July 18, 2019

Daniel Archer, Vice President for Academic Affairs
Kansas Board of Regents
(delivered via email)

Dear Dr. Archer,

Please accept this letter as a special request for approval to change the dates for Emporia State University's 2020 fall break from October 15-16 to October 8-9.

The Mid-America Intercollegiate Athletic Association has finalized a 2020 football schedule that assigns ESU a home game on Saturday, October 17, which coincides with fall break as it is currently scheduled. We would prefer to avoid this, since it creates a hardship for students who are obligated to be present for the game, and a disincentive for those who might otherwise attend.

Your consideration is appreciated.

Best regards,



David P. Cordle
Provost and Vice President for Academic Affairs

C: Sheila Markowitz, Registrar
Kent Weiser, Director of Athletics
Tyler Curtis, Assistant Vice President for Outreach and Engagement

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**Act on Request for Change of Ownership Approval
for the Kansas Health Science Center**

**Crystal Puderbaugh
Director, Academic Affairs**

Summary

In May of 2019, the Kansas Health Science Center entered into a transaction with TCS Education Systems that resulted in a change in the ownership of the corporation. Therefore, the institution is seeking the Board's approval for the change of ownership.
September 3, 2019

Board Statutory Authority

Under the Private and Out-of-State Postsecondary Education Institution Act (Act), The Board provides a regulatory role with regards to certain private and out-of-state educational institutions that operate in Kansas.^[1] This Act and the regulations subsequently adopted by the Board^[2] under its authority require non-exempt private and out-of-state postsecondary educational institutions operating in Kansas to obtain a “Certificate of Approval” from the Kansas Board of Regents. This Act applies to “brick and mortar” institutions with a physical presence in Kansas, as well as institutions that offer or provide online distance education to Kansans who remain in Kansas while receiving that education.

Summary of Institution Requirements

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing a school to ensure compliance with Kansas laws, Board staff requires and reviews documentation submitted by the institution, including but not limited to: (a) proof of accreditation (if the school is accredited); (b) a recent financial statements prepared or audited by a CPA; (c) the resumes and/or other documents and proof as to the training, degrees, background or qualifications of the owners, administrative staff and instructors; (d) course materials, a descriptive summary of space for classrooms, labs, library, administrative offices; (e) evidence of compliance with local, county, state, national codes as applicable (e.g. a copy of each year’s certification by local fire officials); (f) enrollment agreement/application and registration forms; (g) the institutional catalog; (h) copies of all advertising for the previous year; (i) written policies on how the institution accounts for previous experience, training, or coursework for students (i.e. transfer credits, test out, etc.); (j) a copy of the school’s grievance policy; (k) samples of certificates, degrees, diplomas, and transcripts given to students; (l) a complete program inventory; (m) a copy of the termination policy/regulations governing student conduct; (n) the schedule of tuition and fees and other costs (i.e. books, lab fees, supplies); (o) the school’s settlement/refund policy; and (p) a statement of the extent to which job placement services are available.

When a school receives a Certificate of Approval from the Board, it is subject to the Board’s on-going regulatory and statutory authority. Certificates of Approval must be renewed annually by providing updated documentation. If a school covered by the Act operates without a Certificate of Approval from the Board or falls out of compliance after receiving such a certificate, legal penalties may be pursued.

Kansas Health Science Center

The Kansas Health Science Center (KHSC) received a Certificate of Approval from the Board in May of 2019. KHSC is a private, nonprofit postsecondary institution located in Wichita, Kansas. On May 20, 2019, KHSC entered into a transaction with TCS Education Systems (TCS) that resulted in a change in the member ownership of the corporation. Prior to the transaction, the membership of the corporation was the sole trustee, Ms. Sudha Tokala. After the transaction, the trustee was replaced, and the sole member of the corporation became TCS. In addition, this transaction resulted in changes to the composition of the Board of Trustees, created a Fiduciary

^[1] K.S.A.74-32,162 *et. seq.*

^[2] K.A.R. 88-28-1 *et seq.*

Council, and the board appointed a new president, Dr. Tiffany Masson, and new founding dean and chief academic officer, Dr. Robert Hasty.

TCS is a nonprofit system of colleges founded in 2009 and located in Chicago, IL. In addition to KHSC, five other institutions partner with TCS – The Chicago School of Professional Psychology, Pacific Oaks College, The Santa Barbara & Ventura Colleges of Law, Dallas Nursing Institute, and Saybrook University.

Staff Recommendation

KHSC's mission remains focused on providing access to osteopathic medicine and health science education and training. There are no changes to program offerings as a result of the ownership change. Staff recommends approval.

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2018 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.
September 3, 2019

Background

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

As any new funding awarded is dependent upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2018 (AY 2018). These reports will be the basis of awarding any new funds in July 2020. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2018 performance reporting, reviewing, and funding cycle is detailed below.



