KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL AGENDA
Tuesday, August 25th, 2020
11:00 am

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

IV. **Suggested Agenda Items for September 9th BAASC Meeting**
- Recommended High School Courses for College Preparation
- State Authorization Reciprocity Agreement Appeal Process
- General Education Working Group Update
- Direct Support Professionals (DSP) Update
- Coordinating Council Update

V. **Adjournment**

Date Reminders:
- September: Introduce New Members and Confirm Meeting Schedule
- September: Discuss BAASC AY2020 Work Topics
- October: Apply Kansas College Application Month

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:

Shelly Kiblinger

Helen Van Etten

Allen Schmidt

Ann Brandau-Murguia

Board Academic Affairs Standing Committee

AY 2020 Meeting Schedule

Meeting Dates	Time	Location	Institution Materials Due
August 25, 2020	11:00 am	Conference Call	July 30, 2020
September 9, 2020	1:30 pm	Topeka	August 19, 2020
October 14, 2020	TBD	KU	September 25, 2020
November 3, 2020	11:00 am	Conference Call	October 15, 2020
November 18, 2020	10:15 am	ESU	October 28, 2020
December 1, 2020	11:00 am	Conference Call	November 12, 2020
December 16, 2020	10:15 am	Topeka	November 24, 2020
January 5, 2021	11:00 am	Conference Call	December 17, 2020
January 20, 2021	10:15 am	Topeka	December 30, 2020
February 2, 2021 *corrected date	11:00 am	Conference Call	January 14, 2021
February 17, 2021	10:15 am	Topeka	January 27, 2021
March 2, 2021	11:00 am	Conference Call	February 11, 2021
March 17, 2021	10:15 am	Topeka	February 24, 2021
March 30, 2021	11:00 am	Conference Call	March 11, 2021
April 14, 2021	10:15 am	FHSU	March 24, 2021
May 4, 2021	11:00 am	Conference Call	April 15, 2021
May 19, 2021	10:15 am	Topeka	April 28, 2021
June 1, 2021	11:00 am	Conference Call	May 13, 2021
June 16, 2021	10:15 am	Topeka	May 26, 2021

*Please note that conference calls have changed from Mondays to Tuesdays.

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, June 17, 2020

The June 17, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 10:15 a.m. The meeting was originally scheduled to be held in Topeka. Due to the COVID-19 Pandemic, this meeting was held through Zoom and live streamed for the public.

In Attendance:

Members:	Regent Schmidt, Chair	Regent Harrison-Lee	Regent Van Etten
	Regent Kiblinger		
Staff:	Daniel Archer	Karla Wiscombe	Samantha Christy-Dangermond
	Amy Robinson	Connie Beene	Erin Wolfram
	Judd McCormack	Travis White	Scott Smathers
Others:	Brian Niehoff, K-State	Chuck Taber, K-State	Howard Smith, PSU
	Jason Sharp, Labette CC	Jean Redeker, KU	Jill Arensdorf, FHSU
	Linnea GlenMaye, WSU	Rick Muma, WSU	Robert Klein, KUMC
	Gwen Ferdinand-Jacob, K-State		

Regent Schmidt welcomed everyone.

Approval of Minutes
Regent Kiblinger moved to approve the June 1, 2020 meeting minutes, and Regent Harrison-Lee seconded the motion. With no corrections or discussion, the motion passed.

Consent Items
K-State is requesting approval to seek accreditation for a Master of Science in Physician Assistant Studies. Chuck Taber and Gwen Ferdinand-Jacob provided a brief summary. The accreditation visit in July will be virtual and the first time K-State has gone through this process in that format.

Regent Kiblinger motioned to approve the request, and Regent Van Etten seconded. With no further discussion, the motion passed unanimously.

Revision to Performance Agreements: Funding Guidelines
Sam Christy-Dangermond stated institutions should plan to continue to report for AY 2020 and AY 2021 per the performance agreements, which are required by state statute, but KBOR is working on adjustments that can be made to help lessen the impact of the COVID-19 pandemic on performance-based funding. Sam noted that performance-based funding is only available if new money is allocated by the legislature and these changes would only affect AY 2020 and AY 2021.

At the direction of SCOCAO, the Performance Agreement Working Group reconvened on May 1, 2020. The group endorsed changes to *Performance Agreements: Funding Guidelines* as outlined in the provided materials. These changes will allow institutions to make a case for any indicators affected by COVID-19 to move to a higher funding tier. Further, the changes will remove the limitation of moving up only one tier. No questions

were presented by the Committee.

