KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
AGENDA

Pittsburg State University
Room 206
November 20, 2019
10:15 – Noon

The Board Academic Affairs Standing Committee will meet at Pittsburg State University, 1701 S. Broadway Street, Pittsburg, Kansas, 66762. We will meet in room 206 of the Overman Student Center.

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

All Conference Calls have changed to 11 a.m.

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
October 7, 2019	11:00 am	Conference Call	
October 16, 2019	9:30 am	Conference Call	
November 4, 2019	11:00 am	Conference Call	October 16, 2019
November 20, 2019	10:15 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:00 am	Conference Call	November 13, 2019
December 18, 2019	10:30 am	Topeka	November 26, 2019
December 30, 2019	11:00 am	Conference Call	December 11, 2019
January 15, 2020	10:30 am	Topeka	December 26, 2019
February 3, 2020	11:00 am	Conference Call	January 15, 2020
February 19, 2020	10:30 am	Topeka	January 29, 2020
March 2, 2020	11:00 am	Conference Call	February 12, 2020
March 18, 2020	10:30 am	University of Kansas Medical Center	February 26, 2020
March 30, 2020	11:00 am	Conference Call	March 11, 2020
April 15, 2020	10:30 am	Kansas State University	March 25, 2020
May 4, 2020	11:00 am	Conference Call	April 15, 2020
May 20, 2020	10:30 am	Topeka	April 29, 2020
June 1, 2020	11:00 am	Conference Call	May 13, 2020

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Monday, November 4, 2019

The November 4, 2019 meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 11:15 a.m. The meeting was held by conference call.

In Attendance:

Members:	Regent Schmidt, Chair	Regent Harrison-Lee	Regent Kiblinger
	Regent Van Etten		
Staff:	Daniel Archer	Crystal Puderbaugh	Samantha Christy-Dangermond
	Erin Wolfram	Julene Miller	Amy Robinson
	Renee Burlingham	Natalie Yoza	
Institutions:	ESU	FHSU	Hutchinson CC
	KU	KUMC	Cowley CC
	KSU	Independence CC	Fort Scott CC
	PSU	Salina Area Tech	Butler CC
	WSU Tech	Manhattan Tech	KCK CC
	Dodge City CC	Flint Hills Tech	Highland CC

Regent Schmidt welcomed everyone and roll call was taken.

Approval of Minutes
Regent Kiblinger moved to approve the minutes of the October 16, 2019 meeting. Regent Van Etten seconded the motion and the motion passed.

Consent Agenda
Crystal Puderbaugh provided a brief overview of the request for a new certificate of approval for concurrent enrollment at the University of Missouri-Kansas City (UMKC). Crystal clarified for Regent Van Etten that the high school students can be anywhere in Kansas. Regent Van Etten asked if specific institutions were supporting this request. Daniel Archer clarified the approval process for the Committee. He stated that requesting a new certificate of approval would fall under a regulatory process because UMKC is not a Kansas public institution, and legally there are statutorily defined parameters that have an approval process. If an institution meets these parameters, it will be allowed to offer courses in Kansas.

Daniel read the request to approve a Doctor of Philosophy in Biomedical engineering at WSU and the request to approve a Doctorate in Clinical Nutrition at KUMC. Daniel noted that the Council of Chief Academic Officers (COCAO) and the Council of Presidents (COPs) have previously approved both requests. No questions were presented from the Committee.

Regent Kiblinger moved to place these three items on the consent agenda for the next Board meeting. Regent Van Etten seconded the motion and the motion passed.

Discussion Agenda
Crystal Puderbaugh provided an overview of the proposed statutory changes to the Private and Out-of-State Post-Secondary Act.

Regent Van Etten asked for clarification on the current and proposed fines. KBOR does not currently have the ability to fine. The proposed changes would include a $1,000 fine for the first violation, $2,000 for the second violation, and $3,000 for all fines after the second. Crystal commented that KBOR staff is looking at the possibility of tying the fine to a percentage of the institutions' renewal fee or their tuition revenue or some type of sliding scale that could be more impactful for larger institutions. Regent Schmidt asked to clarify if these changes have gone through the legal process and if there were more changes to be made. Crystal responded that the proposed changes have been worked on and reviewed by legal. Julene and Natalie will also provide a final review before it goes to Matt Casey to be submitted as a legislative request to the full board on November 20, 2019. Crystal stated that there is a little more work to be done within the fine section.

Regent Harrison-Lee moved to place the Act on Proposed Statutory Changes to Private Post-Secondary on the discussion agenda at the next Board meeting. Regent Van Etten seconded the motion and the motion passed.

Performance Reports
The Committee was presented performance reports from six institutions, each being recommended to receive 100% of any new funding for which they are eligible:
- University of Kansas
- University of Kansas Medical Center
- Flint Hills Technical College
- Manhattan Area Technical College
- Northwest Kansas Technical College
- Salina Area Technical College

Regent Schmidt asked for clarification on indicator #5 on the KUMC report, noting the metric is down about 4%. Matt Schuette responded for KUMC. He stated they are dependent on the denominator, which is the number of physicians that identified primary locations in Kansas based off a questionnaire. Matt stated the decrease could be a data anomaly.