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

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

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

- 100% of New Funding Available
The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators.**
- 90% of New Funding Available
An institution will be awarded 90% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators;** and
 - The performance report includes specific plans for improvement.

- 75% of New Funding Available
An institution will be awarded 75% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
 - The performance report includes specific plans for improvement.

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

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

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

Staff provided a preliminary review and shared any concerns with the 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
Allen Community College	100% funding	15
Barton Community College	100% funding	18
Coffeyville Community College	100% funding	21
Colby Community College	100% funding	24
Garden City Community College	100% funding	27
Labette Community College	100% funding	30
Neosho County Community College	100% funding	33

Performance Agreement Model

	Sectors		
Indicators	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Selected regional and national rankings 	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Performance on quality measures compared to peers 	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional quality measures¹ • Percent of students employed or transferred • Wages of students hired² • Third party technical credentials and WorkKeys, if applicable
<i>Institution-Specific Indicators³</i>	<p>Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i>.</p>	<p>Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i>.</p>	<p>Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.</p>

¹ e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

² As provided by the Kansas Department of Labor.

³ For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Allen Community College Performance Report AY 2018						AY 2018 FTE: 1,542		
Contact Person: Deanna Carpenter			Phone and email: 620-901-6338; carpenter@allenc.edu			Date: 7/18/2019		
Allen Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase graduation rate of first-time full-time, degree seeking, college ready freshmen	1	Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93) Baseline: 18.1% (62/343)	23.20% (19/82)	↑	27.4% (20/73)	↑		
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓	417	↓		
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR	2	2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7% (1,015/1,499)	65.3% (264/404)	↓	71.8% (301/419)	↑		
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑	65.7% (205/312)	↑		
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	49.7% (360/724)**	↑	51.5% (266/517)	↓		
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline: 77.4% (2044/2639)	81% (600/741)	↑	79.6% (541/680)	↑		
*updated 7/12/2018			**updated 6/14/2019					

Allen Community College Performance Report AY 2018

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen

Description: Using the Kansas Higher Education Data System report, three-year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate. Allen has also begun an Auto Grad process wherein students' transcripts are evaluated and if they have the necessary credits for graduation, they are notified that unless they opt out, they will receive the appropriate Associate's Degree.

Outcome/Results: The increase efforts in this area seem to be paying off. Not only is the 27.4% graduation rate above the baseline, it is the highest rate in the past several years. The increased emphasis on retention and completion seems to have a positive effect on this indicator.

Indicator 2: Increase the number of certificates and degrees awarded

Description: Using the Kansas Higher Education Data System report, the total number of certificates and degrees awarded each year will be reported. Allen has focused the past several years on aligning its certificates with its associate's degree programs. In concert with indicator 1, this should produce additional completers. Increased certificates and degrees are part of the KBOR goals for increasing higher education attainment.

Outcome/Results: 2013 included the last cohort of CNA students when that certificate was required in pre-nursing, making it very difficult to reach this baseline. The number of CNA certificates dropped significantly when it was no longer required. Our graduation numbers have been holding steady and other certificate programs have continued to produce completers at a rate that we feel that this outcome will be met in the future.

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR

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

Outcome/Results: Both the numerator and denominator went up in this indicator from AY17, which is good for Allen and for Kansas. The robust job market has a positive impact on this indicator as does Allen's high transfer success rate.

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 and Director of Institutional Research and Reporting will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to

determine a success ratio for the course. Intermediate Algebra is the biggest “gateway” (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate’s degree – College Algebra. A recently instituted Mathematics Center, with a full-time Coordinator, Individualized tutoring, a new Pearson developed online course, providing NeTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Outcome/Results: Allen continues to beat the baseline in this important area. An additional positive is that subsequent studies are showing an increase in the success rate of those who enroll in College Algebra after successfully completing Intermediate Algebra. The efforts of all of the above services seem to be paying off for Allen students.

Indicator 5: Increase the Success Index Rate for student completion and retention

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

Outcome/Results: Allen missed this baseline by 1.5%. Graduation rate is up from last year, so this would have to be influenced by retained students. The increase in the number of students who went to work may have affected this indicator and if so, that would be a positive.

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 and Director of Institutional Research and Reporting will provide data on the total number of students who complete the initial college level writing course, COL 101 English Composition, with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Writing skills are essential to college and career success. Allen has developed a writing center for both on ground and online students. A newly revised online course shell has been developed by one of our award winning instructors for the English Composition course. These both should positively influence student success.

Outcome/Results: Once again, Allen, beat the baseline for this indicator. The Writing Center, which offers assistance with writing assignments both face-to-face and online, has become so popular that additional consultants have been employed to keep up with demand.