Regent Kiblinger asked for clarification on the appeal process. Sam responded institutions not qualifying for 100% of funding will present their report and case/appeal at the same time.

Regent Van Etten motioned to approve the revisions, and Regent Harrison-Lee seconded. With no further questions, the motion passed unanimously.

Concurrent Enrollment Partnership (CEP) Report
Karla Wiscombe gave an overview of the report, which can be found at: https://www.kansasregents.org/academic_affairs/concurrent-faculty-qualifications/cep-reports. Karla noted CEP courses are taught by high school teachers. CEP is separate from Dual Enrollment, which includes all other opportunities for students to take courses directly from the institution.

Regent Schmidt asked if there is the same downtrend in high school enrollment as seen in freshman enrollment. Regent Kiblinger noted K-12 enrollment has been looked at statewide and appears to be trending downward. Karla noted it is important to also look at the 5-year trend which shows growth. Regent Schmidt stated he wants to be sure there is not an issue for minority students, and we could look at schools who do not have the capacity to offer CEP courses. Karla believes overall students have opportunities, but they can look further at individual institution data on Table 5.

Karla discussed issues with faculty qualifications, which contribute to the small decline in credit hours of CEP courses. Kansas is a member of the Midwest Higher Education Compact where other states are talking about how to handle this issue. Kansas is working on developing more qualified teachers and KBOR has this information on their CEP website, as well as on a page dedicated to programs for teachers to become HLC qualified. This page can be found at: https://www.kansasregents.org/academic_affairs/concurrent-faculty-qualifications/faculty-qualifications.

Regent Kiblinger asked for clarification on waivers. Karla responded HLC started requiring all institutions by September 1, 2017, to have 100% of faculty teaching systemwide transfer CEP courses meet their criteria. Institutions that could not meet the criteria could request a waiver for extension and these are identified in the report. Karla stated the waivers expire September 1, 2022. The Committee discussed the lack of qualified faculty at some high schools and the fact that teachers can take advantage of various online programs listed on the KBOR website to become HLC qualified. Karla indicated many teachers are nearing retirement and do not want to take additional coursework, while others may not want to incur the costs of taking additional coursework. Regent Kiblinger questioned if there may be a need to work with universities on a type of online program where teachers can access the coursework at a free or reduced cost. Daniel Archer commented there have been states who passed funding opportunities which had low turnout; however, that does not mean it couldn't work in Kansas. The Committee discussed looking at incentivizing such a program, encouraging teacher participation, and how maintaining HLC accreditation may affect their direction. Daniel stated he could investigate what colleagues in other states are doing and report back to the Committee. Regent Kiblinger noted it could be beneficial to collaborate with the Coordinating Council. Regent Schmidt asked that KBOR staff follow up on comments, suggestions, and questions before the next meeting.

Karla discussed legislative action. She noted currently for CEP, districts are not allowed to pay for students. Statute outlines students must pay tuition for CEP courses, but the proposed legislation to change this was not signed by the Governor. Karla stated scholarships may be provided to pay for CEP courses which could increase participation for underserved students.

Karla finished her overview of the report. She stated data shows CEP success rates are high in every sector and systemwide. Regent Kiblinger stated she would be interested in data showing a breakdown including headcount

and credit hours of the students who took CEP courses who went on to attend a system institution and their completion rates. Regent Schmidt discussed the possibility of students not being prepared for upper level course work at the Freshman level. Karla responded that while it is hard to pinpoint issues, the data shows they are successful overall.

Credit for Prior Learning (CPL) Report
Erin Wolfram provided a brief overview of the annual 2019 CPL Report which can be found at: https://www.kansasregents.org/academic_affairs/credit_for_prior_learning. Erin provided background information, types of CPL, and CPL data. Erin noted data shows an increase in CPL across Kansas. AP and Military have the highest number of credits awarded. Regent Schmidt noted this could tie into awarding credit for Direct Support Professionals and asked that KBOR staff keep this in mind when participating in future DSP meetings.