Regent Schmidt asked Flint Hills Technical College to address the steady decrease in certificates and degrees awarded. Flint Hills Tech representative Lisa Kirmer responded that they have seen a decrease in post-secondary enrollment; however, their high school enrollment has increased significantly. They are starting to see an increase again in post-secondary enrollment due to recruiting and marketing efforts.

No further questions were presented by the Committee. Regent Kiblinger moved to approve the above institutions at full funding eligibility. Regent Van Etten seconded the motion and the motion passed.

Next Meeting
The next meeting will be from 10:15-11:50 a.m., November 20, 2019 at Pittsburg State University in room 206 of the Overman Student Center. Tentative Agenda:
- Approve minutes from November 4th conference call
- Approval of Performance Reports for AY 2018
- Academic Advising Presentation – PSU
- Discuss Concurrent Enrollment Partnership Faculty Qualifications
- Transfer and Articulation Council Quality Assurance Report
- Discuss College-Going Rate Data
- Direct Support Professionals Update
- The executive session that was initially scheduled for the November 4 conference call will be conducted by the full board on November 20th.

<u>Adjournment</u>
Regent Van Etten moved to adjourn the meeting. Regent Kiblinger seconded the motion and the motion passed.
The meeting was adjourned at 11:45 a.m.

Act on Performance Reports for Institutions at Less than 100% Funding

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. Two of six institutions qualifying for less than 100% of any new funding, as outlined in policy, are requesting to move to the next higher funding tier at this meeting.   *November 20, 2019*

Background

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.

July 2019: Institutions Submit AY 18 (Summer 17, Fall 17, and Spring 18) Performance Reports to KBOR	→	Fall 2019: Regents review and approve AY 18 Performance Reports	→	July 2020: AY 18 performance funding is disbursed to institutions (if new money is available)

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

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

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:
  o The institution has made a good faith effort;
  o The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
  o 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:
  o The institution has made a good faith effort;
  o The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and

o The performance report includes specific plans for improvement.

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

Per policy, 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 institutions who subsequently revised the reports and resubmitted.

Request
The following institutions qualify for less than 100% of any new funding based on their AY 2018 Performance Reports, but as outlined in policy, they request to move to the next higher funding tier. Their requests and AY 2018 Performance Reports follow.

| Cowley Community College | Currently at 90% funding; Requesting 100% funding | Page 8 |
| Independence Community College | Currently at 90% funding; Requesting 100% funding | Page 12 |

<p style="text-align:center">Funding Tier Request for AY2018 Performance Report</p>

Institution Name: Cowley Community College
Date: November 1, 2019
Indicator number and title: Indicator 2: Increase the number of certificates and degrees awarded
Identify alternative evaluation criteria being used: Improvement from prior year

Justification: Cowley Community College acknowledges the Baseline for this indicator has not been met; however, we are making a case to move to the next funding tier based on improvement from the prior year AY2017. The AY2018 indicated a higher number awarded (666) when compared to the AY2017 (654). The Baseline was set during years of higher enrollment at Cowley and recent declines in enrollment have resulted in a lower raw number of certificates and degrees awarded. These numbers are further supported by IPEDS completion data, showing a total of 711 awards for AY2017 and a total of 769 awards for AY2018.

Additional rationale: The Indicator was set as a raw number instead of a percentage of degree seeking students earning an award. Raw numbers are often a reflection of overall enrollment numbers and might not accurately reflect progress toward specific goals of increasing the number of awards. If the number of certificates and degrees awarded is divided by the unduplicated degree seeking student headcount from the AY collections, Cowley does demonstrate an increase in the awarding of degrees and certificates.

   2017 AY (for 2016-2017): 19.66% or 654 of 3,327
   2018 AY (for 2017-2018): 23.67% or 666 of 2,814

Both the percentage and the raw numbers have increased from the AY2017 to the AY2018.

Student Success is one of the six institutional priorities of Cowley Community College, and the College's strategic plan goal to increase the number of certificates and degrees awarded is a focus of the advising team and other College work groups. Cowley Community College will continue working to promote certificate and degree completion through several means.

   a. Reverse transfer of credits to complete degrees for eligible students.
   b. Better tracking of students that complete imbedded certificates so that eligible students receive their award.
   c. Accurate coding of students' degree or certificate in the student information system to make sure that the awards are being captured in the data.