Barton Community College Performance Reports AY 2018							AY 2018 FTE: 3,812	
Contact Person: Elaine Simmons			Phone and email: 620-792-9214; simmonse@bartonccc.edu				Date: 7/19/2019	
Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓	902	↓		
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑	84.1% (849/1010)	↔		
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑	88.1% (258/293)	↑		
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%)	51.4% (142/276)	↓	51.8% (126/243)	↔		
*5 Increase three-year graduation rate.	2	Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280)	27.6% (125/453)	↓	31.6% (155/490)	↑		
6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%)	51.7% (881/1704)	↑	49.9% (407/816)	↑		

*Updated 7/19/18

Barton Community College Performance Report AY 2018

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

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. For Barton, there were 556 completers in 2010 and by 2015 there were 830. If Barton can continue to grow, we believe we can impact and support KBORs desire to increase higher education attainment of Kansans to 60% by 2020.

Outcome/Results: Barton was not able to sustain previous year’s growth rates. However, we are showing directional improvement. We have a baseline of 946, AY2017 869, and AY2018 902.

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

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of correct answers on the associated competency questions, divided by the total number possible answers pooled in the multiple sections of each of the five courses indicated below, resulting in the percentage of successful responses. Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications; BSTC 1685 - Spreadsheet Applications; ECON 1615 - Personal Finance; MATH 1819 - Business Math; MATH 1806 - Technical Math

Outcome/Results: Barton is maintaining baseline. 4,010 is the number of correct responses out of a total of 4,768 responses. We credit our faculty for their continued effort and support in improving student learning in this area.

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

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. The College’s Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency Medical Services (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam. Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

Outcome/Results: Barton shows an increase above baseline from 80% to 88%. Significant increases in nursing pass rates (PN and RN) support the overall increase in addition to notable increases with the Paramedic, Pharmacy Technician and Certified Nurse Aid programs. Program leadership continues to identify ways to assist students taking the certification and licensure exams including prep courses.

Indicator 4: Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations. Barton’s goal is to increase the retention of low-performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful “milestones” within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid-term during the first semester, and for the subsequent semester. The chart indicates the “low performing students” retained as the numerator, and all “low performing students” in the denominator.

Outcome/Results: Barton was able to move this indicator in a positive direction reaching 51.8% which is maintaining the baseline of 51.9%.

Indicator 5: Increase three-year graduation rate.

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

Outcome/Results: Barton was able to move this indicator in a positive direction reaching 31.6% which is above the baseline of 29.6%.

Indicator 6: Increase the percentage of student performing at the “Proficiency” level on a mandatory competency within written communication assessments of gen ed.

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations; and as an ‘Institution Specific’ indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, ‘Proficient’, is counted from both courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of “proficient” to indicate successful completion of this indicator. The reported data is reflective as follows: the numerator identifies the number of students performing at the “Proficiency” level, and the denominator reflects the total number of students in the courses being assessed.

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 42% to 49.9%. 407 represents the number of students performing at the proficiency level. 816 represents the total number of students in the courses being assessed. We credit our faculty for their continued effort and support in improving student learning in this area.

Coffeyville Community College Performance Report AY 2018							AY 2018 FTE: 1,296	
Contact Person: Aron Potter			Phone and email: 620 251-7005, potter.aron@coffeyville.edu				Date: 7/18/2019	
Coffeyville Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percentage of first to second year retention rates for college ready students.	1	Fall 12 Cohort – 165/248 66.5% Fall 13 Cohort – 169/276 61.2% Fall 14 Cohort – 130/221 58.8% Baseline: 464/745 62.2%	55.6% (124/223)	↓	66.9% (162/242)	↑		
2 Increase the number of certificates and degrees awarded.		2013 – 499 2014 – 560 2015 – 524 Baseline: 527	499	↓	465	↓		
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526	892	↑	741	↑		
4 Increase the credit hours awarded through Credit for Prior Learning		2014 – 56 2015 – 17 2016 - 16 Baseline: 29	34	↑	31	↑		
5 Increase the three year completion rate of minority students graduating with an Associate degree or certificate.		2010 53/185 28.6% 2011 78/245 31.8% 2012 81/204 39.7% Baseline: 212/634 33.4%	31.4% (82/261)	↓	42.6% (84/197)	↑		
6 Increase Success Rates of Students in Developmental Courses		2013 – 212/316 67.1% 2014 – 200/273 73.3% 2015 – 222/309 71.8% Baseline: 634/898 70.6%	76.8% (262/341)	↑	77.5% (296/382)	↑		

Coffeyville Community College Performance Report AY 2018

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. Developmental courses are defined as credit bearing courses that do not count toward credit hours necessary for graduation. Students are required to enroll in developmental courses if they do not meet specified admission and placement requirements for college level courses. CCC chose first to second year retention, as it is the key to improvement in student success for most first year students. CCC has a long history of successfully working with students that are not college ready.