Connie Beene provided information and data on Military Articulations as provided in the report. She discussed the difference between military training courses and military occupations (MOCs). Regent Schmidt asked about institutions who appear to have high numbers of courses. Connie responded that several institutions have taken the reins in articulating General Education credit. She noted Allen, Highland, and Independence, among others, have looked at many different occupation codes and articulated general education credits that are systemwide transfer courses. Karla noted institutions that have former military personnel have used these individuals as champions of work in these areas. Connie noted there are 318 total military articulations in the Military Articulation Portal. She stated they will be working this year with Army University to link the KBOR portal with the Army University database.

Connie discussed the Kansas Military Articulation Initiative, which was formed a few years ago with a team of nursing and medical leaders. This year the Kansas Military Army Medic to Registered Nurse Program was approved by the Kansas Board of Nursing and launched by Washburn University, who is teaching the course, but any Kansas student may enroll through another university and take the course online. This is a unique collaboration which waives 10 credit hours. Connie noted this took much effort by the group of leaders and they are very proud of the result.

Connie provided an update on LUMINA grant. KBOR is waiting to hear if Kansas will be awarded the $200,000 grant, which would provide funding for innovative pathways that lead to a variety of degrees. If awarded the grant, universities would select a 2-year partner and would work on articulating for other military branches beyond the Army such as Navy, Marines, or Airforce. This has been a long-term effort and the Committee thanked everyone for their work. Connie also discussed efforts to reach out to Veterans, noting there was a collaboration to rebuild the KanVet website, https://kcva.ks.gov/kanvet, and this could be an opportunity to utilize. Connie stated she would investigate efforts to update and market this site. The Committee discussed further opportunities to include Veterans and explore connections to this group.

Finalize Strategic Program Alignment for FY 21 Low-Enrollment Program Review
Daniel Archer discussed the proposal to review low enrollment programs. He noted these are scheduled to be reviewed under Strategic Program Alignment in November 2020, December 2020, and January 2021; however, an option has been added to appeal to extend some reviews due to the pandemic. Daniel also discussed the basic framework of the proposed review which includes a faculty profile, data that will be provided, recommendation protocol, and providing justification for the recommendation. The Committee members agreed that the proposal is appropriate, and they had no recommended changes.

Regent Van Etten motioned to approve the proposal, and Regent Kiblinger seconded. Regent Schmidt asked if the proposal is final after it goes to the Board for approval. Daniel responded it would go to the Board and they have the option to send it back to BAASC for further work. With no further questions, the motion passed unanimously.

<u>Adjournment</u>
The Committee thanked Regent Schmidt for his work and leadership as Chair. Regent Kiblinger moved to adjourn the meeting, and Regent Harrison-Lee seconded the motion. With no further discussion, the meeting adjourned at 11:42 a.m.

Act on Request for a New Certificate of Approval for degree granting authority for the University of St. Augustine for Health Sciences

Summary

The University of St. Augustine for Health Sciences has applied for a Certificate of Approval to operate in Kansas and is requesting degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, and supporting materials, the institution demonstrates that it meets and complies with statutorily imposed requirements. Staff recommends the institution be issued a Certificate of Approval.

August 25, 2020

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas but also schools that offer or provide online distance education to Kansans who remain in Kansas while receiving that education.

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 institutions to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuition and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, clinical or externship requirements, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

University of St. Augustine for Health Sciences

Originally founded in 1979 as the Institute for Physical Therapy, the University of St. Augustine for Health Sciences has ground campuses located in St. Augustine and Miami, Florida; Austin and Dallas, Texas; and San Marcos, California. They intend to offer programs to Kansas residents in an online or blended learning format. The University offers graduate programs in nursing, health science, physical therapy, education, occupational therapy, and speech-language pathology.

The University of St. Augustine for Health Sciences is accredited by the Western Association of Schools and Colleges - WASC Senior College and University Commission, an accreditation agency recognized by the U.S. Department of Education. The University is also accredited by the following programmatic accreditors: the Commission on Accreditations in Physical Therapy Education; the Commission on Collegiate Nursing Education; the American Speech-Language-Hearing Association, Council of Academic Accreditation in Audiology and Speech-Language Pathology; and the Accreditation Council for Occupational Therapy Education.

Staff Recommendation

Staff recommends issuance of a Certificate of Approval with degree granting authority to the University of St. Augustine for Health Sciences.

Act on Performance Reports for Academic Year 2019　　　　　**Samantha Christy-Dangermond**
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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.　　　　　　　　　　　　　　　　*August 25, 2020*

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 2019 (AY 2019). These reports will be the basis of awarding any new funds in July 2021. 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 2019 performance reporting, reviewing, and funding cycle is detailed below.