Cowley Community College Performance Report AY 2018							AY 2018 FTE: 2,002	
Contact Person: Michelle Schoon		Phone and email: 620-441-5204; michelle.schoon@cowley.edu					Date: 10/21/2019	
Cowley Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort.	1	Fall 12 Cohort: 278/449 = 61.9% Fall 13 Cohort: 204/348 = 58.6% Fall 14 Cohort: 175/275 = 63.6% Baseline: 657/1072 = 61.3%	62.0% (380/613)	↑	52.6% (262/498)	↓		
2 Increase the number of certificates and degrees awarded.	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓	666	↓		
3 Increase the percentage of students who completed, became employed or transferred.	2	AY2012: 555/915 = 60.7% AY2013: 505/881 = 57.3% *AY2014: 534/871 = 61.3% *Baseline: 1,594/2,667 = 59.7%	63.5% (525/827)	↑	58.7% (374/637)	↓		
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.	1	2010 Fall Cohort: 506/829 = 61.0% 2011 Fall Cohort: 508/778 = 65.3% 2012 Fall Cohort: 450/786 = 57.3% Baseline: 1,464/2,393 = 61.2%	Fall 2015 Cohort 71.8% (120/167)	↑	Fall 2016 Cohort 70.9% (112/158)	↑		
5 Increase the persistence rates (fall-to-fall) for students in developmental courses.	1	Fall 2012 to Fall 2013: 249/462 = 53.9% Fall 2013 to Fall 2014: 190/364 = 52.2% Fall 2014 to Fall 2015: 137/259 = 52.9% Baseline: 576/1085 = 53.1%	Fall 2016 Cohort 54.4% (158/290)	↑	Fall 2017 Cohort 53.6% (127/237)	↑		
6 Increase overall first-year academic achievement (GPA) for students in developmental courses.	1	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214	AY2016 2.224	↑	AY2017 2.228	↑		

*Updated 4/06/2018

Cowley College Performance Report AY 2018

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

Description: This indicator seeks to improve the proportion of students returning for a second year. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. In addition, we are providing training in the use of active learning strategies for multiple instructors. We will divide the number of first-time full-time college-ready groups (those who require no developmental coursework) who re-enroll in the fall of 2017 with the total number of that cohort who began in the Fall of 2016 and then repeat for the ensuing years.

Outcome/Results: The AY2018 report shows a decline from the three-year baseline benchmark and the previous year as indicated by the data from the Fall 2017 Cohort, which can be attributed to several factors. One possible cause is the 34% increase in dual-enrolled high school students over the last three years. Cowley has experienced more students in the first-time full-time cohort that have significant hours already completed when they start their "first" year of college. Many of the students are close to completing their associates degree after their first year at Cowley and often move on to a four-year institution to complete the upper level program courses that are needed. Cowley has addressed this decline by implementing three initiatives in the 2018 Strategic Plan to target increase retention rates in select groups of students. Two of the initiatives focus on diversity, inclusion and support for international students and will be facilitated by the new International Student Coordinator. The third initiative is focused on accessibility in online courses and will provide students with better resources, especially those needing special accommodations. The College is also implementing changes to improve the advising process and to more clearly outline the degrees and transfer pathways for students within the Student Information System (SIS) to help with goal completion.

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

Description: As with most Kansas high schools and colleges, enrollment rates have steadily declined. The result has been reduced enrollment and fewer certificates and degrees awarded. We are opening a new campus in Wellington this fall with special focus on technical programs and are adding a comprehensive program in agriculture with multiple certificate options. We have created certificate options in other applied science programs including welding and machining. We also are encouraging teachers to increase activity-based learning. We will use the state data on completion as provided by KBOR beginning with the AY2017 group.

Outcome/Results: Cowley is pleased to see an increase in the number of degrees and certificates awarded. Although this number is still below the baseline that was set during high enrollment years, the number is trending upward. The College has a Strategic Plan Goal (1.2) that will focus on advising efforts by providing training to advisors on how to outline each student's transfer pathway. There is also an increased focus on providing more certificate options for students. Cowley is a member of NC3 and has two faculty trained in NCCER Core to help in providing certificate options to students. Currently, the bulk of the 666 certificates and degrees are in the Associate Degrees with 540 being awarded.

Indicator 3: Increase the percentage of students who complete, transfer or become employed.

Description: We will continue work to strengthen relationships between transfer universities and with our local business and industry, including use of advisory committees made up of area business and industry leaders. We are also optimistic that the *On Course* program, proven to increase persistence, completion and academic achievement at numerous other colleges, will yield benefits in multiple areas, including this indicator. We will use the state data on completion, transfer and employment as provided by KBOR.

Outcome/Results: Cowley fell short of the 59.7% baseline by 1%, with a 58.7% for the AY2018 reporting year. The College has implemented several initiatives to help raise this indicator. In addition to focusing advising efforts to better align transfer pathways with the student information systems used in enrollment and advising, Cowley has launched a Strategic Plan Goal (1.3), focusing on establishing relationships with community partners, and providing internships and apprenticeship programs. The College has two apprenticeships currently in progress and anticipates this indicator increasing in the coming years.

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

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

Outcome/Results: Based on the data from the Fall 2016 Cohort, the numerator is 112 and the denominator is 158 with a percentage of 70.9%, which is higher than the baseline of 61.2%. Cowley has several initiatives in this area that are ongoing. The First Year Experience (FYE) course has been offered for three years and focuses on providing students with the tools needed for student success, including degree pathways, financial literacy and campus resources. This class, combined with campus support services, help guide students to goal attainment.

Indicator 5: Increase the persistence rates for developmental students.