Outcome/Results:

CCC met and exceeded the baseline average of 62.2% by 4.7%, an 11.3% improvement from the previous year performance agreement.

Indicator 2: Increase the number of certificates and degrees awarded.

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

Outcome/Results:

The total number of certificates and degrees fell below the benchmark of 527 to 465. The students who earned a degree or certificate in 2018 were a part of the smallest FTE cohort in the last three years at the institution. Secondary Education enrollment continues to decline in Southeast Kansas. The administration and curriculum teams continue to evaluate the current programs that are offered, as well as meeting the expectations and requirements that may change from academic year to academic year.

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

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

Outcome/Results:

CCC met and exceeded the baseline of 526 with students completing 741 third party credential in 2018. Despite the decline in graduates with degrees or certificates, area needs are being met through a variety of additional opportunities that assist in meeting industry needs.

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

Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently the institution accepts Credit for Prior Learning for Military, Fire Science and Advanced Placement.

Outcome/Results:

The number of credits awarded by the institution over the last three years has created a baseline of 29. During the AY 2018, the institution awarded 31 credits for prior learning. Coffeyville Community College will be focusing on evaluating general education and technical programs that would increase opportunities for all students.

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 increases in minority student completion rates we will compare the number of minority students enrolled full time to the number of minority students who graduate or earn a certificate in 3 years.

Outcome/Results:

There was a 42.6% completion rate of minority students graduating with an Associate's degree or certificate, which exceeded the baseline of 33.4%. 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 will be collected from the institutional database on students enrolled in developmental courses on the 20th day. Data will also be collected on students receiving a grade of C or better at course completion. The percentage of success will be determined by the number of students who successfully complete with a C or better compared to the number of students who complete a developmental course.

Outcome/Results:

The success rate of students in developmental courses is currently up from the baseline of 70.6% to 77.5%. This is the second year in a row that the academic year data has shown an improvement beyond the baseline. Coffeyville Community College has focused on developmental students so needs of the current student may be addressed as they move forward in completing their course work. A continued commitment by the faculty and the Student Success Center has impacted the success of the developmental student.

Colby Community College Performance Report AY 2018							AY 2018 FTE: 1,058	
Contact Person: Brad Bennett			Phone and email: 785-460-5403; brad.bennett@colbycc.edu				Date: 7/19/2019	
Colby Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded.	1	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 971/3 = 324	359	↑	401	↑		
2 Increase the first to second year retention rates of college ready cohort.	1	Fall 12 Cohort: 97/163=59.5% Fall 13 Cohort: 107/177=60.5% Fall 14 Cohort: 57/109=52.3% Baseline: 261/449=58.1%	67.2% (82/122)	↑	72.2% (78/108)	↑		
3 Increase the percentage of students employed or transferred.	2	AY 2012: 188/330=57.0% AY 2013: 149/280=53.2% *AY 2014: 152/287=53.0% *Baseline: 489/897=54.5%	51.2% (127/248)	↓	54.9% (167/304)	↑		
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.	1	AY 2013: 95/144 65.97% AY 2014: 94/134 70.15% AY 2015: 92/140 65.71% Baseline: 281/418 67.22%	68.62% (70/102)	↑	68.6% (59/86)	↑		
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1,090/3 = 363.3	366	↑	353	↓		
6 Increase the Student Success Index	1	AY 2010: 363/544 66.7% AY 2011: 331/493 67.1% AY 2012: 231/407 56.8% Baseline: 925/1,444 64.1%	59.4% (246/414)**	↓	55.1% (293/532)	↓		

*Updated 4/20/2018

**Updated 6/14/2019

Colby Community College Performance Report AY 2018

Indicator 1: Number of certificates and degrees awarded.

Description: Colby Community College is committed to increasing the number of students who complete certificate and/or degree programs. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Outcome/Results: Colby Community College continues to focus on student success and increasing graduation rates. Once again Colby Community College met our Foresight 2020 goals related to this area.

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

Description: Colby Community College recognizes the importance of first to second year retention rates of college ready cohorts, defined specifically as first-year, full-time, degree-seeking students.

Outcome/Results: Colby Community College made significant progress in this area and the Trojan Advising Center is providing an increase of services to our students. In addition, we have expanded our tutoring offerings.

Indicator 3: Increase the percentage of students employed or transferred.

Description: Colby Community College students employed in Kansas or transferred to a Kansas public institution will provide Kansas communities with a stronger workforce. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Outcome/Results: Colby Community College continues to dedicate an increase in resources to help students transfer or be employed.

Indicator 4: Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.

Description: Colby Community College is focused on preparing non-college ready students to be successful in college-level courses.

Outcome/Results: Colby Community College implemented a multi-measures process for course placement. In addition, we have increased tutoring services.