July 2020: Institutions Submit AY 19 (Summer 18, Fall 18, and Spring 19) Performance Reports to KBOR	→	Fall 2020: Regents review and approve AY 19 Performance Reports	→	July 2021: AY 19 performance funding is disbursed to institutions (if new money is availble)

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:
  - 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 recommends the schools listed below receive 100% of any new funding for which they are eligible.

University/College	Funding Recommendation	Page
Kansas State University	100% funding	11
Wichita State University	100% funding	14
Coffeyville Community College	100% funding	17
Colby Community College	100% funding	20
Hutchinson Community College	100% funding	23
Neosho Community College	100% funding	26

Performance Agreement Model

Indicators	Sectors		
	Universities *Research Universities*	*Universities* *Comprehensive Universities*	*Community Colleges* *Technical Colleges*

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

Institution-Specific Indicators[3]	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population.

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[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.

Kansas State University Performance Report AY 2019								AY 2019 FTE: 19,570
Contact Person: Brian Niehoff		Phone and email: 785-532-4797; niehoff@ksu.edu						Date: 6/12/2020
Kansas State University	**Foresight Goals**	**3 yr History**	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase 1st to 2nd year Retention	1	Fall 12 Cohort = 81.2% (3,081/3,794) Fall 13 Cohort = 83.3% (3,128/3,755) Fall 14 Cohort = 83.4% (3,077/3,688) Baseline: 82.6% (9,286/11,237)	84.3% (2,975/3,531)	↑	85.4% (2,826/3,308)	↑	85.8% (2,922/3,405)	↑
2 Increase Number of Degrees and Certificates awarded	1	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 *Baseline: 5,060	5,353	↑	5,359	↑	5,363	↑
3 Increasing Rank for Total Research Expenditures	3	FY 2012 = $154.9M, control rank = 71 FY 2013 = $163.5M, control rank = 71 FY 2014 = $169.9M, control rank = 70 Baseline: rank average = 70.7	67 $178.3M	↑	69 $180.1M	↑	71 $181.9M	↓
4 Increase Rank for Annual Giving	3	FY 2012 = $66.9M, control rank = 61 FY 2013 = $75.4M, control rank = 56 FY 2014 = $108.1M, control rank = 37 Baseline: rank average = 51.3	53 $98.1M	↓	52 $96.6M	↓	64 $84.9M	↓
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑	657	↑	670	↑
6 Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.8% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) *Baseline: 38.3% (5,819/15,179)	41.8% (2,237/5,353)	↑	46.1% (2,471/5,359)	↑	44.5% (2,387/5,363)	↑

*Updated 11/26/2019

Kansas State University Performance Report AY 2019

Indicator 1:   Increase 1st to 2nd year retention rates
Description: This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Outcome/Results: The first-to-second year retention rate for AY 2019 is the highest in university history. Retention rates have been a focus of our K-State 2025 strategic plan. We believe that the continued increase is due to a combination of the increased quality of our incoming freshman classes, and the increased resources devoted to assisting first-year students' success.

Indicator 2:   Increase number of degrees and certificates awarded
Description: This indicator is a count of the total number of undergraduate and graduate degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report.

Outcome/Results: We continue to see the number of completions increase. The data for AY 2019 reflect the second highest in school history. This is in part due to our commitment to advising students, as well as improving the efficiency of the paths to graduation for transfer students.

Indicator 3: Increase Rank of K-State on total research expenditures
Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the NSF. This indicator is a key metric for the K-State 2025 strategic plan. The final rank used is from the Arizona State University Center for Measuring University Performance annual publication. We note that the ASU publication data lags by a few years, but we use the most recent data they publish.

Outcome/Results: While we have increased in the dollar amount of research expenditures, we did not improve our ranking above the baseline. Our ranking of 71 is practically equivalent to the baseline average of 70.7, but mathematically higher. So while the ranking rose slightly above the baseline, the increase is not very significant.

Indicator 4: Increase Rank of K-State on annual giving
Description: This indicator is the rank of our expendable (not endowed) contributions made to the university through the K-State Foundation. Endowed funds represent specific targeted accounts and the university can only spend a portion of the interest earned on the funds. On the other hand, expendable contributions are for immediate use, usually for purposes specified by the donor. This is a key metric in our K-State 2025 strategic plan. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance annual publication. Once again, we note that the ASU publication of annual amounts and ranks lags by a few years, and we report the most recent year that they publish.