Description: As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Adding the *On Course* approach should compound the benefits by focusing on deep level personal values and choices. We will take the number of all first-time full-time students enrolled in developmental courses beginning with the Fall 2016 cohort and compare subsequent enrollment in the Fall 2017 semester and then repeat each year. The number enrolling in the subsequent fall will be the numerator, and the total number enrolled in the previous fall will be the denominator for calculating percentage.

Outcome/Results:
Based on the Fall 2017 cohort, 53.6% of the students enrolled in Fall 2017, exceeded the baseline of 53.1%, although lower than the AY2017 data report. It is noted that less developmental students were reported. The College has been active in providing support services for all students with campus tutors and online tutor services and has an active TRIO program with a high success rate. Multiple measures of assessment are used to determine course placement of students, which might have led to the decline in the number of students classified as "developmental".

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

Description: Beginning with pilots in developmental English and other courses, using volunteer teachers in the First Year Experience, and other volunteer teachers, we plan to gradually extend the *On Course* concepts to the entire campus. Obviously, improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The baseline group consists of all for all first-time full-time students enrolled in developmental courses (English and math). Next, we take each student's overall first year grade point average (GPA) and calculate the mathematical mean for each year. Finally, the average of the combined GPA's of all three years is calculated to determine the baseline. Subsequent years will be compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Outcome/Results: The AY2017 GPA was 2.228, compared to the baseline of 2.214 and the previous number of 2.224. As mentioned in Indicator 5, the College offers tutor services for all students, and started a writing lab in 2018. This lab has seen remarkable increase in student use and tracks the success of the students through their coursework. The success of this lab is leading to the exploration of a similar math lab concept. Other success initiatives include the FYE, assessment and placement, and a successful TRIO program.

Institution Name: Independence Community College
Date: 11/04/2019
Indicator number and title: #1 Increase first to second year retention rates of college ready cohort
Identify alternative evaluation criteria being used: Extenuating circumstances beyond ICC's control

Justification: ICC was less than 1% down from the baseline average and we have maintained this level of retention over recent years. This rate was affected by an extenuating circumstance beyond ICC control: faculty turnover at approximately 30% over the last few years. It is not surprising, given this circumstance of losing faculty, that retention has decreased. ICC lost 30 full time faculty members. Over the past two years four faculty members left to be closer to spouses living in a different town, one was dismissed, and three retired. At a community college, with small class sizes faculty relationships with students have a huge impact on student retention. Having approximately one third of our faculty leave for various reasons has definitely had a negative impact on ICC's overall retention.

While most faculty decisions to leave the school were circumstances beyond ICC's control (retirements, leaving for spouses getting jobs elsewhere) ICC has revamped hiring processes to try to help retain current and incoming faculty.

Independence Community College Performance Report AY 2018							AY 2018 FTE: 710	
Contact Person: Taylor Crawshaw			Phone and email: 620-332-5457; tcrawshaw@indycc.edu				Date: 8/9/2019	
Independence Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 42.2% (38/90) Fall 13 Cohort: 33.3% (50/150) Fall 14 Cohort: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑	37.9% (50/132)	↓		
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓	150	↓		
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009: 45% (88/194) 2010: 53% (100/189) 2011: 54% (106/195) Baseline: 51% (294/578)	84% (194/230)	↑	37% (72/196)	↓		
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)	47% (66/141)	↓	82% (45/55)	↑		
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)	73% (8/11)	↓	80% (4/5)	↑		
6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1,038) *F13/S14: 72.1% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)	66% (865/1303)	↓	72% 769/1067	↑		
		*Updated 7/16/2018						

13

Independence Community College Performance Report AY 2018

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

Description: According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions.

Outcome/Results: Our results for the AY 2018 school year show a drop in performance to 37.9%, or 50/132 students returning. We did not implement Navigators (staff advisors) on campus until spring 2018, so we will not see the results of that effort until this upcoming year.

Indicator 2: Increase number of certificates and degrees awarded to ICC students.

Description: ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step.

Outcome/Results: We had 150 certificates and degrees awarded for AY2018. This follows our downward enrollment trend, but we have more students seeking certificates at the concurrent level, so we hope to see this number increase in the coming year.

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

Outcome/Results: In this equation, the numerator (n = 72) is lower than usual because of the high number of graduates during the past two years. In addition, within the reporting period, lower enrollment numbers of local students and higher enrollment numbers of students in the football program led to the SSS program enrolling more football players in the program, thus making SSS outcomes more dependent upon persistence and retention of football players. The SSS program serves 225 students from our total campus population. The high proportion of football players within the SSS cohort proved to be a statistical detriment when large numbers of football players were cut from the team after summer session, at fall break, after the fall semester, and at spring break. Student Support Services had no ability to predict whether their members who were football players would be kept or not, but those who qualified from the program could not ethically be denied services.

Indicator 4: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any program.

Description: ICC's baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate, and to educate technical faculty on good advising practices to ensure we are giving students the best advice to get work in that

field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field and/or continuing their education.

Outcome/Results: 45/55 or 82% of our students were employed in a related field or were continuing their education. Our faculty worked hard to ensure our students were able to meet their career goals, and this goal was met!