Indicator 5: Increase the financial literacy of students.

Description: With the costs for education rising and student loan balances increasing nationwide, it is important that students understand their financial situation upon graduation. There are existing courses that students may enroll in to help with this problem offered each semester (1 or 2 each semester), but many students do not have program requirements for financial literacy. The College utilized the following courses with a financial literacy component Personal Finance, Business Finance, Intro to Business, Student Success Seminar.

Outcome/Results: Colby Community College dipped slightly in this area mainly due to enrollment cycles within the subject area. We are establishing another personal finance course which will allow this subject field to access more students.

Indicator 6: Increase the Student Success Index.

Description: Colby Community College is continuing its commitment to improving the student's educational experience and uses the Student Success Index as an evaluation tool. Index scores provided include degree-seeking students of any status after three years.

Outcome/Results: Colby Community College experienced a drop in this area, although the most recent Community College Databook demonstrates Colby Community College as a leader in this area compared to other institutions across the state. CCC is one of the few colleges who experienced an increase in enrollment since 2011. With our recent success as mentioned above the College invested in the Trojan Advising Center with dedicated staff to help students be retained and transfer. We just hired an additional fulltime advisor with a master's degree. In addition, the College is aggressively working with four-years institutions, both in-state and out-of-state, to make sure partnerships are in place for our students to have the ability to transfer.

Garden City Community College Performance Report AY 2018							AY 2018 FTE: 1,669	
Contact: Ryan Ruda			Phone and email: 620-276-9597; ryan.ruda@gcccks.edu				Date: 7/18/2019	
Garden City Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran	1	13-14—489 14-15—377 15-16—85 Baseline--317	478	↑	434	↑		
2 Increase Number of certificates and degrees awarded.	1	2013—488 2014—515 2015—504 Baseline-502	474	↓	552	↑		
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	2013-14—0 2014-15—8.78 2015-16—8.84 Baseline—8.81	8.83	↑	8.83	↑		
4 Increase Percent of students who complete remedial English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year.	1	2012-13—57/101 (56%) 2013-14—108/166 (65%) 2014-15—112/173 (65%) Baseline—277/440 (63%)	73.5% (136/185)	↑	63.8% (166/260)	↑		
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	12-13—8,540 13-14—12,419 14-15—18,485 Baseline—13,148	20,567	↑	17,748	↑		
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	1	Fall 10 Cohort—76/152 (50%) Fall 11 Cohort—96/232 (41.4%) Fall 12 Cohort—101/289 (34.9%) Baseline—273/673 (40.6%)	43.1% (93/216)	↑	46.2% (90/195)	↑		

Garden City Community College Performance Report AY 2018

Indicator 1: Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran students

Description: GCCC is recognized as a military friendly institution by G.I. Jobs. GCCC will increase successful completion of veteran students as measured by credit hours completed annually. By increasing veteran student credit hour completion, in turn this will produce a more trained workforce for Kansas and lead to employability. With the increased number of veterans who will be leaving the military over the next several years, it is the intent of GCCC to connect veterans to workforce training and education to assist.

Outcome/Results: 434 credit hours have been successfully completed by veteran students for AY 2018.

The College's work to increase recruitment and retention of veteran students is ongoing. The 2018 academic year saw credit hour completion for veterans at 37% above the baseline.

Indicator 2: Increase number of certificates and degrees awarded.

Description: This increase is based on the projected 3-year average over baseline, providing an accurate picture of our awarded degrees. The College will measure the number of degrees/certificates awarded. It is important for students to complete their academic journey with a credential, especially in the technical and workforce programs where many of the credentials are industry recognized and may be a terminal degree for particular professions. We desire to increase the credentials to provide a better chance of success in the workplace and for transfer to other postsecondary institutions as well as addressing the goal identified within Foresight 2020.

Outcome/Results: 552 certificates and degrees were awarded for AY 2018.

The College saw a 16% increase in awards for the 2018 academic year over the prior year. Additionally, this number is 10% above baseline.

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

Description: In 2014-15, GCCC embarked on changing how student skills were assessed. Through this process, learning outcomes for students at GCCC were modified with written communication being assessed annually. An internal assessment tool was developed along with a rubric to score writing assessments. Every lecture-based course is required to submit a writing assignment for review by a selected panel of five faculty members and used as an institutional assessment of written communication. Each writing sample is submitted to the assessment team and a random sample of 100 assignments are scored based on the rubric. The rubric is on a 4-point Likert scale ranging from "Does not meet expectations" through "Exceeds Expectations." The rubric evaluates writing assignments on three main criteria: sentence structure, correctness and content/audience. The score is determined from the sum of three individual criteria scores to determine the overall score. The scoring rubric is on a 12-point scale which was developed in coordination with our faculty and the HLC assessment team. The five faculty individually score the 100 assignments and submit their scores, whereupon the mean is determined. Outcomes/results represent the mean of assessments from this past academic year.