Outcome/Results: In recent years, our annual giving has been trending more toward endowed gifts than expendable gifts. Since endowed gifts are not counted in this metric, it appears that our annual giving has decreased. This is not the case for overall annual giving, only on the expendable funds. We

have made great strides in annual giving, both during and after the completion of our $1.4B campaign, which ended two years ago.

Indicator 5: Increase number of historically under-represented students receiving degrees
Description: This indicator is the count of undergraduate and graduate degrees awarded to students from historically underrepresented groups during the year. Diversity is a common element in our K-State 2025 strategic plan. Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial.   Enhancing the success of our diverse student populations is critical for our success. Retention and graduation rates for students from underrepresented groups are often significantly lower than those rates for majority students.

Outcome/Results: As with indicators #1 and #2, our performance on this metric is the highest recorded in school history. We have strong student organizations for underrepresented groups. Our Black Student Union has been named the best in the Big XII 11 times in the past 14 years. Academic support for underrepresented groups includes programs for First Generation students and the Academic Assistance Center. Also each college employs a diversity point person who works with students in that specific college, assisting with financial aid questions and other advising.

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
Description: This indicator is calculated using the total number of degrees and certificates awarded in STEM fields divided by the total of degrees and certificates awarded over the academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years. Enrollments in Engineering have increased steadily during that time.

Outcome/Results: Student interest in STEM fields continues to grow. We have also expanded the number of programs in STEM disciplines. The Engineering initiative continues to assist enrollment growth in that college.

Wichita State University Performance Report AY 2019

AY 2019 FTE: 11,700

Contact Person: Rick Muma   Phone and email: 316.978.5761, richard.muma@wichita.edu   Date: 7/2/2020

Wichita State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 *AY2014: 3,036 AY2015: 2,975 *Baseline: 3,003	3,050	↑	3,116	↑	3,083	↑
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) *AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) *Baseline: 35.4% (3,192/9,010)	36.2% (1,104/3,050)	↑	37.1% (1,155/3,116)	↑	36.2% (1,115/3,083)	↑
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: $25,306,000/ranking:1 AY2014: $28,797,000/ranking: 1 *AY 2015: $29,146,000/ranking: 1 Baseline: $27,750,000/ranking: 1	$34,164,000/ Ranking: 1	↑	$39,264,000 Ranking: 1	↑	$74,472,000 Ranking: 1	↑
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑	386	↑	402	↑
5. Increase the second year retention rate of first- time/full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218) Fall 14 Cohort: 72.0% (996/1,384) *Baseline: 73.6% (2,859/3,882)	73.0% (1,036/1,420)	↓	73.0% (1,077/1,475)	↓	71.5% (1,162/1,626)	↓
**6. Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY2016: 825 AY2017: 860 AY2018: 890 Baseline: 858					943	↑

*Updated 7/20/2018
**Replacement indicator approved January 2020

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Wichita State University Performance Report AY 2019

Indicator 1: Increase number of certificates and degrees awarded
Description: Wichita State University's Strategic Enrollment Management (SEM) plan is a campus-wide multi-pronged collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Outcome/Results: **The number of certificates and degrees totaled 80 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Committee continues to focus on retention strategies and support to encourage completion.

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

Outcome/Results: **STEM degrees were 0.8% above the baseline.** Academic programs continue to foster integration into both the academic and social aspects of the college experience. Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and, in some cases, have been enhanced.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2018], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Outcome/Results: The ranking is delayed by one year, due to the National Science Foundation reporting structure, however, the latest data available indicates a **retention in WSU's previous first-place ranking**. WSU expended $74,472,000 in research and development this year, $46,722,000 more in than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for National Institute for Aviation Research. The new dean of the Graduate School and Associate Vice President for Research and Technology, Coleen Pugh, has implemented new supports and expectations for researchers and faculty productivity, leading to some of these gains.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)
Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach programs that work with minoritized populations such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and

attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students.

Outcome/Results: **WSU awarded 111 more certificates to URM's over the baseline of 291 this year**. Recruitment along the I-35 corridor continues to result in growth in the diversity of the student body. Outreach programs such as TRIO/ GEAR UP, the Fuse and a new partnership with Wichita Public Schools that supports high achieving Black and Hispanic male students continue to encourage students to attend college, preferably at Wichita State. Continued refinement of high impact practices, including applied learning efforts that are paid opportunities to earn-while-you-learn and scholarships that focus on need are helping improve college affordability.