Indicator 5: Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.
Description: This data is comprised by using the following table:

Fall of	A # Enrolled in Comp Prep	B # Successful in Comp Prep	C % Loss from Column A	D # of Column B students enrolled in Comp I by end of next AY	E % Loss from Column A	F # Successful in Comp I	G Success Rate (Column F/Column D)
2012	69	34	51%	29	58%	22	76%
2013	75	57	24%	42	44%	33	79%
2014	40	17	57%	12	70%	9	75%
2015	33	26	21%	19	42%	16	84%
2016	28	15	46%	11	61%	8	73%
2017	12	12	0%	5	58%	4	80%

The numerator is column "F", which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column "D" which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation, as we are seeing a downward trend in the year to year percentage.

Outcome/Results: Our data showed that 4/5, or 80% of our students went on to complete English Comp I with a C after completing a developmental English course. ICC is able to offer smaller class sizes and more direct student/instruction attention due to our size. The goal of increasing the number of students completing English Comp I with a grade of "C" or better after completing a developmental English course was met.

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

Description: As part of our overall efforts to attract and retain students, ICC has spent considerable time redesigning our online courses, while ensuring academic rigor. The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)
Outcome/Results: We had 769/1067, or 72% of students successfully complete their online course with an A, B, or C. This goal was met!

Discuss College-Going Rate Data   **Daniel Archer**
                                                                              VP, Academic Affairs
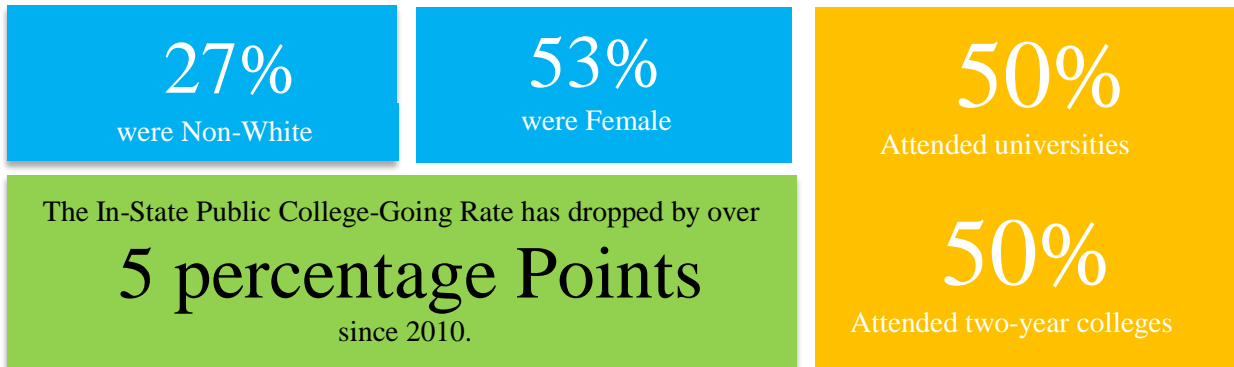
Summary

This issue paper explores and examines the college-going rate data among students who attended a Kansas public college and university after graduating from a Kansas high school. The data are unpacked by examining demographical information, geographical issues, and historical trends.   *November 20, 2019*

Background

As noted at the September BAASC meeting, the total Kansas college-going rate has hovered around 65% in recent years. The total Kansas college-going rate includes the percentage of Kansas high school graduates who subsequently attended in-state public higher education institutions, in-state private higher education institutions, out-of-state private higher education institutions, and out-of-state public higher education institutions. Given that KBOR collects data from all Kansas public colleges and universities, robust data are available for the aforementioned in-state public higher education institution category. As such, the purpose of this issue paper is to explore and examine the in-state public college-going rate data.

In-State Public College-Going Rates

In 2017, the in-state public college-going rate was 50.55% (this includes the percentage of Kansas high school graduates who enrolled at a Kansas public higher education institution within one year of high school graduation). A breakdown of this figure is detailed below:

27% were Non-White	**53%** were Female	**50%** Attended universities
The In-State Public College-Going Rate has dropped by over **5 percentage Points** since 2010.		**50%** Attended two-year colleges

Race and Hispanic Origin

When disaggregating the total in-state public college-going rate by race and Hispanic origin, each category has exhibited a decrease since 2012. Between 2012 and 2017, the three categories that have traditionally been considered underrepresented exhibited the highest declines: the Hispanic in-state public college-going rate declined by seven percentage points, the African American in-state public college-going rate declined by eight percentage points, and the Native American in-state public college-going rate declined by nine percentage points.

In-State Public College-Going Rate by Race & Hispanic Origin
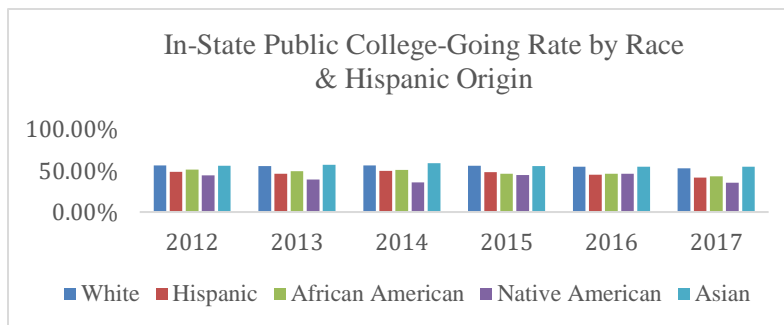
Equally concerning, the in-state public college-going rate gaps between White students and their underrepresented counterparts have widened in recent years. In 2017, the in-state public college-going rate gap between White Students and African American and Hispanic Students reached a five-year high, which is detailed below.