Outcome/Results: 8.83

The college continues to concentrate efforts to embed written communication assessment into courses. We continue to evaluate written communication through the use of a faculty/HLC assessment academy developed rubric. Continuing professional development and an increase in student use of the writing center have institutionalized the importance of written communication skills. This outcome remains steady and higher than the baseline, most likely due to it being an averaged calculation across all disciplines.

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

Description: Garden City Community College will increase the percent of non-college ready students successfully completing college-level classes, and provide opportunity for academic success. The denominator in the calculation is the number of students who are enrolled in English 101 at certification date and who completed remedial English with a final grade of “C” or higher. The numerator represents those students in the denominator who then successfully complete first college level English with a final grade of “C” or higher. This indicator was chosen in alignment with Foresight 2020, representing our commitment to underprepared students.

Outcome/Results: 63.8% of students who completed remedial English 091 with a “C” or better successfully complete college-level English 101 with a “C” or better within 1 year for AY 2018.

The College remains 1% above the baseline with this indicator.

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

Description: GCCC will increase the number of students completing credit hours through distance education modality with a grade of “C” or better. Distance education is comprised of hybrid and distance education offerings. GCCC has transitioned to a new Learning Management System, Canvas, which will allow greater flexibility for student engagement in courses and programs offered through distance education. By increasing completion, this indicator will specifically address the opportunities available to students through GCCC and provide evidence of quality instruction and services available through distance modality.

Outcome/Results: 17,748 credit hours in hybrid, distance and online courses were successfully completed for AY 2018.

While there has been a decrease in hours overall due to a transition back to more face to face instruction, facilitating higher successful completion, the indicator remains 35% above the baseline.

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

Description: GCCC will increase the percent of students who graduate within 150% (3 years) of time from initial enrollment, utilizing the 3-year graduation rate as calculated by KBOR/KHEDS. Students will be advised to commit to a program of study and develop an educational plan with educational goals. Research shows that students who “know what they want” will have increased chances for completion of a certificate or associate degree.

Outcome/Results: 46.2% three-year graduation rate for AY 2018

During the past two years, the college has defined and revised program pathways to effectively and efficiently advise and direct students into a course of study. These efforts along with early alerts, student tracking and monitoring have helped improve students’ ability to complete. Academic year 2018 saw a 3.1 percentage point increase over the prior year, and remain above the baseline by 5.6 percentage points.

Labette Community College Performance Report AY 2018					AY 2018 FTE: 1,159			
Contact Person: Joe Burke			Phone and email: 620-820-1239; joeburke@labette.edu			Date: 7/18/2019		
Labette Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 66.7% Baseline 211/343 61.5%	51.2% (64/125)	↓	72.9% (70/96)	↑		
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓	356	↓		
*3 Increase the % of students successfully completing English Composition I.	2	AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%	78.7% (384/488)	↑	71.7% 365/509	↑		
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2%	70.5% (124/176)	↑	75.8% (122/161)	↑		
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	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86% Baseline 249/280 88.9%	95.8% (68/71)	↑	98.5% 67/68	↑		
6 Increase three year graduation rates of college ready cohort.	1	Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑	21.6% (22/102)	↓		

*May 2018 – BAASC approved change to indicator 3

Labette Community College Performance Report AY 2018

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen

Description: This indicator specifically addresses the retention efforts made to meet the portion of our mission statement regarding "... providing a supportive environment for success...." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Outcome/Results: Directional improvement from the baseline was demonstrated. We were successful in improving our retention rate through the additional remediation efforts within all of our health career programs, specifically, if a student did not pass an exam, the student is required to complete remediation before the next exam can be taken. In addition, the Early Alert Program was fully implemented, with faculty being able to reach out to the Vice President of Student Affairs and other staff to address academic concerns early in the semester.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator helps to ensure that we keep our focus on increasing the number of completers. We plan to accomplish this indicator by having our advisors increase efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree, giving students a sense of accomplishment as they complete their stackable credentials. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received, rather than waiting for the student to complete a Degree Check Request form. Students and advisors have the ability to determine exactly how close the student is to completing their degree or certificate. This knowledge should help retain students who are nearing completion, to complete their goal.

Outcome/Results: Although the number is below our baseline, the number of certificates and degrees increased from the previous year, which is a positive trend in our eyes as we move forward. As we experience a declining head count, the number of students eligible for graduation has also decreased. We have increased communication with students about the opportunities to complete their degree, especially with our high school seniors who are taking courses concurrently. In addition, we recently decreased the number of required hours to graduate with an A.A., A.S., and A.G.S. to 60 credit hours, which may lead to an additional increase of awards next year.

Indicator 3: Increase the % of students successfully completing English Composition I.