Indicator 5: Increase Second Year Retention Rate of First-Time/Full-Time Freshmen
Description: Wichita State University's Strategic Enrollment Management (SEM) plan is a campus-wide multi-pronged collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Outcome/Results: **WSU fell short of the baseline of 73.6%, reporting a 71.5% retention rate from last year**. Success coaches were recently hired for each of the academic colleges to support retention initiatives and use actionable data to intentionally intervene with students for whom the university is at risk of losing. Improvements were made in connecting students to personal development, social activities, and needed resources. Efforts were employed to bring together academic and student life leaders to plan and implement programming. Additionally, a reorganization in the Office of Counseling and Prevention Services facilitated the hiring of additional staff and expansion of mental health services.

Indicator 6: Increase the number of undergraduate certificates and degrees awarded to first-generation (FG) students`
Description: Wichita State University continues to experience an increase in the enrolled number of FG college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%). Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council (FGCC) was created to inform our work and the FGCC was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion. Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

Outcome/Results: **WSU awarded 85 more certificates/degrees to first-generation students over the baseline of 858.** This number continues to grow because of recruitment efforts to engage this population and university service expansion to support retention and graduation. Several offices and functional areas are coordinating efforts to create a campus culture of celebration, increase awareness of the needs, and elevate support services of first generation students.

Coffeyville Community College Performance Report AY 2019							AY 2019 FTE: 1,427	
Contact Person: Aron Potter		Phone and email: 620 251-7005, potter.aron@coffeyville.edu					Date: 6/15/2020	
Coffeyville Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percentage of first to second year retention rates for college ready students.	1	Fall 12 Cohort – 165/248 66.5% Fall 13 Cohort – 169/276 61.2% Fall 14 Cohort – 130/221 58.8% Baseline: 464/745 62.2%	55.6% (124/223)	↓	66.9% (162/242)	↑	54.2% (143/264)	↓
2 Increase the number of certificates and degrees awarded.	1	2013 – 499 2014 – 560 2015 – 524 Baseline: 527	499	↓	465	↓	463	↓
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526	892	↑	741	↑	751	↑
4 Increase the credit hours awarded through Credit for Prior Learning	1	2014 – 56 2015 – 17 2016 - 16 Baseline: 29	34	↑	31	↑	47	↑
5 Increase the three-year completion rate of minority students graduating with an Associate degree or certificate.	1	2010 53/185 28.6% 2011 78/245 31.8% 2012 81/204 39.7% Baseline: 212/634 33.4%	31.4% (82/261)	↓	42.6% (84/197)	↑	34.9% (83/238)	↑
6 Increase Success Rates of Students in Developmental Courses	1	2013 – 212/316 67.1% 2014 – 200/273 73.3% 2015 – 222/309 71.8% Baseline: 634/898 70.6%	76.8% (262/341)	↑	77.5% (296/382)	↑	75.3% (299/397)	↑

Coffeyville Community College Performance Report AY 2019

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:
The retention rate of first to second year college-ready students fell below the benchmark from 62.2% to 54.2%. The AY 2019 year was the lowest retention rate of this student population.

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 baseline of 527 to 463. The 463 was just under the previous AY 2018 of 465.

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 essential steps to support portable/stackable credentials and career pathways.
Outcome/Results:
CCC met and exceeded the baseline of 526 to 751in student completing third party credentials.

Indicator 4: Increase the number of credit hours awarded through Credits for Prior Learning
Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently, the institution accepts Credit for Prior Learning for Military, Fire Science, and Advanced Placement.
Outcome/Results:
The number of credit hours awarded through CPL exceeded the baseline of 29 to 47 in AY 2019.

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:
CCC saw an increase in the number of completion rates of minority students in AY2019 from the baseline of 33.4% to 34.9%.

Indicator 6: Increase Success Rates of Students in Developmental Courses

Description: Data will be collected from the institutional database for 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 complete with a C or better compared to the number of students who complete a developmental course.

Outcome/Results:
Students required to enroll in developmental coursework continue to perform above the baseline of 70.6% to 75.3% in AY 2019. This is the third AY that CCC has exceeded the baseline percentage.