In-State Public College-Going Rates

42% *of Hispanic Students*

43% *of African American Students*

35% *of Native American Students*

ENROLL AT KANSAS PUBLIC COLLEGES AND UNIVERSITIES

Compared to

53% *of White Students*

These data show that a growing equity gap exists at a time in which the state's demographical makeup is becoming more diverse. As one recent example, the state's Hispanic population grew by 29% between 2008 and 2014.[1] Additionally, the demographics are projected to continue changing over the next three decades. Between 2016 and 2036, the state's 1) Hispanic population is expected to grow by 101% and 2) African American population is projected to grow by 22.3%.[2]

Geographic Issues

Data were analyzed to review the in-state public college-going rate within each county. These rates ranged from 17.39% to 92.59%. The map below highlights the counties that yielded the 20 lowest in-state public college-going rates.
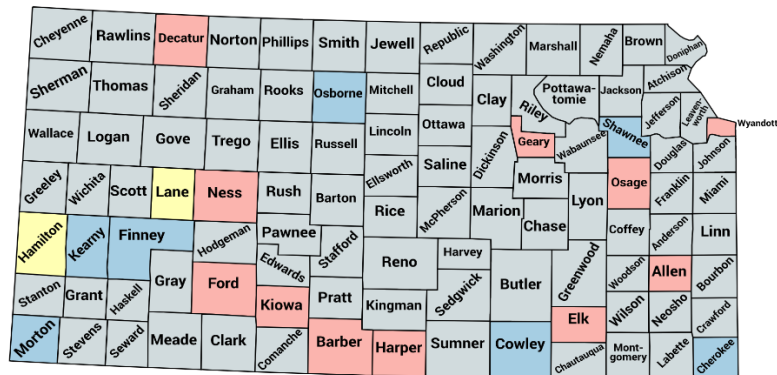
Below 30% In-State Public College-Going Rate	31-40% In-State Public College-Going Rate	41-50% In-State Public College-Going Rate

---

[1] Kansas Certified Population: Certified to the Secretary of State by Division of the Budget on July 1, 2019
[2] 2016 Population Projections by Race and Ethnicity, Center for Economic Development and Business Research at Wichita State University,

Of the 20 counties, 18 were in rural settings. Thus, these data suggest that an in-state public college-going rate gap may exist between some urban and rural counties.

While some counties exhibited low in-state public college-going rates, it should be noted that counties near state borders may yield higher out-of-state public and private college-going rates. Additionally, some counties may have a high volume of high school graduates attend in-state private higher education institutions, especially those in which a private institution is within close proximity or within the county. Therefore, some lower county in-state public college-going rates may also be attributed to high school graduates enrolling at non-Kansas public higher education institutions.

Direct Support Professional Initiative

Vision:

Direct Support Professional Initiative

Supporting older adults and people of all ages with disabilities

- Create a pipeline of workers entering the Direct Support Profession to bridge the critical gap between supply and demand

- Elevate quality of care through training and credentialing programs that lead to career pathways

- Efficiently and effectively connect trained Direct Support Professionals with jobs

Is there need for this initiative?

YES!

- In Kansas, the Direct Support Profession defined as Personal Care Aides, Home Health Aides, and Nursing Assistants, will have 74,400 openings by 2026

- The total Direct Support Workforce will be larger than any single occupation by 2026

- This workforce must expand dramatically in order to adequately support the growing need across the lifespan including the deficiency of workers in child care and adult care services and the aging Baby Boomer generation

- The critial shortage of Direct Support Professionals puts people needing assistance at great risk of harm, contributes to long waiting lists for services and is leading many people to prematurely select more expensive institutional models of care

Assessing the Magnitude of the Shortage Over Time

Projected Direct Care Job Openings 2016-2026

Direct Care Worker Projected Job Openings, 2016 to 2026

⌄ AREA	OCCUPATION	GROWTH	% GROWTH	SEPARATIONS	TOTAL JOB OPENINGS
KANSAS	HOME HEALTH AIDES	1,330	32%	5,370	6,700
	NURSING ASSISTANTS	1,190	5%	27,410	28,600
	PERSONAL CARE AIDES	7,240	38%	31,860	39,100
	TOTAL	9,760	21%	64,640	74,400

Source: PHI National Workforce Data Center

The Aging Baby Boomer Generation Heightens the Critical Shortage

The next two slides make an aged population comparison between 2014 and 2034.