Description: We chose this indicator because it relates to the portion of our mission statement "...preparing students for success in a changing world". It allows us to focus on LCC student improvement in writing. Students who dropped the course prior to the last day to enroll (approximately 2 weeks after the course began) *were not* included in these numbers. Students who withdrew from the course after this date and prior to the end of the course *were* included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Outcome/Results: Directional improvement from the baseline was demonstrated. An additional full-time English instructor was added since AY 2017. English instructors spent more time on the writing component of the class and less time on discussing the assigned professional essays in the Reader. Students did more of their writing in the computer labs during class time so that instructors could guide and inform students during the writing process instead of instructors just seeing and critiquing the products of student writing. More emphasis was also placed on outlining so that students better understood the organizational process than they have in the past. Finally, the Accelerated Learning Program (ALP) is also having a positive effect. In the spring semester, all ALP students who passed the

developmental writing course also passed the English Composition I course. (The courses are taken simultaneously as part of ALP)

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program

Description: We chose this indicator due to the large number of underprepared students at LCC. The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education. Each participant must also demonstrate a need for academic support. Those who meet minimum eligibility requirements are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model tailored for each participant's academic needs and goals. The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

Outcome/Results: Directional improvement from the baseline was demonstrated. Through the application of intensive, intrusive advising services, Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees.

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 chose to continue this indicator because of the great reputation of our Health Career Programs. When we initially compiled information for this indicator, students graduating from our six Health Career Programs represented 80% of the graduates from all of our Career Technical Education (CTE) programs combined. This year it is 81%, so it continues to be representative of the total CTE numbers. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites utilized. Data are provided by Program Directors to their respective accrediting agencies.

Outcome/Results: Directional improvement from the baseline was demonstrated. 5 of our 6 Health Career Programs reported 100% employment of our graduates in a related field or continuing their education. The other program reported 80% employment/continuing education for a total of 98.5%.

Indicator 6: Increase three year graduation rates of college ready cohort

Description: We chose to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Outcome/Results: We did not show directional improvement for this indicator. The decrease in the graduation rate was impacted by the decrease in retention the year before, as we had less students successfully transitioning to the second year in several of the Health Career Programs. This has been addressed through the remediation efforts mentioned in indicator 1. In addition, our overall headcount has declined. Finally, the Retention Committee is developing efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees.

Neosho County Community College Performance Report AY 2018						AY 2018 FTE: 1,262		
Contact Person: Sarah Robb			Phone and email: 620-432-0302; sarah_robbs@neosho.edu			Date:6/25/2019		
Neosho County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase total number of certificates and degrees awarded as indicated in KHEDS	1	AY 2013 =1,137 AY 2014 = 899 AY 2015 = 935 Baseline: 990	806	↓	901	↓		
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013 = 78% (317/404) AY 2014 = 80% (279/347) AY 2015 = 78% (287/368) Baseline: 79% (883/1,119)	75% (270/360)	↓	75% (290/385)	↓		
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013 = 96% (619/642) AY 2014 = 97% (554/573) AY 2015 = 94% (361/384) Baseline: 96% (1,534/1,599)	96% (371/385)	↔	99% (1033/1036)	↑		
4 Strengthen student performance in developmental writing	1	AY 2013 = 72% (112/156) AY 2014 = 81% (119/147) AY 2015 = 79% (103/131) Baseline: 77% (334/434)	82% (102/125)	↑	81% (76/94)	↑		
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013 = 63% (71/112) AY 2014 = 60% (53/88) AY 2015 = 81% (113/139) Baseline: 70% (237/339)	79% (79/100)	↑	85% (64/75)	↑		
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013 = 78% (1,629/21) AY 2014 = 78% (1,628/21) AY 2015 = 79% (1,657/21) Baseline: 78% (4,914/63)	80% (1685/21)	↑	81% (1543/19)	↑		

Neosho County Community College Performance Report AY 2018

Indicator 1: Increase total number of certificates and degrees awarded as indicated in KHEDS

Description: NCCC will increase the total number of certificates and degrees awarded from the 3-year baseline data (AY 2013-2015). NCCC provides critical CTE programs throughout its service area and online, in addition to transfer education. The completion rate for CTE will be especially emphasized due to the continuation Governor's Career and Technology Education Initiative. Although reverse transfer initiatives have not yet proven very successful, degree completion may increase due to this process. The percentage increase is tempered based on overall college enrollment trends and projections.

Outcome/Results:

The number of degrees and certificates for AY18 is 901, which is a decrease from the established baseline. This is explained through an overall decrease in headcount at NCCC. It should be noted that although the number is down from the baseline, the relative percent of completions/headcount is very high.