Colby Community College Performance Report AY 2019								AY 2019 FTE: 1,054	
Contact Person: Brad Bennett		Phone and email: 785-460-5403; brad.bennett@colbycc.edu						Date: 7/23/2020	

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	↑	383	↑
2 Increase the first to second-year retention rates of the 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)	↑	61.5% (91/148)	↑
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)	↑	51.7% (182/352)	↓
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)	↑	69.1% (56/81)	↑
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	↓	428	↑
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)	↓	52.5% (314/598)	↓

*Updated 4/20/2018   **Updated 6/14/2019

Colby Community College Performance Report AY 2019

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 produce one of the best graduation rates among community colleges in the state. Additionally, CCC enrollment continues to be strong. The institution continues to invest more resources to improve graduation rates.

Indicator 2: Increase first to second-year retention rates of the 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 continues to invest more resources in the area of retention. From the Trojan Advising Center to increased tutoring options for students. Additionally, CCC is investing in multiple infrastructure updates around campus, from new buildings, remodels, and new fiber optic infrastructure, which has all led to a strong retention rate.

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 experiences a slight dip in this area. Although, we had more headcount of students transfer or employed our increase in enrollment caused a slight drop. We are confident in our improvement methods in this area.

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 continues to make improvements in our curriculum. Additionally, increased tutoring services are improving the success rates of non-college-ready students.

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 understands the important aspect of financial literacy and continues to actively recruit students to take courses which expand their financial literacy to better prepare our students for life after college.

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: Similar to the stated outcome above, an increase in enrollment can cause some fluctuations in our success numbers. We are committed to improving these strategies and have made several changes to course sequence, advising, and counseling.

Hutchinson Community College Performance Report AY 2019

AY 2019 FTE: 3,583

Contact Person: Cindy Hoss | Phone and email: (620) 665-3427; hossc@hutchcc.edu | Date: 6/16/2020

Hutchinson Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	Fall 12 Cohort: 55.8% (213/382) Fall 13 Cohort: 59.4% (240/404) Fall 14 Cohort: 61.2% (216/353) Baseline:58.7% (669/1,139)	65.7% (362/551)	↑	65.0% (382/588)	↑	62.2% (345/555)	↑
2 Increase three-year graduation rate of college-ready cohort	1	Fall 10 Cohort: 28.8% (97/337) Fall 11 Cohort: 24.5% (89/363) Fall 12 Cohort: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑	40.6% (134/330)	↑	47.7% (263/551)	↑
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑	1,632	↑	1,732	↑
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑	77.5% (551/711)	↑	77.0% (488/634)	↓
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑	89.1% 489/549	↑	94.4% (523/554)	↑
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	159	↑	138	↓	152	↔

Hutchinson Community College Performance Report AY 2019

Indicator 1: Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.
Description: First to second year retention of college-ready cohort is defined as "first-time, full-time, degree-seeking students who enroll at the same institution for two consecutive Fall terms and were not enrolled in any developmental courses in the initial term." Student data used will be the same data submitted to KBOR in the KHEDS system.

Outcome/Results: The AY 2019 retention rate for those enrolled for two consecutive fall terms is 3.5% higher than the baseline. HutchCC continues to offer many concurrent class sections for juniors/seniors in partnership with secondary institutions. These students are college-bound and the retention rate is high overall because of their degree-completion goals. HutchCC has fulfilled this outcome.

Indicator 2: Increase three-year graduation rate of college-ready cohort.
Description: Three-year graduation rate of college-ready cohort is defined as "the number of students who graduate within three years who enroll as first-time, full-time, degree-seeking students and were not enrolled in any developmental courses in their initial term." Student data used will be the same data submitted to KBOR in the KHEDS system.

Outcome/Results: The AY 2019 graduation rate grew 18.5% higher than the baseline. In AY2018 we stopped scheduling a required LC097 developmental critical reading skills course and replaced it with a college-level EN106 Integrated Language Studies (combined reading/writing content). This change along with Accuplacer modifying their test and HutchCC cut scores changing for English placement--both contributed to fewer students needing developmental English courses. These 3 changes (different course/test modification/cut score adaptation) added to the college-ready cohort. HutchCC has fulfilled this outcome.