Kansas 2014
Percentages of 65+ Population

Population 65+ 2014
- 3.0% to 11.6%
- 11.7% to 20.2%
- 20.3% to 28.8%
- 28.9% to 37.4%
- 37.5% to 46.0%

Source: Center for Economic Development and Business Research

Kansas Aging Map

2014

Kansas 2034
Projected Percentages of 65+ Population

Source: Center for Economic Development and Business Research

Kansas Aging Map

2034 projection

How do we supply the Direct Support Professionals?

By recruiting:

- College students
- High school students
- Individuals looking for experience in the Health and Human Services field
- Individuals with a passion for serving

Leadership for the Initiative

Wichita State University Community Engagement Institute

- The goal of the CEI is to promote best practices in organizations and communities interested in improving people's lives, as well as fostering connections with community partners looking to create positive change.

- Project Leadership:
  - Lead an Advisory Committee with representatives from universities and colleges statewide, provider organizations, and other identified entities TBD. The Advisory Committee will help create a pipeline for direct support professional recruitment as well as provide input regarding needs and opportunities across the state relative to direct care services for people with disabilities or aging related care needs.

  - Manage statewide recruitment of DSP's through the IMPACT Center. Recruiters would be responsible for recruitment and promotion of direct care service opportunities with high school and college students, military spouses/families, retired individuals, and others who may be interested in such positions.

  - Implement marketing strategies for the Kansas Personal Care Directory – a tool to make effective matches between DSP's and direct care jobs.

  - Establish a call center to answer questions from family caregivers and DSP's, and assist with access to the Kansas Personal Care Directory.

What about funding?

- MCO's

- Grant opportunities

- Federal Direct Care Opportunity Act

- Higher education funding

Terminology Regarding Diagram

High School Academy - Elective that juniors and seniors can take if interested.

Kansas Personal Care Directory - Database that tracks and matches individuals who need DSPs with the DSPs available. Can either be individuals or providers.

Managed Care Organizations (MCO's) - Insurance companies that oversee Medicaid coverage
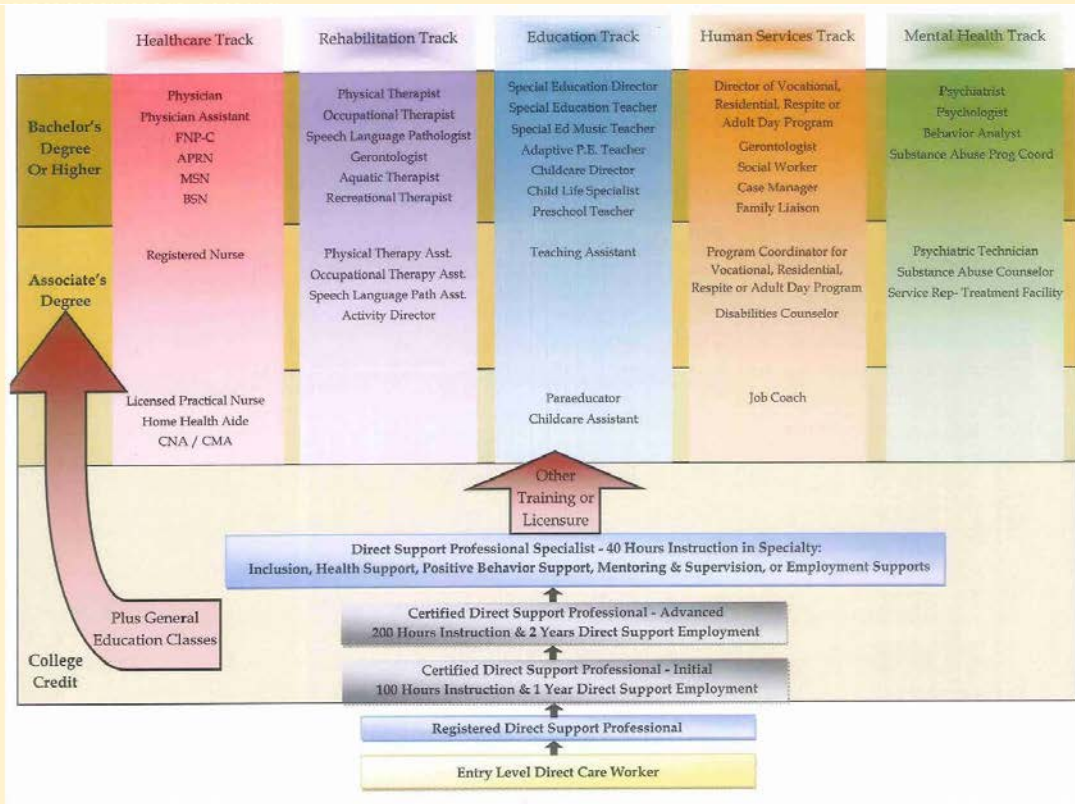
Workforce Centers - State workforce center that provides employment resources
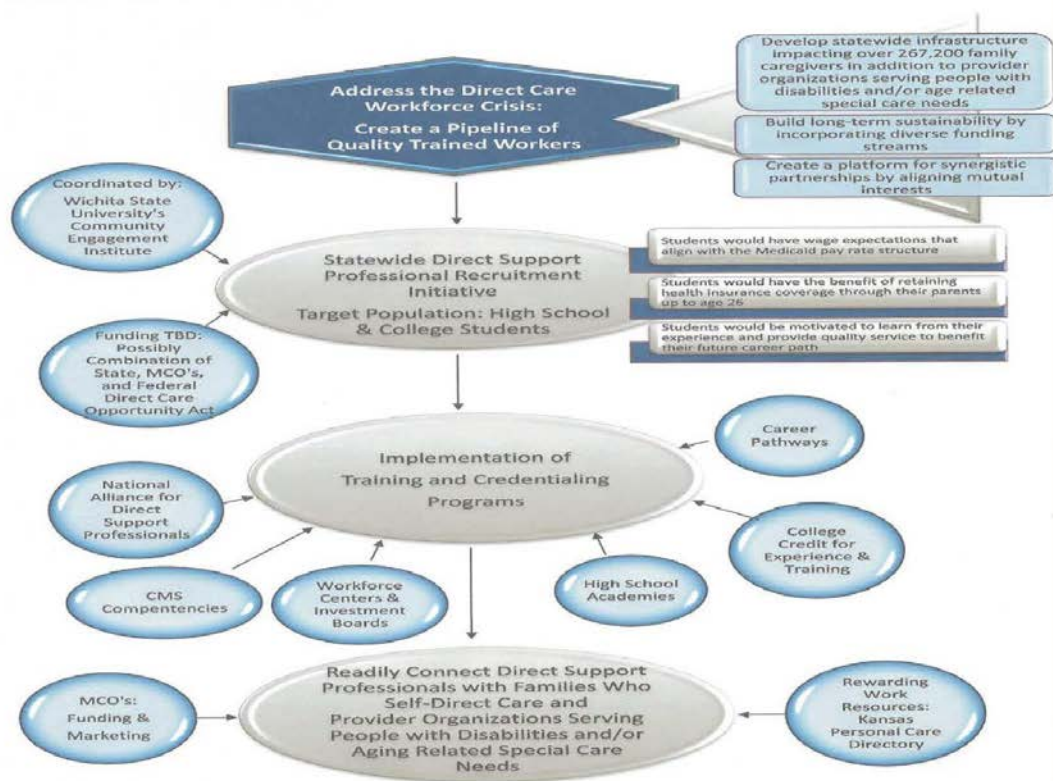
Visualizing Career Paths
Available to DSPs