Indicator 2: Increase student performance on assessment of student learning for analytical thinking

Description: NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course outcome every academic term. In AY 2013, 38 course outcomes were used to assess analytical thinking, and due to changes in outcomes due to the Kansas Core Outcome processes, in AY 2014 and 2015, 39 course outcomes were used. An average of 5,642 (duplicated) students were enrolled in these courses throughout this time period, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor reported assessment score. The scores are based on a weighted average of instructor assessment scores from that academic year. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports. NCCC will strive to sustain and increase student performance with analytical thinking, which is a key learning component within Foresight 2020 (critical thinking).

Outcome/Results:

Results for this indicator are flat from the previous year, which is a decrease from the baseline. Updates were made to the outcomes again, in addition, NCCC has updated the required reporting system for assessment of student learning. This internal update may positively impact this outcome in future years.

Indicator 3: Increase pass rate of third-party credentials and WorkKeys (if applicable)

Description: NCCC will increase the pass rate of students in 10 CTE programs of study which require third party technical credentials, or in achieving at least the bronze level of the WorkKeys Career Readiness Assessment for programs without required external credential. The programs involved include Surgical Technology, Occupational Therapy Assistant (OTA), Certified Nurse Aide, Medication Aide, HVAC, Welding, Health Information Technology, Healthcare Coding, Medical Assistant, and Phlebotomy. The baseline data has been developed from the pass rate of CTE program reports for AY 13, AY 14 and AY 15. In this case, the numerator is the number of tests passed and the denominator is the total number of tests taken. This proposed indicator compliments Indicator 1 related to total number of certificates and degrees awarded.

Outcome/Results:

During this AY, pass rate results have improved! The number of test attempts have increased dramatically specifically due to more testing opportunities in welding. OTA was a program with lower rates last year, and this program completed this AY with 100% pass rate – we are very proud of the improvements.

Indicator 4: Strengthen student performance in developmental writing

Description: NCCC will increase student academic success in developmental writing. With fluctuating enrollment trends, a continuation of this indicator is necessary to build a data set more appropriate to analyze and respond to the results. Faculty in this discipline developed new developmental writing curriculum prior to this agreement, and have begun piloting various new methods of delivery. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success, *meaning a letter grade of C or higher in the course*, per academic year, developed from baseline data of the pre-composition course from the historical data (AY 13-15). The percentage reported is based on the number of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

Outcome/Results:

We continue to be pleased with the results of the work to improve success rates in developmental writing. During this AY, 81% of the students enrolled were successful. The continued assessment and improvement in this course should be commended. The overall enrollment in this course has decreased, due to an overall decrease in headcount and possibly a better system of placing students into developmental English (using high school GPA as a primary guide).

Indicator 5: Strengthen student performance in college level English after completing developmental writing

Description: NCCC will increase completion in passing Composition I after students have successfully completed development writing. As mentioned with Indicator 4, due to fluctuating enrollment trends, a continuation of this indicator is necessary to build on the data set to be able to analyze and respond to the results. We have been monitoring this indicator since AY 11 and for three of those years, remained consistent in the lower 60% range. In AY 2015, however the results reached an all-time high with 81%. Continued analysis will help to determine causation and attempt to replicate the activities in the classroom from that year to build a trend line that is moving upward. This data is based on students earning a C grade or higher in Composition I (ENGL 101) after successfully completing Pre-Composition (ENGL 100). The percentage reported is based on the number of successful Pre-Comp completers who achieved a grade of A, B, or C in Composition I (numerator) out of the total number of successful Pre-Comp completers enrolled in Composition I (denominator). This data will also be useful in our continued studies regarding appropriate student placement and utilization of multiple measures for more accurate placement.

Outcome/Results:

During AY 18, NCCC English faculty really knocked it out of the park with the success rates of students in college level English after the completion of developmental writing. We are boasting an all-time high for this indicator. Although the overall population of students is smaller, the percentage of success is something to be very proud of.

Indicator 6: Increase student success with transfer core outcomes through assessment of student learning process

Description: NCCC will increase the student success rate of assessed student learning related to the Kansas transfer core outcomes. The courses used for this indicator are not the only courses offered at NCCC that are part of the seamless transfer system, however these were among the first courses involved. To remain consistent, we propose to continue the use of these 17 lecture and 4 lab courses. An average of 3,910 (duplicated) NCCC students were enrolled in these courses per academic year and their performance on the core outcomes are assessed per academic term by their instructors as part of the institutional assessment process. To obtain the percentage reported, the numerator is the total of all of the average scores for all of the 21 courses, and the denominator is the total number of courses involved.

Outcome/Results:

Assessment scores continue to be successful for the courses involved with this indicator. You may notice that the denominator has dropped to 19 courses, this is due to course cancellations in Physics 1 lecture and lab – these courses were canceled due to low enrollment during this AY. Overall, this score indicates healthy learning environments at NCCC that support effective transfer of credits!