Indicator 3: Increase number of certificates and degrees awarded.
Description: The number of certificates and degrees awarded is defined as "the total number of certificates and degrees issued by Hutchinson Community College during the reporting period;" as clarification, multiple certificates or degrees issued to the same student will count multiple times. The data used for the number of certificates and degrees awarded will be the same data submitted to KBOR in the KHEDS system.

Outcome/Results: The AY2019 indicator (total 1,732) continues to remain above the baseline with 267 certificate and degree awardees beyond the baseline of 1,465. Improvements to the HutchCC process of awarding certificates as soon as they are earned and our offering in-demand short-term certificate programs—both continue to increase the number of credentials awarded. HutchCC has fulfilled this outcome.

Indicator 4: Increase enrollee success rate in developmental math, reading, and writing courses.
Description: Enrollee success rate for each developmental course (English, Math, and Reading) is defined as "the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, F, or P);" the success rate (%) is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Outcome/Results: The AY2019 indicator is .2% lower than the baseline. Our integration/development education support strategies did not create the academic shift within the institution we hoped would occur. An institutional shift in placement testing (Accuplacer changed the test and cut scores changed in English—math remained the same) resulted in fewer students requiring developmental English classes. HutchCC requested/was accepted to change the future Bridge Performance Indicator # 4 to focus only on developmental math. So as described in Indicator 2 above— the college-ready cohort increased and the developmental numbers

decreased. HutchCC barely missed (.2) fulfilling this outcome.

Indicator 5: Increase percent of Career Technical Education concentrators who are program completers.
Description: The percent of Career Technical Education concentrators who are program completers is defined as "the number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting period divided by the number of CTE concentrators who were enrolled during the reporting period but are no longer enrolled in postsecondary education." CTE concentrators are students with a declared major in a Perkins approved program who have passed at least 12 tiered credit hours in that major over a three year time period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to completion of their program, or may have left postsecondary education for another reason. This data is collected as part of the reporting requirements for the Perkins program; the same student data will be used as submitted to KBOR in Career Technical Education reports for Perkins.

Outcome/Results: The AY 2019 indicator is 12.4% above the baseline. This indicator continues to trend upward throughout technical programs which are linear in skill development and follow both cohort and open-enrollment models. HutchCC has fulfilled this outcome.

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

Outcome/Results: The AY 2019 indicator (total 152 students) equals the baseline of 152 as delivery of technical education to high school students is in demand, and particularly steady in the Public Safety career path. After examining certificate completers in our system—we are strengthening our approach to reporting certificate completers, particularly in the area of Emergency Medical Technician (EMT) certificate completers who then go on to achieve a Cert A in Fire Science. HutchCC has equated the baseline and thus fulfilled this outcome.

Neosho County Community College Performance Report AY 2019								AY 2019 FTE: 1,217	
Contact Person: Sarah Robb		Phone and email: 620-432-0302; sarah_robb@neosho.edu						Date:6/15/2020	

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	↓	820	↓
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)	↓	72% (242/335)	↓
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)	↑	97% (864/894)	↑
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)	↑	86% (86/100)	↑
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)	↑	79% (64/81)	↑
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)	↑	79% (1506/19)	↑

Neosho County Community College Performance Report AY 2019

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:

During AY 2019, NCCC Performance data indicates a decline from the baseline in number of certificates and degrees awarded (820 in AY19 versus 990 in baseline). This decline is due to an overall decline in enrollment at NCCC. It should be noted that although the number is down from the baseline, the relative percentage of completions and transfers at NCCC is very high, earning the college a 61.8% on KBOR's Student Success Index for AY19 ranking NCCC 3rd in all community colleges in the state for student success.

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 have further declined from the baseline and from previous years for this indicator. Due to this decrease and other factors from NCCC's Educational Master Plan, the college has increased instructional and assessment support through the hiring of two additional staff members for anticipated improvements.

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:

NCCC remains committed to exposing students to these opportunities and remains above the baseline for another academic year!

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:

With an 86% success rate, NCCC students continue to perform well in developmental writing. Developmental education is critical to the community college student, and this indicator shows that with continued support and dedicated faculty members, students can be successful.

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:
The previous year's success in this indicator was hard to maintain, however the result in this indicator is still well above the baseline. NCCC students and faculty should be proud of their continued success.   The continuation of success from developmental coursework to college level work is outstanding.

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 above the baseline in this indicator, suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions. Physics 1 lecture and lab were cancelled again this year due to low enrollment; therefore, the denominator continues to be 19 courses.