- Healthcare track
- Rehabilitation track
- Education track
- Human Services track
- Mental Health track

Multiple future careers for DSPs are supported by this education proposal!

	Healthcare Track	Rehabilitation Track	Education Track	Human Services Track	Mental Health Track
Bachelor's Degree Or Higher	Physician Physician Assistant FNP-C APRN MSN BSN	Physical Therapist Occupational Therapist Speech Language Pathologist Gerontologist Aquatic Therapist Recreational Therapist	Special Education Director Special Education Teacher Special Ed Music Teacher Adaptive P.E. Teacher Childcare Director Child Life Specialist Preschool Teacher	Director of Vocational, Residential, Respite or Adult Day Program Gerontologist Social Worker Case Manager Family Liaison	Psychiatrist Psychologist Behavior Analyst Substance Abuse Prog Coord
Associate's Degree	Registered Nurse	Physical Therapy Asst. Occupational Therapy Asst. Speech Language Path Asst. Activity Director	Teaching Assistant	Program Coordinator for Vocational, Residential, Respite or Adult Day Program Disabilities Counselor	Psychiatric Technician Substance Abuse Counselor Service Rep- Treatment Facility
	Licensed Practical Nurse Home Health Aide CNA / CMA		Paraeducator Childcare Assistant	Job Coach	

Other Training or Licensure

Plus General Education Classes

College Credit

Direct Support Professional Specialist - 40 Hours Instruction in Specialty: Inclusion, Health Support, Positive Behavior Support, Mentoring & Supervision, or Employment Supports

Certified Direct Support Professional - Advanced
200 Hours Instruction & 2 Years Direct Support Employment

Certified Direct Support Professional - Initial
100 Hours Instruction & 1 Year Direct Support Employment

Registered Direct Support Professional

Entry Level Direct Care Worker

Proposing a Solution

Curriculum with College/Clinical credit associated offers:

- Quality direct support professionals
- Career development opportunities
- Advanced recruiting material

OVERALL:

Provide a higher **quality** and **quantity** of DSPs for individuals in need.

Solution: Curriculum

Step 1:

- 6 credit hours for training and NADSP certification levels
- 3 credit hours for every 6 months of clinical employment

Total: 12 credit hours after working as a DSP for 1 year

Step 2:

- Use the credits earned as a foundation for your future career path

IN CONCLUSION

There is an urgent need and stakeholders must work agressively on a solution to ensure older adults and people with disabilities have access to quality support in the coming years.

The optimal solution is a multi-faceted approach in building a pipeline of DSP's:
1) statewide recruitment of people going into the direct support profession
2) elevate the direct support profession through quality training, credentialing, and career pathways
3) efficiently connect DSP's with jobs that best match their expertise

Result: Growing supply of high quality DSP's to meet the critical demand